Redding School of the Arts

Working DRAFT

SCHOOL REOPENING PLAN

2020-2021

Addressing the Challenges of COVID-19

1 Updated 10/16/2020 changes in red
INTRODUCTION

At Redding School of the Arts, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the Family Handbook for the 2020/21 school year and supersedes any conflicting information in the handbook.
There are 4 different phases of school operation for 2020/21 that could be applied. The district will begin the 2020/21 school year in Phase 3.

**Phase 4:** All students return to school with no restrictions.
**Phase 3:** All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).
**Phase 2:** Hybrid Learning, a combination of in-person and distance learning, with reduced numbers of students on campus.
**Phase 1:** Full Distance Learning with limited in-person instruction in small groups.

In Phase 1 and 2, the district’s primary digital platforms are Google Classroom and Google Meet for remote instruction. As a result of what we have learned from distance learning in the spring, we have adopted more rigorous expectations going forward that include daily live interaction with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

RSA has developed best practices for safety and health based on California and Local public health’s most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended. In order to minimize the potential risk of spread, we will not hold assemblies, special events, field trips, nor have visitors or volunteers on campus for the time being. Extra curricular activities are on hold until further notice. You can help prepare your children by teaching them about face coverings and proper hand washing. RSA promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not possible. Parents are asked to take the temperature of their children before coming to school, if your family does not have a thermometer please contact the front office so we ensure your child’s temperature is assessed in the morning prior to school starting. Children shall stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and any students or staff members should stay home if they are feeling ill or experiencing symptoms. [Talking to your students about Coronavirus](#).
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PHASES OF INSTRUCTION

Instruction: 4 Phases

There are 4 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning standards will be taught while addressing the needs of the whole child, including social-emotional skills, collaboration with peers, anti-bullying, and health and safety. Teachers will continue to attend staff meetings and collaboration and will be on campus during regular school hours in all phases.

PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS

When all restrictions are lifted in Shasta County, school can resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS

During Phase 3 all students whose family selected “in-person” instruction will be on site every day. We will maximize space and minimize contact between students to the greatest degree possible. Students will remain in the same cohort (group) with the same teacher for the day to the greatest degree possible. Students will be taught how to access online platforms, such as Google Classroom and Google Meet, so that they are familiar with those tools in the event of a return to all school distance learning. Additionally, during Phase 3 RSA will be offering the option for families to remain in Distance Learning- with an assigned distance learning teacher or Homeschool for those parents whose life circumstances make it difficult to participate in online distance learning.

PHASE 2: TEACHER-LED HYBRID LEARNING

California is moving away from the "watch list" system of tracking coronavirus trends and instead moving to a four-tier, color coded classification system that will determine which counties can move forward with reopening businesses. Schools are not affected by the Tier system and instead RSA Administration will use the most up to date Public Health
Protocols/recommendations for transitioning to Phase 2 Instruction Model. The criteria for transitioning to this phase of instruction can be found in the Health Protocols section of this document. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. RSA will provide pupils access to connectivity and devices, when needed, in order for them to be able to participate. RSA’s Hybrid Learning would be a combination of in-person and distance learning, with reduced numbers of students on campus.

- Students report to school two full days a week (Mon/Thur or Tues/Fri), divided into A & B cohorts. Students are provided assignments to support their learning on the days in which they do not report to school via Google Classroom and may include paper/pencil materials.
- Teachers will support students who are learning Asynchronously by responding to emails from parents or students.
- On Wednesday all students are learning at home. This day is designated for deep cleaning, teacher planning, professional development, parent communication, and small group or individual appointments. Staff may provide additional lessons via Google Meet, Zoom or in-person for students in need of greater academic support. Teachers will conduct a virtual SEL and academic check in. Paraprofessionals may also provide small group support. Staff will be on campus during regular school day hours.
- Teachers will provide live interaction with students on the other 2 days the students do not report to school to support instruction in one of the following ways:
  - Students at home join the in-person class via Google Meet/Zoom at a specific time for a morning meeting, SEL lesson, or to work collaboratively on an identified assignment.
  - Teachers will provide live support during an “office hour” after in-person students are dismissed for the day
  - EL instruction will be conducted in-person and/or virtually regularly, by the classroom teacher, specialist, or paraprofessional.
- Students in 4th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work for a better grade.
- Teachers shall follow re-engagement procedures for students who are absent from (not engaging in) distance learning for 3 days (or 60%) in a school week.
  - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the designated Google Form to their administrator. Administrators and/or counselors will pursue contact with the
family, which may involve a home visit. This should be logged in Aeries. These students may need to attend 4 days a week in person as determined by the administration.

- Staff members with school age children enrolled in the school may have them attend 4 days a week if needed (engaging in “at-home” learning activities while on campus).
- Students in vulnerable populations, such as Students with Disabilities, English Language Learners, (especially at Level 1 or 2 proficiency), Foster Youth, and Homeless students, may attend 4 days a week.

Hybrid Schedule

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A: In person</td>
<td>Cohort B: In person</td>
<td>Short SEL with teacher and check in for daily lessons.</td>
<td>Cohort A: In person</td>
<td>Cohort B: In person</td>
</tr>
<tr>
<td>Cohort B: At-home remote learning*</td>
<td>Cohort A: At-home remote learning*</td>
<td>All students are At-home Distance Learning Teacher Planning Professional Development Live interaction with students for academic support and check-in; parent communication</td>
<td>Cohort B: At-home remote learning*</td>
<td>Cohort A: At home remote learning*</td>
</tr>
</tbody>
</table>

*At-home learning will equate to a range of Kinder 180 minutes, Grades 1st - 3rd 230 minutes- Grades 4th - 8th 240 minutes, consisting of a combination of live interaction with teacher and teacher assigned tasks.

* Classroom based Distance Learning students will continue 4 days a week with live interaction and teacher assigned tasks.

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING
(by public health recommendation or governor mandate)

Schools are not affected by the Tier system and instead RSA Administration will use the most up to date Public Health Protocols/recommendations for transitioning to Phase 1 Instruction Model. The criteria for transitioning to this phase of instruction can be found in the Health Protocols section of this document. Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. RSA will provide pupils access to connectivity and devices when needed in order for them to be able to participate. Distance learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.
- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- Establishing a consistent school schedule by grade level or content area.
- Instruction will include both synchronous (live video conferencing via Google Meet that takes place at a scheduled time) and asynchronous (recorded lessons or online resources provided by the teacher that students can access at their own pace/time) and formats.

K-5 Synchronous: online or distance education that happens in real time M,T,TH & F

Students:
- Total of 60-90 minutes of live interaction with teachers daily, including:
  - Daily morning meeting for wellness check-in and overview of the day
  - Daily 30-minute lesson, alternating between ELA and Math
  - Potential of twice-weekly 30-minute small group sessions
- Ability to reach teacher virtually during office hours
- Additional intervention support provided by aide or specialist based on individual need
- Students may also attend an additional small reading (or math) group with teacher or paraprofessional 4 days a week for at least 20 minutes.
- Some in-person instruction will be offered via weekly/biweekly appointments with students individually or in small groups that allow for 6’ of social distancing.

K-5 Asynchronous: learning occurs through online channels without real-time interaction
- All teachers will have a Google classroom accessible by the school.
- Go Math & MobyMax Math lessons should not exceed 45 minutes per week for math and 45 minutes for reading using assigned lessons from Accelerated Reader, Lexia, MobyMax, etc.
- Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
- Teachers will incorporate some movement and exercise daily into their synchronous or asynchronous learning time. (ex. Go-Noodle)
- These assignments will fulfill the balance of minimum instructional minutes after synchronous instruction.
  - Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments (over a 90-minute time period).

6-8 Grade Synchronous: online or distance education that happens in real time M,T,TH, & F

- DAILY CLASS MEETING: homeroom classes (0 period teachers) will conduct a class meeting via Google Meet of at least 15 minutes each day which may include SEL or a daily warm-up activity; attendance will be taken. Students will be responsible to email/contact their advisory teacher and complete warm-up activity if they are unable to join the live meeting. Attendance will be taken during this time.
- **LIVE INSTRUCTION**: will be held in core academic classes according to the regular (blocked) bell schedule. Students/Families must notify their teacher if they are unable to join virtually on a particular day and complete a designated activity assigned by the teacher.

- New content will be presented a minimum of 3 times a week.
  - Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments.

**6-8 Grades Asynchronous**: learning occurs through online channels without real-time interaction.

- All teachers will have a Google classroom accessible by the school.
- CPM, Khan Academy and MobyMax Math lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
- A combination of recorded lessons, posted assignments, and online resources will provide the balance of minimum 240 instructional minutes after synchronous instruction as needed.
- PE and VAPA teachers will post weekly activities.
  - Teachers will communicate with and give regular feedback to students/families through Google Classroom, Google Meet, Aeries, email, phone, etc.
  - Teachers will oversee reading intervention and English Learner Development small group instruction. The priority for aide time will be to support 1st and 2nd grade reading groups.
  - English Language Learners and Special education students will receive a combination of in-person and remote learning.
  - Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days or class periods they did not participate. This shall be updated at least once a week.
  - Teachers will use Aeries and/or Google Classroom to track completion of assignments.
  - Teachers will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff is still able to perform their assigned duties.
  - Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week.
    - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the appropriate Google Form to their administrator. Administrators and/or counselors will pursue contact with family which may involve a home visit.
Sample Student Week at a Glance Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9:30am</td>
<td>Ind. work</td>
<td>Ind. work</td>
<td>Ind. work</td>
<td>Ind. work</td>
<td>Ind. work</td>
</tr>
<tr>
<td>9:30-10am</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>10-10:30am</td>
<td>ELA class</td>
<td>Math class</td>
<td>ELA class</td>
<td>Math class</td>
<td>ELA class</td>
</tr>
<tr>
<td>10:30-11am</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Small group</td>
<td>Break</td>
</tr>
<tr>
<td>11-11:30am</td>
<td>Small group</td>
<td>Ind. work</td>
<td>Ind. work</td>
<td>Break</td>
<td>Ind. work</td>
</tr>
<tr>
<td>11:30-12pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12-12:30pm</td>
<td>Movement</td>
<td>Movement</td>
<td>Movement</td>
<td>Movement</td>
<td>Movement</td>
</tr>
<tr>
<td>12:30pm -</td>
<td>Ind. work,</td>
<td>1:1 check-in</td>
<td>Ind. work,</td>
<td>Ind. work,</td>
<td>Ind. work,</td>
</tr>
<tr>
<td>afternoon</td>
<td>chores, play,</td>
<td></td>
<td>chores, play,</td>
<td>chores, play,</td>
<td>chores, play,</td>
</tr>
<tr>
<td></td>
<td>etc</td>
<td></td>
<td>etc</td>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

Potential Wednesday schedule during Phase I

8:00-9:00 - staff/collaboration meeting, professional development
9:00-11:30 - teacher planning (Aides can provide virtual reading support in 1st/2nd?)
11:30-12:00 - lunch
12:00-1:30 - small group support
2:00 - 3:30 - Teacher meetings

FACE COVERINGS

- All staff must wear face coverings, not face shields, at school. In limited situations where a face mask cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a draped face shield can be used instead of a cloth face covering in limited situations (for example, teachers of young students learning to read, teachers of students in English or second language classes, teachers of students with disabilities) while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- All students must wear face coverings at arrival/dismissal, in between classes, or anytime they are not in their cohort.
Face coverings, not face shields, are required for third grade and up. Face coverings are strongly encouraged for age 2 through second grade, and face shields are acceptable for this group. 3rd-8th students are required to wear face coverings at all times on campus, especially when rotating between classes/activities.

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

According to CDPH Guidelines: Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

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

Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face mask and will be allowed to wear a face shield with drape.

A face covering should be removed for meals, snacks, naptime, or outdoor recreation and adherence to social distancing or 3 ft minimum/with cohorts of students together. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.

In order to comply with this guidance, RSA 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. RSA will provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. RSA will offer alternative educational opportunities for students who are excluded from campus.

Any adults on campus must wear a mask (i.e., parent drops off/picks up a kindergartener at the classroom door).

Talking to kids about face coverings, Resource link.

ARRIVAL

Designated entry routes for cohorts of students and gates will be open.

Parents/Guardians are expected to check their child’s temperature and screen for COVID-19 symptoms prior to coming to school. COVID-19: Checklists to Guide Parents, Guardians, and Caregivers
● Students will wear masks when they arrive at school and go directly to their classroom or otherwise designated area.
● Playgrounds and cafeterias will not be open before school. Parents should drop off students as close to start time as possible (RSA will provide a grace period for taking attendance to accommodate late arrivals).
● Teachers will conduct a visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office for a temperature check. Teachers may take students’ temperatures as they enter the classroom.
● Students should wash hands upon arriving in the classroom.
● Kindergarten parents who walk students to class in the beginning of the year will drop students off outside the classroom. Families should physically distance (6ft is recommended) from others and adults should wear face coverings. Otherwise, parents should not come on campus with their students.

DISMISSAL

● School dismissal times will be as posted on the School website unless we are required to change educational delivery models. Currently the dismissal time in Phase 3 is Kinder through 3rd grade 2:15 and 4th - 8th grade 2:45 on Tues - Fri. Monday will be considered minimum days with dismissal for Kinder - 3rd at 12:30 and 4th - 8th at 1:00. During Phase 2, pick up times will follow this schedule on the assigned attendance date: Kinder through 3rd grade 2:15 and 4th - 8th grade 2:45.
● Sibwait will not be available during Phases 2 & 3. Parents will need to pick up their students at the designated pick up times and locations.
● Establish one-way exit routes and keep gates open.
● Students and staff will wear face coverings at dismissal.
● Teachers will provide 15 - 20 minutes of dismissal duty with their class. Students whose parents did not arrive on time will be taken back to their classroom to contact their parents/guardian.
● Radios may be used to facilitate pick-up.
● If parents park and walk in to pick up students they must maintain appropriate social distance and wear face coverings. No Parents will be allowed to enter the building during this time.
PICK-UP DURING SCHOOL HOURS

- Parents will remain in their vehicle and call the office (530-247-6933) from the front of the school identifying themselves and the student they are picking up.
- Office will contact the students, sign the student out and then either escort or watch the child as they enter their vehicle.

FOOD SERVICES

- Students will eat lunch at school in designated areas and outside to provide enough physical distance.
  - Establish one-way entry and exit routes in the hallways and kitchen area.
  - Students will be escorted to the designated eating area with their classroom cohort.
  - Students will be seated along one side of the table or benches facing the same direction rather than across from one another with 3’ space in between students.
  - Allergy-free tables must maintain 6’ distance between students from different cohorts.
  - Tables will be spaced out to provide at least 6’ distance from other tables.
  - Lunches will be individually dished by cafeteria staff.
  - Tables will be washed in between use.
  - Students will be dismissed by cohorts to their designated area for any remaining recess time.
- Food service workers and cafeteria support staff will wear face coverings and gloves.
- Lunches will be delivered to the classrooms so that the teachers can distribute the lunches to the students prior to escorting them to their designated eating area.
- In the event that the school is in a Phase 1, 2 or 3 learning model, parents will pre-order and pay for their weekly lunches by Friday using an online platform. The designated pick-up days for students not on campus will be Monday and Wednesday/Thursday for lunch distribution.
CLASSROOM

- Cohorting is a key concept for preventing spread of COVID-19. A cohort is a stable group of students and adults in which supervising adults and students stay together for all activities and avoid contact with people outside of the group to the extent possible.
- Maximize space between students in the classroom as much as possible. There must be a minimum of 3’ between student seating. Currently RSA is setting the distance between desks to 5 - 6 ft.
- Students in grades K-2 are strongly encouraged to wear masks but are not required to do so.
- Students in grades 3-8 or 2nd graders in a second/third combination class are required to wear masks all day. Those students who do not comply or do not have a valid exemption must be sent home.
- Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield with a drape is an acceptable alternative for children in this cohort who cannot wear them properly.
- Persons who have trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.
- The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
- Staff must wear cloth face coverings. All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- Parents that do not feel comfortable with their students at school may request a Classroom Based Distance Learning or Home School option for their child.
- Students will remain in their cohort and with the same teacher during the day to the greatest extent possible.
• Teachers’ desks must be 6’ away from student desks.
• Avoid sharing of materials when possible and clean daily any equipment that is shared.
• Students should have a separate space to keep their belongings.
• Desks should not face or touch each other.
• Doors and windows should be kept open as much as possible unless weather or student health conditions prohibit it.
• Electives/Enrichment Wheel will be held in the same class cohorts and may be push-in. Some electives will be used to provide additional academic support time to help mitigate learning loss, for at least the first six weeks. Some electives will be assigned to cohorts and some may not be possible at this time.
• Students must wear face coverings during arrival/dismissal, when walking through campus (i.e., bathroom, health office), and any time they are not physically distanced. They do not need to wear them while eating/drinking, engaging in physical activity (i.e., recess, PE).
• Teachers will provide instruction on proper handwashing/hygiene and ways to prevent the spread of germs: cover a cough/sneeze with a tissue or elbow, avoid touching face, avoid close, prolonged contact with others outside of your home. Corresponding signage should be posted. A 20-second song or poem may be used to assist students with proper hand washing.
• Use of soap and water is preferred. If hand sanitizer is used, it must be unscented and at least 60% alcohol.
• Plan time and procedures for regular hand washing (sanitizer if applicable):
  o Upon arrival
  o Before/after recess or PE
  o Before/after lunch
  o After using the bathroom
  o After coughing/sneezing
• Middle School
  o Students will remain in the same cohort during the school day to the greatest extent possible.
  o Utilize block schedules to minimize transitions during the day OR have teachers change rooms and students remain in the same room (minimizes the sharing of materials and mingling during transitions).
  o Students may help with wiping desks (non-toxic cleaner) if transitioning to another room.
  o Electives will be held in the same class cohorts and may be push-in. Some electives will be used to provide additional academic support time to help mitigate learning loss, for at least the first six weeks. Some electives will be assigned to cohorts and some may not be possible at this time.
SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices, For example, Six Pillars of Character; Trauma Informed Practices; Kelso’s Choices, etc.
- Teachers will strive to foster a sense of belonging in the classroom.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- Surveys will be developed and provided to students upon returning to school to assess well-being.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Classrooms will practice predictable and consistent routines.
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

INTERVENTION/PULL-OUT SERVICES

- If pull-out interventions/services involve students from different classrooms, there must be 6’ physical distance between students in the room.
- Staff must wear face coverings/shields.
- Push-in staff should wear face coverings if working in different classrooms.
- Push-in staff should wash hands when entering a classroom.
- Intervention groups may be held virtually.

RE-ENGAGEMENT STRATEGIES

Ensure Completion Of A Weekly Engagement Record Documenting Synchronous Or Asynchronous Instruction For Each Whole Or Partial Day Of Distance Learning.

- Teachers will verify daily participation through attendance sheets documenting “chronic absenteeism” in the school’s local control and accountability plan.
- Teachers will track completion of assignments to monitor academic progress documentings:
Evidence of online activities
- Completion of regular assignments
- Completion of assessments and
- Contacts between staff, parents and pupils.

- School will send out a daily absence call to notify parents/guardians of any absences at the end of the day, teachers will take attendance using Aeries.

- Tiered re-engagement strategies for pupils who are:
  - More than 3 days in any given school week teacher will call home to check on the student.
  - Teacher and School will verify current contact information.
  - Staff, student or parent may initiate services from the Counselor to implement an outreach plan for health/social services and transition to in-person instruction.

VULNERABLE POPULATIONS

(English Language Learners, Students with Disabilities, Foster Youth, Homeless)

ELL students will continue to receive integrated ELD services either in-person or virtually. Family liaison available to assist families with translation. Special education services will be provided in accordance with each student’s IEP. RSP services will support students’ progress in their general ed class. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so that they can participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

LIBRARY

- Grades 3 - 8 classroom cohorts may visit the library to check out books only.
- Grades K - 2 students will have the librarian bring a cart of books to the classrooms.
- Counters, door knobs or any other touchpoints should be cleaned in between classes.
- Staff must wear face coverings/shields.
- A Plexiglass will be installed at the book checkout counter.
- Books may sit for 24-48 hours before reshelving.
RECESS

- Students will play in designated cohorts; masks not required during physical activity.
- No personal equipment brought from home may be shared.
- Playground equipment and structures will be disinfected regularly.
- Classes will follow a daily rotating schedule to use playground equipment.
- Multiple groups may be out at the same time as long as they are in clearly designated areas that allow for separation & supervision (i.e., playground structure, blacktop, field).
- Staff must wear face coverings/shields.
- Students should wash/sanitize hands before/after.
- Stagger times to prevent intermingling of groups to the greatest extent possible.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles or water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION/ACTIVITIES

- Students will attend PE outside and in their cohort; masks are not required during physical activity when the following can be maintained: (1) physical distancing of at least six feet; and (2) a stable cohort, such as a class, that limits the risks of transmission (see CDC Guidance on Schools and Cohorting).
- Activities will be held outdoors as much as possible or in a large, well-ventilated area.
- For Activities that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and ONLY where physical distancing can be maintained. Conditioning and training should focus on individual skill-building (e.g., running drills and body weight resistance training) and should take place outside, where practicable.
- Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.
- Indoor physical education/activities is allowed only
- Clean equipment in between use.
- Stagger transitions to avoid mixing of participants in junior high.
- Plan activities that minimize contact and maximize spacing as much as possible.
- No personal items/equipment may be shared.
FRONT OFFICE & STAFF ROOMS

- Plexiglas barriers will be in place wherever practical.
- Staff must wear face coverings/shields.
- Masks should be worn by anyone entering the office. Students visiting the office should wear masks.
- Maintain physical distancing of 3’ - 6’ between office staff as much as possible.
- Office staff must wear masks when interacting with others or when unable to maintain distancing.
- May need to keep the door locked to limit the number of people who can enter at one time.
- No visitors or volunteers on campus; service providers still check in.
- Consider early check-out of students by phone or at an outside table.
- Provide physical distancing markers outside of the office and signage on the outside door.
- Tardy students will enter through the lobby and office staff will indicate in Aeries accordingly.
- Staff rooms will eliminate or reduce seating and any shared equipment (microwave, refrigerator, copier) should be wiped down after use. Social distancing practices are expected.

HEALTH ISSUES

- Isolation area will be provided & mask for students with symptoms until picked up.
- Fever above 100.4 is a criterion for sending a student home.
- Staff must use face coverings/shields.
- Maintain physical distancing as much as possible.
- Students visiting the office for health reasons should wear masks.
- Parents must pick sick students up promptly (15-25 min.).
WELLNESS CHECK

- Parents/guardians are to conduct a temperature and symptom check before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home.
- Teachers will conduct a visual wellness check as students enter.
- Students will be referred to the office/health office for a temperature check if the student reports not feeling well or appears to not be feeling well.

Reference for Symptom screening in children:

HEALTH PROTOCOLS

When classrooms and the school should close (updated 10/07/2020)

Local Criteria for Closure and Re-opening in response to COVID-19 Cases:

a) Move to Phase 2 - Hybrid Model: a transition to the hybrid model lasting a minimum of two weeks (Administration will make the time interval decision based on location of outbreak in the school) will occur when the school has confirmed 5 COVID-19 cases or 1 percent of the total number of teachers/students/staff within a 14-day period.

b) Individual School Closure: Closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19 and following consultation with the County Health Officer. For example, school closure may be appropriate in any of the following scenarios:
   i) Multiple cases in multiple cohorts at a school
   ii) There are at least 10 cases or 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school.
   iii) Public Health investigation or other local epidemiological data result in the County Health Officer recommending school closure.

c) School district closure: Closure by the superintendent is recommended when 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

d) Reopening: Public Health and the school will be in communication throughout this process. School and school districts can typically reopen after 14 days and the following:
   i) Cleaning and disinfection have occurred;
   ii) Public health investigation is complete
   iii) Local public health is consulted and has no concerns with re-opening.
**Staff testing protocols and recommended frequency**

The guidance also outlines the need for “periodic” testing of all staff prior to returning to in-person instruction. For up-to-date testing information go to: [www.shastaready.org](http://www.shastaready.org). — including an increased level of testing in areas with rising community transmission, as lab testing capacity allows. All staff will be tested before school begins.

Staff are to be tested for COVID-19 prior to returning to in-person instruction and on a rotation (or as needed) all staff over two months with 50 percent every month to rotate testing of all staff. For up-to-date testing information go to: [www.shastaready.org](http://www.shastaready.org).

- CDPH recommends staff be tested for COVID-19, regularly throughout the year, such as once every two months (i.e., 25% staff every two weeks, 50% every month). More frequent testing is recommended upon re-opening of the school in response to cases occurring in the school. Staff include teachers, paraprofessionals, yard supervision, elective teachers, janitors, or any other school employee that may have contact with students or other staff.
- Use of universal testing to screen for SARS-CoV-2 to reduce person to person transmission has not yet been adequately studied and the ideal testing approach and frequency is unknown. Access to and logistics of testing also present challenges. For all of these reasons, testing prioritization can be considered.
- Priorities for testing are based on symptoms, disease transmission on campus, and extent of exposure:
  - Symptomatic students, staff, and teachers who are attending in-person classes. These individuals should see their healthcare provider for testing options. If the provider does not provide testing, complete the “Get Tested” survey on the Shasta Ready website.
  - Close contacts of cases are recommended for testing, particularly school staff.
  - If there is evidence of possible transmission occurring at a school with in-person instruction, all staff will be tested within 2 weeks. E.g., two or more cases in a classroom or three or more cases within a 14-day period on school campus.

Staff who work in close contact with others for long periods of time, or with two or more student cohorts, or on more than one school campus should test for COVID-19 once a month. Examples could include food service, special education, nurse and health aids, and substitute teachers.

**See Addendum for RSA’s Action Plan related to staff or student who are suspected or confirmed as a COVID case.**
A. Initial Cleaning Procedures for classrooms, bathrooms, eating areas and other surfaces

STEP 1 - CLEAN

- Wipe down ALL Touch Point Surfaces* with a quaternary cleaning solution using a clean microfiber cloth, paper towels or approved disinfectant wipe. RSA uses several cleaners of this type.
  - Buckeye E23 Neutral Disinfectant, EPA# 47371-129-559
  - Luseaux® Super Qt Sanitizing Tablets 200ppm
  - Diversey Virex II One-step Disinfectant, EPA# 70627-24
  - Diversey Bathmate RTU Disinfectant Washroom Cleaner, EPA# 70627-67
  - Monk Disinfectant Wipes (one step cleaner, disinfectant, deodorizer and sanitizer). EPA# 6836-312-091910
  - Use ‘Spray and Wipe’ protocols.

* Touch Point Surfaces are defined as ALL surfaces within the area or zone ranging between 2’ up from the floor and 2’ down from the ceiling. In classrooms where the standard ceiling is often only 8’, the Touch Point Surface zone is the 4’ between the 2’ above the floor, and the 2’ below the ceiling. For an eating area with a greater than 10’ ceiling, Touch Point Surfaces are all tables where students eat.

STEP 2 - DISINFECTING PROCEDURE

- Apply an appropriate quaternary disinfectant per manufacturer’s recommendations
- Ensure all required / recommended Personal Protection Equipment (PPE) is used.
- Apply an appropriate quaternary disinfectant to all Touch Point Surfaces within the Touch Point Zone in full accordance with manufacturer’s instructions allowing manufacturer's recommended surface dwell time (one to ten minutes)

STEP 3 - PROTECT

- Once the Disinfectant has dried, it provides no ongoing surface protection, and so is vulnerable to rapid re-population by unwanted pathogens.
- There is a need for ongoing surface protection.

B. Continual Cleaning Procedure for Classrooms, and Eating Areas

STEP 1 - CLEAN

- Wipe down ALL Touch Point Surfaces* with Quaternary Cleaning Solution with a clean microfiber cloth or paper towels, using ‘Spray and Wipe’ protocols.
● Staff will sanitize eating areas during lunch time or when the area is being used for educational purposes.

● Students in grades 4 - 8 will wipe down desks, chairs or other surfaces before leaving a room and/or upon entering the room. Teachers will ensure that surfaces are adequately cleaned between cohorts.

C. Continual Cleaning Procedure for Rest Rooms

STEP 1 - CLEAN Every Day

● Thorough cleaning of all restrooms using an appropriate quaternary disinfectant.

● Main restrooms frequently cleaned touch point surfaces will be wiped down periodically throughout the day.

D. Continual Cleaning Procedure for Playground equipment and structures

STEP 1 - CLEAN Every Day

● Spray ALL Touch Point Surfaces* with Quaternary Cleaning Solution at designated times using pump sprayer. (after morning recess, lunch recess and afternoon recess)

AFTER-SCHOOL PROGRAM

The YMCA will be following their protocols that have been approved by the County Health Dept. These items are a general overview of these protocols:

● Students should remain in the same cohort as they were during the school day to the greatest extent possible.

● Maintain a minimum of 3 - 6' distance between students in a room.

● Staff must wear face coverings.

● Sign-out should be outside or in a manner that eliminates contact between families and staff.
OUTSIDE INTERESTS/CLUBS/SPORTS

To Be Determined. Reassessed after the start of school in light of current County conditions and recommendations/requirements from CDPH. (Revisit after 1st trimester)

REMOTE LEARNING ROLES (Hybrid or Full Distance)

STUDENTS ENGAGE IN REMOTE LEARNING BY:

- Participating in activities offered by the teacher.
- Ensuring they have a device plus a username/password.
- Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- Knowing due dates of assignments.
- Creating a work space and scheduled time to engage in learning.

FAMILIES SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to a device and instructional materials supplied by teacher / school.
- Ensuring students have access to the internet if needed.
- Knowing username and passwords for students.
- Knowing how to contact teachers with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
• Monitoring school communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
• Reviewing RSA’s Remote Learning plans.
• Considering age-appropriate enrichment to engage learners.

**TEACHERS SUPPORT REMOTE LEARNING BY:**
• Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
• Communicating with the tech dept if alternative resources are needed for families that do not have access to the internet.
• Monitoring school communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
• If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.
• Being flexible when creating schedules for engaging with students via internet, phone, email.
• Focusing on what works best for students based on age, content, needs, and technology access/ability.
• Providing a variety of opportunities to engage, respond, and have students show mastery of content.
• Encouraging students to collaborate among themselves.
• Participating in professional learning opportunities offered by the school while collaborating with colleagues to continually strengthen instruction for all students.
• Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.
• Provide regular communication to families on student progress and upcoming learning activities.

**LEADERS SUPPORT REMOTE LEARNING BY:**
• Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.
• Reviewing RSA communication and ensuring pertinent information is highlighted for staff and families.
• Collecting feedback from staff, students, and families regularly.
• Visiting the remote learning platforms of students (Google Classroom).
• Supporting teachers, students and families in accessing and troubleshooting resources.
• Scheduling and participating in school team meetings.
• Providing feedback to teachers about remote learning plans and implementation.
• Engaging district staff to problem solve issues, answer questions, and access resources.
• Setting a school-wide work schedule.
• Supporting the health and well being of staff.
• Participating in professional learning to collaborate, communicate, and support school communities.

PARENT TECHNOLOGY SUPPORT

• Virtual and/or in-person support sessions on an as needed basis.
• Teaching Staff will communicate with each family regarding access of schedules/online learning supports/availability of chromebooks, etc.
ADDENDUMS

Student Symptom Decision Tree
Screen all students for potential COVID-19 symptoms or exposure

High-risk: red flag symptoms
- Fever (≥100.4°F) (and/or chills)
- Cough
- Difficulty breathing
- Loss of taste/smell

Low-risk: general symptoms
- Congestion/runny nose
- Sore throat
- Nausea/vomiting/diarrhea
- Headache
- Fatigue/muscle or body aches

Exposure to COVID-19 positive person?

Close contact: less than 6 feet, 15 minutes or longer

NO
- ≤1 low risk symptom
  Send home
  Return to school 24 hrs after symptom resolution (without fever reducing medication)

- >2 low risk symptoms OR 1 high risk symptom
  Send home
  Evaluation by health care provider

- Health care provider confirms alternative diagnosis for symptoms. A health care provider’s note must be on file. SARS-CoV-2 diagnostic test not needed.
  Return to school after 24 hrs without fever and symptoms improving

- Negative SARS-CoV-2 diagnostic test.
  Return to school after 24 hrs without fever and symptoms improving

- Positive SARS-CoV-2 diagnostic test OR No provider visit or test.
  Return to school only after 10 days since symptom onset and 24 hrs without fever. Quarantine close contacts of confirmed cases. If any questions, contact local health care provider.

YES
- Stay home*
  Return to school after 14 days from last contact, unless symptoms develop.
  If symptoms develop, perform SARS-CoV-2 diagnostic test.

*In consultation with local health care provider

This care pathway was designed to assist school personnel and is not intended to replace the clinician’s judgment or establish a protocol for all patients with a particular condition. Diagnosis and treatment should be under the close supervision of a qualified health care provider. Guidance might change. Revision date 10/2/2020
When a staff member or student is asked to Isolate, Quarantine, or Self-Quarantine due to COVID-19 exposure

**ISOLATION:** Keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.

**If you are sick and think or know you have COVID-19**
- Stay home until after:
  - At least 10 days since symptoms first appeared and
  - At least 24 hours with no fever without fever-reducing medication and
  - Symptoms have improved
- If you tested positive for COVID-19 but do not have symptoms
  - Stay home until after 10 days have passed since your positive test
- If you live with others, stay in a specific "sick room" or area and away from other people or animals, including pets. Use a separate bathroom, if available.
- Notify your school liaison that you are on isolation Contact:

**QUARANTINE:** Keeps someone who was in close contact with someone who has COVID-19 away from others.

**If you had close contact with a person who has COVID-19**
- Stay home until 14 days after your last contact.
- Check your temperature twice a day and watch for symptoms of COVID-19.
- If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.
- Notify your school liaison that you are on quarantine Contact:

**SELF-QUARANTINE:** Keeps someone who has been identified as a close contact with someone, in a school setting, who has COVID-19 away from others. The criteria for meeting this classification can be more stringent due to the setting being a school.

The person must:
- Stay home from school for 14 days from the point of exposure as detailed by the school. The end date will be on your self-quarantine document
- You must complete the 14-day quarantine. You cannot attend class or work even with a negative test.
- Families of students on self-quarantine can leave the house (if child can be left alone)
- You must monitor your symptoms daily, using the self-monitoring form
- We encourage anyone who feels they should be tested to make an appointment here.

Thank you for doing your part in keeping the community safe and our businesses and schools open!
COVID-19 Case Process for Shasta County School Administrators

- Purpose: This document is intended as a resource for School Administrators (PKs, TK-12th grade) to respond to suspected and confirmed COVID-19 Cases and close contacts.
  - Shasta County Office of Education (SCOE) will work with school to maintain the COVID-19 School Liaison (and back-up) contact information to be shared with Public Health.
- Immunizations: Strongly recommend all staff and students be immunized each fall against influenza in order to protect the school population and decrease illnesses that cannot be readily distinguished from COVID-19 and would involve extensive response measures as outlined below.
- A templated Back-to-School letter with prevention measures and resources listed is presented at the end of this document.

**Individuals exhibiting COVID-19 symptoms:**

- Staff, students and visitors (all individuals on campus) should be screened for symptoms each day and temperature taken, as practicable. Screening can be conducted at-home prior to arrival or on-site via self-reporting and visual inspection. Plans for screening should be outlined in the school re-open plan. Screening will be performed on individuals entering a site. Symptom screening will be as follows:
  - If a student, staff, or visitor states that they have or exhibit the following COVID-19 symptoms they will be immediately isolated from others and masked, if not already.
    a. Students: Use Student Symptom Decision Tree (Reference: [CSTE clinical criteria for reporting](#), page 4)
    b. Adults: Fever of 100.4 degrees or higher; Chills; Cough; Shortness of breath/ difficulty breathing; Fatigue; Muscle or body aches; Headache; New loss of taste or smell; Sore throat; Congestion or runny nose; Nausea or vomiting; Diarrhea
c. If needed, temperature will be taken using contact-less thermometer.

- Individuals exhibiting symptoms at home, after school, during the weekend, or holidays should stay home and follow the Student Symptom Decision Tree or the Staff return to school guidance:
  
  o Wait at least 10 days after symptom onset OR
  
  o Make an appointment with your healthcare provider for evaluation. The individual may have a medical note by the provider that clears them to return to school OR
  
  o Receives a negative COVID-19 test (does not apply to quarantined close contacts (either school or community exposure) who must remain home for 14 days after last exposure, regardless of test result)
  
  o *In each of these cases, the individual must be 24-hours fever free (without the use of fever-reducing medicine), and improvement in other symptoms.

- Isolated individuals will be sent home or to a healthcare facility per CDPH guidance. A templated COVID-19 symptoms letter for COVID-19 School Liaisons to utilize is at the end of this document.

- Siblings, family members, and close contacts of an individual exhibiting symptoms can remain in school, as long as they are not exhibiting COVID-19 symptoms.

- Staff should be trained on isolation area protocols. When practicable, isolate in a well-ventilated area. See Strategies for Optimizing Supply of PPE and Other Equipment during Shortages.

- Anyone (monitoring staff and sick individuals) in the isolation area are required to wear a face covering (face mask) and maintain 6 feet of physical distance. In situations where close contact is needed (less than 6 feet of distance), the school staff monitoring individuals will don the following PPE: a
fit-tested N95 respirator, disposable gloves, and face shields or other eye protection. A disposable gown could be worn if extensive contact with the child is anticipated. If a fit-tested N95 respirator is not available (not all N95s need to be fit-tested), a medical grade facemask, e.g. a surgical mask, is an acceptable alternative (see https://www.fda.gov/medical-devices/personal-protective-equipment-infection-control/n95-respirators-surgical-masks-and-face-masks#s2) in conjunction with disposable gloves and face shields or other eye protection.

COVID-19 Testing

· Staff are recommended to be tested for COVID-19 prior to returning to in-person instruction. For up-to-date testing information go to: www.shastaready.org.

· CDPH recommends staff be tested for COVID-19, regularly throughout the year, such as once every two months (i.e., 25% staff every two weeks, 50% every month). More frequent testing is recommended upon re-opening of schools in response to cases occurring in the school. Staff include teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff.

· Use of universal testing to screen for SARS-CoV-2 to reduce person to person transmission has not yet been adequately studied and the ideal testing approach and frequency is unknown. Access to and logistics of testing also present challenges. For all of these reasons, testing prioritization can be considered.

· Priorities for testing are based on symptoms, disease transmission on campus, and extent of exposure:
  
  o Symptomatic students, staff, and teachers who are attending in-person classes. These individuals should see their healthcare provider for testing options. If the provider does not provide testing, complete the “Get Tested” survey on the Shasta Ready website.
Close contacts of cases are recommended for testing, particularly school staff.

If there is evidence of possible transmission occurring at a school with in-person instruction, all staff will be tested within 2 weeks. E.g., two or more cases in a classroom or three or more cases within a 14-day period on school campus.

Staff who work in close contact with others for long periods of time, or with two or more student cohorts, or on more than one school campus should test for COVID-19 once a month. Examples could include food service, special education, nurse and health aids, and substitute teachers.

School Process when COVID-19 Case is Identified

1) If a school becomes aware of a COVID-19 positive case (“confirmed case”), send home immediately.

2) The COVID-19 School Liaison will contact Shasta County Public Health-School Unit (PHSU; 530-225-5591 or after hours: 530-395-0132) and begin the steps below. If Public Health becomes aware of a school-related case, they will contact the COVID-19 School Liaison.

   a) The School will provide PHSU with the confirmed case’s name, date of birth, testing date and testing location, with PHSU (According to US Dept Ed, FERPA allows schools to disclose records, without consent, to the appropriate officials in cases of health and safety emergencies.)

   b) The school will ask the confirmed case for the Isolation End Date listed on the Public Health Isolation Order

   c) If the school/childcare is licensed through California Childcare Licensing: Notify Community Care Licensing (CCL) at (530) 895-5033 and complete form LIC 624– Unusual Incident/Injury Report

3) The COVID-19 School Liaison determines the infectious period of the confirmed case. This information is utilized to determine school-related close contacts. Infectious period is defined:
a) If Confirmed Case is Symptomatic: 2 days before symptom onset through last day at school

b) If Confirmed Case is Asymptomatic: 2 days before COVID-19 test was taken through last day at school

4) Based on the infectious period, the school site’s re-opening plan, class rosters and attendance, and implemented safety measures; identify and close off areas used by the confirmed case and do not use before cleaning and disinfection.

5) The COVID-19 School Liaison will identify and document all school-related individuals that were potentially exposed to the confirmed case based on the infectious period. These individuals are close contacts and should be documented on the Close Contacts Form. Close contacts will be quarantined at home for 14 days from the last day of exposure to the confirmed case.

a) A close contact is defined as someone who was within 6 feet of an infected person for at least 15 minutes, cumulatively throughout the day, regardless of face covering use or per current CDC definition of a “close contact”.

b) Only close contacts of confirmed cases will need to be excluded from school. No action needs to be taken for persons who are close contacts of contacts to a confirmed case but were not directly exposed to a case.

c) For elementary schools and other settings in which stable classroom cohorts have been maintained: If it is difficult to determine whether individuals have met the close contact criterion, an entire cohort/classroom/other group may need to be considered exposed. In this case, all students and staff that are part of the cohort/classroom/group will be quarantined. Utilizing assigned seating rosters in the classroom and lunchroom may reduce the number of close contacts identified.

d) For middle schools/junior high schools, high schools, and any settings in which stable classroom cohorts have NOT been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
e) Other Places to consider: Bus, additional classrooms or offices, Lunch, Gym, & Recess, Afterschool programs

f) Close contacts that exhibit symptoms are encouraged to see their healthcare provider. Their healthcare provider will determine if the individual needs a COVID-19 test.

g) Close Contact Form includes: School, Confirmed Case Name, Close contact name, Guardian contact information, Date of birth, Home address, Date of last exposure to the confirmed case, End date of self-quarantine for each individual, Student or Staff, In-Person or Distance Learning, and Notes. The tentative self-quarantine end date is determined by 14 days after last exposure to the confirmed case. This end date can be extended if the individual tests positive or is exposed to another positive case.

6) COVID-19 School Liaison submits the Close Contact Form to PHSU covidnursing@co.shasta.ca.us (530-225-5591 or after hours: 530-395-0132) as soon as possible. School may request consultation on how to determine close contacts and unique situations. PHSU will confirm the self-quarantine end dates.

7) The school will give the self-quarantine document to the parent/guardian of each close contact (student) or to each close contact (adult) as soon as possible, and no later than 48 hours after notification of a confirmed case.

   a) The Self-Quarantine document is provided as a separate attachment. The school must complete a Self-Quarantine for each close contact. The school will fill in the appropriate name and dates on page 1 and 2. Page 3 and 4 of the Self-Quarantine document is the symptom self-monitoring log. This log will be completed daily by close contact while in self-quarantine.

   b) The school is encouraged to provide a cover letter on school letterhead explaining the school’s expectation and providing additional information. A sample letter notification letter is below.

   c) These instructions can be emailed or given as a hard copy.
d) All communication with families must keep identifying information confidential.

e) The school shall submit a final list of individuals who self-quarantines were issued to, to the PHSU (530-225-5591 or after hours: 530-395-0132).

8) The COVID-19 School Liaison will also notify the school community of any COVID-19 cases in the school setting, while maintaining confidentiality of all individual involved. A sample community notification is below.

9) Clean and disinfect area used by the confirmed case. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation.

10) Follow-up:

a) The COVID-19 School Liaison will investigate any COVID-19 illness to determine if work related factors could have contributed to risk of infection. The school will update their plan as needed to prevent further cases.

b) The individual will provide the symptom monitoring log to COVID-19 School Liaison before returning to school/work.

   i) The school is responsible for reviewing symptom monitoring logs to determine if individuals may return to school after the originally established self-quarantine end date. The school can call the individual on their last self-quarantine day to check symptoms and status.

      (1) If no symptoms develop, individuals can return as planned.

      (2) If symptoms developed, confirm whether a doctor visit or testing occurred and apply criteria in Table 1 below, as applicable. Before returning to school, the individual must be 24-hours fever free (without the use of fever-reducing medicine), and improve in other symptoms. Contact the PHSU (530-225-5591 or after hours: 530-395-0132), as needed.
c) The COVID-19 School Liaison will notify PHSU (530-225-5591 or after hours: 530-395-0132) if individuals on self-quarantine develop symptoms or test positive for COVID-19.

Tables 1 and 2 are used by schools to address symptomatic students and staff, exposures to COVID-19, and confirmed cases.

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>IMMEDIATE ACTIONS</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 1: A student or staff member either answers “yes” to a health screening question -OR- Exhibits the following COVID-19 symptoms: Students(^1): Student Symptom Decision Tree</td>
<td>• Student/staff are isolated at the site until they can be sent home or to a healthcare facility per CDPH guidance • To return to school: Students: Student Symptom Decision Tree Staff: Wait at least 10 days after symptom onset AND 24-hours fever free (without the use of fever-reducing medicine), AND improvement in other symptoms. -OR- If medical attention is needed, the individual should contact their healthcare provider. The healthcare provider will determine if the individual needs a COVID-19 test.</td>
<td>Site: • COVID-19 symptoms letter provided to individual or individual’s guardian</td>
</tr>
<tr>
<td>Adults: Fever; Chills; Cough; Shortness of breath/ difficulty breathing; Fatigue; Muscle or body aches; Headache; New loss of taste or smell; Sore throat; Congestion or runny nose; Nausea or vomiting; Diarrhea(^2)Refer to student health history form</td>
<td>• If student/staff tests positive, see Scenario 3. • If student/staff tests negative, see Table 2 below. • In addition, the individual may have a medical note by the provider that clears student to return to school. The individual may return to school after 24-hours fever free (without the use of fever-reducing medicine), and improvement in other symptoms. School site will remain open</td>
<td></td>
</tr>
<tr>
<td>Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19</td>
<td>• Student/staff sent home • Guardian/staff notifies COVID-19 School Liaison • Student/staff instructed by Shasta County Public Health to quarantine and monitor for symptoms, even if they test negative, for a full 14 days after: The date of last exposure to a COVID-19 positive non-household contact -OR- The date COVID-19 positive household member completes their isolation, if the case cannot isolate</td>
<td>Student (Guardian) or Staff: Immediately notify the COVID-19 School Liaison if they are a close contact of a confirmed case and provide the Quarantine Dates listed on the Public Health Order</td>
</tr>
</tbody>
</table>
from household members

- If student/staff begin to show COVID-19 like symptoms, it is recommended to be tested.
- If student/staff test positive, see Scenario 3

**School site will remain open.** No action is required by individuals that have not had direct contact with the confirmed COVID-19 case.

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**Scenario 3:** A student or staff member tests positive for COVID-19

- Student/staff sent home, if not already at home
- School administration and COVID-19 School Liaison notified
- Public Health – School Unit (PHSU; 530-225-5591 or after hours: 530-395-0132) notified
- Close off and clean any areas used by the person who tested positive, per [CDPH](https://www.cdph.ca.gov) and [CDC](https://www.cdc.gov) guidance
- **Student/staff that tested positive:** Can return to school after isolating for 10 days after symptom onset and at least 24-hours fever free (without fever-reducing medication) and symptoms have improved or 10 days since test date
- **School-based close contacts:** identified and instructed to self-quarantine and monitor symptoms for 14 days. Close contacts are identified as:
  - In stable elementary classroom cohorts: entire cohort
  - In other settings: use seating chart, consult with teacher/staff

*If close contacts begin to show COVID-19 like symptoms, it is recommended to be tested. Testing does **not** shorten 14-day quarantine

**School site will remain open.** No action is required by individuals that have not had direct contact with the confirmed COVID-19 case.

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**COVID-19 School Liaison**

Inform PHSU (530-225-5591) that student/staff is on Quarantine/Isolation per Public Health

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**COVID-19 positive Individual:**

Immediately notify school administration and/or COVID-19 School Liaison of positive result and Isolation Dates.

**School Site:**

- Contact PHSU (530-225-5591 or after hours: 530-395-0132)
- Close Contact letter and Self-Quarantine Instructions sent to school close contacts within 48 hours.
- **Confirmed COVID-19 case notification** sent to school community
### Table 2. Steps to Take in Response to Negative COVID-19 Test Result

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>IMMEDIATE ACTIONS</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student or staff member tests negative for COVID-19 after Scenario 1</td>
<td>Student/staff may return to school after at least 24-hours with no fever (and no</td>
<td>Student family/staff to bring evidence of negative COVID-19 test or medical</td>
</tr>
<tr>
<td>(symptomatic)</td>
<td>fever reducing medications) AND improvement in other symptoms.</td>
<td>note if testing not performed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student or staff member tests negative after Scenario 2 (close contact)</td>
<td>• Student/staff must remain in quarantine for a full 14 days after:</td>
<td>No action is needed</td>
</tr>
<tr>
<td></td>
<td>1) The date of last exposure to COVID-19 positive non-household contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-OR-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) The date that COVID-19 positive household member completes their isolation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student or staff member tests negative after routine surveillance</td>
<td>• Can return to school/work immediately</td>
<td>No action is needed</td>
</tr>
<tr>
<td>testing (no symptoms and no close contact to a confirmed COVID-19 case)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3 keys to help parents, kids succeed with masks

*This article* discusses the role a physician can take in helping children succeed with masks.

1 - **Get a well-fitting, comfortable mask.** Every child’s face is different, and because of that, there is no one right mask for all children. The important thing is that the mask is secure, meaning it hooks under the child’s chin and comes up to the mid-bridge of the nose.

2 - **Let children get involved in picking their own mask.** One way to help kids be more excited to wear a mask is to let them help pick out the mask’s design. “Having my children be able to pick their own masks has really been instrumental in keeping them excited about them and not getting upset about needing to wear them,” said one physician.

3 - **Listen to children.** This can sometimes be the most challenging step. If a child is saying a mask is not comfortable, it’s important to listen and determine whether there is something about the mask that is indeed causing a problem. If there is, it’s up to parents to find a different option that works well.

**Mask talk opens up bigger conversation**

It’s important for parents and physicians to talk with children about mask wearing and its impact because it is a way to get children involved in their own health. This also is a way to get children talking about the pandemic and sharing additional worries, fears and anxieties they face.
COVID-19 Like Symptoms

- 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

This list does not include all possible symptoms and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms. (See Symptoms of Coronavirus for more information).

Given the wide range of symptoms and the fact that some people with SARS-CoV-2 infection (the virus that causes COVID-19) are asymptomatic, there are limitations to symptom screening conducted by schools for the identification of COVID-19.
GENERAL COVID INFORMATION

COVID-19

How is COVID-19 Spread?
COVID-19 is spread mainly from person-to-person, via air droplets that contain the virus. For example, when a person sneezes, coughs, or talks, the virus is exhaled by the infected person and then inhaled by a nearby person. Some people do not show any signs or symptoms of being ill but can still spread the virus. The virus can also spread when a person touches objects and surfaces that have the virus on it and then touches their eyes, nose, or mouth.

How Can We Prevent Transmission?
This virus can spread easily from person-to-person so taking necessary precautions is an important way to keep you, your family, friends, and community safe. The best way to prevent illness is to avoid being exposed to this virus. Key prevention practices also include:

• Physical distancing to the maximum extent possible.

• Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available, then use hand sanitizer (at least 60% alcohol).

• Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.

• Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.

• Cleaning and disinfecting frequently touched surfaces.

• Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.
People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever
- Cough
- Shortness of Breath
- Fatigue
- Muscle or Body Aches
- Headache
- New Loss of Taste or Smell
- Sore Throat
- Congestion or Runny Nose
- Nausea or Vomiting
- Diarrhea
STOP THE SPREAD OF GERMS
Help prevent the spread of respiratory diseases like COVID-19.

WASH
Wash your hands with soap and water often, and for at least 20 seconds.

COVER
Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

DO NOT TOUCH
Do not touch your eyes, nose, or mouth.

SOCIAL DISTANCE
Stay at least 6 feet (about 2 arm’s length) from other people.