

PLAN DE REAPERTURA DE LAS ESCUELAS



Mountain View
Whisman
School District

WWW.MVWSD.ORG/REOPENING

MVWSD
Return to Learn



Principios rectores



Mantenga a los empleados y estudiantes seguros



Sea ágil y esté listo para impartir instrucción en cualquiera de las cuatro etapas



Crear entornos de aprendizaje equitativos y de alta calidad para todos los estudiantes

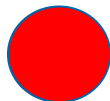


Involucrar a nuestra comunidad en soluciones, planificación e implementación.

Plan MVWSD informado por la guía del California Department of Education, Santa Clara Public Health, Santa Clara County Office of Education, Centers for Disease Control, and Sacramento County Office of Education.

Cuatro escenarios probables

Escuelas campus cerrados Etapa 4



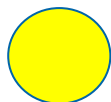
El aprendizaje a distancia en
efecto Medidas de distanciamiento social
y refugio en el lugar establecidas por
Salud Pública

Reapertura específica del campus – Etapa 3



Algunos campus escolares podrían
abrirse para poblaciones específicas
Aprendizaje combinado y a distancia en
horarios reducidos de efecto, A / B

Campus abiertos con restricciones Etapa 2



Aprendizaje mixto
Días escolares completos
Protocolos de seguridad antivirus

Apertura completa del campus Etapa 1



Todos los campus abiertos
Protocolos básicos de higiene y salud en
vigor

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Aportación de los partes interesados

A partir de mayo hubo múltiples ocasiones para que los padres dieran su opinión sobre el proceso de reapertura.

Grupos de atención

El Distrito organizó múltiples grupos de debate de ocho horas en total porque queríamos recabar la mayor información cualitativa posible dentro de nuestros parámetros de Shelter in Place y el calendario de planificación. Además, el distrito realizó un intercambio de ideas con 60 participantes. Los comentarios de estos grupos se incluyen en la planificación de la reapertura y son una parte importante de estos planes.

*26 de mayo de 2020
27 de mayo de 2020
2 de junio de 2020
20 al 28 de mayo de 2020: en línea
8, 10 y 11 de febrero*

Grupos focales de educación a distancia

En el otoño, MVWSD llevó a cabo grupos de enfoque sobre el aprendizaje a distancia con miembros del personal, maestros y padres con el fin de refinar aún más su plan en beneficio de los estudiantes.

*20 de octubre de 2020 Sesión de
comentarios para padres
2 de noviembre de 2020 Sesión de
retroalimentación de maestros y personal*

Reapertura del Grupo de Tareas

Este grupo, que representaba a maestros, administradores y personal clasificado, se reunió para examinar ideas para la reapertura y compartir ideas y preocupaciones.

*5 y 24 de junio de 2020 y 6 de agosto de 2020
10, 26 de febrero y 3 de marzo*

*Ayindé Rudolph
Cathy Baur
Carmen Ghysels
Jenni Gaderlund
Jennifer Thornton
Kathleen Cooper*

*Margaret Poor
Michelle Olague
Nancy Rodriguez
Rebecca Westover
Sonia Gomez Morales*

Reuniones públicas

El Dr. Ayindé Rudolph ha hablado ampliamente sobre el proceso de reapertura en las reuniones de la Junta Directiva.

*7 de mayo de 2020
4 de junio de 2020
2 de julio de 2020
23 de julio de 2020
6 de agosto de 2020
3 de septiembre de 2020
17 de septiembre de 2020
21 de enero de 2021*

Aportación de los partes interesados

Comprobaciones de la comunidad

Los miembros de la comunidad podrían inscribirse en las próximas reuniones de la comunidad o ver las grabaciones de las reuniones anteriores en https://www.mvwsd.org/about/communications/news_events/connecting_with_the_community. Los padres y los miembros del personal siguen participando en estas conversaciones de Zoom. La asistencia a estas reuniones ha oscilado entre 25 y 900 personas.

Viernes, 8 de mayo, 15:30

Martes, 12 de mayo, 9:30

Martes, 19 de mayo, 9:30

Miércoles, 20 de mayo, 17:30-18:30

Viernes, 22 de mayo, 15:30

Viernes 19 de junio, 15:30

Jueves 16 de julio, 15:30

Viernes 7 de agosto, 15:30

Viernes 21 de agosto, 15:30

Viernes 4 de septiembre, 15:30

Viernes 10 de septiembre, 15:30

Viernes 18 de septiembre, 15:30

Viernes 2 de octubre, 15:30

Viernes 23 de octubre, 15:30

Viernes 20 de noviembre, 15:30

Viernes 11 de diciembre, 15:30

Viernes 22 de enero, 15:30

Viernes 5 de febrero, 15:30

Viernes 5 de marzo, 15:30

Opciones de aprendizaje Etapas 3 y 4

Etapa 4

Conectado - Opción "C"



100% de Distancia Aprendizaje

4 días de instrucción en vivo en casa por semana con el apoyo virtual del maestro

Los estudiantes no vienen al campus

Los estudiantes ven las lecciones de los profesores en casa (ya sea en tiempo real o grabadas previamente).

Aprendizaje asincrónico los miércoles.

Los profesores se comunican regularmente con los estudiantes

Se proporcionará instrucción, apoyo en grupos pequeños y actividades todos los días.

Los estudiantes serán asignados a un maestro de su escuela de origen.

No perderá su ubicación en la escuela asignada para el año escolar 2021-22.

El compromiso es de al menos un trimestre y los estudiantes solo pueden pasar a la Opción B después de un descanso prolongado como el Día de Acción de Gracias o diciembre.

Etapa 3 & 4

Mezclado - Opción "B"



Mezcla en Persona + Aprendizaje a Distancia

4 días de instrucción en vivo por semana. Incluye apoyo del maestro en persona

Los estudiantes asisten a clases en el campus durante 2 días o 4 días a la semana, según el tamaño de la clase. (Si más de 16 estudiantes por clase desean asistir en persona, la clase se dividirá en cohorte A y cohorte B).

Los estudiantes ven las lecciones de los profesores en tiempo real, ya sea en el aula con sus compañeros de aprendizaje a distancia o en casa.

Aprendizaje asincrónico los miércoles.

Si el modelo de cohorte está en vigor, el primer grupo asistirá a clases en persona los lunes y martes y aprenderá a distancia de miércoles a viernes. Los estudiantes del segundo grupo aprenderán a distancia de lunes a miércoles y vendrán a clase en persona los jueves y viernes.

Pautas de distancia social de 6 pies, lo que limita el número de niños en una clase a 16 estudiantes. Se requerirá equipo de protección personal (PPE) (es decir, máscaras faciales) para los estudiantes y miembros del personal, con algunas excepciones.

El compromiso es un trimestre. Los padres pueden solicitar un cambio a la Opción C antes y al estudiante se le puede asignar un nuevo maestro.

Opciones de aprendizaje Etapas 3 y 4

Etapa 2

Opción B: mixto

Combinación de clases presenciales y a distancia

Aprendizaje mixto + aprendizaje a distancia
Días escolares completos

Protocolos de seguridad antivirus

No hay excursiones / actividades

Reuniones de video remotas

PPE recomendado para estudiantes,
proporcione máscara para cualquier estudiante
que esté enfermo

PPE requerido para el personal

No voluntarios / visitantes

Los deportes siguen las pautas del condado
prescritas para cada nivel que define cuánto
contacto social y si se permiten espectadores.

Eventos de artes escénicas que se pueden
realizar en nuestro se pueden permitir
anfiteatros al aire libre

Etapa 1

Todo presencial: opción A

En la escuela 5 días a la semana en persona

Todas las instalaciones escolares abiertas
Aplicación de los protocolos básicos de
salud e higiene

Comidas y Tecnología



Servicio de comidas

Aunque el MVWSD tiene cerrados los campus debido a la COVID- 19, proporcionamos comidas gratis a los estudiantes que dependen de nosotros para su apoyo en el estacionamiento de la Escuela Primaria Gabriela Mistral (505 Escuela Ave) de 11:30 a 13:00 todos los días de la semana hasta que reabra la escuela. Se ofrece almuerzo y desayuno gratis para el día siguiente. Durante el año escolar, estamos sirviendo comidas para llevar en las escuelas a los estudiantes del MVWSD durante el aprendizaje a distancia. Para obtener información actualizada, consulte www.mvwsd.org/nutrition

Tecnología

Creemos que el acceso a la tecnología e Internet son herramientas esenciales para nuestros estudiantes. Teniendo en cuenta las diversas necesidades de nuestros estudiantes, nos comprometemos a abordar las disparidades digitales entre los hogares. Por eso ampliamos nuestro programa de dispositivos individuales y se proporcionarán a los niños de los cursos desde preescolar hasta octavo dispositivos para llevar a casa con las herramientas necesarias para trabajar en ella.

Se distribuirán Chromebooks a los nuevos estudiantes al comienzo del año escolar. Para cuestiones relacionadas con los Chromebooks, póngase en contacto con MVWSD Tecnología en el 650-526-3252 o support@mvwsd.org.

Para acceder a Internet gratis o a bajo costo, los estudiantes y sus adultos pueden ir a los estacionamientos de Crittenden, Graham, Mistral, Monta Loma, Huuf, Vargas, Landels y la Oficina del Distrito para conectarse a wifi de forma gratuita. Los dispositivos MVWSD se conectarán automáticamente.

No se necesita contraseña. Mientras se usa el wifi del estacionamiento, debe permanecer en su auto para practicar el distanciamiento social.

Para disponer de Internet a bajo costo a través de Xfinity/Comcast o AT&T o para solicitar un punto de acceso a Internet, visite www.mvwsd.org/technology o llame a MVWSD Tecnología al 650-526-3252.

Opción C: Conectado

Todos los estudiantes, de preescolar a 8.º, comenzarán en la opción "C": conectado; 100 % de aprendizaje a distancia para el año escolar 2020-21.

MVWSD puede reabrir para instrucción en persona solo cuando 1.) en un Nivel que no sea Morado y 5 días después de que se completen y publiquen los planes de seguridad o; 2.) Los grados K-6 pueden reabrir cuando están en el Nivel Morado solo si la tasa de casos es inferior a 25 / 100,000 (CR <25); y los planes de seguridad se completan y publican públicamente.

- El programa de enseñanza sigue los estándares del nivel de curso
- Maestro asignado que proporciona enseñanza sincrónica diaria/semanal (en vivo a través de Zoom), así como enseñanza en pequeños grupos y actividades de ELD e independientes.
- Parte de la enseñanza será asincrónica (grabada) aunque la mayoría se hará en vivo a través de Zoom. La asistencia diaria y la finalización de las tareas son obligatorias.
- Comentarios y calificaciones de los maestros asignados.
 - Escuela primaria: calificaciones basadas en parámetros en una escala de 1 a 4.
 - Escuela secundaria: calificaciones en forma de letras.
- Los estudiantes y los maestros seguirán un programa diario
- Todos los estudiantes recibirán un chromebook, un punto de acceso (si es necesario) y materiales consumibles.
- Todos los maestros/escuelas tendrán un actualiza semanalmente de Google Classroom.
- Uso de Zoom en el salón de clases para las entradas y salidas diarias, la enseñanza en vivo y la enseñanza en pequeños grupos.
- Los miércoles se trabajará en lecciones asincrónicas para la preparación de los maestros, el desarrollo profesional y las reuniones de personal.
- Los estudiantes con un Programa de Educación Individualizado o un Plan 504 tendrán la opción de recibir servicios presenciales según lo establecido en su plan.

Apoyo para las familias

- Proporcionar tecnología a los estudiantes, como puntos de acceso a Internet y Chromebooks
- Nuevo sitio web de la Universidad de Padres con videos y manuales de tecnología, consejos para estructurar el aprendizaje en casa y listas de recursos comunitarios sobre comidas, salud mental, vivienda, etc.
- Apoyo del personal para la asistencia y el compromiso necesarios Temas de los seminarios web de la
- Universidad de Padres basados en las opiniones de las familias
- Módulos de aprendizaje para estudiantes identificados para que puedan recibir apoyo educativo y de administración del tiempo mientras están en el campus
- El cuidado de los niños en los campus de las escuelas de YMCA, Newton, Right at School y Beyond the Bell es prioritario para los trabajadores esenciales.

Opción C: Conectado

Primaria

Todos los estudiantes, de preescolar a 8.º, comenzarán en la opción "C": conectado; 100 % de aprendizaje a distancia para el año escolar 2020-21.

MVWSD puede reabrir para instrucción en persona solo cuando 1.) en un Nivel que no sea Morado y 5 días después de que se completen y publiquen los planes de seguridad o; 2.) Los grados K-6 pueden reabrir cuando están en el Nivel Morado solo si la tasa de casos es inferior a 25 / 100,000 (CR <25); y los planes de seguridad se completan y publican públicamente. *(A continuación se presenta un programa de muestra. La hora de inicio de la escuela primaria específica de cada escuela sigue vigente)*

Etapa 4 de primaria - Modo de aprendizaje a distancia

	lunes	martes	miércoles	jueves	viernes
8:00-8:15	Registro por zoom	Registro por zoom	Registro por zoom	Registro por zoom	Registro por zoom
8:15-10:00	ELA / ELD / Estudios Sociales	ELA / ELD / Estudios Sociales	Los estudiantes acceden a lecciones asincrónicas y completan tareas proporcionadas por el equipo de contenido virtual y el maestro de la clase. Maestros: reuniones de personal PD preparación de colaboración	ELA / ELD / Estudios Sociales	ELA / ELD / Estudios Sociales
10:00-10:20	Descanso	Descanso		Descanso	Descanso
10:20-11:30	Bloque matemático	Bloque matemático		Bloque matemático	Bloque matemático
11:30 -12:30	Almuerzo	Almuerzo		Almuerzo	Almuerzo
12:30 - 1:20	Educación física	CSMA		Educación física	Living Classroom
1:20-2:15	STEAM/RTI	STEAM/RTI		STEAM/RTI	STEAM/RTI
2:15-2:30	Hora de salida por zoom	Hora de salida por zoom		Hora de salida por zoom	Hora de salida por zoom

Opción C: Conectado

Primaria

Todos los estudiantes, de preescolar a 8.º, comenzarán en la opción "C": conectado; 100 % de aprendizaje a distancia para el año escolar 2020-21.

MVWSD puede reabrir para instrucción en persona solo cuando 1.) en un Nivel que no sea Morado y 5 días después de que se completan y publiquen los planes de seguridad o; 2.) Los grados K-6 pueden reabrir cuando están en el Nivel Morado solo si la tasa de casos es inferior a 25 / 100,000 (CR <25); y los planes de seguridad se completan y publican públicamente.

Horario de primaria - Etapa 4

Bloques de contenido	Virtual
Bloque ELA / ELD	<p>Lección sincrónica de todo el grupo del profesor del aula</p> <p>Instrucción en grupos pequeños: a través de Zoom</p> <p>ELD - a través de Zoom</p> <p>Trabajo independiente</p> <p>-Video Lección de Benchmark Advance</p> <p>-Páginas consumibles de BA</p> <p>- Clases de palabras, escritura a mano, etc. (otros centros independientes escriben a máquina los trabajos)</p> <p>Informe - a través de Zoom</p>
Estudios Sociales / Escritura	<p>Lección sincrónica de todo el grupo del maestro de aula</p> <p>Trabajo independiente</p> <p>Actividades de estudios sociales o actividad de escritura</p> <p>Instrucción en grupos pequeños - a través de Zoom</p>
Matemáticas	<p>Lección sincrónica de todo el grupo del maestro de aula</p> <p>Instrucción en grupos pequeños - a través de Zoom</p> <p>Trabajo independiente</p> <p>-Aprender lección</p> <p>-Conjunto de problemas</p> <p>-Otras tareas matemáticas independientes</p> <p>Informe de toda la clase y boleto de salida a través de Zoom</p>
Educación Física / Actividades Extracurriculares	<p>2 lecciones de educación física en vivo por semana - a través de Zoom</p> <p>Arte CSMA y música a través de Zoom</p> <p>Living Classroom</p>
STEAM/RTI	<p>Lecciones STEAM para la mitad de la clase a través de Zoom</p> <p>Intervención / enriquecimiento en grupos pequeños con el maestro de clase para la otra mitad de la clase a través de Zoom</p>

Opción C: Conectado

Primaria

Modelo STEAM/RTI

El modelo STEAM/RTI continuará durante el aprendizaje a distancia. Los estudiantes serán divididos en grupos cuatro días a la semana. Los estudiantes del grupo A participarán en las lecciones STEAM a través de Zoom. Los estudiantes del grupo B participarán en la intervención o enriquecimiento en pequeños grupos a través de Zoom con el maestro de la clase durante el mismo bloque horario. Los grupos rotarán diariamente, ofreciendo 2 sesiones STEAM y 2 sesiones de RTI dirigidas por el maestro cada semana.

Lengua y literatura inglesa

Ejemplo del programa diario de Lengua y literatura inglesa de una escuela intermedia

8:00-8:15 Reunión matutina para toda la clase en ZOOM	
8:15-10:00 El bloque de ELA	
Toda la clase en una Mini-Lección ZOOM Lectura / escritura cercana	
ZOOM en grupos pequeños dirigido por maestros: <ul style="list-style-type: none">*Lectura detallada*Lectura guiada* Intervención / Enriquecimiento	Trabajo independiente <ul style="list-style-type: none">* Lección en video (vocabulario, gramática y / o estudio de palabras)* Páginas de libros de trabajo consumibles de BA* Lectura independiente* Escritura independiente

Opción C: Conectado

Secundaria

Opción "C": Conectado; 100 % de aprendizaje a distancia

Todas las clases virtuales y siguiendo el horario de inicio y fin escalonado con un periodo extra al final del día para apoyar a los estudiantes de inglés, estudiantes con discapacidades y posiblemente clases optativas adicionales.

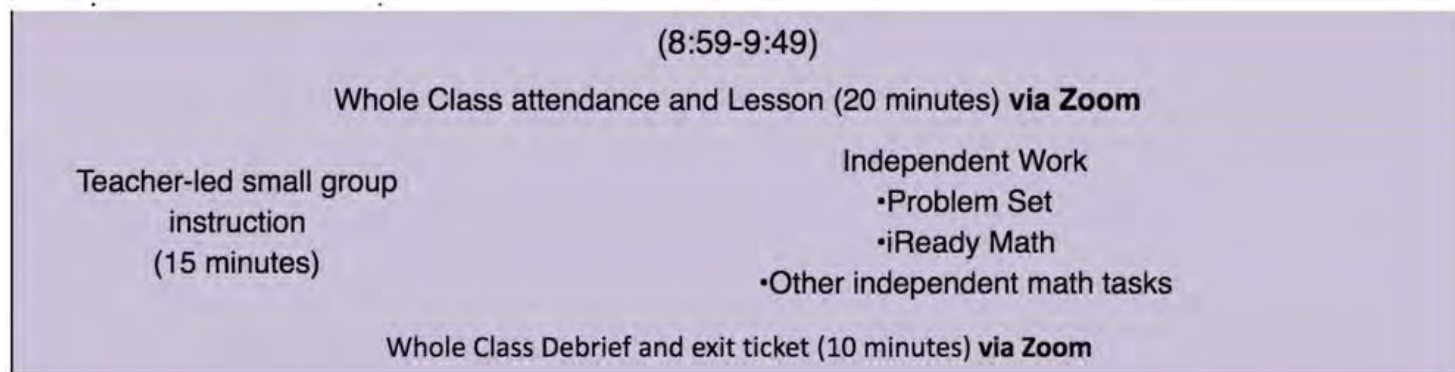
Los maestros de clase proporcionarán a los estudiantes lecciones y tareas sincronizadas. Las lecciones en grupos pequeños con Zoom incorporarán RTI.

El miércoles los estudiantes las realicen de forma independiente. Reuniones de personal de los miércoles, desarrollo profesional, colaboración y planificación de los maestros.

Todos los estudiantes podrán elegir optativas.

Se exigirá a los estudiantes que entreguen el trabajo y las calificaciones y se les harán comentarios. Los estudiantes tendrán un periodo de matemáticas cada día debido a las limitaciones de horario.

Ejemplo del programa de una escuela secundaria en el periodo



Opción C: Conectado

Secundaria

Opción "C": conectado; 100 % de aprendizaje a distancia

5 Period Staggered Schedule- 1 hr lunch Stage 4 Distance Learning Schedule

Grade 6		Grade 7		Grade 8	
Period 1 (60 min) 7:55-8:55	ELA	Period 1(60 min) 8:20-9:20	ELA	Period 1 (60 min) 8:45-9:45	ELA
Period 2 (50 min) 8:59-9:49	Math	Period 2 (50 min) 9:24-10:14	Math	Period 2 (50 min) 9:49-10:39	Math
9:49-10:04 (15 min)	Break	10:14-10:29 (15 min)	Break	10:39-10:54 (15 min)	Break
Period 3 (50 min) 10:08-10:58	SS	Period 3 (50 min) 10:33-11:23	SS	Period 3 (50 min) 10:58-11:48	SS
Period 4 (50 min) 11:02-11:52	Sci	Period 4 (50 min) 11:27-12:17	Sci	Period 4 (50 min) 11:52-12:42	Sci
11:52-12:52 (60 min)	Lunch	12:17-1:17 (60 min)	Lunch	12:42-1:42 (60 min)	Lunch
Period 5 (50 min) 12:56-1:46	Elective	Period 5 (50 min) 1:21-2:11	Elective	Period 5 (50 min) 1:46-2:36	Elective
Period 6 (50 min) 1:50-2:40	EL/SPED	Period 6 (50 min) 2:15-3:05	EL/SPED	Period 6 (50 min) 2:40-3:30	EL/SPED
After school	PE(virtua)	After school	PE (virtual)	Before school	PE (virtual)

Opción B: Mixto

Etapa 3: Opción B, mixto; mezcla de aprendizaje presencial y a distancia

- Las familias optan cuando las condiciones lo justifican en función de cuándo su condado ha estado fuera de la lista de monitoreo durante 14 días y MVWSD tiene tiempo para pasar a una nueva etapa.
- Las familias pueden optar por la educación a distancia completa después de un período de tiempo. Los estudiantes que cambian las opciones de aprendizaje durante el año pueden ser asignados a un nuevo maestro dependiendo del tamaño de la clase.
- Los padres pueden indicar su elección de mover a su hijo de las opciones de aprendizaje conectado a combinado al final del trimestre. Los estudiantes no podrán moverse hasta un descanso prolongado como el Día de Acción de Gracias o el descanso de diciembre. Esto es para mantener cohortes estables por razones de salud y reducir la interrupción de clases.
- Estudiantes en el campus 2 días / semana (Cohorte A o Cohorte B) y en aprendizaje a distancia los otros 3 días.
- Maestro asignado que proporciona instrucción tanto en persona como en grupos pequeños. Lecciones de aprendizaje a distancia proporcionadas por el maestro en los otros tres días con un check in por la mañana y un check out por la tarde
- Se requiere asistencia diaria y finalización de tareas
- Comentarios y calificación del maestro asignado
- Elemental: calificación basada en estándares en una escala de 1 a 4
- Escuela intermedia: calificaciones con letras
- Los estudiantes y profesores seguirán un horario diario

Horario del modelo de aprendizaje mixto de la etapa 3

	lunes	martes	miércoles	jueves	viernes
Grupo A	en el campus	en el campus	en línea	en línea	en línea
Grupo B	en línea	en línea	en línea	en el campus	en el campus

Opción B: Mixto

Secundaria

Etapas 3: Opción B, mixto; mezcla de aprendizaje presencial y a distancia

- Los estudiantes estarán en grupos de 16 estudiantes o menos (Cohorte A, B) y permanecerán en un salón de clases; los maestros rotarán para brindar instrucción.
- La instrucción diaria será en vivo para los estudiantes en persona, así como para sus compañeros de aprendizaje a distancia, e incluir lecciones completas y apoyo en grupos pequeños (RTI)
- El miércoles, los maestros publicarán lecciones y tareas para que los estudiantes completen
- independientemente debido a reuniones de personal, desarrollo profesional, colaboración y maestros planificación
- Se requerirá que los estudiantes entreguen el trabajo y se les proporcionarán calificaciones y comentarios.
- Todos los estudiantes serán parte de una rueda electiva.
- Los estudiantes están programados de acuerdo con su clase de matemáticas y tendrán 1 período de matemáticas debido a restricciones de horario
- Los estudiantes que aprenden inglés y los estudiantes con discapacidades permanecerán en el campus durante un sexto período para recibir apoyo específico
- Todos los estudiantes serán parte de una rueda electiva.
- La educación física se impartirá virtualmente al final del día (sexto y séptimo grado) o antes escuela (octavo grado)

Opción B: Mixto

Secundaria

5 Period Staggered Schedule

Grade 6		Grade 7		Grade 8	
Period 1	(60 min) 7:55-8:55	Period 1	(60 min) 8:20-9:20	Period 1	(60 min) 8:45-9:45
Period 2	(50 min) 9:00-9:50	Period 2	(50 min) 9:25-10:15	Period 2	9:50-10:40 (50 min)
Break	(15 min) 9:50-10:05	Break	(15 min) 10:15-10:30	Break	(15 min) 10:40-10:55
Period 3	(50 min) 10:10-11:00	Period 3	(50 min) 10:35-11:25	Period 3	(50 min) 11:00-11:50
Period 4	(50 min) 11:05-11:55	Period 4	(50 min) 11:30-12:20	Period 4	(50 min) 11:55-12:45
Lunch	11:55-12:55 (Connected) 11:55-12:35 (Blended) 40 min to eat 20 min Healthy Living Break	Lunch	12:20-1:20 (Connected) 12:20-1:00 (Blended) 40 min to eat 20 min Healthy Living Break	Lunch	12:45-1:45 (Connected) 12:45-1:25 (Blended) 40 min to eat 20 min Healthy Living Break
Period 5	(50 min) 1:00-1:50	Period 5	(50 min) 1:25-2:15	Period 5	(50 min) 1:50-2:40
Period 6	(50 min) 1:55-2:45	Period 6	(50 min) 2:20-3:10	Period 6	(50 min) 2:45-3:35
After school	PE(virtual)	After school	PE (virtual)	Before school	PE (virtual)

Opción B: Mixto

Primaria

(A continuación se muestra un horario de muestra. La hora de inicio de primaria específica para cada escuela permanece vigente)

Horario de Primaria - Etapa 3 Mezclado

	lunes y martes		miércoles	jueves y viernes	
	Grupo A - en persona	Grupo B - Virtual	Grupo A/B Virtual	Grupo B - en persona	Grupo A - Virtual
8:00-8:15		Registro por zoom	Registro por zoom		Registro por zoom
8:20-8:40	Reportarse por la mañana	Los estudiantes acceden a lecciones asincrónicas y completan tareas proporcionadas por el equipo de contenido virtual y el maestro de la clase.	Los estudiantes acceden a lecciones asincrónicas y completan tareas proporcionadas por el equipo de contenido virtual y el maestro de la clase.	Reportarse por la mañana	Los estudiantes acceden a lecciones asincrónicas y completan tareas proporcionadas por el equipo de contenido virtual y el maestro de la clase.
8:40-10:05	ELA / ELD / Estudios Sociales			ELA / ELD / Estudios Sociales	
10:05-10:25	Descanso			Descanso	
10:25-11:55	Bloque matemático			Bloque matemático	
11:65 -12:35	Almuerzo			Almuerzo	
12:35-1:25	Educación física / CSMA			Educación física / CSMA	
1:25-2:20	STEAM/RTI			STEAM/RTI	
2:20	Salida			Salida	
2:30-2:50		Hora de salida por zoom			Hora de salida por zoom

Programa de escuela primaria de STEAM/RTI -

- El modelo STEAM/RTI continuará durante el aprendizaje a distancia al 100 % y presencial/modelos mixtos DL.
- Los estudiantes se dividirán en grupos cuatro días a la semana
- Los estudiantes participarán en lecciones de STEAM a través de Zoom en sus días en línea (M/T o TH/F)
- Los estudiantes participarán en la intervención o enriquecimiento en pequeños grupos con el maestro del aula durante el mismo lapso de tiempo en sus días en persona (M/T o TH/F)

Opción B: Mixto

educación especial 504 planes

Apoyos para los estudiantes con planes 504

Tenemos previsto seguir proporcionando intervenciones a los estudiantes que necesiten apoyo educativo intensivo, manteniendo la continuidad de los alojamientos y servicios, al tiempo que se cumplen las políticas de salud y seguridad durante el cierre de las escuelas.

Etapas 3 and 4

- Reunión por Zoom con el director y los maestros en el primer mes de clases para determinar las adaptaciones para todas las etapas de aprendizaje
- Adaptaciones transmitidas a 20-21 maestros
- Cita individual con el maestro del aula o el orientador, según sea necesario.

Etapas 1 and 2

- Reunión con el director, el orientador y los maestros en el primer mes de la reapertura de la escuela para determinar las adaptaciones adecuadas para todas las etapas de aprendizaje.
- Los alojamientos transmitidos a 20-21 profesores
- Cita individual con cualquier maestro de clase o asesor, mensualmente, según sea necesario.

Evaluaciones de la educación especial

- Empezaremos a realizar evaluaciones en persona si las pautas del estado lo permiten
- Espere al menos 20 minutos entre los puntos de evaluación Examen de la temperatura
- Se usarán mascarillas y protectores faciales aprobados
- Se observarán las reglas de distanciamiento social según corresponda No se compartirán materiales entre los estudiantes
- Cada estudiante llevará su lápiz
- Protocolo de limpieza entre los estudiantes que se evalúan.
- Una vez que el estudiante haya salido de la habitación:
- Limpie las siguientes superficies con una solución de limpieza aprobada. Silla de estudiante, mesa, manijas de la puerta. Cualquier cosa que toque el estudiante. Si está disponible, rocíe con una máquina ionizada.

Option B Blended Special Education

Horario de instrucción de Educación especial

Programa	Etapa 4	Etapa 3	Etapa 2
<p>Clases especializadas de instrucción académica (formalmente llamadas SDC)</p> <p>Ubicaciones: Preescolar de Graham, Landels, Monta Loma, Bubbs, Crittenden, Graham)</p>	Virtual para todos	Asistir 4 días a la semana practicando el distanciamiento social tanto como pueda. El PPE se proporcionará para el personal, para los estudiantes que no toleren el PPE, será una adaptación en su IEP.	Asistir 5 días a la semana practicando el distanciamiento social tanto como pueda. El PPE se proporcionará para el personal, para los estudiantes que no toleren el PPE, será una adaptación en su IEP.
<p>Estudiantes en Educación General con Instrucción Académica Especializada y / o Servicios</p> <p>Ubicaciones: escuelas primarias y secundarias</p>	Virtual para todos	<p>Asistir 2 días a la semana en el aula de educación general de la cohorte.</p> <p>Asistir a instrucción académica especializada en el salón de recursos (en persona) dependiendo de los servicios y metas del IEP en días virtuales.</p> <p>Asistir al servicio de DIS en días virtuales.</p>	Asistir los 5 días practicando el distanciamiento social tanto como pueda. Con el PPE proporcionado para el personal, para los estudiantes que no toleren el PPE, será una adaptación en su IEP.

Desinfección de escuelas

Cuando el personal o los estudiantes utilicen las zonas del campus, se seguirán los protocolos de limpieza y desinfección diaria, con especial énfasis en las zonas de alto tránsito.

Las zonas incluyen:

- Nebulización completa de la clase con desinfectante
- Manijas de las puertas
- Grifos
- Mesas y sillas
- Dispensadores de jabón, toallas de papel y desinfectante
- Oficinas principales
- Baños
- Todas las unidades de HVAC se revisarán y se instalarán filtros MERV 13 en todas las unidades.

Equipos de protección individual

Cuando el personal o los estudiantes utilizan las zonas del campus, ambos grupos deben llevar mascarillas.

Los estudiantes deben usar mascarillas de tela limpias de su casa o se les proporcionarán unas desechables en la escuela. Los miembros del personal pueden usar las mascarillas provistas por el distrito, y pueden optar por añadir un protector facial si es necesario. El condado recomienda roturas de mascarilla para niños de segundo grado y más joven cuando está afuera y solo con miembros de su cohorte estable.



Mascarillas

Las mascarillas deben:

- Ajustárselas bien pero de forma cómoda, a un lado de la cara.
- Asegurárselas con ataduras o bucles en las orejas, si se proporcionan.
- Incluir múltiples capas, o su equivalente, de tela.
- Permitir la respiración sin restricciones.
- Se deben retirar por detrás de la cabeza o las orejas para minimizar el contacto de las manos con la cara.
- Lavarse y secarse a máquina si son reutilizables.
- Cubrir la nariz y la boca.

Exámenes de salud

Antes de llegar al campus, se le harán estas preguntas a las personas. Una persona que responda "Sí" a cualquiera de estas preguntas no podrá ingresar a las instalaciones de la escuela.

1. En los últimos 10 días, ¿le han diagnosticado COVID-19 o le han realizado una prueba que confirma que tiene el virus?

- Sí - MANTÉNGASE EN CASA y busque atención médica.

2. En los últimos 10 días, ¿ha tenido contacto cercano con alguien que haya estado aislado por COVID-19 o se le haya realizado una prueba que confirme que tiene el virus? (El contacto cercano es de menos de 6 pies durante 15 minutos o más).

- Sí - MANTÉNGASE EN CASA y busque atención médica y pruebas.

3. ¿Ha tenido uno o más de estos síntomas hoy o en los últimos 3 días?

- ☐ Fiebre o escalofríos
- ☐ tos
- ☐ Pérdida del gusto u olfato
- ☐ Falta de aire o dificultad para respirar.

- Sí - MANTÉNGASE EN CASA y busque atención médica y pruebas.

4. ¿Ha tenido uno o más de estos síntomas hoy o en los últimos 3 días y son nuevos o no se explican por otra razón?

- ☐ Fatiga
- ☐ Dolores musculares o corporales
- ☐ dolor de cabeza
- ☐ dolor de garganta
- ☐ Náuseas, vómitos o diarrea

- Sí - MANTÉNGASE EN CASA y busque atención médica y pruebas.

*** Indicaciones para las pruebas: los estudiantes y el personal deben hacerse la prueba después de que desarrollen uno o más síntomas de COVID-19 o si uno de los miembros de su hogar o contactos cercanos no domésticos dio positivo por COVID-19.

Qué Pueden Esperar las Familias Cuando se Reabra la Escuela en la a Etapa 3

Llegada a la escuela

El personal y los estudiantes usaran mascarillas. Los estudiantes llegarán en autobuses con menos estudiantes. Los padres y visitantes tendrán limitado a ningún acceso al campus escolar. Nuevos controles perimetrales (es decir, puertas y vallas) estarán en su lugar para limitar los visitantes no anunciados.



Precauciones de seguridad

- Las escuelas seguirán las pautas de desinfección para las aulas y los espacios compartidos.
- Se animará a todos los estudiante y miembros del personal a que se laven las manos regularmente.
- Se colocarán estaciones de desinfección de manos en las entradas del campus.
- Se limitará el uso compartido de material escolar por parte de los estudiantes.
- Se examinará a los estudiantes y adultos en la escuela al comienzo del día para detectar fiebre y síntomas.



6 pies de distancia en el campus escolar y en el salón de clases



No hay excursiones; Deportes y conciertos al aire libre limitados

Para mantener el distanciamiento social, se limitarán las actividades que requieran que los estudiantes se congreguen.

- No hay excursiones fuera del campus escolar, como Walden West, Yosemite, o otras excursiones de clase específica.



Chequeo

Las familias deben tomar su temperatura diariamente antes de ir a la escuela. Cualquier persona con fiebre de 100.4 F o más o con síntomas respiratorios como tos y falta de aliento no debe ir a la escuela. Los estudiantes y los adultos serán examinados en la escuela al comienzo del día.

Protección personal

El personal y los estudiantes se usaran mascarillas. Según las pautas del CDC y salud pública del condado, las escuelas deben excluir a los estudiantes del campus escolar que no usen mascarillas y no estén exentos.

No se recomienda el uso de guantes a los estudiantes o al personal, con excepción de las tareas de limpieza, primeros auxilios y servicio de alimentos.

El distanciamiento social ayudará a limitar la propagación del virus. MVWSD hará lo siguiente:

- Modificaremos los horarios escolares
- Mantendremos a los estudiantes en grupos pequeños
- Serviremos las comidas en grupos pequeños
- Separaremos el escritorio más para asegurar una distancia de 6 pies entre los estudiantes
- Escalonaremos los tiempos de almuerzo y de recreo
- Evitaremos las grandes reuniones como las asambleas

- Si el distanciamiento social es factible, los deportes como el cross country y el atletismo pueden permitirse sin espectadores.
- Los deportes que implican un contacto cercano como la lucha libre, el baloncesto y el fútbol no serán permitidos.
- Se pueden realizar eventos de artes escénicas que se pueden llevar a cabo en nuestros anfiteatros al aire libre.



Las escuelas y los distritos escolares pueden reabrir para enseñanza en persona solo cuando su condado haya estado fuera de la lista de vigilancia durante 14 días. Después de ese momento, el MVWSD necesitaría tiempo para pasar de la Etapa 4 a la Etapa 3.

Protocolo para la COVID-19 en los autobuses del MVWSD

- A todos los estudiantes y ayudantes que viajen en el autobús se les tomará la temperatura antes de subir al mismo.
- Estudiantes de la misma familia y / o la misma el aula debe recibir instrucciones para sentarse juntos siempre que sea posible para minimizar la exposición a nuevos contactos.
- Todos los conductores recordarán a los estudiantes a adherirse a las normas de distanciamiento social de acuerdo a las directrices del CDC al subir y bajar del autobús.
- Cuando no sea posible el distanciamiento social entre el conductor y el estudiante (es decir, el conductor debe ayudar al estudiante con el cinturón de seguridad, el arnés o la silla de ruedas en el autobús), el conductor se limpiará inmediatamente las manos con una toallita con alcohol.
- No se permitirá que los estudiantes compartan artículos o cambien de asiento mientras estén en el autobús.
- Los estudiantes tomarán el asiento trasero disponible y seguirán la tabla de asientos. La tabla de asientos se usará para facilitar la localización de contactos en caso de infección.
- Se abrirán por completo un mínimo de dos ventanas.

Mascarillas

- Todo el personal y los niños deben llevar una mascarilla en todo momento en un autobús escolar del MVWSD. Los niños cuyos PEI designen "sin mascarilla" estarán permitidos en el autobús escolar sin mascarilla.
- El MVWSD suministrará guantes adicionales, máscaras y un protector facial en cada autobús para resolver los problemas de los estudiantes que puedan surgir.
- Los estudiantes recibirán una advertencia verbal y una citación escrita sobre no usar una mascarilla. En la tercera infracción, se le negará el transporte al estudiante.
- Todo el personal recibirá indicaciones sobre la forma correcta de deshacerse del equipo de protección personal

Procedimiento de higienización de los autobuses

Además de la 13CCR1232(D): limpieza de autobuses, los autobuses también se mantendrán desinfectados. En un esfuerzo por aumentar la regularidad de nuestras medidas de limpieza e higienización, nuestro personal del MVWSD recibirá capacitación sobre las pautas de limpieza profunda del MVWSD e implementará los siguientes procedimientos:

Procedimientos de limpieza y desinfección diaria de los autobuses

- Todo el personal de transporte debe utilizar el sistema aprobado para eliminar la suciedad y los residuos antes de usar el desinfectante autorizado. El desinfectante se aplicará con una botella de spray o un contenedor electrostático y se utilizará de acuerdo con las instrucciones uso del fabricante.
- Todas las superficies tocadas por cualquier persona deben ser desinfectadas después de cada carrera, al final de cada ruta y en el al final del turno. Esto incluye, entre otras cosas: Compartimento del conductor, todos los pasamanos, todos los asientos y respaldos, cinturones de seguridad/hebillas, arnés, chaleco, protectores de hebillas, ventanas que ocuparon los estudiantes, amarres de sillas de ruedas, rampa, manijas de puertas y controlador.
- Toda superficie expuesta a un derrame, fuga, salpicadura o descarga de patógenos en la sangre se debe limpiar y desinfectar lo antes posible.
- Si un autobús ha tenido un caso confirmado de un conductor o un estudiante con COVID-19, el autobús y todos los vehículos manejados por el conductor o utilizados para transportar al estudiante en los tres (3) días anteriores se retirarán del servicio y se desinfectarán por completo antes de volver a ser puestos en servicio.

Proteger a los empleados del MVWSD

El MVWSD reconoce que cuidar de nuestros profesores y miembros de nuestro personal significa que podrán cuidar de nuestros estudiantes y sus propios familiares.

El MVWSD se compromete a:

- Coordinar con las acciones de otras entidades públicas en la zona y buscar el cumplimiento, en la medida de nuestras posibilidades, de las recomendaciones del CDC.
- Limpiar y sanear con regularidad todas las instalaciones del distrito. Colocar estratégicamente la señalización en las escuelas y oficinas.
- Recordar y fomentar las medidas de distanciamiento físico y el uso de mascarillas.

El distanciamiento social es un importante protocolo de seguridad y salud del personal

En la práctica, esto significa:

Mantenerse a 6 pies de distancia de los demás en todo momento como rutina habitual.

- Eliminar el contacto con los demás, como los apretones de manos
- Esta práctica incluye campos de juego, estacionamientos, salas de conferencias y reuniones, ascensores, baños, salas de descanso, pasillos, zonas comunes, zonas de entrada/salida de los lugares de trabajo y oficinas.
- Mantener una distancia social de 6 pies durante su día de trabajo siempre que sea posible.
- Se espera que los empleados mantengan una buena higiene en todo momento.

- Continuar comunicando la planificación y los procedimientos al personal y a los padres. Proteger la salud y el bienestar de nuestros estudiantes, el personal y la comunidad.
- Escuchar atentamente las ideas y preocupaciones de nuestra comunidad escolar.

**Estamos practicando el distanciamiento social**



Siga estas pautas

- Mantener un mínimo de 6 pies de distancia del uno al otro
- Evite ingresar a las instalaciones si tiene tos o fiebre
- Estornudar o toser en un paño o tejido. Si no hay uno disponible usa tu codo
- Usar una mascarilla
- No se dé la mano ni participe en cualquier contacto físico innecesario
- Lavarse las manos con agua y jabón a menudo y / o use desinfectante para manos cuando esté disponible

Proteger a los empleados del MVWSD

Espacios de trabajo comunes

- Consulte los protocolos de limpieza de mantenimiento para obtener detalles sobre la limpieza del sitio.
- Las toallitas desinfectantes o el aerosol desinfectante con toallitas de papel estarán disponibles para que los empleados desinfecten sus propios espacios de trabajo. Si necesitan más, póngase en contacto con su supervisor.
- En las zonas de mucho tránsito y en las áreas de recepción, se crearán marcadores de distancia y de línea de espera en el piso para indicar dónde mantener una distancia de 6 pies. Si por casualidad, no hay marcadores de línea, mantenga una distancia de 6 pies.
- Los empleados deben evitar tocarse la cara y lavarse bien las manos con agua y jabón durante al menos 20 segundos varias veces durante las horas de trabajo para reducir el riesgo.

Oficinas para uno o múltiples ocupantes

- Los empleados asignados a un espacio de trabajo de oficina (individual o compartido) deben organizarse para asegurar el distanciamiento social y así mantener una separación de 6 pies y asientos de 360 grados.
- Evitar los diseños de escritorio cara a cara.

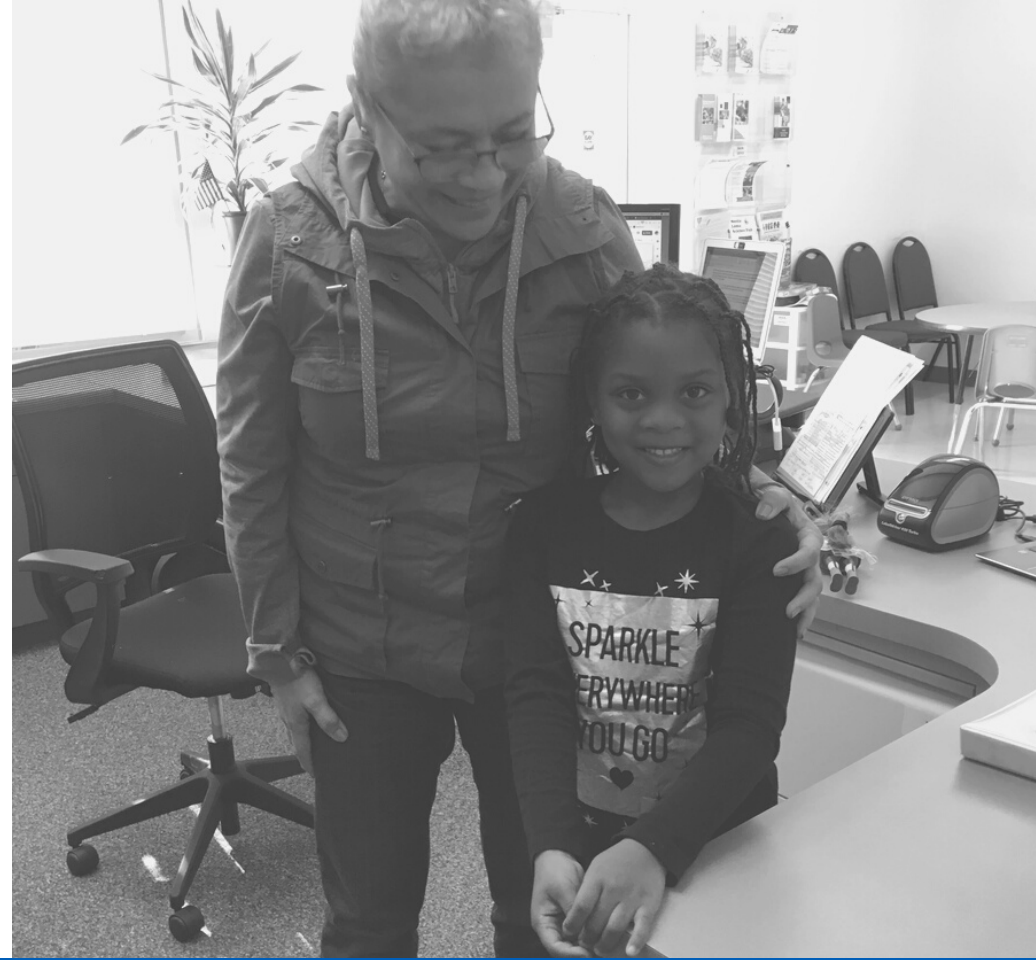
Salas de descanso y preparación de comidas

- Los miembros del personal no pueden reunirse y comer en ningún espacio interior, como salas de descanso y oficinas.

Baños

- La limpieza de los baños de la escuela o de las instalaciones se hará periódicamente.
- Como en el caso de otras zonas, el baño exige una distancia social de 6 pies. La capacidad máxima se basa en el número de baños y la distancia de 6 pies.
- Las instalaciones suministrarán suficientes provisiones (jabón) para el uso de los empleados.

Recursos para los centros y departamentos del MVWSD



Lista de reapertura del MVWSD por la COVID (basado en el CDC)

Resumen del proceso de respuesta a casos de COVID-19

Respuestas al escenario de casos de COVID-19 (Salud Pública del Condado de Santa Clara)

Bienestar del Estudiante/Personal: protocolo de asistencia a la escuela en caso de enfermedad

Cuándo cerrar una clase/escuela/distrito (Departamento de Salud de California)

Resumen del proceso de respuesta al caso COVID-19

en el evento de un caso en la escuela

CASO POSITIVO CONFIRMADO/SOSPECHADO

Obtenga Información y Matengase Aislado

Caso/casos confirmado*** - estudiante/miembro del personal Contacto:

1. Equipo de COVID (Tara Vikjord, Cathy Baur, Nancy Rodriguez > Enfermeros de escuelas
2. Oficina de HR > notifique a la Salud Pública del Condado de Santa Clara (deben de ser notificado dentro de las 4 horas de conocer el caso confirmado)
3. Asegúrate de que los protocolos de FERPA* /HIPAA están siendo seguidos. No compartir los nombres de los estudiantes/empleados/ información de identificación fuera de este proceso

Evaluar el riesgo

En consulta con la Salud Pública, considere el protocolo de "Cuándo cerrar una clase/escuela/distrito" a continuación.

Próximos pasos

- Considere estrategias de distanciamiento social adicionales/diferentes.
- Evaluar las reuniones/eventos, los cohortes y el tráfico de edificios para las nuevas restricciones.

La Salud Pública va a...

La Salud Pública trabajará con el individuo/familia del caso confirmado para identificar contactos cercanos** y comunicarse con MVWSD

La Salud Pública trabaja con el Distrito para llevar a cabo el rastreo de contactos y notificar a los niños expuestos/personal para posibles pruebas y cuarentena

- Sigue el protocolo FERPA (para estudiantes) y HIPAA (para adultos).

- MVWSD excluye a todos los contactos cercanos de los campus (No se necesita cuarentena para aquellos que están completamente vacunados SI dentro de los 3 meses posteriores a la última dosis Y sin síntomas). Todos deben ser instruidos para que se autocontrolen para detectar síntomas. Consulte "Respuestas al escenario del caso COVID-19" a continuación.
- Las personas pueden volver a la escuela después de que se hayan cumplido las condiciones: Ver "Bienestar de los estudiantes y el personal": Criterios del Protocolo de Asistencia a la Escuela por Enfermedad para el Regreso".



Comuníquese y apoye

- La escuela/distrito apoya el rastreo de contactos del Departamento de la Salud Pública del Condado de Santa Clara
- MVWSD comunica información sobre la exposición/cuarentena de las clases afectadas/programas extraescolares/compañeros de autobús a los grupos afectados a través de avisos de exposición proporcionados por el Condado
- MVWSD notifica a la comunidad escolar en general sin revelar información personal identificable de los estudiantes o del personal (siguiendo el protocolo de FERPA para los estudiantes)
- MVWSD apoya a los proveedores de programas estudiantiles (Right at School, YMCA, Beyond the Bell) con su comunicación a los padres y miembros del personal en caso de una exposición

Limpiar y reabrir

- 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

Resumen del Proceso de Respuesta al Caso de COVID-19

en el evento de un caso en la escuela

? POSIBLE CASO

Obtenga Información y
Matengase Aislado



Si un estudiante/miembro del personal se enferma en la escuela con fiebre o otros síntomas de COVID:

- Minimizar el contacto, use mascarilla y aislar inmediatamente en una sala dedicada.
- Use una mascarilla, guantes y otro PPE según sea apropiado.
- Envíe al enfermo a casa lo antes posible.
- Si los síntomas son severos, envíe a la persona a un proveedor de atención médica o llame al 911.



Si un estudiante/miembro del personal se enferma en casa:

- NO deben venir a la escuela
- El estudiante/personal que tenga contacto con el caso de COVID CONFIRMADO debe quedarse en casa.
- Ver Criterios de Asistencia a Escuelas de Bienestar

Atención médica

El individuo o la familia afectada se pone en contacto con el médico para una evaluación y una posible prueba de COVID-19. El departamento de salud pública se pondrá en contacto con la escuela si se confirma que el individuo tiene COVID-19



**CASO POSITIVO
CONFIRMADO/SOSPECHADO**

Evaluar los riesgos

El personal y los padres / tutores deben notificar a la escuela si el miembro del personal o el estudiante dan positivo por COVID-19.

Continúe con la página del protocolo de caso positivo confirmado / sospechado anterior en el paso "Evaluar riesgo"



**NO HAY UN CASO
CONFIRMADO/SOSPECHADO**

Las personas deben seguir "Bienestar del Estudiante/Personal": Asistencia a la escuela; Criterios para regresar." No es necesario que el Distrito tome más medidas

***FERPA** (Ley Federal de Derechos Educativos y Privacidad)(FERPA) Protocol: Si una escuela/distrito se pone en contacto con la salud pública en relación con una enfermedad de un estudiante, deben trabajar con la PIO para asegurarse de que siguen los protocolos adecuados de FERPA para la privacidad del estudiante.

****Contacto cercano:** Para la localización de contactos, sólo los "contactos cercanos" serán notificados por la salud pública. Se define como alguien que ha estado expuesto al individuo enfermo a una distancia de seis pies o menos durante más de 15 minutos, independientemente de que se cubra la cara, comenzando dos días antes de que la persona tuviera síntomas o diera positivo y terminando el último día que vino a trabajar. Los contactos cercanos deben ponerse en cuarentena durante 10 días después del último contacto con el caso confirmado.

***** Caso confirmado:** Persona con COVID confirmado por una prueba o caso sospechoso (mostrando síntomas y esperando la prueba) y ha estado físicamente presente en las escuelas o edificios del MVWSD en los últimos siete días.

Respuestas al Supuesto del Caso de COVID-19

CASOS POSITIVO

Escenarios	Acciones inmediatas	Comunicación
Escenario 1: Un estudiante o miembro del personal muestra síntomas de COVID-19, responde "sí" a una pregunta de evaluación de salud, o tiene una temperatura de 100.00 o más.	<ul style="list-style-type: none"> • Estudiante / personal enviado a casa • Se instruye al estudiante / personal para que se haga la prueba • Se notifica a la administración de la escuela / distrito • El aula permanece abierta • Consulte "Bienestar de los estudiantes y el personal: Criterios del protocolo de asistencia escolar por enfermedad para regresar" 	No se requiere ninguna acción
Escenario 2: Alguien está en contacto cercano con un estudiante o miembro del personal (fuera de la comunidad escolar) que da positivo por COVID-19.	<p><u>Si no está completamente vacunado</u> *:</p> <ul style="list-style-type: none"> • Estudiante / personal enviado a casa • Se notifica a la administración de la escuela / distrito • Se instruyó al estudiante / personal a hacerse la prueba alrededor del día 6 o más tarde después de la exposición al caso. • Al estudiante / personal se le indicó que se ponga en cuarentena, incluso si dan negativo, durante 10 días completos después de la (1) fecha de la última exposición al caso de COVID-19. • Si el estudiante o el personal dan positivo, consulte el escenario 3 • El aula permanece abierta <p><u>Si está completamente vacunado</u> *: No se necesita cuarentena si dentro de los 3 meses posteriores a la última dosis Y no hay síntomas. Las pruebas deben realizarse el día 6 o aproximadamente después de la exposición.</p>	<p><u>Para la familia estudiantil involucrada o el miembro del personal:</u></p> <p><u>Carta al estudiante / miembro del personal que es un contacto cercano de un caso de COVID-19.</u></p> <p><u>Carta a los miembros de la cohorte (en entornos de cohorte).</u></p>
Escenario 3: Un estudiante o un miembro del personal da positivo en COVID-19.	<ul style="list-style-type: none"> • Estudiante / personal enviado a casa si aún no está en cuarentena • Se notifica a la administración de la escuela / distrito • Se notifica al Departamento de Salud Pública • Se instruyó al estudiante / personal a aislar durante al menos 10 días después de la aparición de los síntomas Y y 24 horas después de la resolución de la fiebre Y la mejoría de los síntomas (si nunca presenta síntomas, aislar durante 10 días después de la fecha de la prueba positiva) • Contactos cercanos en la escuela identificados e instruidos para realizar pruebas y ponerse en cuarentena durante 10 días <ul style="list-style-type: none"> o En cohortes estables de clases de primaria: cohorte completa o En otros entornos: use la tabla de asientos, consulte con el maestro / personal • En entornos de cohortes, el aula cierra 	<p><u>Para configuraciones de cohorte</u></p> <p>Carta al estudiante / miembro del personal que es un caso de COVID-19; y</p> <p>Carta a los miembros de la cohorte</p> <p><u>Para entornos sin cohortes</u></p> <p>Carta al estudiante / miembro del personal que es un caso de COVID-19; y</p> <p>Carta para cerrar contactos</p> <p>Carta a todos los demás miembros de la comunidad</p>

* "Totalmente vacunado" significa que han pasado 2 semanas o más después de recibir la segunda dosis de una serie de vacunas de 2 dosis, o Han pasado 2 o más semanas desde que recibió una dosis de una vacuna de dosis única.

Respuestas al Supuesto del Caso de COVID-19

CASOS NEGATIVO

Escenarios	Acciones Inmediatas	Communication
Un estudiante o un miembro del personal da negativo al COVID-19 después del escenario 1 (sintomático)	El estudiante / personal puede regresar a la escuela 24 horas después de la resolución de la fiebre Y la mejora de otros síntomas.	
Un estudiante o un miembro del personal da negativo después del Escenario 2 (contacto cercano)	<u>Si no está completamente vacunado *:</u> El estudiante / personal debe permanecer en cuarentena durante 10 días completos después de la fecha de la última exposición al caso de COVID-19. Si el contacto cercano continúa expuesto a un caso durante su aislamiento (por ejemplo, un miembro del hogar), la cuarentena finaliza 10 días después de que finaliza el período de aislamiento del caso <u>Si está completamente vacunado *:</u> No se necesita cuarentena si dentro de los 3 meses posteriores a la última dosis Y sin síntomas	No se requiere ninguna acción
Un estudiante o un miembro del personal da negativo después de las pruebas de vigilancia de rutina	Puede regresar a la escuela / trabajo inmediatamente	No se requiere ninguna acción

* "Totalmente vacunado" significa que han pasado 2 semanas o más después de recibir la segunda dosis de una serie de vacunas de 2 dosis, o Han pasado 2 o más semanas desde que recibió una dosis de una vacuna de dosis única.

Bienestar del Estudiante/Personal: Asistencia a la Escuela

Protocolo de Respuesta a las Enfermedades

Chequeo Diario en Casa

¿Está el estudiante/miembro del personal lo suficientemente bien como para venir a la escuela?

Evaluación propia en casa:

- Fiebre?
- Cualquier síntoma de COVID-19?
- ¿Algún contacto cercano conocido con COVID-19 confirmó el caso en los últimos 14 días?

No vacunado? No a todas las preguntas: asistir a la escuela

Vacunado? No a todas las preguntas excepto "contacto cercano": Asista a la escuela

No se necesita cuarentena después del contacto cercano para aquellos "completamente vacunados" - 2 o más semanas desde que recibió la segunda dosis en una serie de vacunas de 2 dosis, o han pasado 2 o más semanas después de recibir una dosis de una vacuna de dosis única.

Sí a cualquier pregunta: Quédese en Casa

Los estudiantes y los miembros del personal TIENEN que quedarse en casa. El personal puede usar la licencia por enfermedad (sick leave). La ausencia del estudiante está justificada

Chequeo Diario de Bienestar en la Escuela

Si la persona tiene una fiebre de más de 100 grados o cualquier otro síntoma relacionado con COVID-19, será aislada y enviada a casa inmediatamente.

Criterios para Regresar

Tiene una prueba COVID positiva:

- Han pasado al menos 10 días desde la aparición de los síntomas; Y
- Han pasado al menos 24 horas desde la resolución de la fiebre sin el uso de medicamentos para reducir la fiebre; Y
- Los síntomas han mejorado.

Si tiene una prueba de COVID negativa:

- Han pasado al menos 24 horas desde la resolución de la fiebre sin el uso de medicamentos para reducir la fiebre; Y
- Los síntomas han mejorado.

Si tiene una prueba de COVID negativa, pero está en contacto cercano con un caso positivo.

- Poner en cuarentena (a menos que esté vacunado) durante 10 días completos después de la fecha de la última exposición

Cuándo Cerrar una Clase/Escuela/Distrito

Orientación del Departamento de Salud Pública de California

Vea las directrices completas en cdph.ca.gov

Cuándo Cerrar una Clase



Si se confirma que uno o más estudiantes o miembros del personal tienen COVID-19

Cuándo Cerrar una Escuela



En un período de 14 días, se ha producido un brote en el 25% o más de los grupos estables de la escuela. En un período de 14 días, se han producido al menos tres brotes en la escuela Y más del 5% de la población escolar está infectada.

Cuándo Cerrar el Distrito



El 25% o más de las escuelas en un distrito han cerrado debido a COVID-19. El Departamento de Salud del Condado también puede determinar que el cierre de la escuela / distrito está justificado por otras razones de COVID.

Cuándo Reabrir una Clase/Escuela/Distrito

Las escuelas suelen reabrir sus puertas después de 14 días y se han producido los siguientes hechos:

- Limpieza y desinfección
- Investigación de Salud Pública
- Consulta con el departamento de salud pública del condado de Santa Clara



MVWSD COVID-19 School Reopening Planning Checklist (Adapted from CDC guidelines - updated July 23, 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>Point Person(s): _____</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. CHRO and Supt</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 underlying medical conditions and at higher risk for severe illness.</p> <p>Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.</p> <p>Offer flexible sick leave policies and practices.</p> <p>Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).</p> <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 symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p>	<p>Point Person(s): _____</p> <p>Obtain supplies including:</p> <p>soap</p> <p>hand sanitizer (at least 60% alcohol)</p> <p>paper towels</p> <p>tissues</p> <p>cleaning and disinfection supplies</p> <p>cloth face coverings (as feasible)</p> <p>no-touch/foot pedal trash cans</p> <p>no-touch soap/hand sanitizer dispensers</p> <p>disposable food service items</p> <p>other: _____</p> <p>Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:</p> <p>buses or other transport vehicles (Stages 1&2)</p> <p>frequently touched surfaces (e.g., desks, door handles, railings)</p> <p>communal spaces (e.g., restrooms)</p> <p>shared objects (e.g., gym equipment, art supplies, games)</p> <p>other: Perimeter controls/fencing</p> <p>Assess the availability of staff, students, and families to obtain cloth face coverings for everyday use.</p>	<p>Point Person(s): _____</p> <p>Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. (DO/Nurses provide this info)</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 handwashing with soap and water for at least 20 seconds. (Nurses provide)</p> <p>Teach the importance of social distancing and staying with small groups, if applicable. (PIO provides)</p> <p>All students and staff members should wear cloth face coverings, 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 proper use, removal, and washing of cloth face coverings. Nurses</p> <p>Train staff on all safety protocols (Content provided by DO).</p> <p>Conduct training virtually or maintain social distancing during training.</p>

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

Policies and Procedures	Facilities and Supplies
<p>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)</p> <p>Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.</p> <p>Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.</p> <p>Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.</p> <p>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)</p> <p>Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).</p> <p>Develop a plan for if someone gets sick or shows symptoms of COVID-19.</p> <p>Other: _____</p>	<p>Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.</p> <p>Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.</p> <p>Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.</p> <p>Ensure all water systems and features are safe to use after a prolonged facility shutdown.</p> <p>Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.</p> <p>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).</p> <p>Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.</p> <p>Space seating at least 6 feet apart and turn desks to face in the same direction.</p> <p>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).</p> <p>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.</p> <p>Encourage organizations that share the school facilities to follow these considerations.</p> <p>Other: _____</p>

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	Principals/ Dept heads post signs provided by the District.
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	
social media accounts	PIO with Nurses and HR
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>Point Person(s): _____</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. (Nurse or designee)</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 symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p> <p>In Stage 4 only, 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. (Stages 2/3)</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 service providers.</p> <p>Adhere to and review protocols to limit contact between small groups and with other students' guardians.</p>	<p>Point Person(s): _____</p> <p>Monitor and restock supplies including:</p> <p>soap</p> <p>hand sanitizer (at least 60% alcohol)</p> <p>paper towels</p> <p>tissues</p> <p>cleaning and disinfection supplies</p> <p>cloth face coverings (as feasible)</p> <p>no-touch (preferably covered) trash cans</p> <p>no-touch soap/hand sanitizer dispensers</p> <p>disposable food service items</p> <p>other: _____</p> <p>Monitor adherence to the schedule for increased, routine cleaning and disinfection of:</p> <p>buses or other transport vehicles (Stages 2/3)</p> <p>frequently touched surfaces (e.g., desks, door handles, railings)</p> <p>communal spaces (e.g., restrooms)</p> <p>shared objects (e.g., gym equipment, art supplies, games)</p> <p>other: _____</p> <p>Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.</p>	<p>Point Person(s): _____</p> <p>Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. (District provides content)</p> <p>Educate staff on work expectations/remote options specific to reopening Stage.</p> <p>Reinforce and monitor handwashing 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 cloth face coverings.</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 proper use, removal, and washing of cloth face coverings.</p> <p>Train staff on all safety protocols. (District provides content)</p> <p>Conduct training virtually or maintain social distancing 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)

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.

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>Point Person(s): _____</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 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.</p> <p>Develop systems to:</p> <ul style="list-style-type: none">Have individuals self-report to administrators if they have symptoms 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.Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies. <p>Identify an isolation room or area to separate anyone who has COVID-19 symptoms 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>Point Person(s): _____</p> <p>Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.</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 cleaning and disinfecting 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 criteria to discontinue home isolation.</p> <p>Other: _____</p>	<p>Point Person(s): _____</p> <p>In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).</p> <p>Notify individuals of closures and restrictions put in place due to COVID-19 exposure.</p> <p>Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance 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 safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.</p> <p>Other: _____</p>
<p>Notes and Next Steps:</p>		

Apéndice

Guía para las escuelas del Departamento de Salud de California

Plan de protección contra la COVID-19 específico para las instalaciones:
Departamento de Salud Pública del Condado de Santa Clara

Asesor de contacto cercano para la COVID-19: Departamento de Salud Pública del Condado de Santa Clara

Guía para la reapertura de las escuelas Stronger Together de la Oficina de Educación del Condado de Santa Clara





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 the 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 facilities/worksites that the business does not own or operate, and provide full mailing address for the business here:

Mailing Street Address:

City:

Zip Code:

Type of Business:

Facility/Worksite visited by public: YES or NO or 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 Revised Social Distancing Protocol on the County’s website after October 11, 2020 using this webform. This protocol **replaces** a Revised Protocol that was previously submitted on the County’s website after October 11, 2020.

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;
 - ☐ Stay at least six feet away from others at all times;

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



- ☐ Face coverings required to enter (except for very young children, if medically inadvisable, or for communication by or with people who are hearing impaired);
- ☐ 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 and stay at least six feet away from others.
- ☐ 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 Revised Social Distancing Protocol.

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 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 or body aches, headache, sore throat, nausea, vomiting, diarrhea, tiredness, or 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.
- ☐ 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).
- ☐ Inform personnel that they can report any deficiencies in compliance with Social Distancing Protocol requirements by this business or any other at which they may work at www.sccCOVIDconcerns.org or by calling the County Office of Labor Standards Enforcement Advice Line at 866-870-7725.
- ☐ 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:

- ☐ Maximize the number of personnel who work from home. Businesses must direct all personnel who can perform their assigned work duties from home to do so, and they must prohibit those personnel from performing those work duties at the facility or worksite.
- ☐ For personnel who are not working from home:
 - ☐ 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 exempted 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 the Health Officer's Order. Exemptions 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.
- ☐ 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:

Cleaning and Disinfecting Protocols

- ☐ Thoroughly and regularly clean any high traffic areas (including seating areas, break rooms, bathrooms, and other common areas) and frequently disinfect any high-contact surfaces (including doorknobs, handrails, counters, tables, checkout areas, cash registers, telephones, elevator controls, etc.).



- ☐ 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.
- ☐ Install contactless devices (including contactless payment systems, motion sensor lights, automatic soap and towel dispensers, and contactless timecard systems) if possible.
- ☐ Adjust operational hours to provide adequate time for cleaning and stocking with social distancing, and provide time for any workers to clean between shifts.
- ☐ To improve ventilation, filtration, and outdoor air exchange:
 - ☐ Evaluate HVAC system (if applicable) to make sure it is properly functioning, and have it regularly serviced.
 - ☐ Consider upgrades to HVAC and building air filtration systems and implement any feasible improvements to these systems (for example, to enhance air filtration efficiency and increase the percentage of outdoor air through the HVAC system).
 - ☐ Open windows and doors throughout the facility when environmental, building, and safety conditions allow.
- ☐ 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 capacity restrictions in the Health Officer Order.
 - ☐ Review, comply with, and enforce any applicable capacity limitations for the facility, following all instructions listed at www.sccgov.org/covidcapacity.
- ☐ Designate a staff person to ensure that the maximum number of occupants is not exceeded, that all persons are wearing face coverings if required by the Health Officer Order, and that people entering comply with other provisions of this Protocol. Ensure that this person is more than six feet away from others to maintain adequate social distance.
- ☐ Require that all persons at the facility/worksites stay at least six feet away 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 social distance.
- ☐ If feasible, increase remote (online and telephone) purchasing, delivery, and curbside pickup service options.



- ☐ Separate order areas from delivery areas to prevent customers from gathering.
- ☐ Minimize any in-person meetings and adjust those that are necessary to ensure adequate social distancing.
- ☐ Stagger personnel breaks, in compliance with wage and hour regulations, to reduce the number of workers taking breaks together.
- ☐ Where possible, create outdoor break areas with shade covers as a substitute for indoor break areas. Encourage staff to eat their meals and take their breaks socially distanced outdoors when conditions allow.
- ☐ Limit access to or close indoor break rooms to encourage use of outdoor break areas and prevent crowding. Discourage or prohibit eating or drinking in small, enclosed break rooms if less risky alternative areas exist for staff to take their meals (such as outdoors or socially distanced at individual workstations).
- ☐ Require workers to maintain 6-foot social distance at all times while on breaks, and preferably more distance if eating or drinking. Reconfigure break areas to facilitate social distancing.
- ☐ 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:

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

- ☐ Review and comply with all measures listed at www.sccsafeworkplace.org in the event of a confirmed case of COVID-19 amongst personnel.
- ☐ Create, and post in an area easily viewable by personnel, a plan to comply with all applicable measures listed at www.sccsafeworkplace.org in the event of a confirmed case of COVID-19 amongst personnel. Depending on the type of facility, these measures will likely include, among others:
 - ☐ Immediately removing the infected person from the facility/worksite and ensuring they are no longer occupying the same space as any other personnel.
 - ☐ Instructing the infected person to stay home and isolate in accordance with the instructions listed at www.sccsafeworkplace.org.
 - ☐ Notifying the County Public Health Department within four hours of learning of the positive case by following the instructions at www.sccsafeworkplace.org.
 - ☐ Identifying any workers (and customers, if known) who had close contact with the infected person.
 - ☐ Complying immediately with any case investigation, contact tracing, and worksite investigation 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.
 - ☐ Excluding all close contacts from the facility/worksite or any other jobsite in accordance with

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



the instructions listed at www.sccsafeworkplace.org.

- ☐ Implementing cleaning and disinfection measures for areas recently visited by the infected person as set forth in www.sccsafeworkplace.org, and closing off areas visited by the infected person until cleaning and disinfection is complete.

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 (e.g. providing restricted shopping hours for seniors and other individuals at high risk for COVID-19):

Certification

- ☐ I affirm that this business will provide all personnel with a copy of this Revised Social Distancing Protocol and conduct trainings as required in this Revised Social Distancing 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 any signage posted pursuant to the instructions listed at www.sccgov.org/covidcapacity is accurate; that the business will implement all applicable measures as set forth herein; that this Revised Social Distancing Protocol may be made publicly available; 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 Revised Social Distancing Protocol) is unlawful and may subject the business or responsible individuals to punishment by imprisonment or a fine or both; that this business accepts service by email at the email address indicated below of all documents associated with administrative enforcement of the Health Officer Order; and that all information in this Revised 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:

Date:

Title:

Email:

Phone:

Signature:

Social Distancing Protocol

Visitor Information



Last updated:
Business Name:
Address:

Summary of Customer-Facing Requirements

- Handwashing facilities or sanitizer is available near the facility entrance.
- An employee has been designated to ensure the maximum number of customers is not exceeded and all persons are wearing face coverings.
- Tape or marked 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 scccovidconcerns.org.

If you are an employee, and would like to report a complaint about this business, visit 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. To view this business' social distancing protocol visit 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:

10/05/2020



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) or visit sccgov.org/coronavirus.

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 **6 days** after your last exposure to the case.
- If you got tested before that, get tested again towards the end of your 10-day quarantine period and monitor your symptoms for 14 days.

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 24 hours with no fever (without using fever-reducing medication) and any other symptoms have improved.
 - If your test is negative and you were tested earlier than 6 days from your last exposure to the case, you must **quarantine at home** for a full **10 days** and **get tested again** towards the end of your 10-day quarantine period.
 - If your test is negative, and it was done **on day 6 or later** from your last exposure to the case, **no additional testing** is needed, but you still must **quarantine at home** for a full **10 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. Thank you for doing your part to stop the spread of the virus and keep our community healthy.

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



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Overview

The California Department of Public Health (CDPH) developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. This document is rooted in the [scientific evidence](#) available to date and supports twin goals: **safe** and **successful** in-person instruction.

Understanding and evidence about the transmission and epidemiology of SARS-CoV-2, the virus that causes COVID-19, has evolved significantly over the course of the pandemic. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions.

Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate.

Information about the latest science of COVID-19 transmissions, including evidence regarding the lower risk of transmission for elementary aged students compared to middle and high-school aged students, is available [here](#) as an evidence summary. However, new evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly.

Recommendations regarding in-person school reopening and closure should be based on the latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

This document is intended to provide an update to the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020) guidance. This document also provides a consolidation of content from other CDPH COVID-19 and school-related guidance and supersedes previous CDPH COVID-19 and Cal/OSHA school guidance.

AUTHORITY

This guidance is a public health directive that applies to all public and private schools operating in California. Under operative [executive orders](#) and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant

local health departments (LHDs) to limit the spread of COVID-19 and protect public health.

Governmental and non-governmental entities at all levels have issued guidance and directives relating to the safe reopening of schools for in-person instruction. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are not weaker than or inconsistent with state and local public health directives.

This updated directive also incorporates two other public health directives issued January 14, 2021, related to: (1) reporting details of any positive case of a person who has been on campus to LHDs and (2) reporting to CDPH whether and to what degree all public and private schools have reopened to serve students in-person on campus. These directives are attached as Appendices 3 and 4.

SUMMARY OF CHANGES AND ADDITIONS

CDPH developed this comprehensive framework to support school communities as they determine how to implement in-person instruction for the remainder of the 2020-2021 school year.

This document is intended to consolidate and update prior state public health guidance and orders related to schools. Specifically, this document supersedes the following guidance, orders, and frequently asked questions:

- *COVID-19 Industry Guidance: Schools and School-Based Programs* (first published in May 2020; last updated August 3, 2020).
- *The COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020).
- The Elementary Education Waiver process and the associated School Waiver Letter and Cover Form and Local Health Officer Waiver Notice Form (all issued on August 3, 2020).
- CDPH Schools Frequently Asked Questions (first issued August 3, 2020; last updated October 20, 2020).

This update provides both K-12 schools and LHDs additional guidance for providing in-person instruction, including:

1. Criteria and processes for school reopenings under the [Blueprint for a Safer Economy](#) framework. (Updated on January 19, 2021 to clarify language in the Re-open definition.)
2. Considerations intended to help school community leaders plan for and prepare to resume in-person instruction including steps to take when a

- student or staff member is found to have COVID-19 symptoms during the school day and while participating in before and after school programs.
3. Response to confirmed COVID-19 infections when:
 - a. a case of COVID-19 is confirmed in a student or staff member; and
 - b. a cluster or outbreak of COVID-19 at a school is being investigated.
 4. Physical distancing in classrooms.
 5. Implementation of stable groups of students and staff.

This document does not modify or supersede the [Guidance Related to Cohorts for Children and Youth](#) (first issued on August 25, 2020; last updated September 4, 2020), which applies to groups of children and youth in controlled, supervised, and indoor environments. The Cohort Guidance continues to allow schools that are not permitted to reopen under state or local public health directives and schools (and any grades at schools) that have not yet reopened if permitted to do so to serve students in-person in small, stable cohorts, as specified in the Cohort Guidance.

DEFINITIONS

Schools and Local Educational Agencies (LEAs): As used throughout this document, refer to county offices of education or their equivalent, school districts, charter schools, and the governing authorities of private schools (including nonpublic nonsectarian schools).

Transitional Kindergarten: Means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. As used throughout this document, “kindergarten” is inclusive of transitional kindergarten.

Cohorts: In this document, “cohorts” has a specific meaning, which are groups of students who are meeting for targeted supports and intervention services, under the direction of an LEA, while the school is closed to in-person instruction and in addition to distance learning. Sometimes these groups are also called “learning hubs” or “pods.” Regardless of the name, all of the provisions in the [Cohorting Guidance](#) must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers, as a maximum of 16 individuals (students and staff). In this document, “cohort” does not refer to the more general “stable groups” that are described in the Stable Group Guidance section below.

Reopen for in-person instruction:

What does it mean to be “open” or “reopened”? The term “open” or “reopen” refers to operations for at least one grade at the school that are permitted only

if the county satisfies the eligibility requirements for schools to “open” or “reopen.” Specifically, the school must have given all students in at least one grade the option to return for in-person instruction for at least part of the school-week to be considered to “open” or “reopen.” This includes a school that has offered all students in at least one grade the option of receiving in-person instruction for only certain days during the week (commonly referred to as a “hybrid” model). Schools that were operating only in the manner permitted under the Cohorting Guidance are therefore not “open” or “reopened.”

In addition, if only some students were being served in-person in a school in a county in the Red Tier or lower (e.g., only students with disabilities) and all students in at least one grade did **not** have the option to return in-person as described above, the school has not “opened” or “reopened.” In such circumstances, if the school is located in a county that shifts to the Purple Tier, the school may continue serving the students in-person as it did while in the Red Tier, but it may not bring additional students back for in-person instruction and services, unless it adheres to the Cohort Guidance for the students newly brought back in-person.

Is a school “reopened” if it was previously permitted to reopen but became ineligible to reopen before actually reopening? No. Schools must have actually reopened for in-person instruction (using the definition above) while the county was in the Red Tier in order to remain open if the county moves back to Purple Tier. If the county is in the Purple Tier on the day the school plans to reopen for in-person instruction, the school must wait until it is eligible again.

If a school was implementing a phased reopening (e.g., only opened grades 9-10 for in-person instruction with set plans to phase in grades 11 and 12) while the county was in the Red Tier, the school site may continue their phased reopening if the county reverts back to the Purple Tier, if authorized by local health officer (LHO). This is only applicable to individual school sites. If a school district has a phased reopening of their schools, the schools in that district that did not open for in-person instruction may not re-open until the county meets the reopening criteria.

This also applies to schools subject to the updated Elementary Reopening Process (see below) applicable to the Purple Tier. Even if the school previously received a waiver under the former Elementary Education Waiver Process or meets the conditions to reopen under the updated Elementary Reopening Process, if it has not yet reopened and the county case rate (CR) exceeds the criteria described below, the school must delay reopening until the county case rate drops below the threshold.

In-Person School Reopening

The two subsections below describe the requirements for all schools, including those that have already reopened and those that have not. The Blueprint for a Safer Economy continues to inform the school reopening process. The Blueprint for a Safer Economy is based on Tiers, defined using the CR, the 7-day average of daily COVID-19 cases per 100,000 population, and the test positivity in a county. This Schools Framework uses the adjusted case rate, as described in the Blueprint.

Under this updated guidance, all schools must complete and post to their website homepages a COVID-19 Safety Plan (CSP), described below in COVID-19 Safety Plan for In-person Instruction section (page 10) prior to reopening for in-person instruction. Schools that have already reopened are required to post their CSPs by February 1, 2021. The CSP is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Of note, the Cal/OSHA Emergency Temporary Standards require a written plan called the Cal/OSHA COVID-19 Prevention Program (CPP) (see the COVID-19 Safety Plan for In-person Instruction for more information); therefore, schools are expected to have already created this written plan. In order to align with Cal/OSHA standards and minimize burden to schools, the CPP for the school is the first component of the CSP.

As described below, under the updated Elementary Reopening Process, schools must also submit a copy of the CSP to the LHD and the State Safe Schools for All Team before they reopen elementary schools if they are operating within a jurisdiction or county that is in the Purple Tier.

REQUIREMENTS FOR SCHOOLS THAT HAVE ALREADY REOPENED

The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020 Framework) permitted schools to reopen for in-person instruction at all grades if they are located in counties in the Red, Orange, or Yellow Tiers under the Blueprint for a Safer Economy. Operations for schools that are already open must adhere to the School Reopening Guidance section below.

Schools that have already reopened for in-person instruction must, by February 1, 2021, complete and post a COVID-19 Safety Plan (CSP) to their website homepage or, in the case of schools that do not maintain websites, in another

publicly accessible manner, to continue operating in-person instruction, as described in the Covid-19 Safety Plan for In-Person Instruction section.

Schools that have reopened are not required to close if the county moves to the Purple Tier or goes over a CR of 25 per 100,000 population. See School Closure Determinations below for more information.

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

Red, Orange, and Yellow Tiers. Consistent with the July 17 Framework, schools may reopen at all grades if they are located in counties in the Red, Orange or Yellow Tiers under the Blueprint for a Safer Economy. Operations once reopened must adhere to the updated Sector Guidance for School and School-Based Program reflected in this document (see below). Schools that reopen under this paragraph must complete and post a CSP to their website homepage before reopening for in-person instruction, as described in the CSP Posting and Submission Requirements for In-Person Instruction [section](#).

Purple Tier. Schools may not reopen for grades 7-12 if the county is in Purple Tier. Subject to the limitation in the bullet immediately below, schools serving grades K-6 may reopen for in-person instruction in the Purple Tier, including during a State of California Regional Stay at Home Order, if they complete and post a CSP to their website homepage and submit the CSP to their local health officer (LHO) and the State Safe Schools for All Team and there are no identified deficiencies, as described in the Covid-19 Safety Plan (CSP) Posting and Submission Requirements for In-Person Instruction [section](#) below.

- **K-6 schools in counties in Purple Tier with CR>25:** Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a CSP, but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects [recommendations](#) from the Harvard Global Health Institute analysis of safe school reopening policy. Please find additional information on how the adjusted CR is calculated [here](#). Recognizing that re-opening for in-person instruction takes time to routinize and improve safety, and that some schools may have already been conducting in-person learning successfully and had time to optimize all their policies and procedures to support minimal disease transmission on-site and detect new cases, schools who have already opened, as defined above, with minimal or no in-school transmission, may remain open and may consider increasing testing per CDPH supported testing [framework](#).

These new criteria and the requirements below replace the Elementary Education Waiver (issued August 3) that allowed LHOs to grant a waiver to school applicants for grades K-6 if specific criteria were satisfied. All waivers approved prior to this date remain valid.

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

The COVID-19 Safety plan (CSP) consists of two parts: (1) the Cal/OSHA COVID-19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist.

Cal/OSHA Prevention Program (CPP)

On December 1, 2020, Cal/OSHA's Emergency Temporary Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers, including schools, establish and implement a written CPP to address COVID-19 health hazards, correct unsafe or unhealthy conditions, and provide face coverings. Employers can also create a written CPP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA has posted FAQs and a one-page fact sheet on the regulation, as well as a model COVID-19 prevention program.

- Cal/OSHA [Frequently Asked Questions](#)
- Cal/OSHA [Fact Sheet](#)
- Cal/OSHA Prevention Program Template - [Example](#)

COVID-19 School Guidance Checklist

In addition to the CPP, a COVID-19 School Guidance Checklist must be included and be posted online and submitted as outlined below.

COVID-19 SAFETY PLAN (CSP) POSTING AND SUBMISSION REQUIREMENTS FOR IN-PERSON INSTRUCTION

The Tiers from the Blueprint for a Safer Economy Framework inform the process needed for submission of CSPs for maintaining and/or resuming in-person instruction as described below and in Table 1.

Yellow (Tier 4/Minimal), Orange (Tier 3/Moderate), and Red (Tier 2/Substantial):

- For schools that have already reopened and are located in a county that is in the Yellow, Orange, or Red Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- For those schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for 5 consecutive days before the school may reopen.
- For schools that have not reopened, the LEA must complete and post the CSP publicly on its website homepage at least 5 days prior to providing in-person instruction.
- While developing and prior to posting a CSP, it is strongly recommended that the LEA (or equivalent) consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services, or provide family support.

Purple (Tier 1/Widespread):

- For schools that have already reopened and are located in a county or LHD that is in the Purple Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- Schools serving grades K-6 not already open, may reopen for in-person instruction if the LEA completes and posts a CSP to its website homepage and submits the CSP to their LHD and the State Safe Schools for All Team and does not receive notification of a finding that the CSP is deficient within 7 business days of submission. Under these circumstances, schools serving grades K-6 may only reopen for their K-6 grade students, even if their school serves non-K-6 grade students (e.g., a 6-8 school).
 - While developing and prior to submitting a CSP, the LEA must consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services or provide family support.
 - The COVID-19 School Guidance Checklist requires that the LEA provide evidence of consultation with labor, parent, and community organizations.
 - The LEA must sign an attestation confirming the names and dates that the organizations were consulted. If school staff are not represented by a labor organization, then the applicant must describe the process by which it consulted with school staff.

- The LEA must confirm publication of the CSP on the website of the LEA.
- The LEA must submit the CSP on behalf of all schools within their direct administrative authority, with site-specific precautions noted within the CSP to address considerations unique to specific school sites, as applicable. For example, a school district must submit a consolidated CSP for every school under its direct administrative authority, and must outline site-specific precautions insofar as there are features unique to the site that raise greater risks of COVID-19 transmission.
- If a group of private, faith-based, or charter schools within a single county are subject to the same governing authority (e.g., an archdiocese, charter management organization, etc.), the governing authority may submit the CSP on behalf of those schools, but must address site-specific considerations consistent with the bullet above. Otherwise, independent, private, faith-based, or charter schools that are affiliated with a broader network should post and submit the CSP for each school.
- LHDs and the State Safe Schools for All Team have 7 business days to provide feedback to the LEA regarding deficiencies in the CSP.
- The school may reopen on the eighth business day after submitting the CSP if the LHD and/or State Safe Schools for All Team do not provide notification that the CSP is unsafe within 7 business days of submission.
- If the LHD and/or State Safe Schools for All Team identify any deficiencies during the 7-business-day review period, the LEA will receive feedback on what they need to improve in order to be able to reopen for in-person instruction.
- After the LEA responds to feedback and re-submits the plan, the entity that identified the deficiency will have 7 business days to review revisions.
- If the LHD has noted a deficiency in a submitted CSP and has required a response prior to opening for in-person instruction, the LHD must notify the State Safe Schools for All Team.
- The school may reopen on eighth business day after submitting the revisions if the LHD and the State Safe Schools for All Team do not provide additional feedback.
- As noted above, schools serving grades K-6 may not reopen for in-person instruction in jurisdictions with CR above 25 cases per 100,000 population per day.

Table 1. School reopening actions for in-person instruction, by Tier			
Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7* TP >8%
- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening.	- <u>Already reopened</u> : CSP posted publicly by 02/01/21. - <u>Not previously open</u> : - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7 th -12 th grade reopening not permitted if CR >7*. - K-6 th grade reopening not permitted if CR >25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

*Adjusted case rate.

While not required, LEAs are strongly encouraged to post on their website, along with the CSP, the detailed plans describing how they will meet the requirements outlined in the CSP elements. This can provide transparency to school community members making decisions about participation in in-person learning.

The email address for submission of the CSP to the State Safe Schools for All Team is: k12csp@cdph.ca.gov.

Cohorting Guidance for Specialized Services

This updated guidance does not modify or supersede the applicability of the [Cohorting Guidance](#) to school settings. More information regarding the minimum health and safety guidelines that must be followed to provide in-person services and supervision to children and youth in cohorts is set forth in the Cohorting Guidance, which applies across multiple sectors serving youth, including childcare and schools that are not reopened for in-person instruction.

The stable groups described in the Cohorting Guidance, and described below in the Stable Group Guidance decreases opportunities for exposure to or transmission of the virus; reduces the numbers of exposed individuals if COVID-19

is introduced into the cohort; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a single cohort instead of potential schoolwide closures in the event of a positive case or cluster of cases.

The Cohorting Guidance provides a way for schools not yet permitted to reopen under state and local public health directives or that have not yet reopened even though permitted to reopen to provide in-person supervision, instruction, targeted support services, and facilitation of distance learning for some students, especially high-need student groups and students who may not be able to benefit fully from distance learning offerings.

Existing state law requires public schools to provide in-person instruction to the greatest extent possible (Education Code section 45304(b)). State law further requires that distance learning ensure access to connectivity and devices that allow students to participate in the educational program and complete assigned work. In addition, state law requires that students with disabilities and English learners receive educational and related services to which they are entitled under the law, among other requirements (Education Code section 45303(b) (1), (4) & (5)). The Cohorting Guidance therefore provides an important avenue for schools that have not yet reopened under this guidance to provide supervision, instruction and support to small cohorts of students to ensure students receive necessary services even while students are generally participating in distance learning.

ADDITIONAL REOPENING CONSIDERATIONS

Availability of Distance Learning for Students Who Request It. Schools should continue to offer distance learning for students who request it.

Thoughtful, Phased Implementation. K-12 school sites should employ a phased-in model as a part of their reopening plan. Phased reopening plans for in-person instruction may include, but are not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.

If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

Staff Access to Campus if Not Reopened for In-Person Instruction. Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

Boarding Schools. Residential components of boarding schools are to remain closed (with the exception of residential components of boarding schools that are currently operating with the permission of local health authorities, and those serving wards or dependents of the juvenile courts) regardless of the Tier status of their county until further guidance is issued. The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the same guidelines as other K-12 schools.

School Reopening Guidance

All guidance, as schools plan and prepare to resume in-person instruction, should be implemented as outlined in the In-Person School Reopening section, including the development of a CSP.

LAYERS OF SAFETY: INFECTION MITIGATION STRATEGIES

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools plan for and implement safety measures for in-person instruction, is the layering of mitigation strategies. Each strategy (face coverings, stable groups, distancing, etc.) decreases the risk of in-school transmission; but no one layer is 100% effective. It is the combination of layers that are most effective and have been shown to decrease transmissions.

As schools plan for reopening for in-person instruction and as they continue to work on operations once open, it may be helpful to understand the mitigation strategies with stronger evidence supporting their use. We have ordered the list below such that the interventions known at this time to be more effective in reducing the risk of transmission appear before the ones that are helpful but may have a potentially smaller effect or have less evidence of efficacy. Of note, though scientific comparative assessments are limited, the top three items are likely of similar importance:

1. Face coverings.
2. Stable groups.
3. Physical distancing.
4. Adequate ventilation.
5. Hand hygiene.

6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Surveillance or screening testing.

Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID-19 transmission. Disinfection with specified products (see [Cleaning and Disinfection section](#)), is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator). Please see [Cleaning and Disinfection section](#) for additional details.

Of note, adults (>18 years old) appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas). Specific messaging and support to staff to prevent this scenario are strongly recommended.

The following sections outline specific actions school sites should take to keep students and staff safe.

GENERAL MEASURES

Establish and continue communication with local and state authorities to determine current disease levels and control measures in your community. For example:

- Consult with your LHO, or designated public health 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.
- Access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, available on the [Safe Schools for All Hub](#).
- Regularly review updated guidance from state agencies, including [CDPH](#) and [California Department of Education](#).

Per Cal/OSHA requirements noted above, establish a written CPP 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.

FACE COVERINGS

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines.

- Information contained in the [CDPH Guidance for the Use of Face Coverings](#) should be provided to staff and families of students. The face covering guidance applies to all settings, including schools. The guidance discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices employers have adopted to ensure the use of face coverings.
- Teach and reinforce use of [face coverings](#), or in limited instances, [face shields with drapes](#).
- 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 in all grade levels K-12 are required to wear face coverings at all times, while at school, unless [exempted](#).**
 - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Participants in youth and adult sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons. People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

- Schools must 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 because they will not wear a face covering.
- 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.
- Employers must provide and ensure staff use face coverings and all other required personal protective equipment in accordance with CDPH guidelines.
- The California Governor's Office of Emergency Services (CalOES) and CDPH are and will be working to support procurement and distribution of face coverings and needed personal protective equipment to schools. Additional information can be found [here](#).
- The Department of General Services negotiated statewide master contracts, which LEAs may leverage to reduce costs and secure supply chains. Additional information can be found [here](#).
- Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.
- Classrooms, school buses, and shared school office spaces used by persons who cannot tolerate face coverings are less safe for others who share that environment. Schools may want to consider notifying others who share spaces with unmasked or sub-optimally masked individuals about the environment. Also consider employing several additional mitigation strategies (or fortifying existing mitigation strategies) to optimize safety. These may include increasing the frequency of asymptomatic tests offered to unmasked or sub-optimally masked individuals, employing longer social distances, installing clear physical barriers, reducing duration of time in shared environments, and opting for either outdoor or highly-ventilated indoor educational spaces, as possible.

Staff

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- For staff who come into routine contact with others, CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. 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.

STABLE GROUP GUIDANCE CONSIDERATIONS BY GRADE LEVEL

Stable groups provide a key mitigation layer in schools. A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities.

Guidance from other agencies, including the federal Centers for Disease Control and Prevention (CDC), sometimes refers to them as “cohorts”¹ or “pods.”

Implementing stable groups of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.

How can an elementary school create stable groups?

- Students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they should ideally be assigned to only one group or conduct their classes / counseling virtually.

¹ The CDC’s use of the term is different from the use of “cohort” within California’s guidance. “Cohort” is specifically defined in the Cohort Guidance as a group no larger than 16 individuals. To avoid any confusion, this guidance uses “stable group” instead of “cohort” for this concept.

- Students should eat lunch and go to recess with their group at times that are staggered and separated from other groups.
- There are different approaches to organizing stable groups. Students can be divided into smaller groups that attend school in person on a rotating schedule. Here are a few examples:
 - A group of students comes to school for in-person instruction on Monday and Tuesday. Another attends on Thursday and Friday.
 - On the alternating days, they learn remotely.
 - Some LEAs or schools have students attend school in-person during alternating weeks.
 - Other LEAs or schools have one group of students attend school in person in the morning and another group attend school in person in the afternoon.

These approaches create even smaller groups that stay together and do not mix with one another. Electives or counseling can be conducted virtually to limit the number of staff in direct contact with any given stable group.

How can a middle or high schools school create stable groups?

- Students can be placed into groups that remain together all day during in-person instruction. Middle or high school groups are often larger than elementary school groups. Because middle and high school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. The following guidance provides examples of approaches to minimizing crossover of staff across stable groups of students.
- The CDC guidance notes that schools may keep a single group together in one classroom and have educators rotate between groups, or have smaller groups move together in staggered passing schedules to other rooms they need to use (e.g., science labs) without allowing students or staff to mix with others from distinctive groups.
- Teachers and supports staff from different content areas can work in teams that share students, preferably in a dedicated space, separate from others. For example: math, science, English, and history teachers might work as a team with a set group of students they share.
- When combined with block schedules that reduce the number of courses students take in any one day, the number of educators and students who interact can be minimized further.
- It is also possible to keep students in one stable group that stays together with one or two instructors who teach them directly part of the day and

support their instruction from others who teach them virtually during other parts of the day.

- Electives can be offered virtually or organized so that no group of students takes more than one elective in a term and the elective teachers do not work with more than one or two groups.
- Stable groups could switch schedules or even membership after a break at the quarter, trimester, or semester in ways that support students being able to take additional classes without substantial group mixing.
- The school year can be divided into even smaller time units – 4 to 8 weeks for example – in which students study one or two subjects intensively, completing all of the work they might normally have completed in a semester or a year. They stay in stable groups with only 1 or 2 teachers during this time. At the end of unit, they switch schedules and groups to take 1 or 2 other courses, and so on throughout the year.
- Additional examples of approaches to creating stable groups of students that limit the risk of transmission across large groups of students are available [here](#).

OTHER CONSIDERATIONS:

- **Schedule for Access and Inclusion:** The construction of stable groups can increase or decrease equity or segregation across the school campus, so consider how to support inclusion and access for all student populations as you organize students for learning.
- **Schedules as Tools for Physical Distancing:** To the extent possible, schools should think about how to reconfigure the use of bell schedules to streamline foot traffic and maintain practicable physical distancing during passing times and at the beginning and end of the school day. Create staggered passing times when students must move between rooms minimize congregated movement through hallways as much as is practicable.
- **Restructure Electives:** Elective teachers who move in and out of stable groups can become points of exposure for themselves and the students they work with. Some models have made elective teachers part of middle and high school stable groups, while others have used them only for remote instruction. Other options include ensuring elective teachers maintain longer distance from students (e.g., 12 feet).

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum.
- 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 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 between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Space

- Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks.



Figure 1. Classroom with adequate spacing between students

Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good-faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models. Please reference Figures 1 and 2 for examples of adequate and inadequate spacing. Under no circumstances should distance between student chairs be less than 4 feet. If 6 feet of distance is not possible, it is recommended to optimize ventilation and consider using other separation techniques such as



Figure 2. Classroom without adequate spacing between students

partitions between students or desks, or arranging desks in a way that minimizes face-to-face contact.

- Short-term exposures of less than 6 feet between students and staff are permitted (e.g., a teacher assisting a student one-on-one), but the duration should be minimized and masks must be worn.

- 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.
- Prioritize the use and maximization of outdoor space for activities where possible.
- Activities where there is increased likelihood for transmission from contaminated exhaled aerosols such as band and choir practice and performances are permitted outdoors only, provided that precautions such as physical distancing and use of face coverings are implemented to the maximum extent (see below in Non-classroom spaces).
- Consider using cleanable privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time. School tours are considered a non-essential activity and increase the risk of in-school transmission.
- Limit communal activities. Alternatively, stagger use, properly space occupants and clean 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 use visual reminders on the floor

that students can follow to enable physical distancing while passing and waiting in line. In addition, schools can consider eliminating the use of lockers, which can become congregating areas.

- 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 stable groups, ensure physical distancing, hand hygiene before and after eating, and consider assigned seating. If indoor meal times are paired with recess or outdoor time, consider having half of a stable group of students eat while the other half is outdoors and then switch. 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 group.
- School athletic activities and sports should follow the [CDPH Outdoor and Indoor Youth and Adult Recreational Guidance](#). Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

VENTILATION

- Ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) [guidance](#) on ventilation.
 - Contact a mechanical engineer, heating, ventilation, and air conditioning (HVAC) design professional, or mechanical contractor in order to evaluate your ventilation system in regards to the ASHRAE guidance.
 - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons in the

- facility, consider alternatives. For example, maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 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.
 - If not able to properly ventilate indoor instructional spaces, outdoor instruction is preferred (use caution in poor air quality conditions).
 - Ventilation considerations are also important on school buses; use open windows as much as possible to improve airflow.
 - Specific practices to avoid:
 - Classrooms or buses with no ventilation.
 - Classrooms or buses with increased airflow across occupants (e.g., air conditioners or fans blowing into the classroom or overhead fans creating air currents across occupants).

PROMOTE HEALTHY HAND 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 into 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, use bathroom time in lower grade levels 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 alcohol-based hand sanitizers are more toxic when ingested or absorbed into 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 the school site and near classrooms to minimize movement and congregating 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.

CLEANING AND DISINFECTION

The section below provides recommendations for cleaning and disinfection. “Cleaning” involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks. “Disinfection” kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator’s office if an administrator) should be disinfected. Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

- Staff should clean frequently-touched surfaces at school and on school buses daily.
- Buses should be thoroughly cleaned daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided cleaning materials, including but not limited to wipes and disposable gloves, to support cleaning of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Sink handles.

- Shared tables, desks, or chairs.
 - If a school has morning and afternoon stable groups, the desks and tables are considered shared and should be cleaned before the next group arrives.
 - Desks or chairs do not need daily cleaning if only used by one individual during the day.
- Door handles.
- Shared technology and supplies.
- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified (see “What to do if there is a case of COVID-19 in a School”), 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 disinfection, 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 asthmatic attacks.
 - 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 personal 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 the reach of children and stored in a space with restricted access.
 - Establish a cleaning 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 disinfecting, air out the space before students arrive; disinfection should be done when students are not present.
- [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.

CHECK FOR SIGNS, SYMPTOMS AND EXPOSURES

- 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 symptom and exposure screening for all staff and students at home each day before leaving for school.
- Students or staff exhibiting symptoms of COVID-19 at school (fever of 100.4 degrees or higher, cough, difficulty breathing, or other [COVID-19 symptoms](#)) must be immediately isolated in a private area until they can leave school or be picked up by a parent or guardian. Ill students and staff should be recommended to be tested for COVID-19 as soon as possible.
- Policies should not penalize students for missing class.

Symptom and Exposure Screening

Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

CDPH recommends that:

1. Parents be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

Note: If a student or staff member has chronic allergic or asthmatic

symptoms (e.g., cough or runny nose), then a change in their symptoms from baseline would be considered a positive symptom.

Implementation of home symptom and exposure screening

- There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

Symptoms at School

- Identify an isolation room or area to separate anyone who exhibits 1 or more symptoms of COVID-19 while at school.
- Staff and students should self-monitor throughout the day for signs of illness; staff should observe students for signs or symptoms of illness to support students who are less able to self-monitor or less likely to self-report.
- Any students or staff exhibiting 1 or more symptoms should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- If a student is exhibiting 1 or more symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Unless the LHD recommends otherwise, there is no need to exclude asymptomatic contacts (students or staff) of the symptomatic individual from school until test results for the symptomatic individual are known.

Return to school after exclusion for symptoms at home or in school:

- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Testing of symptomatic students and staff can be conducted through local health care delivery systems or other testing resources, as fits the context of the local health jurisdiction. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met [CDPH criteria](#) to discontinue home isolation for those with symptoms:

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

STAFF-TO-STAFF INTERACTIONS

- Ensuring staff maintain physical distancing of six feet 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 distance learning context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, outside, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings. Try to provide space outside whenever possible.

LIMIT SHARING

- 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.
- Limit use and sharing of objects and equipment, items such as electronic devices, clothing, toys, games, and art supplies to the extent practicable, or limit use of supplies and equipment to one group of children at a time and clean between uses.
 - Cleaning shared objects between uses (for example with microfiber cloths or baby wipes) can help to physically remove germs on surfaces.
 - Ensure adequate supplies to minimize sharing of high-touch materials.

- Keep each student's individual belongings separated and in individually labeled storage containers, cubbies or areas.

TRAIN ALL STAFF AND EDUCATE FAMILIES

- Train all staff and provide educational materials to families in the following safety actions:
 - [Proper use, removal, and washing of face coverings](#).
 - Physical distancing guidelines and their importance.
 - Symptoms screening practices.
 - COVID-19 specific [symptom](#) identification.
 - How COVID-19 is spread.
 - Enhanced sanitation practices.
 - The importance of staff and students not coming to work they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID-19.
 - For staff, COVID-19 specific [symptom](#) identification and when to seek medical attention.
 - The employer's plan and procedures to follow when staff or students become sick at school.
 - The employer's plan and procedures to protect staff from COVID-19 illness.

Consider conducting the training and education virtually, or, if in-person, outdoors, and ensure a minimum of six-foot distancing is maintained.

MAINTAIN HEALTHY OPERATIONS

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor symptoms among your students and staff on school site to help isolate people with symptoms as soon as possible.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Other staff should know who the liaisons are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible manner. This will support local health department contact tracing efforts.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, 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 [CDPH K-12 School Testing Guidance](#) if routine testing is being considered by a LEA.
- 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 distance learning.

What to do if there is a Confirmed or Suspected Case of COVID-19 in a School

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school

	Student or Staff with:	Action	Communication with school community
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19 .	<ul style="list-style-type: none"> • Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open. 	<ul style="list-style-type: none"> • No action needed.
2.	Close contact (†) with a confirmed COVID-19 case.	<ul style="list-style-type: none"> • Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting.
3.	Confirmed COVID-19 case infection.	<ul style="list-style-type: none"> • Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts (†), inform the LHD of identified contacts, and exclude 	<ul style="list-style-type: none"> • School community notification of a known case. • Notification of persons with

		<p>contacts (possibly the entire stable group (††)) from school for 10 days after the last date the case was present at school while infectious.</p> <ul style="list-style-type: none"> • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. 	<p>potential exposure if case was present in school while infectious</p>
4.	<p>Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.</p>	<ul style="list-style-type: none"> • May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing.

(†) A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) See Stable Group Guidance for definition of a stable group. In some situations, (e.g., when seating charts are used, face covering is well adhered to, and teachers or staff have observed students adequately throughout the day), contact tracing and investigation may be able to determine more precisely whether each stable group member has been exposed. In this situation, those who were not close contacts could continue with in-person instruction.

CONFIRMED COVID-19 CASE

Although the LHD may know of a confirmed or probable case of COVID-19 in a student or staff member before the school does, it is possible that the school may be made aware of a case before the LHD via a parent or staff member report.

The following are the interim COVID-19 case definitions from the Council of State and Territorial Epidemiologists'.

Confirmed case: Meets confirmatory laboratory evidence (detection of SARS-CoV-2 RNA in a clinical or autopsy specimen using a molecular amplification test).

Probable case: Meets clinical criteria AND epidemiologic linkage(‡) with no confirmatory lab testing performed for SARS-CoV-2; OR meets presumptive laboratory evidence (detection of SARS-CoV-2 by antigen test in a respiratory specimen); OR meets vital records criteria with no confirmatory laboratory evidence for SARS-CoV-2.

(‡) Epidemiologically-linked cases include persons with close contact with a confirmed or probable case of COVID-19 disease; OR a member of a risk stable group as defined by public health authorities during an outbreak. This includes persons with identifiable connections to each other such as sharing a defined physical space e.g., in an office, facility section or gathering, indicating a higher likelihood of linked spread of disease than sporadic community incidence.

Local Health Department Actions

1. Interview the case to identify the infectious period and whether case was infected while at school; identify household and community close contacts, particularly any close contacts at school.
2. It may be necessary to consider the entire class or members of the case's stable group exposed, as it can be challenging to determine who may have had contact with the case within 6 feet for at least 15 cumulative minutes in a 24-hour period. In some situations, case investigations may be able to determine individual members of a stable group are close contacts, and allow those who are not identified as close contacts to continue in-person instruction.
3. Notify the school COVID-19 coordinator or point person at the school that a case of COVID-19 in a student or staff member has been reported and provide guidance to identify and generate a line list of close contacts at the school.
4. Notify all close contacts at the school and instruct them to follow [CDPH COVID-19 Quarantine Guidance](#). (or follow LHO orders, if relevant and/or more stringent).
5. Recommend that all close contacts be tested; symptomatic contacts should be prioritized for immediate testing, and asymptomatic contacts should be recommended to be tested 5-7 days from last exposure.
6. Contacts who test negative must still complete the required quarantine as defined in the [CDPH guidance](#).
7. Contacts who test positive are required to isolate until at least 10 days

have passed since symptom onset; and at least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and other symptoms have improved. If asymptomatic, cases should be isolated for 10 days after the specimen collection date of their positive test.

8. Investigate COVID-19 cases in school students and staff to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of infection. Assist schools to update protocols as needed to prevent additional cases.

School Actions

1. Schools must adhere to required reporting requirements and notify, as indicated, the LHD of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case.
2. If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test.
3. Send a notice, developed in collaboration with the LHD, to parents and staff to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people. (see sample notification #1 in Appendix 2).
4. Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time (see Cleaning and Disinfection above for recommendations). This does not need to be done until students and staff in the area have left for the day.
5. Implement online/distance learning for student cases if they are well enough to participate.

School closure determinations should be made in consultation with the LHO according to the section “School Closure Determinations.” A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the LHO agrees that the school can remain open.

MEASURES FOR WHEN A CLUSTER OR OUTBREAK IS BEING INVESTIGATED AT A SCHOOL

When either a school or LHD is aware that an [outbreak](#) may be underway, the LHD should investigate, in collaboration with the school, to determine whether

these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school [outbreak](#) as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting).

The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school. In addition, the investigation will attempt to ascertain whether the cases had a common exposure at school (e.g., a common class or teacher, bus ride, or other common exposures in the school setting). The investigation may also reveal common exposures outside of the school setting.

As noted above, an outbreak investigation is also an opportunity to understand the circumstances that may have allowed for transmission in the school setting. It is recommended that investigations determine whether there is adherence to key mitigation strategies to prevent school transmission. If gaps are identified, schools should take steps to strengthen strategies to prevent future outbreaks.

Local Health Department Actions

1. Review interviews (or re-interview as needed) of clustered cases to identify common exposures and determine whether the cluster suggests an outbreak with transmission at the school. If data suggest an outbreak, then notify the school about starting an investigation.
2. Provide the school with guidance on identifying and creating a line list of all school cases and contacts, including illness onset date, symptoms, date tested, test results, etc. (see sample data collection notification in Appendix 2).
3. Consult with CDPH as needed for technical assistance, testing, and other resources.
4. Form an outbreak investigation team with a lead investigator and including one or more school staff members to assist with the investigation.
5. Identify all potential exposures and close contacts and implement testing of contacts, prioritizing symptomatic contacts for testing.
6. Testing may be recommended for those who were not identified as close contacts but could potentially have been exposed; the fastest pathway to get test results rapidly should be used.
7. All symptomatic contacts should be considered probable cases and be

interviewed to identify prioritized close contacts and exposures while awaiting their test results.

8. Implement isolation of all cases and symptomatic contacts and quarantine of all asymptomatic contacts of confirmed and probable cases.
9. Investigate to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of transmission. Assist schools to update and strengthen protocols as needed to prevent additional cases.
10. Determine, in collaboration with the school, whether the school meets closure criteria. See School Closure Determinations (page 36).
11. Determine, in collaboration with the school, when the school should be closed for 14 days even if the conditions outlined in School Closure Determinations below have not been reached. This may be when: 1) the investigation shows that cases or symptomatic students or staff members continue to be identified and school-based transmission of SARS-CoV2 is likely ongoing despite implementation of prevention and control measures; or 2) other local epidemiologic data support school closure.

School Actions

1. Notify parents/guardians and school staff of a cluster/outbreak investigation related to the school and encourage them to follow public health recommendations (see sample notification #2 in Appendix 3).
2. Identify, as part of the CSP, one or more school staff member who can liaise with the LHD regarding the cluster/outbreak investigation by confirming which classes and stable groups included confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
3. Identify absenteeism among those in affected classes or stable groups, and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
4. Coordinate with the LHD to share a line list of cases and contacts with dates present at or absent from school.
5. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
6. Coordinate with the LHD on notifications to the school community, including specific notifications of stable groups or classrooms regarding their exclusion status and instructions.
7. Coordinate with the LHD on whether and when the school should be

closed and reopened.

8. Notify the school community if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community, and repeat recommendations for prevention and control measures (see sample notification #3 in Appendix 2).
9. Implement online/distance teaching and learning during school closure.
10. Arrange for cleaning and disinfection of entire school before reopening in the case of closure.

School Closure Determinations

What are the criteria for closing a school to in-person learning?

Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure:

- Within a 14-day period, an [outbreak](#) has occurred in 25% or more stable groups in the school.
- Within a 14-day period, at least three [outbreaks](#) have occurred in the school AND more than 5% of the school population is infected.
- The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure: 14 days, or according to a decision made in consultation with the LHO.

The State Safe Schools for All Technical Assistance teams (TA teams), comprised of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

If a school is closed, when may it reopen?

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

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

What are the criteria for closing a LEA?

A school district should close if 25% or more of schools in a district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.

If a LEA is closed, when may it reopen?

LEAs may typically reopen after 14 days, in consultation with the LHD.

K-12 School Testing

OVERVIEW

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission. A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

There are several circumstances under which a student or staff member might undergo testing. Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

DEFINITIONS

Symptomatic testing: This testing is used for individuals with symptoms of COVID-19, either at home or at school. In this situation, the school guidance requires that these individuals stay home and isolate in case they are infectious. The Guidance includes the possibility of return to school in the case of a negative test for SARS-CoV-2 and 24 hours after fever is resolved and symptoms are improving.

Response testing: This testing is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.

Asymptomatic testing: This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than

surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students).

TESTING STRATEGY APPROACH

Asymptomatic testing considerations

The science regarding the extent to which asymptomatic testing will achieve the goal of safe and successful schools is still under development. Empirically, schools that have successfully implemented the core mitigation strategies outlined in the School Guidance are operating safely, with limited or no in-school transmission, under a range of asymptomatic testing approaches. The approaches range from no additional asymptomatic [testing](#), to testing a sample of staff and students [monthly](#), to testing all students and staff [every other week](#). Modeling studies show that masking alone and cohorting alone can decrease symptomatic infections more than weekly testing of students and school staff. Taken together, these data suggest that a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.

The state of California has put into place support for the testing cadences in Table 3, through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement.

The increased levels of testing in the higher Tiers in Table 3 reflect the higher likelihood that someone in the school community might be infected due to higher levels of circulating virus in the surrounding community. For the purposes of the testing cadence differences, the Deep Purple Tier begins at a CR of >14.

Table 3. Testing Cadences with Support from the State of California for K-12 schools

	Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	Deep Purple CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing +	Symptomatic and response testing +	Symptomatic and response testing +

			Every 2 weeks asymptomatic testing.	Every 2 weeks asymptomatic testing.	Weekly asymptomatic (PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Every 2 weeks asymptomatic testing.	Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**.

TP = test positivity

* The case rates above are adjusted case rates.

** Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing.

Any school currently open is subject to the minimum testing requirement standards established by [Cal/OSHA](#). These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA [guidance](#) for complete details.

Vaccines for K-12 Schools

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.

In addition to vaccines required for school entry, CDPH strongly recommends 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.

Because vaccine implementation for schools is rapidly evolving, we are providing a separate vaccine guidance document that will be available on the Safe Schools for All Hub [here](#).

Appendix 1: Resources

SCHOOL RESOURCE LINKS

- [Safe Schools for All Hub](#)
- [Testing Guidance](#)

Appendix 2: Sample Notifications

SCHOOL EXPOSURE TO A CASE OF COVID-19 NOTIFICATION

K-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians,

We would like to inform you that we have been notified about a confirmed case of COVID-19 (Coronavirus Disease 2019) in a member of our school community. The individual who tested positive (the “case”) was last on school premises on [DATE]. All school areas where the case spent time will be cleaned and disinfected before they are in use again.

Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with the case and will reach out to all persons who are identified as having had close contact with the case to recommend home quarantine and COVID-19 testing. If you or your child are not contacted, it means that you or your child were not identified as exposed to the case.

Please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

COVID-19 SCHOOL OUTBREAK NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We would like to inform you that we are working with the [LOCAL HEALTH DEPARTMENT] on their investigation of a COVID-19 outbreak in our school community. Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with all cases and symptomatic contacts to identify all exposed persons and recommend home quarantine and testing. If you or your child are not contacted, it means that you or your child were not exposed to either a case or a symptomatic contact.

If you are a parent/guardian, please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

SCHOOL CLOSURE DUE TO COVID-19 NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing our school, starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the [LOCAL HEALTH OFFICER], we have been advised that the school should be closed for 14 days to prevent further transmission of COVID-19 and to clean and disinfect the school before reopening on [DATE].

During school closure, the school will switch to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The [LOCAL HEALTH DEPARTMENT] will also continue to follow-up with cases and contacts during school closure to ensure isolation and quarantine and testing.

If upon school reopening, your child is feeling ill or having a fever or symptoms of COVID-19, even if symptoms are very minor, please do not send your child to school and consider getting your ill child tested for COVID-19. If your child is well without any symptoms, please remind your child before going back to school to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds. School staff should call in sick and stay home if having a fever or symptoms of COVID-19 and consider getting tested.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,



Appendix 3: Public Health Directive

REPORTING DETAILS OF POSITIVE CASES

Required COVID-19 Case Reporting By Schools

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (“CDPH”) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Public and private K-12 schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission coupled with the experiences of schools both nationally and internationally demonstrates that schools, particularly elementary schools, can operate in-person instruction safely with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for K-12 schools (including public, private, and charter) to support school re-openings and safe implementation of in-person instruction for students and staff.

Under current guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools are expected to reopen under the forthcoming K-12 school guidance. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, a comprehensive and coordinated approach for the secure sharing of vital data and information regarding COVID-19 infections among school employees and students is necessary, especially in light of current epidemiological conditions.

The sharing of identified case information data with public health professionals is therefore necessary to ensure that state and local public health experts can respond to confirmed cases of COVID-19 who have been present at a school site, to track and understand the extent of disease transmission within the state, and to support communities with appropriate prevention strategies and support. Accordingly, to monitor and prevent the spread of COVID-19, it is necessary for CDPH and local health jurisdictions to have accurate information about COVID-19 infections among school employees and students. Specifically, the prompt, secure, and confidential sharing of information about individuals within the school community who have tested positive for COVID-19 is critical to ensure that public health authorities can rapidly respond by:

1. Instituting necessary case investigation and contact tracing;
2. Focusing public health resources to effectively provide comprehensive support to the affected schools related to further investigation, mitigation strategies, and operational plans;
3. Assessing and monitoring the practices and activities that may have led to the infection or transmission of COVID-19;
4. Taking appropriate measures to protect the health of both the school community and population-at-large; and
5. Ensuring that CDPH and local health jurisdictions have the information necessary to accurately assess the impact of school reopening on COVID-19 transmission and case rates to effectively update operative public health guidance and directives as necessary.

Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).) In response to the COVID-19 pandemic, California has been under a State of Emergency since March 4, 2020. California continues to see the dire effects of this pandemic through limited ICU capacities and new cases and deaths each day. The COVID-19 pandemic poses an extreme threat to the health and safety of all Californians. Even with protocols in place to mitigate the transmission of COVID-19, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus. Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 public or private school campus is necessary to protect the health and safety of students and

employees present on the campus. California law (17 C.C.R. section 2508) also requires anyone in charge of a K-12 public or private school kindergarten to report at once to the local health officer the presence or suspected presence of any of the communicable disease, which includes COVID-19.

Accordingly:

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. Specifically, the local educational agency or private school shall report the following information:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.
- This reporting shall continue until this directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual.

This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.



Appendix 4: Public Health Directive

REPORTING DETAILS OF IN-PERSON INSTRUCTION

COVID-19 School Reopening Status Reporting

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (CDPH) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission and experience nationally and internationally demonstrate that schools, particularly elementary schools, can operate safely for in-person instruction with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for public and private K-12 schools to support school reopenings and safe implementation of in-person instruction for students and staff.

Under the guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools will reopen through the early spring. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, it is necessary for CDPH and local health jurisdictions to have accurate information about which school sites are serving students in-person and to which degree such in-person services are being provided, especially in light of evolving epidemiological conditions.

This information will assist public health authorities maintain awareness of possible locations where case transmission may occur and can rapidly respond

to any confirmed positive cases of individuals who have been on-site at schools offering in-person instruction and services. It is also necessary to focus public health resources to support schools, including COVID-19 testing support, contact tracing, and technical assistance related to mitigation strategies and operational plans, to make the most efficient and effective use of those resources. Finally, this information will assist CDPH and local health jurisdictions to accurately assess the impact of school reopening on COVID-19 and update operative public health guidance and directives as necessary.

Accordingly:

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify the California Department of Public Health whether it is serving students in-person. Specifically, the local educational agency or private school shall report the following information:
 - In-person instruction is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
 - No in-person instruction and services are provided (distance learning only).
- This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded.
- This information shall be reported via a web form that will be made available by the California Department of Public Health.
- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the Safe Schools For All Hub website.



Stronger Together

Recovery and Reopening Santa Clara County Schools

September, 2020
Revised Edition

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 Local Education Agencies (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.

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.

UPDATE: On July 17, 2020, the State Health Officer ordered the closure of all in-person operations at schools in counties on the State's monitoring list (including Santa Clara County), except for elementary schools that obtain a waiver from the local health officer. [Statewide Public Health Officer Guidance](#)

On August 7, 2020 and September 21, 2020 the Santa Clara County Public Health Office released updated versions of the school setting guidance for reopening schools. The most up-to-date information related to health and safety has been updated in this document and can be found specifically at [Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year](#).

In addition, the SSCPH department has a dedicated page to Coronavirus and Schools found at [Coronavirus and Education Programs - Novel Coronavirus \(COVID-19\)](#).

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 it 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 of 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 three 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. (Link)	Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible. (Link)	Determine the instructional model that will be utilized based on Public Health guidance/requirements and district resources. (Link)
All students and staff should wear face coverings to slow the potential spread of transmission. (Link)	Consider a variety of Return to School scheduling options to support physical distancing. (Link)	Use existing team (MTSS, ILT) to review implementation of Distance Learning and identify successes and areas for improvement. (Link)
Evaluate and monitor locations to create healthy environments. (Link)	Evaluate 2020-21 academic calendars to maximize instruction and learning. (Link)	Design a system to identify and address learning loss from the extended shelter in place. (Link)
Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments. (Link)	Identify support structures for new students or classes of students at transitional grades. (Link)	Design a system to support unduplicated students and other high needs students including SpEd students. (Link)
Create a plan for daily routine cleaning that ensures disinfecting of high touch areas. (Link)	Prepare for potential class/school closures and reopening in the event of confirmed cases. (Link)	Provide professional development to support the chosen instructional model. (Link)
Develop a plan to support the social, emotional, and mental health of students, family, and staff. (Link)	Continue to provide school-based meals to students. (Link)	Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school. (Link)
Work with families to adhere to immunization requirements (Link)	Provide staff training on newly established policies, regulations, and protocols related to COVID-19. (Link)	Ensure safe and equitable physical environments for students and families who may be negatively stereotyped or discriminated against. (Link)
Establish a plan for COVID-19 Testing and Reporting (Link)	Develop plans for staff members who are at risk and are resistant to returning to work. (Link)	Plan for attendance tracking and tiered reengagement strategies to ensure all students participate fully in Distance Learning (Link)
	Develop plans for students who have special needs or are immunocompromised. (Link)	Engage stakeholders in the planning process to develop the Learning Continuity and Attendance Plan (Link)
	Plan for the fiscal impact of increased health screening, physical distancing, and instructional program implementation. (Link)	
	Plan, analyze, and be ready to address the financial impacts of COVID-19 on the district's budget. (Link)	
	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). (Link)	Alternative Consideration: If a district desires, consider an alternative schooling option for students unable or unwilling to return. (Link)

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 state and county health officials.

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

[Santa Clara Public Health Guidance \(Updated 9.21.2020\)](#)

- [Template Letters and Guidance for School Administrators on how to respond related to COVID-19 notifications can found here.](#)

[CDC Schools Decision Reopening Tool](#)

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

Screen all students, employees, and visitors for illness related symptoms	
<i>Do Now</i>	<p>See pages 24-26 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> • Begin planning for screening protocols (e.g., visual, self reported, and/or daily temperature checks). • If taking temperatures, determine the screening process. (Who will scan? Where will they scan? What resources and PPE will they need?) • Establish and communicate policy requiring students and staff to get tested as soon as possible after they develop symptoms, or if one of their household members/close contacts tests positive for COVID-19. (See page 27 in SCC Public Health School Setting Guidance) • Determine the protocol to exclude students and staff suspected of fever or respiratory illness. (See pages 29-33 in SCC Public Health School Setting Guidance) • Clarify school and district response if confirmation of COVID-19 case. • Review and update health screening policies and practices. <ul style="list-style-type: none"> ◦ Preparing for When Someone is Sick: CDC • Consider staggering arrival times to allow for health screenings, if needed.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Order non-contact thermometers or other screening materials if needed. • Identify potential areas for isolating students or staff if suspected of being ill. • Create guidance for staff. • Develop protocols and communication for conducting health screenings • Train staff on administering the health screenings. • Develop the protocol for COVID-19 confirmation response using the guidance from Public Health See page 33 in SCC Public Health School Setting Guidance. • Communicate with families about keeping kids home with any symptoms and reassure them that it will not negatively impact attendance. • Communicate staggered arrival times if using this strategy to allow for health screens.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Conduct adopted health screening procedures. • Isolate students or staff suspected of being ill. • Send home students or staff suspected of having fever or respiratory symptoms. • Consider sending home students or staff who may be showing other atypical symptoms indirectly related to COVID-19. • Initiate COVID-19 confirmation protocol.

All students and staff should wear <u>face coverings</u> to slow the potential spread of transmission	
<i>Do Now</i>	<ul style="list-style-type: none"> Determine in what circumstances and for whom the district will provide face coverings (See page 16-17 in SCC Public Health School Setting Guidance) Draft guidance around district's expectations for face coverings.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Order face coverings if planning to provide for students. If families will be required to provide face coverings, notify them about expectations with recommendations. Share guidance and design signage about face covering expectations. Provide training for how to put on and take off a face covering. Train staff on expectations and how to monitor and ensure students wear face coverings
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Ensure students and staff wear them. Have extras on hand.
Evaluate and monitor locations to create healthy environments	
<i>Do Now</i>	<p>See pages 18-19 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> Determine if all sites and rooms have access to handwashing stations that are in good working order. Identify locations for students to access hand sanitizer Assess the ventilation and air flow of classrooms, office space, and other rooms. Determine if non-classroom locations may need to be closed, restricted, or unavailable (e.g., lunch benches, water fountains, locker rooms). Determine if staff will be asked to remove non-essential items from rooms and shared spaces.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> If needed, order and replace HVAC filters and fans. If possible, resolve any ventilation or air flow issues. Instruct staff on air flow practices.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Close or restrict access to shared environments like playgrounds, benches, water fountains, locker rooms. Monitor air flow in classrooms. Install filters with greater frequency. Remove non-essential items from rooms.
Implement hygiene strategies to prevent transmission of viruses and maintain sanitized environments	
<i>Do Now</i>	<p>See page 18 in SCC Public Health School Setting Guidance</p> <ul style="list-style-type: none"> Investigate suppliers and supply chain access to cleaning supplies, disinfectant, and non-medical grade PPE like gloves, masks, face shields, or other barriers. Evaluate HVAC systems for functionality and filter maintenance.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Order hand washing supplies, sanitizer, disinfectant, PPE. Post signage on the handwashing process and cough/sneeze etiquette. Develop a schedule for regular hand washing routines at the start of the day and throughout the day. Train staff on overemphasizing hygiene practices.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Teach hand washing and cough and sneeze etiquette at all grade levels. Encourage and allow students to wash or disinfect hands frequently (e.g., upon entering or exiting, before and after sharing materials).
Create a plan for daily routine cleaning that ensures disinfecting of high touch areas	
<i>Do Now</i>	<p>See page 19 in SCC Public Health School Setting Guidance</p>

	<p>CDC Guidance on Cleaning and Disinfecting</p> <ul style="list-style-type: none"> • Determine the number of areas at each site that will need routine cleaning. • Determine the high touch areas and the frequency that they will need to be disinfected. • 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). • Establish cleaning routine for playgrounds, school buses, and other equipment at risk for contamination if they will remain open. • Determine the frequency they will need to be disinfected.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Order supplies, create schedules for cleaning. • Hire additional staff and train all custodial staff.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Sanitize all areas frequently and regularly. • Communicate the cleaning schedule to all staff and community.
Develop a plan to support the social, emotional, and mental health of students, family, and staff	
<i>Do Now</i>	<ul style="list-style-type: none"> • To the extent practicable and legally permissible, assess staff and student mental health through questionnaires. • Determine what access you have to internal and external partners. • Identify resources available for teaching SEL lessons. (CASEL)
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Provide staff with resiliency strategies. • Schedule available resources and staff at sites. • Train staff on trauma informed practices and assessing students' mental health.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Mobilize counseling staff, community liaisons, etc., to support informal or formal evaluations of student and family emotional needs. SEL screenings. • Connect families to support.
Work with families to adhere to immunization requirements	
<i>Do Now</i>	<ul style="list-style-type: none"> • Draft language to remind families about immunization requirements for new enrollees, kindergarteners, and 7th graders.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Send "Immunizations Needed" letters to families. • Confirm accuracy of immunizations during enrollment process. • Work with families and direct them to locations for immunizations.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Update records.
Establish a plan for COVID-19 Testing and Reporting (See page 27-33 SCC Public Health School Guidance)	
<i>Do Now</i>	<ul style="list-style-type: none"> • Develop the protocol for COVID-19 confirmation response using the guidance from Public Health See page 27 in SCC Public Health School Setting Guidance. • Require students and staff to get tested after they develop one or more symptoms or if a household member/close contact tests positive for COVID-19)

School and District Operations

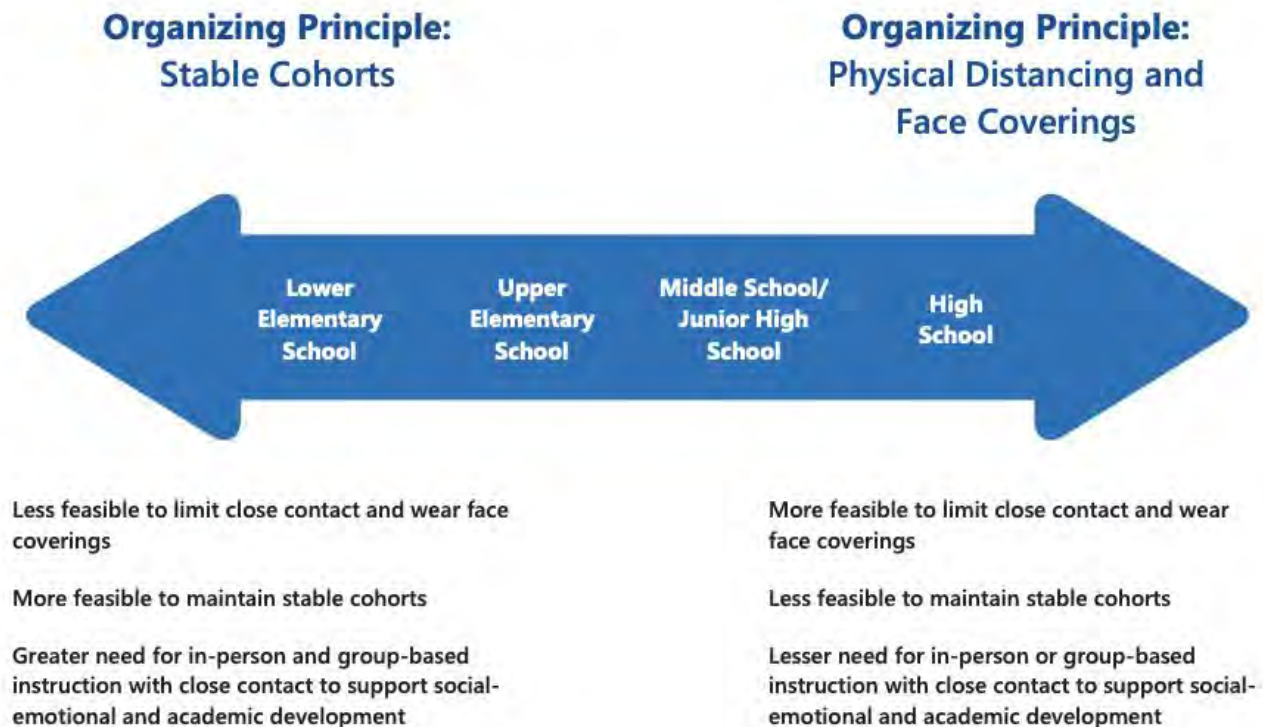
The following recommendations are related to potential areas of school operations that will likely be impacted by the ongoing COVID-19 pandemic in Santa Clara County. Recommendations are specific to planning and implementing activities to support health and safety, physical distancing, and instructional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

Note: Stable Cohorts and Physical Distancing/Face Coverings

Common public health strategies to reduce the risk of disease transmission in schools and other community settings include: (1) minimizing the number of people who come into contact with each other, (2) maximizing the physical distance between people, (3) reducing the time that people spend in close proximity to others, and (4) measures to minimize dispersion of droplets and aerosols (e.g., using face coverings and covering coughs and sneezes). Because the relative contribution of each of these measures in reducing the spread of COVID-19 is not yet clear, public health experts have generally recommended that they be used collectively where possible.

These strategies may be easier or harder to implement in different age groups or settings. For example, a school may be able to ensure that younger elementary school students have fewer contacts by having students stay in one classroom, but young students may be less able to wear face coverings consistently or maintain physical distancing during age-appropriate social and educational activities. In contrast, high school students encounter more individuals in a typical school day but are likely to have greater ability to maintain physical distancing and to more consistently use face coverings. (See Figure 1.) For these reasons, the requirements, recommendations, and considerations for minimizing disease transmission on school campuses necessarily vary by age group.

Figure 1. Organizing Principles for Preventing COVID-19 Transmission by Age Group



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.

Evaluate rooms and locations to support physical distancing and stabilize cohorts as much as possible	
<i>Do Now</i>	<p>(See pages 9-15 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> 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) Determine if non-classroom locations will need to be closed, restricted, or available as alternative instructional environments. Evaluate transportation schedules and determine limits and capacity to allow for physical distancing. (See page 14 in SCC Public Health School Setting Guidance) Identify which rooms on campus may be utilized for additional instruction or child care. Assess the campus for opportunities to increase physical distancing (e.g., distance between student desks, distance in lunch areas, floor markings, and signage). Evaluate the space and flow modeling for sites, classrooms, and other spaces. Create multiple supervised entrances and exits to limit mixing. (See page 10 in SCC Public Health School Setting Guidance) Consider staggering start and end times to restrict large groups. Restrict cohorts to specific areas during recess and lunch times to limit mixing. 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). Consider plastic window shields for offices or positions with high frequency of contact. Review and revise policies to limit volunteers and other visitors on campus.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Prepare rooms for physical distancing standards as required or recommended. Install shields if needed. 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. Create signage and guidance Communicate with all staff and families regarding physical distancing requirements. Develop guidance and expectations for staff monitoring and enforcement. Train staff on their responsibilities.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Ensure implementation of physical distancing in all settings. Evaluate areas that appear to draw groups together and modify plans as needed. Ensure staff maintain six feet or more of distance from one another and any visitors and volunteers on the school campus. Ensure Arrival and Departure Requirements for physical distancing are in place. (See page 10 in SCC Public Health School Setting Guidance) Assess the campus for opportunities to increase physical distancing distance in lunch areas, floor markings, and signage). Physically distance students in the classroom. <ul style="list-style-type: none"> Elementary: Maximize space between student desks, ideally 6ft or more, to the extent practicable Middle and High Schools: REQUIRED: Space student desks at least 6ft apart. Do not allow staff to eat or gather in any indoor spaces, such as break rooms and offices.

Consider a variety of <u>Return to School</u> scheduling options to support physical distancing	
<i>Do Now</i>	<p>Consider a variety of Return to School Scenarios (See Hybrid Scheduling Scenarios Presentation from June 24, 2020)</p> <ul style="list-style-type: none"> Engage staff members from all departments in this process to hear feedback and share rationale. (Note: With the requirement for increased cleaning, facilities feedback will play a significant role.) Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods. Consider how will this impact families with students at other sites. Options at elementary sites: <ul style="list-style-type: none"> The ability to provide for physical distancing will influence capacity. Consider schedules that bring back those most in need with a focus on equity. Consider more on-campus time for K-3 over 4-5. Prioritize on-campus instruction for Language Arts, Math, and Science instruction. Prioritize on-campus small group foundational reading skill interventions, designated ELD instruction, IEP services. Options at middle and secondary sites, <ul style="list-style-type: none"> The ability to provide for physical distancing will influence capacity. Consider scheduling students into stable blocks (all students have the same classes) together to limit potential disease transmission (may have implications for elective classes). Revise policies for PE dressing expectations. Review and revise after-school athletics seasons.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Select the schedule for each site and communicate it to families as soon as possible. Hold virtual parent meetings to explain and describe the process and communicate the requirements that need to be met before full reopening. Send home mailers with visual representations of the schedule. Train administrative office staff on scheduling and how to respond to parent concerns.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Evaluate the effectiveness of the schedule using alternative metrics. Modify or expand if necessary.
Evaluate 2020-21 school and district calendars to maximize instruction and learning	
<i>Do Now</i>	<p>(See pages 20-21 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> Review start and end dates, holidays and scheduled breaks, and PD. Consider and plan for the feasibility of annual events (e.g., graduation, performing arts, parades, showcases). <ul style="list-style-type: none"> Secondary: Evaluate if Athletics will occur and in what capacity. How can this be done safely? Determine if there are ways to extend learning opportunities through the academic calendar. Engage stakeholders and bargaining units for feedback. Review assessment calendars and plan for administration in different instructional models. Elementary: Initial Screenings, CAASPP, ELPAC testing, Math Pathways, Monitoring. Secondary: Initial Screenings, CAASPP, ELPAC, Math Pathways, AP testing, SATs.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Revise academic calendars as necessary to maximize instruction and learning. Publicize academic calendars and provide guidance to staff members. Work with sports boosters and athletic associations to craft messages and communicate.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Allow for modification if guidance or orders change from the Public Health Department.

Identify support structures for new students or classes of students at transitional grades	
<i>Do Now</i>	<ul style="list-style-type: none"> • Work with staff to determine a potential onboarding process if in full distance or hybrid instruction. • Consider virtual orientation for new classes of students before school starts. • Consider virtual or safe in-person parent teacher conferences before school starts. • Consider academic counselors at elementary and middle to monitor student comfort. • Consider virtual spirit rallies.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Review expectations with staff. • Prepare materials and information. • Implement orientation/onboarding process.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Survey students about their needs and perceptions. • Provide academic or social-emotional counseling as needed.
Prepare for potential class/school closures and reopening in the event of confirmed cases	
<i>Do Now</i>	<p>(See pages 29-33 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> • Engage staff and bargaining units in discussion. • 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"> ◦ Consider short term closures (between 2-14 days) and longer term closures. ◦ Consider the technology and materials staff and students will need. ◦ Consider the communication protocol.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Draft communication templates to initiate during the year in the event of a closure • Communicate with families the possibility of opening, closing, and reopening, and the transition plan.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Have resources ready to deploy. • Initiate communication strategy.
Continue to provide school based meals to students	
<i>Do Now</i>	<p>(See page 20 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> • 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). • Consider staggered lunch times. • Consider multiple meal locations or meal distribution plans for students who are scheduled for off campus instruction. • Determine traffic flow consistent with physical distancing standards. • If meals cannot be served in rooms, determine seating capacity and physical distancing in congregate lunch settings. • Determine the amount of staff needed to facilitate meal distribution.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Hire or reassign staff. • Prepare meal distribution areas by moving around equipment or marking off areas for physical distancing in food preparation areas. • Purchase PPE and cleaning materials. • Train staff. • Create and post signage with processes and expectations. • Mark off spacing for physical distancing if students will be eating in congregate settings.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement process and monitor implementation. • Continue ongoing outreach to families for free and reduced lunch.

Provide staff training on newly established policies, regulations, and protocols related to COVID-19.	
<i>Do Now</i>	<ul style="list-style-type: none"> 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). Work with bargaining units and staff to draft and review updated guidance and policies.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Consider doing a test run/demo for staff and/or families to see what a school day will look like. Take amended policies to stakeholder and governing board. Provide training to staff on updated guidance and policies.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Review and monitor effectiveness of staff implementation.
Develop plans for staff members who are at-risk and are resistant to returning to work.	
<i>Do Now</i>	<ul style="list-style-type: none"> Survey staff members to determine if they believe they fall into the category of at-risk or resistant to returning to work. Determine their willingness and fitness to return to on campus responsibilities during the school day. 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). See Return to Work Playbook for considerations. Work with bargaining units to determine accommodations.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Meet with at-risk staff and assign them responsibilities. Train at-risk staff if needed. Order and install physical barriers if needed.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Monitor and evaluate staff, modify if needed.
Develop plans for students who have special needs or are immunocompromised	
<i>Do Now</i>	<p>(See page 32 in SCC Public Health School Setting Guidance)</p> <ul style="list-style-type: none"> Review existing student health plans and identify students who will need accommodations. Survey families for potentially unknown concerns that may need to be accommodated. Develop a process for engaging these families (e.g., health plan, 504).
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> Meet with families and staff to discuss on-campus accommodations or alternate learning options. Prepare environments if needed.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> Provide accommodations or alternate learning options. Review student accommodations and modify if needed.
Plan for the fiscal impact of increased health screening, physical distancing requirements, and instructional program implementation	
<i>Do Now</i>	<ul style="list-style-type: none"> Evaluate the fiscal implications (staffing, supplies, digital access, PD) for each of the proposed instructional program options (Full Distance, Hybrid, Full Reopening). Inventory lost technology or curriculum and plan for replacement. Evaluate the fiscal implications for continued meal distribution. Evaluate the fiscal implications for determined health screening protocols and increased cleaning requirements. Evaluate the fiscal implications for SpEd costs and potential complaints.

<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Determine budget based on May Revision and potential statewide recession implications. • Communicate with governing boards, bargaining units, and stakeholders. • Allocate additional funds to sites for supplies to implement physical distancing and health screening. • Purchase identified technology and licensing required to implement distance learning for staff and students. • Ensure sites are appropriately staffed for both on-campus and/or virtual instruction.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Monitor budgets. • Evaluate processes and procedures and provide additional resources where needed.
<i>Plan, analyze, and be ready to address the financial impacts on the district's budget</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Create a baseline budget with updated 2019-20 data to reflect the current and forecasted conditions as they are known. • Develop multiple budget scenario analyses (starting with updated 2019-20 data) to anticipate corresponding actions necessary to balance revenues and expenditures, and sustain adequate reserve levels. • Regularly communicate budget updates to the county office of education, the LEA's governing board, and the community.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Continue to monitor and update the budget based on the latest information. • Keep all stakeholders informed of budget updates.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Continue to monitor and update the budget based on the latest information. • Keep all stakeholders informed of budget updates.
<i>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)</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Maintain up-to-date and in-depth cash flow projections and develop multiple cash flow scenarios in anticipation of possible State apportionment deferrals. • Expand cash projections and monitoring to all funds. • Utilize alternative cash resources available (e.g., Interfund borrowing, issuance of Tax and Revenue Anticipation Note (TRANs)) and/or adjust expenditure plans to address short-term cash needs
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Continue to monitor and update the cash flow projections based on the latest information. • Keep all stakeholders informed of budget updates.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Continue to monitor and update the cash flow projections based on the latest information. • Keep all stakeholders informed of budget updates.

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.

With the passage of [Senate Bill 98](#), LEAs will be required to submit a [Learning Continuity and Attendance Plan](#), established in EdCode 43509, that describes how the LEA will be providing instruction in response to the ongoing COVID-19 pandemic. LEAs will have to describe how resources are being utilized to provide in-person instruction, distance learning, offer professional development, measure student engagement, address learning loss, support student and staff mental health, and continue to provide meals. The recommendations below will aid an LEA in addressing and completing the requirement of the Learning Continuity and Attendance Plan.

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

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

<i>Provide professional development to support the chosen instructional model</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Research the skills and knowledge teachers need to implement online instruction and blended models. • Survey staff about successes and areas of need related to distance learning. • Analyze results and identify potential professional development areas of focus. • Plan the PD calendar and secure training or develop training modules.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Provide training to staff in person or virtually. • Evaluate the PD.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Assess fidelity of implementation. • Build on the training provided during available. • Provide targeted PD based on teacher need.
<i>Plan for the need to resocialize and teach appropriate behavior expectations in the first few weeks of school</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Discuss and identify potential social deficits students may have upon returning to school. • Identify location where social skills will need to be retaught or supported • Work with teams to develop lessons, strategies, and timelines
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Develop lessons for teachers plans and support materials • Secure any needed materials. • Train staff on awareness, education, and response to resocializing students.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Teach lessons in the first few weeks of school. • Evaluate any additional needed supports.
<i>Ensure safe and equitable social environments for students and families who may be negatively stereotyped, bullied, or discriminated against</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • 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. • Determine if a response is needed (e.g., communication strategies, education, resolution). • Plan staff response strategies in the event there will be an impact.
<i>Do Before School Opens</i>	<ul style="list-style-type: none"> • Review and evaluate any data collected and the potential impact on enrollment and student experience. • Draft communications, lessons, or any resolutions.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Implement or distribute any communications, lessons, or resolutions.
<i>Plan for attendance tracking and tiered reengagement strategies to ensure all students participate fully in Distance Learning (See EC43504 in SB98)</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Determine the process for taking daily attendance. • Determine the process for recording weekly engagement logs for students. • Develop communication to families about compulsory education. • Develop written procedures for tiered reengagement strategies for students missing more than 60% instruction in a given week.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Take attendance daily in your Student information system. • Record student engagement participation and keep weekly engagement logs for each pupil.

	<ul style="list-style-type: none"> • Utilize a team-based approach to communicate and reengage students and families not participating in Distance Learning. • Provide resources and supports to families struggling to participate in Distance Learning.
<i>Engage stakeholders in the planning process to develop the Learning Continuity and Attendance Plan (LCP)</i>	
<i>Do Now</i>	<ul style="list-style-type: none"> • Gather survey data and other feedback to inform your planning process. • Identify staff and stakeholders to provide input into the plan. • Review the Learning Continuity and Attendance Plan Template and Instructions. • Assign staff responsible for contributing to the Learning Continuity Plan (LCP). • Identify and schedule board meetings for the hearing and adoption of the LCP prior to September 30.
<i>Do When School is Open</i>	<ul style="list-style-type: none"> • Draft and present the LCP to required stakeholder groups (Parent Advisory Committee and District English Learner Advisory Committee). • Present LCP to Board prior to September 30 for adoption. • Submit to the COE within five days of adoption. • Review, revise, and update as needed.

Appendix:

Additional Consideration: Alternative Schooling Options

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

Alternative Program Considerations
<p>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)</p> <p>If this option will be offered in all 3 phases of school operations consider the following...</p> <ul style="list-style-type: none"> Operational Considerations: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

	Full Distance Learning (no students or staff on campus)	Hybrid Model (portion of students or staff on campus)	Full Reopening (all students and staff on campus with or without restrictions)
Classes and Scheduling	<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>
Curriculum & Instruction	<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>
Support Services	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services in a virtual environment (e.g., Resource, ELD, other services).</p>	<p>Students with IEPs, 504s, or EL designation must continue to receive legally obligated services (e.g., 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 (e.g., Resource, ELD, other services).</p>

	<p>Check-ins with Foster/Homeless Youth needed 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>All high-needs students (unduplicated and at-risk) should be monitored and provide tiered interventions.</p>
Technology	<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 five full days of direct instruction.</p>
Health and Safety	<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 (e.g., 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"> • Social distancing eased or relieved altogether • Masks no longer required • Health screening may remain <p>Cleaning protocols may be eased but only based on guidance and transmission rates data from public health</p>
Child Care Implications	<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>
Fiscal considerations	<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 and necessary health and safety equipment.</p> <p>Increased cost for software licensing and/or video collaboration solutions.</p> <p>May require 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>

Resources

Health Resources

- ❑ [COVID-19 Prepared: Reopening K-12 Schools in Santa Clara County](#): sccgov.org
 - ❑ [Template Letters to Respond to COVID-19 Notifications](#)
 - ❑ [Parent Guide to Reopening SC Schools](#): sccgov.org
- ❑ [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
- ❑ [SCCOE Learning Continuity and Attendance Plan Resources](#): Santa Clara County Office of Education
- ❑ [CCEE Distance Learning Technical Assistance Resources](#): ccee-ca-org
- ❑ [Priority Instructional Content for ELA/Math](#): Achieve the Core
- ❑ ["Restarting School: Planning for Acceleration in the 2020-21 School Year"](#): The New Teacher Project
- ❑ [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](#)
3. [CDE CARES Act ESSER Funds](#)