Redding School of the Arts

Working DRAFT

SCHOOL REOPENING PLAN

2020-2021

Addressing the Challenges of COVID-19

Updated 9/22/2020 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. If Shasta County is moved to the “watchlist,” we may then move to Phase 2.

- **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 of 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. Should Shasta County move to the identified color or other restrictive measurement requiring schools move to Phase 2, RSA will
implement a hybrid learning platform. 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.
- 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. This would require a minimum day for students on campus.
- 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</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
(only by public health or governor mandate)

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.

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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, chores, play, etc</td>
<td>1:1 check-in</td>
<td>Ind. work, chores, play, etc</td>
<td>Ind. work, chores, play, etc.</td>
<td>Ind. work, chores, play, etc.</td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 kindergartner 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 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.

● 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 take the students 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 distributed 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 5.5 - 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 are 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 drap 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):
  - Upon arrival
  - Before/after recess or PE
  - Before/after lunch
  - After using the bathroom
  - After coughing/sneezing

- Middle School
  - Students will remain in the same cohort during the school day to the greatest extent possible.
  - 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).
  - Students may help with wiping desks (non-toxic cleaner) if transitioning to another room.
  - 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.

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:
CLEANING

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
  - 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)

HEALTH PROTOCOLS

When classrooms and the school should close (updated 9/2020)

Superintendents, in consultation with Public Health, will determine if a partial or full school or district closure is needed based on guidance and recommendations from CDPH. Please refer to the most current guidance

Local Criteria for in-person school closure:

a) 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/student/staff 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.
b) 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.

c) 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 members who may contact students or other staff when schools are open for any level of in-person instruction — 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. Then on a rotation (or as needed) all staff over two months with 50 percent every month to rotate testing of all staff over time.

**See Addendum for RSA’s Action Plan related to staff or student who are suspected or confirmed as a COVID case.

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)

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.

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

COVID-19 Case Process for Shasta County School Administrators

COVID-19 Health Update #17
September 14, 2020

Please distribute to all providers in the facility
Go to: https://tinyurl.com/ShastaCOVID-19 for an electronic version of this Health Update

The purpose of this health update is to provide healthcare providers with information on the following topics:

• Testing resources for students and staff in K-12 instruction
• Return-to-school clearance protocols
• Helping parents and children succeed with masks

With the return to in-person K-12 and higher education instruction, Shasta County Public Health (SCPH) has worked closely with schools to prepare for COVID-19 among students and staff including:

• Identification and exclusion of symptomatic individuals.
• Addition of symptomatic K-12 students and staff attending in-person classes to Tier 1 testing at the SCPH Lab. Providers may also submit specimens for symptomatic children in preschool or childcare for Tier 1 testing.
• Specification of protocols to allow symptomatic students and staff with alternative diagnoses to return to school 24 hours after resolution of fever without the use of antipyretics and improvement in symptoms, with clearance by a medical provider in the form of a note.
• Institution of protocols for contact investigations during which SCPH works with schools and childcare to identify the classes or groups exposed and to send an exposure notice to contacts.
• Designation of a COVID Liaison at each school to serve as the point of contact for families, school administration, and public health.

SCPH requests the assistance of the medical community to provide COVID-19 testing for symptomatic students and staff, or when appropriate, a note clearing the symptomatic individual to return to school due to the existence of an alternative diagnosis.

Actions requested of healthcare providers:

1. Suspect COVID-19 early in a child or school/childcare staff with COVID-19 like symptoms. 2. Test
children and staff with COVID-19 symptoms for COVID-19 and influenza, unless alternative diagnosis for symptoms is known. Send specimens to SCPH Lab for processing.

3. **Recommend** children and staff with suspected or confirmed COVID-19 to isolate and avoid contact with high risk persons until 10 days after onset of symptoms and 24 hours with no fever without the use of fever reducing medicines and 24 hours of symptom improvement. Self-isolation instructions can be found at [https://www.co.shasta.ca.us/covid-19/instructions](https://www.co.shasta.ca.us/covid-19/instructions).

4. **Report** to SCPH cases of COVID-19 who are positive via PCR or antigen test. Call 530-225-5591 and ask for the nurse of the day or fax a confidential morbidity report form to 530-225-5074. Encourage parent/guardian to

1. **Symptom screening in children:**

2. **Interim guidance for collecting, handling, and testing of clinical specimens for COVID-19:**

5. **Document** clearance to return to school if an alternative diagnosis for symptoms is made and they are fever-free for 24 hours with improved symptoms.

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

### Table 1. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

<table>
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<tr>
<th>SCENARIO</th>
<th>IMMEDIATE ACTIONS</th>
<th>COMMUNICATION</th>
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| **Scenario 1:** A student or staff member either answers "yes" to a health screening question -OR- Exhibits the following COVID-19 **symptoms:** Students*: Fever of 100.4 degrees or higher; Sore throat; New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline); Diarrhea, vomiting, or abdominal pain; New onset of severe headache, especially with a fever. 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 | **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:**  
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.  
- 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 | **Site:**  
- COVID-19 **symptoms** letter provided to individual or individual’s guardian |

*Refer to student health history form

| **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 | **Student/staff sent home**  
**COVID-19 School Liaison notified**  
**Student/staff instructed 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 student/staff begin to show COVID-19 like symptoms, it is recommended to be tested.**  
**- If student/staff test positive, see Scenario 3**  
**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 COVID-19 School Liaison Inform PHSU (530-225-5591) that student/staff is on Quarantine/Isolation per Public Health |

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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.

**Reference**


**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](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) 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.
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.