

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675
BOARD OF TRUSTEES
Special Meeting

REVISED

September 2, 2020

Closed Session 4:00 p.m.
Open Session 5:30 p.m.

Due to the nature of the COVID-19 pandemic and in accordance with Governor Newsom's Executive Order N-29-20, issued on March 17, 2020, the Board members will have the option to attend the meeting and take action on any item telephonically. Members of the public may live stream the meeting from our District website at CAPOUSD.org.

There will be no physical meeting location open to the public. For this meeting, public input will not be facilitated in person. The District has provided the following option for the public to address the Board telephonically. Please submit your request to address the Board by clicking [here](#). Those who have registered to comment will receive an email prior to the meeting with information on how to join and comment telephonically. A speaker card will need to be submitted prior to the agenda item per Bylaws of the Board 9323, Meeting Conduct. Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three (3) minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic. Detailed guidelines and information on what to do if you wish to address the Board of Trustees, is provided at the end of this agenda.

AGENDA

CLOSED SESSION AT 4:00 P.M.

1. CALL TO ORDER

2. CLOSED SESSION COMMENTS

3. CLOSED SESSION (as authorized by law)

A. PUBLIC HEALTH EMERGENCY

Consultation with Agency Counsel
Attorney – Anthony De Marco
Kirsten M. Vital/Greg Merwin
(Pursuant to Government Code § 54957(a))

EXHIBIT A-1

B. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

Gregory Merwin/Kathy Purcell
Attorney – Dan Harbottle
Significant Exposure to Litigation – One Case
B.W. v. CUSD/Federal Appeal
(Pursuant to Government Code § 54956.9(d)(1))

EXHIBIT B-1

C. STUDENT EXPULSION

Mike Beekman
Attorney – Ernest Bell
One Case
Case # 2020-044

EXHIBIT C-1

D. CONFERENCE WITH REAL PROPERTY NEGOTIATORS

District Negotiators: Kirsten M. Vital and Clark Hampton

Attorney – Andreas Chialtas

Property: South Transportation and Groundskeeping Facility; 5.51 acre property located at 26126 Victoria Blvd, Dana Point, CA 92624

Negotiating Party: Toll Brothers, Inc.

Under Negotiation: Price and Terms of Payment

(Pursuant to Education Code § 54956.8)

EXHIBIT D-1

RECORDING OF SCHOOL BOARD MEETINGS

In accordance with Board Policy 9324, Board Minutes, all Regular School Board Meetings will be audio recorded.

OPEN SESSION 5:30 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

REPORT ON CLOSED SESSION ACTION

DISCUSSION/ACTION ITEMS

1. APPROVAL OF ADDENDUM #2 REOPENING PLAN FOR 2020-2021 SCHOOL YEAR:

Staff presents a second addendum to the Reopening of Schools Plan for the 2020-2021 school year. The Reopening Plan provides flexibility and options for families in all grade levels with rigorous, engaging, and consistent educational learning programs, including all special education programs and services, from preschool through grade 12 and Adult Transition Program. Educational programs include a 100 percent online learning model and other models which feature a combination of on campus and online learning, so that students will be able to return to campus to the greatest extent possible as per the new criteria as defined in the California Department of Public Health Reopening Schools Framework. The Board Report provides updates, new information, and recommendations on the following: 1) the State's "Blueprint for a Safer Economy;" 2) the four critical components of the reopening plan in response to key community values; 3) student discipline for facial coverings; 4) middle school and high school hybrid schedules; and 5) a phased-in "return to campus" plan.

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

CUSD WIG 2: Communications - Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

Contact: Gregory Merwin, Chief Academic Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees ratify the Addendum #2 Reopening of Schools Plan for 2020-2021 School Year.

Motion by _____ Seconded by _____

DISCUSSION/ ACTION

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EXHIBIT 1

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, SEPTEMBER 23, 2020, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school district's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

If you wish to register to be a public speaker, please register by clicking [here](#).

CLOSED SESSION: In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

Members of the public shall have an opportunity to address the Board regarding items on the agenda to be considered during Closed Session prior to the Board adjourning the meeting to Closed Session. Individual presentations are limited to a maximum of three minutes; however, the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers who wish to address a specific agenda topic.

ORAL COMMUNICATIONS (Non-Agenda Items): Regular, scheduled meetings of the Board shall have a portion of each meeting devoted to Oral Communications. Oral Communications, will take place following Special Recognitions. The total time for the Oral Communications portion of regular meetings shall be twenty minutes. Individual presentations are limited to a maximum of three minutes per individual but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. The Board may, however, at its discretion, refer items to the administration for follow-up or place topics on a future Board agenda.

ORAL COMMUNICATIONS (Agenda Items): Members of the public shall also have an opportunity to address the Board on Open Session agenda items before their consideration by the Board. Individual presentations for the Consent Calendar are limited to a maximum of five minutes for all Consent Calendar items. Individual presentations for Discussion/Action agenda items are limited to a maximum of three minutes however; the time assigned for individual presentations could be fewer than three minutes depending upon the total number of speakers, who wish to address a specific agenda topic. The total time for presentations shall be limited to twenty minutes per agenda topic, unless the Board grants additional time. The Board shall hear all presentations after any staff comments but prior to the formal discussion by Board members of the agenda topic under consideration.

Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic unless otherwise approved by the Board. When addressing a specific item on the agenda, the Board may vote to allow additional public speaker time for an individual Discussion/Action item.

PUBLIC HEARINGS: Any time the Board schedules a separate public hearing on a given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the recommended action at the time of the hearing.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Kirsten Vital, Superintendent
Clark Hampton, Deputy Superintendent
Greg Merwin, Chief Academic Officer, Education and Support Services

Date: September 2, 2020

Board Item: Approval of Addendum #2 Reopening Plan for 2020-2021 School Year

OVERVIEW OF OBJECTIVES

Staff presents a second addendum to the Reopening Schools Plan for the 2020-2021 school year. This report provides updates on planning and implementation for safely and successfully returning to school in fall of 2020. The District is committed to returning to the traditional school format prior to COVID-19 as soon as it is safe to do so. Given the continued uncertainty of the COVID-19 pandemic, and in response to changes in guidance from the local and state levels, the Reopening Schools plan is comprehensive, flexible, and embraces the values of the community.

The Board Report provides updates, new information, and recommendations on the following: 1) the State's "Blueprint for a Safer Economy;" 2) components #1, 2, and 4 of the reopening plan; 3) student discipline for facial coverings; 4) middle school and high school hybrid schedules; and 5) a phased-in "return to campus" plan.

HISTORY

Reopening In-Person Learning: Blueprint for a Safer Economy

On August 28, 2020, Governor Newsom presented an updated framework for reopening schools and the economy described as the "Blueprint for a Safer Economy." The Blueprint replaces the previous "County Monitoring List" and presents a 4 tiered system with each tier designated by a different color and level of "County risk level:"

- Purple Tier: "Widespread"
- Red Tier: "Substantial"
- Orange Tier: "Moderate"
- Yellow Tier: "Minimal"

As of September 1, 2020, Orange County is categorized as being in the first "purple tier." The county is eligible to be reconsidered for the second "red tier" on Tuesday, September 8, 2020.

Criteria for Designation of Tiers and "In-Person Instruction"

The California Department Public Health (CDHP) uses 2 main indicators to determine county risk levels: number of daily new cases per 100,000 and percentage of positive tests. **As of September**

1, 2020, Orange County’s daily new cases were 5.6 per 100,000 and the positivity rating was 5.0 percent, both of which are in the “substantial risk levels.” It should be noted that if a county’s case rate and positivity rate fall into 2 different tiers, the county remains in the stricter tier:

| County Risk Levels | Daily New Cases (per 100K) | Positive Tests |
|---------------------------|-----------------------------------|-----------------------|
| Widespread | More than 7 | More than 8 percent |
| Substantial | 4-7 | 5-8 percent |
| Moderate | 1-3.9 | 2-4.9 percent |
| Limited | Less than 1 | Less than 2 percent |

On the state’s COVID-19 website, it states “schools can reopen for in-person instruction once their county has been in the Substantial (red) tier for at least two weeks” (COVID-19.ca.gov).

Movement between Tiers: Tier 1 (Purple) to Tier 2 (Red)

According to the California Department of Public Health (CDPH) website, “Every county in California is assigned to a tier based on its rate of new cases and positivity. At a minimum, counties must remain in the initial tier for at least 3 weeks before moving forward. Data is reviewed weekly and tiers are updated on Tuesdays. To move forward, a county must meet the next tier’s criteria for 2 consecutive weeks. If a county’s metrics worsen for 2 consecutive weeks, it will be assigned a more restrictive tier.”

As of September 1, 2020, Orange County is in the purple tier and must move to the red tier to allow “in person” instruction. Orange County could move to the red tier as early as September 8, 2020, and, at the earliest, could complete 2 weeks in the red tier on September 22, 2020. Therefore, all dates in a proposed phased reopening plan would reflect this new timeframe.

Phased-in “Return to Campus” Plan

The District’s priority is to reopen campuses safely for the 47,000 students and 5,000 staff and teachers, and to minimize future disruption. The purpose of a phased reopening is to make the process as smooth as possible and to focus on bringing back students in special education with the most significant need for “in person” programs and services first. For these reasons, staff recommends a phased in approach to returning to “in person” learning.

In a message to District families on Friday, August 28, 2020, the phased in “return to campus” proposal was shared and families were reminded of their option to move their student to the 100 percent online program if they are not ready to return to campus. Elementary families were also notified that they could move from Program A (100 percent on campus with extended learning) to Program B (50 percent on campus) to allow them to “opt out” of extended learning and only attend classroom instruction on campus. Families were encouraged to contact their school principal by Friday, September 4, 2020, if they wanted to select the 100 percent online program or shift from

Program A to B. Families will continue to have the option to select the 100 percent online program after the September 4, 2020, deadline and throughout the 2020-2021 school year.

In order to change from the 100 percent online program to a hybrid “in person learning” program, families were reminded of the following:

- **For elementary families** who want to move back from the 100 percent online program (Program C) to Programs A (100 percent on campus) and B (hybrid), it can only be done at the trimester change, it is not guaranteed, and will depend upon available space.
- **For secondary families** who want to move from the 100 percent online program (Program B) to Program A (hybrid), it can only be done at the following periods:
 - Middle school: at the quarter and semester breaks
 - High school: at the 6 week mark and semester breaks

CURRENT CONSIDERATIONS

Staff presents updates on preparations and implementation in the foundational components of the Reopening Plan. Components 1, 2, and 4 are included in this report. Detailed updates and information on Component #3 will be shared with Trustees at the October 7, 2020, Board workshop.

The Reopening Schools Plan is built on 4 critical components:

- **Component #1:** Proactive and responsive health and safety measures for students, families, and staff
- **Component #2:** A “commitment to excellence” in curriculum and instruction which provides options and flexibility to students and families, and differentiates support for all learners through strong educational programs and learning opportunities
- **Component #3:** Strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity
- **Component #4:** Innovative “on campus” learning models to be implemented when Orange County meets the California Department of Public Health criteria for reopening, and with Board approval; and online learning that features academic rigor, consistency, and engaging educational experiences for all students.

Component #1: Health and Safety for Students, Families, and Staff

The first key component of the Reopening Schools Plan is addressing the health and safety of students, teachers and staff at school with measures defined by the California Department of Public Health and Orange County Health Care Agency guidelines.

Safety and Health Practices as Defined by California Department of Public Health

Prior to a complete lifting of the “stay at home” order in Stage 4 of the State Resiliency Road Map, school operations will continue to be modified. **When conditions improve as determined by the California Department of Public Health Framework blueprint, the District’s plan will provide learning programs that allow students to return to campus.**

On August 3, 2020, the California Department of Public Health released an updated “COVID-19 Industry Guidance: Schools and School-based Programs.” All Reopening Plan safety and health measures align with current CDPH and OCHCA guidelines. **As a public entity, the District is required to meet a standard of care for its students, and CDPH and OCHCA guidance provides such a standard.** The Reopening Plan’s health and safety protocol can be adjusted to reflect new guidance. The revised CDPH guidance document is located on the Reopening School website. (Addendum #1)

The safety and health practices that will be followed in the District’s Reopening Schools Plan are described in detail in the CDPH document. Those practices and procedures include: 1) Implementing Distancing Inside and Outside of the Classroom; 2) Personal Protective Equipment (PPE), Cleaning, and Sanitization; and 3) Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases.

For each of the 3 overarching CDPH areas of guidance, staff is providing the specific guideline in the left hand column and District response in the right hand column, including status of completion, if items or supplies have been delivered, quantity of items, and specific timelines for any pending work.

1. Implementing Distancing Inside and Outside of the Classroom

| CDPH Guideline | Status and District Plan |
|--|---|
| “Distance teacher and other staff desks at least six feet away from student desks.” | Completed Classrooms are arranged to provide appropriate distancing. There is at least 6 feet of distance between the teacher’s desk or teaching station and the students. |
| “Consider ways to establish separation of students” to create distancing in the classroom | Completed Desks are arranged to encourage distancing, including all desks facing forward and spaced throughout the room, and extra furniture has been removed as needed. Classrooms are limited to approximately 16 students to provide distancing. The number of students in each room may vary given the size and lay-out of the rooms. |
| “Prioritize the use and maximization of outdoor space for activities where practicable.” | Completed Schools have identified outdoor learning areas; based upon Program A registration data, staff determined the correct number of EZ-up shade structures to support extended |

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| | learning; shade structures have been delivered to all elementary campuses. A total of 978 shade structures have been provided for 163 extended learning spaces. (Addendum #2) |
| “Consider holding recess activities in separated areas designated by class.” | <p>Completed</p> <p>For outdoor recreation at the elementary level, including physical education and structured recess and hand washing breaks, scheduling has been developed so that groupings will remain with their AM/PM cohorts of approximately 16 students.</p> |
| “Outdoor and indoor sporting events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time.” | <p>Completed</p> <p>All events and activities that require large gatherings are postponed and alternative ways for events and meetings will be utilized to limit the number of people to potential exposure; for example, holding a virtual Back to School Night.</p> |
| “Minimize movement of students and teachers or staff as much as practicable.” | <p>Completed</p> <p>Schools developed schedules to maintain stable cohorts of students and minimize transitions; for example, for hybrid on campus schedules, middle schools and high schools have developed a block schedule with a “virtual Monday” to increase instructional time <u>and</u> minimize on campus transitions.</p> |
| “Minimize congregate movement... as much as practicable.” | <p>Completed</p> <p>Schools have posted signage, including distance dots and arrows where needed, to direct traffic flow on campus, seating in the cafeteria, and use of entrances and exits.</p> |
| “Limit sharing” and “keep each child’s belongings separated.” | <p>Completed</p> <p>Sharing of instructional materials and classroom areas between students will be limited, and when sharing is unavoidable, cleaning of surfaces will be required. Teachers will clean surfaces between the AM</p> |

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| | and PM sessions for elementary for any shared surfaces; and when desks and chairs are shared by different cohorts in secondary, such as between second and third period. |
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2. Personal Protective Equipment (PPE), Cleaning, and Sanitization

| CDPH Guideline | Status and District Plan |
|--|--|
| Facial coverings required for all students and staff | <p>Completed</p> <p>All students and staff are required to wear a face covering; a student discipline plan has been developed for students who do not wear facial coverings; a procedure has been defined for families of students with IEPs who request accommodations.</p> <p>118,000 cloth face coverings have been delivered to school sites. Every student and employee will receive 2 face coverings.</p> |
| Disposable masks for food service workers, custodians, nurses, warehouse workers, and paraprofessionals who support students with significant disabilities. | <p>Delivered and available on each site for all employees in these job classifications.</p> <p>2,578 boxes (50 in each box) of disposable masks have been delivered to school sites.</p> |
| Medical grade masks for nurses, registered nurses, health assistants, and paraprofessionals who provide specialized respiratory medical procedures. | <p>Delivered and available on each site for all employees who provide specialized respiratory medical procedures.</p> <p>12,039 medical grade masks have been delivered to school sites.</p> |
| “Make available and encourage use of hand-washing stations or hand sanitizer.” | <p>Delivered 2,700 gallons of hand sanitizer and 1,048 cases of 16.9 ounce hand sanitizer to school sites.</p> <p>Delivered 240 hand-washing stations.</p> <p>Staff completed an analysis of school sites to confirm the number of permanent classrooms with built-in sinks. Schools with more permanent sinks did not require as many hand-washing stations. For example, Oso</p> |

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| | Grande Elementary only required 2 additional hand-washing stations while Truman Benedict Elementary, which has more portable classrooms, required 12 hand-washing stations. (Addendum # 2) |
| Supplies for cleaning and disinfecting surfaces | <p>Delivered cleaning and disinfecting supplies to school sites</p> <p>Next Steps: Staff is working with the vendor for sanitizing wipes which will be more time efficient. The sanitizing wipes have been on backorder throughout the summer. Vendor has given staff an expected delivery date for mid to late September.</p> |
| “Staff should clean and disinfect frequently-touched surfaces at school and on school buses at least daily and, as practicable, these surfaces should be cleaned and disinfected frequently throughout the day by trained custodial staff.” | <p>Completed</p> <p>In alignment with CDPH guidelines, staff will clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, throughout the day by trained custodial staff.</p> <p>All custodians have been trained in CDPH expectations.</p> <p>Frequently touched surfaces in the school that will be cleaned frequently include, but are not limited to: door handles, light switches, sink handles, bathroom surfaces, tables, student desks, and chairs.</p> |

- **Additional Information about Facial Coverings and Face Shields**

- **Facial coverings are required for all students and staff.** A cloth face covering may only be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced.
- **Face shields may be used** by teachers and other staff for specific lessons, programs, or services, as per CDPH guidelines.
- **Accommodations for facial coverings for students:** Accommodations will be determined through the Individualized Education Plan (IEP) process. Parents or guardians should work with the site principal or assistant principal to begin the IEP process to discuss accommodations. All students are required to wear face coverings at school, and all families may select the on-line learning program as an option.
- **Student discipline for not wearing facial coverings:** Staff worked with principals and assistant principals at each level to develop a discipline plan to respond to

students who do not wear their facial coverings. At the elementary school level, students will receive 3 warnings and then will be reassigned to 100 percent online after the fourth violation. At the secondary level, students will receive 2 warnings and then will be reassigned to 100 percent online after the third violation. If approved by Trustees, staff would provide communication to principals for them to share with their school communities prior to returning to campus. Principals will also include this information in their “return to school” student assemblies. See attached addendum that outlines the discipline steps. (Addendum #3)

- **Additional Safeguards Not Required by CDPH Guidelines**

| Additional Safeguards | Status |
|---|--|
| Plexi-glass sneeze guards in classrooms, service offices, and extended learning spaces** | <p>Delivered for all teachers, psychologists, speech language pathologists, counselors, assistant principals, and site and District office reception personnel.</p> <p>While not a CDPH requirement, sneeze guards have been provided as an additional precaution to be used with face coverings. The sneeze guard is meant to provide an extra level of precaution for individuals who are in close proximity (6 feet or less) for 15 minutes or longer (including individual assessments).</p> <p>Next steps: Sneeze guards were ordered for all extended learning spaces as an additional safety measure and will be delivered to all school sites by September 14, 2020</p> |

****Sneeze guards are not a CDPH requirement**

3. Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases

| CDPH Guideline | Status |
|--|--|
| Parent handbook and video to encourage appropriate hygiene and healthy habits | <p>To be completed and distributed by September 11, 2020</p> <p>Staff is developing a “parent handbook” regarding health and safety guidelines, hygiene, and “etiquette.” In addition, a video is being produced to visually demonstrate these practices and expectations, including proper facial covering use, distancing, hand washing, and symptom screening.</p> |

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| Describe “process and measures for positive cases of COVID-19” | <p>Completed</p> <p>Infographic describes the action steps and communication if a student or staff member tests positive or has symptoms of COVID-19 (Addendum # 4)</p> |
| <p>“Implement screening and other procedures for all staff and students entering the facility”</p> | <p>All students will have their temperatures taken by their teacher or other staff member with a no-touch thermometer before entering their first class and before boarding the school bus. If a student has a fever of 100.4 degrees or higher, the student will be sent home. Families will be encouraged to take their child’s temperature and check for symptoms prior to leaving for school, and if the child has a fever or symptoms they will stay home from school.</p> <p>Staff will be required to take their own temperature and self-screen for symptoms before leaving their home. Teachers or staff with a fever of 100.4 degrees or higher or who have symptoms will remain home and not come to work. No-touch thermometers will also be available for teachers and staff to take their temperature while on campus.</p> |

- **Process and Measures for Positive Cases of COVID-19:** The California Department of Public Health (CDPH) and Orange County Health Care Agency (OCHCA) provide guidance for schools for when a staff member, child, or visitor is ill.

The CDPH Reopening in-Person Learning Framework identifies specific measures to be taken when a student, teacher or staff member has symptoms or if there is contact with someone infected or is diagnosed with COVID-19. The steps and measures taken are included in the table below. The District works closely with the OCHCA COVID-19 Schools Division in actions taken and specific communication to individuals and the community. (Addendum #5)

As shared in the August 5, 2020, Addendum #1 to the Reopening Plan, the following are the processes and measures for communication and action if a student or staff has symptoms or tests positive for COVID-19. Staff has developed an infographic for the community to clearly understand the steps and procedures. (Addendum #4)

| | Student or Staff with: | Action | Communication |
|--|------------------------|--------|---------------|
|--|------------------------|--------|---------------|

| | | | |
|----|---|---|--|
| 1. | COVID-19 Symptoms: (e.g. fever, cough, loss of taste or smell, difficulty breathing) | <ul style="list-style-type: none"> ● Send home ● Recommend testing (If positive, see #3, if negative, see #4) ● School/classroom remain open | <ul style="list-style-type: none"> ● No Action needed |
| 2. | Close contact (†) with a confirmed COVID-19 case | <ul style="list-style-type: none"> ● Send home ● Quarantine for 14 days from last exposure ● Recommend testing (but will not shorten 14- day quarantine)** ● School/classroom remain open | <ul style="list-style-type: none"> ● Consider school community notification of a known contact |
| 3. | Confirmed COVID-19 case infection | <ul style="list-style-type: none"> ● Notify the local public health department ● Isolate case and exclude from school for 10 days from symptom onset or test date ● Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††) for 14 days after the last date the case was present at school while infectious ● Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) ● Disinfection and cleaning of classroom and primary spaces where case spent significant time ● School remains open | <ul style="list-style-type: none"> ● School community notification of a known case |
| 4. | Tests negative after symptoms | <ul style="list-style-type: none"> ● May return to school 3 days after symptoms resolve ● School/classroom remain open | <ul style="list-style-type: none"> ● Consider school community notification if prior awareness of testing |

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

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

** If an individual is not tested for COVID-19, the 14 day quarantine requirement remains in effect.

- **COVID-19 Testing of School Employees:** Testing school employees for COVID-19 is addressed in the Reopening In-person Learning Framework from CDPH. The document states, “Once schools are reopened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases **as lab testing capacity allows.**”

As essential workers, “School districts and schools shall test staff periodically, as **testing capacity permits and as practicable.**” Staff continues to work with OCHCA to develop “routine testing” for employees. Testing “supersites” have opened in Anaheim and Costa Mesa, and staff is reviewing more convenient options for routine “asymptomatic” testing. The Supersites provide testing for both symptomatic and asymptomatic individuals. There is no out of pocket costs for testing. The Supersite bills medical providers and funds available through the county, state and federal governments. It is possible additional testing Supersite will open closer to the District in the future to facilitate testing.

The Reopening Logistics team will develop a recommendation for “routine testing” and staff will work in collaboration with both CUEA and CSEA for formal agreements.

Final Health and Safety Guidelines to be Defined

A Reopening Logistics Team has been reconvened to define and make recommendations on undetermined health and safety practices, as well as refining practices and protocol in other areas of the Reopening Plan. In addition, staff continues to meet collaboratively with CUEA and CSEA leadership to finalize agreements. The Logistics Team met on August 31, 2020, and will meet again on September 3, 2020, to address the following:

- Finalize COVID-19 “routine” testing of school employees
- Standard guidelines for distancing, facial coverings and mask wearing, and scheduling specific to school lunch
- Clarify roles and expectations for extended learning teachers and staff
- Plan for “in class supervision” at middle and high schools if teachers provide instruction from home due to quarantine or medical restrictions

Component #2: Curriculum and Instruction

The second key component of the Reopening Schools Plan is curriculum and instruction. The centerpiece of the plan is a robust, consistent, flexible, and engaging curriculum that aligns with the District’s core values and will be successfully delivered both in a traditional school setting and online. The following are planning and implementation updates for Component #2.

Online Student Behavior Expectations

- **Elementary Schools** used either the District “CLASS” online student behavior expectations graphic or developed 1 more specific to their site and communicated the expectations to students and families in a variety of ways including email, social media, teacher instruction, and virtual behavior assemblies led by a site administrator. Many sites incorporated the CLASS expectations into their Positive Behavior Intervention Support

(PBIS) expectations at the site. CLASS stands for “Communication, Learning Continues, Act Respectfully, Stick to a Routine, and Strength through Adversity.” (Addendum #6)

- **Middle and High Schools** worked with their leadership teams to identify online student behavior expectations. Students were taught these expectations through PBIS lessons, online school expectation assemblies, and opening class sessions. These expectations have been communicated to families in multiple ways including weekly parent school emails, social media, websites, and are included in teachers’ individual classroom management plans.

Component #4: Flexible and Innovative Program Models

The fourth component of the Reopening Schools Plan is flexible and innovative program models so that a “world class” education that embraces core values is provided through different delivery models, from a traditional “on campus” format, to a hybrid of on campus and online learning, to 100 percent online. The Reopening Schools Plan includes options for flexibility and innovation so that the District can provide families with different options for their child, from 100 percent online, to a combination of online and on campus learning, to a full-time option for elementary students.

The following are updates on planning and implementation of Component #4:

100 Percent Online Program for Transitional Kindergarten: The Transitional Kindergarten program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource. Staff will provide a 100 percent online program for families who are not ready to return to campus. Staff is communicating directly with Transitional Kindergarten families during the week of September 8, 2020.

College and Career Advantage: The College and Career Advantage (CCA) program will also continue to provide courses after a return to in-person learning. Many of the CCA certified instructors for our Computer Technical Education (CTE) classes are teaching part time (92 percent) and work in their field, often maintaining careers in the fields in which they are providing students with CTE class. Staff is working with each CCA instructor to determine if the hybrid in-person schedule will meet their work schedule.

Revised Hybrid Schedules for Middle School and High Schools for Return to In-Person Instruction: Middle schools and high schools recommend keeping Mondays virtual with periods 1-6 online after returning to “in person” learning. Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model. By keeping Mondays 100 percent online, it allows all students to virtually attend class with their teachers on Mondays, increasing overall instructional time and providing 3 days of instruction a week for all students.

Additional benefits for “Virtual Mondays” include:

- Connections with the entire class on Mondays
- Increase of weekly live instruction from 50 percent (2 ½ days per week) to 60 percent (3 days per week)
- Predictable Monday schedule for families

- Continuity in instructional planning for teachers
- Flexibility of knowing how to do virtual learning easily in case the school or District needs to temporarily pivot back to a closed campus

Middle schools will still use block scheduling for Tuesday - Friday as previously shared. High schools will still use block scheduling for Tuesday - Friday, and move from a rolling block to assigned block days of either Tuesday and Thursday or Wednesday and Friday. Self-contained special education programs including Structured Teaching Educating Prepared Students (STEPS) and Therapeutic Behavior Intervention Class (TBIC) will still attend on campus on Mondays, and five days per week, in their classrooms.

Please see below for revised schedules, with *green denoting students in both blue and gold tracks attending together virtually on Mondays*:

Middle School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

| Virtual Traditional Late Start Monday: Middle School every day also includes an Intervention and support time | | | | | |
|---|-------------------------|---------------|---------------|---------------|---------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Traditional 1-5 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,5 | Block 0,2,4,5 |
| Week 2 | Traditional 1-5 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,5 | Block 0,2,4,5 |
| Week 3 | Traditional 1-5 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,5 | Block 0,2,4,5 |
| Week 4 | Traditional 1-5 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,5 | Block 0,2,4,5 |
| Track A | | | | | |
| Track B | | | | | |

High School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

| Virtual Traditional Late Start Monday: High School Block | | | | | |
|--|-------------------------|---------------|---------------|---------------|---------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 2 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 3 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 4 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Track A | | | | | |

| | | | | | |
|---------|--|--|--|--|--|
| Track B | | | | | |
|---------|--|--|--|--|--|

| Virtual Traditional Late Start Monday: High School Alternating Block | | | | | |
|--|-------------------------|---------------|---------------|---------------|---------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 2 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 3 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Week 4 | Traditional 1-6 Virtual | Block 0,1,3,5 | Block 0,1,3,5 | Block 0,2,4,6 | Block 0,2,4,6 |
| Track A | | | | | |
| Track B | | | | | |

FINANCIAL IMPLICATIONS

The following is an updated list of total number of expenditures that have been funded by the CARES Act:

Almost \$20 million of the Learning Loss money must be spent by December 30, 2020 and has been allocated for immediate school reopening costs such as:

- 1:1 Chromebooks (\$8.4 million);
- Additional staffing, plus furniture, equipment and technology for extended learning classes (\$7.1 million) of which about half of the staffing costs will come from the Learning Loss monies that expire after December 30;
- Learning management system, curriculum software and staff salary costs for designing District curriculum (\$1.6 million);
- Reserved for PPE costs - this was submitted to FEMA for reimbursement last week and staff anticipates 75 percent reimbursement (\$1.7 million)
- Purchase of new special education buses ahead of schedule to help manage social distancing constraints (\$0.9 million);
- Costs to assist teachers and substitutes in learning the new curriculum and prepare for a combination of in class and remote learning (\$2.15 million).

Currently all CARES Act monies are accounted for however some of the assumptions will likely change.

- Assuming the claim submitted to FEMA last week is reimbursed at 75 percent an additional \$1.5 million will be available.
- Once the final number of staff for extended learning is known the cost will be adjusted

- The courts recently ruled that the Department of Education is blocked from "implementing or enforcing" its April 2020 guidance on the CARES Act funding for K-12 schools. This means CARES funds must be shared with private schools based on their proportion of Title I students not total enrollment reducing the payment to private schools by an estimated \$500,000.

Other expenditures also benefited the District by freeing up \$5.5 million to address the deficit in the third year of the Multi Year Projection reducing the shortfall below the 2 percent required reserve to \$4.6 million.

STAFF RECOMMENDATION

Staff recommends ratification of the Second Addendum to the Reopening of Schools Plan, per Executive Order 1920-46:

- Phased-in "Return to Campus" plan
- Student discipline plan for facial coverings
- Middle school and high school Program A "hybrid" model featuring "virtual Mondays"

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

Updated: **August 3, 2020**

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

OVERVIEW

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

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

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

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

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

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

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



1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
 - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
 - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
 - Collaborate with other schools and school partners in your region, including the county office of education.
 - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Establish a written, worksite-specific COVID-19 prevention plan at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.
 - Identify contact information for the local health department where the school is located for communicating information about COVID-19 outbreaks among students or staff.
 - Incorporate the [CDPH Guidance](#) for the Use of Face Coverings, into the School Site Specific Plan that includes a policy for handling exemptions.
 - Train and communicate with workers and worker representatives on the plan. Make the written plan available and accessible to workers and worker representatives.
 - Regularly evaluate the workplace for compliance with the plan and document and correct deficiencies identified.
 - Investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. Update the plan as needed to prevent further cases.
 - Implement the necessary processes and protocols when a workplace has an outbreak, in accordance with [CDPH guidelines](#).
 - Identify individuals who have been in close contact (within six feet for 15 minutes or more) of an infected person and take steps to isolate

COVID-19 positive person(s) and close contacts. See Section 10 for more detail.

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



2. Promote Healthy Hygiene Practices

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

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



3. Face Coverings

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

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

STUDENTS

| Age | Face Covering Requirement |
|-------------------------------------|---------------------------|
| Under 2 years old | No |
| 2 years old – 2 nd grade | Strongly encouraged** |
| 3 rd grade – High School | Yes, unless exempt |

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

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

STAFF

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

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



4. Ensure Teacher and Staff Safety

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

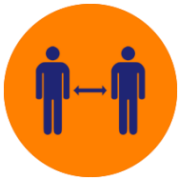


5. Intensify Cleaning, Disinfection, and Ventilation

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

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

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



6. Implementing Distancing Inside and Outside the Classroom



Arrival and Departure

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

Classroom Space

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



Non-Classroom Spaces

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



Sports and Extra Curricular Activities (Updated August 3, 2020)

- Outdoor and indoor sporting events, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted at this time.
- Youth sports and physical education are permitted only 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 should take place outside to the maximum extent practicable.

- For sports 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. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
- Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering). Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing. Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.
- Youth sports programs and schools should provide information to parents or guardians regarding this and related guidance, along with the safety measures that will be in place in these settings with which parents or guardians must comply.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.



7. Limit Sharing

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



8. Train All Staff and Educate Families

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



9. Check for Signs and Symptoms

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

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



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

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

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

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



11. Maintain Healthy Operations

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



12. Considerations for Reopening and Partial or Total Closures

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

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the [CDPH Framework for K-12 Schools](#), and implement the following steps:
 - In consultation with the local public health department, the appropriate school official should ensure cleaning and quarantine of exposed persons and whether any additional intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
 - Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait for at least two hours and as long as possible.
 - Additional areas of the school visited by the COVID-19 positive individual may also need to be cleaned and disinfected.
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional [information on government programs supporting sick leave and worker's compensation for COVID-19](#), including worker's sick leave rights under [the Families First Coronavirus Response Act](#) and employee's rights to workers' compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the [Governor's Executive Order N-62-20](#), while that Order is in effect.
 - Provide guidance to parents, teachers and staff reminding them of

the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.

- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.



School Inventory for Outdoor Learning Spaces and Hand Washing Stations

Outdoor Learning Spaces

| Name | Total EZ Up 10 x10 shelters | Outdoor Learning Spaces |
|---------------------------------------|------------------------------------|--------------------------------|
| California Preparatory Academy | - | |
| Ambuehl Elementary | 12 | 2 |
| Arroyo Vista Elementary | 36 | 6 |
| Bathgate Elementary | 54 | 9 |
| Canyon Vista Elementary | 18 | 3 |
| Carl Hankey Elementary | 18 | 3 |
| Castille Elementary | 24 | 4 |
| Chaparral Elementary | 24 | 4 |
| Clarence Lobo Elementary | 0 | 0 |
| Concordia Elementary | 18 | 3 |
| Del Obispo Elementary | 12 | 2 |
| Don Juan Avila Elementary | 36 | 6 |
| Esencia Elementary | 60 | 10 |

| | | |
|--------------------------------------|-----|----|
| George White Elementary | 12 | 2 |
| Hidden Hills Elementary | 12 | 2 |
| John Malcom Elementary | 12 | 2 |
| Kinoshita Elementary | 12 | 2 |
| Ladera Ranch Elementary | 24 | 4 |
| Laguna Niguel Elementary | 12 | 2 |
| Las Flores Elementary | 0 | 0 |
| Las Palmas Elementary | 102 | 17 |
| Marblehead Elementary | 6 | 1 |
| Marian Bergeson Elementary | 12 | 2 |
| Moulton Elementary | 42 | 7 |
| Oak Grove Elementary | 6 | 1 |
| Oso Grande Elementary | 42 | 7 |
| Palisades Elementary | 12 | 2 |
| Philip J. Reilly Elementary | 12 | 2 |
| Richard Henry Dana Elementary | 12 | 2 |

| | | |
|---|-----|-----|
| Richard Henry Dana Exceptional Needs | 12 | 2 |
| San Juan Elementary | 78 | 13 |
| Tijeras Creek Elementary | 6 | 1 |
| Truman Benedict Elementary | 96 | 16 |
| Viejo Elementary | 24 | 4 |
| Vista del Mar Elementary | 96 | 16 |
| Wagon Wheel Elementary | 12 | 2 |
| Wood Canyon Elementary | 12 | 2 |
| TOTAL | 978 | 163 |

Portable Handwashing Sinks

| Location | Delivered To Site |
|--------------------------------|------------------------------|
| Ambuehl Elementary | 3 |
| Arroyo Vista Elementary | 3 |
| Bathgate Elementary | 9 |

| | |
|----------------------------------|----------|
| Canyon Vista Elementary | 2 |
| Carl Hankey Elementary | 2 |
| Castille Elementary | 4 |
| Chaparral Elementary | 3 |
| Clarence Lobo Elementary | 3 |
| Concordia Elementary | 3 |
| Del Obispo Elementary | 2 |
| Don Juan Avila Elementary | 4 |
| Esencia Elementary | 7 |
| George White Elementary | 4 |
| Hidden Hills Elementary | 2 |
| John Malcom Elementary | 2 |
| Kinoshita Elementary | 6 |
| Ladera Ranch Elementary | 2 |
| Laguna Niguel Elementary | 2 |
| Las Flores Elementary | 3 |

| | |
|---|-----------|
| Las Palmas Elementary | 9 |
| Marblehead Elementary | 2 |
| Marian Bergeson Elementary | 2 |
| Moulton Elementary | 5 |
| Oak Grove Elementary | 2 |
| Oso Grande Elementary | 2 |
| Palisades Elementary | 2 |
| Philip J. Reilly Elementary | 5 |
| Richard Henry Dana Elementary | 3 |
| Richard Henry Dana Exceptional Needs | 3 |
| San Juan Elementary | 5 |
| Tijeras Creek Elementary | 4 |
| Truman Benedict Elementary | 12 |
| Viejo Elementary | 3 |
| Vista del Mar Elementary | 4 |
| Wagon Wheel Elementary | 3 |

| | |
|--------------------------------|-----------|
| Wood Canyon Elementary | 3 |
| Aliso Niguel High | 6 |
| Capistrano Valley High | 9 |
| Dana Hills High | 10 |
| Junipero Serra High | 6 |
| San Clemente High | 9 |
| San Juan Hills High | 4 |
| Tesoro High | 4 |
| Bridges Community Day | 2 |
| Adult Transition | 2 |
| Capistrano Virtual/Home | 1 |
| Aliso Viejo Middle | 4 |
| Arroyo Vista Middle | 2 |
| Bernice Ayer Middle | 9 |
| Carl Hankey Middle | 2 |
| Don Juan Avila Middle | 2 |

| | |
|-----------------------------|------------|
| Esencia Middle | 1 |
| Fred Newhart Middle | 4 |
| Ladera Ranch Middle | 6 |
| Las Flores Middle | 4 |
| Marco Forster Middle | 4 |
| Niguel Hills Middle | 6 |
| Shorecliffs Middle | 4 |
| Vista del Mar Middle | 4 |
| Totals | 240 |

Interventions for Students Not Wearing a Mask

ELEMENTARY SCHOOL

First offense:

- Offer a disposable mask if the student does not have one.
- Counsel the student on the importance of using a mask. Set expectations for future incidents.
- Teachers/Staff should notify the office. The office will document with a NM code (no mask).
- If the student still refuses to wear a mask, contact the parent and discuss concerns. Inform parents that if the student does not wear a mask, the student will be removed from class and possibly sent home. If the student continues to be non-compliant, send the student home. The student is marked unexcused for the remainder of the day.

Second offense:

- Offer a disposable mask if the student does not have one.
- Review the importance of using a mask.
- Teachers/Staff should notify the office. The office will document with a NM code (no mask).
- Contact the parent and advise them about the incident.
- The student receives a loss of privilege.
- If the student still refuses to wear a mask, contact the parent and send the student home. The student is marked unexcused for the remainder of the day.

Third offense:

- Offer a disposable mask if the student does not have one.
- Counsel the student on the importance of using a mask.
- Teachers/Staff should notify the office. The office will document with a NM code (no mask).
- The student receives a loss of privilege.
- Contact the parent and advise them that another incident will result in removal from in class learning and the student will transition to 100% distance learning.
- If the student still refuses to wear a mask, contact the parent and send the student home. The student is marked unexcused for the remainder of the day.

Fourth Offense:

- Notify the parent to pick-up the student.
- The student is removed from in-class learning and transitioned to 100% distance learning for the remainder of the trimester.

Re-Entry:

- Prior to returning to school, administration will conduct a phone call and/or virtual meeting with the student/parent to review expectations and guidelines for safely maintaining your place on a CUSD campus.

Interventions for Students Not Wearing a Mask

SECONDARY SCHOOLS

First offense:

- Offer a disposable mask if the student does not have one.
- Counsel the student on the importance of using a mask. Set expectations for future incidents.
 - 2nd offense, Behavior Contract/step advancement (no on-site detention).
 - 3rd offense, Removal from hybrid program
- Teachers/Staff should notify the office. The office will document with a NM code (no mask).
- If the student still refuses to wear a mask, Staff will notify the parent via phone and/or virtual meeting to pick up the student.
- The student is marked unexcused for the remainder of the day.

Second offense:

- Offer a disposable mask if the student does not have one.
- Counsel the student on the importance of using a mask.
- Teachers/Staff should notify the office. The office will document with a NM code (no mask).
- Contact the parent and advise them that another incident will result in removal from in class learning and the student will transition to 100% distance learning.
- If the student still refuses to wear a mask, Staff will notify the parent via phone and/or virtual meeting to pick up the student.
- The student is marked unexcused for the remainder of the day.
- Behavior Contract step advancement.

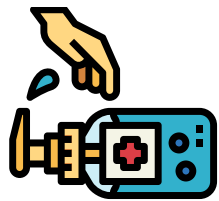
Third offense:

- Notify the parent to pick-up the student.
- Behavior Contract step advancement.
- The student is removed from in-class learning and transitioned to 100% distance learning for the remainder of the designated grading period*

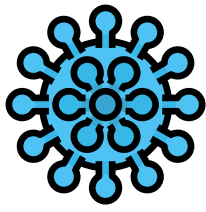
*Grading period - quarter, progress report

Re-Entry:

- Prior to returning to school, administration will conduct a phone call and/or virtual meeting with the student/parent to review expectations and guidelines for safely maintaining your place on a CUSD campus.



CAPISTRANO UNIFIED SCHOOL DISTRICT



Confidential Actions and Community Communication
When COVID-19 is Suspected at a School or District Facility

| COVID-19 Symptoms | Confirmed as a Close Contact | Confirmed Positive for COVID-19 |
|--|---|---|
| <div>Send Home Recommend Testing</div> | <div>Send Home Recommend Testing</div> | <div>Send Home</div> |
| <div>NEGATIVE or NO TEST RESULTS allows for return to school or work 3 days after symptoms resolve</div> | <div>NEGATIVE or NO TEST RESULTS requires QUARANTINE for 14 days from last exposure</div> | <div>ISOLATION for 10 days from symptom onset or test date</div> |
| <div>No further action</div> | <div>No further action</div> | <div>ISOLATION 10 days</div> |
| <div>POSITIVE RESULTS requires ISOLATION for 10 days from symptom onset or test date</div> | <div>POSITIVE ISOLATION for 10 days from symptom onset or test date</div> | <div>ISOLATION for 10 days from symptom onset or test date</div> |
| <div>Notify OCHCA & contact trace</div> | <div>Notify OCHCA & contact trace</div> | <div>Notify OCHCA & contact trace</div> |
| <div>Notification of unnamed positive case sent to School Community</div> | <div>Notification of unnamed positive case sent to School Community</div> | <div>Notification of unnamed positive case sent to School Community</div> |



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GAVIN NEWSOM
Governor

COVID-19 and Reopening In-Person Learning **Framework for K-12 Schools in California, 2020-2021 School Year**

July 17, 2020

Overview

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. CDPH developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. New evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly. Recommendations regarding in-person school reopening and closure should be based on the available evidence as well state and local disease trends.

The CA [School Sector Specific Guidelines](#), and the Centers for Disease Control and Prevention [CDC](#) have published additional guidance on school re-entry.

In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county¹ monitoring list within the prior 14 days.

If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.²

¹ School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.

² A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.





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Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows.

Who should be tested and how often?

School staff are essential workers, and staff includes teachers, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

What if a school or school district reopens to in-person instruction, but the county is later placed on the county monitoring list?

Schools should begin testing staff, or increase frequency of staff testing but are not required to close.





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

| | Student or Staff with: | Action | Communication |
|----|--|---|--|
| 1. | COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines | <ul style="list-style-type: none"> Send home Recommend testing (If positive, see #3, if negative, see #4) School/classroom remain open | <ul style="list-style-type: none"> No Action needed |
| 2. | Close contact (+) with a confirmed COVID-19 case | <ul style="list-style-type: none"> Send home Quarantine for 14 days from last exposure Recommend testing (but will not shorten 14-day quarantine) School/classroom remain open | <ul style="list-style-type: none"> Consider school community notification of a known contact |
| 3. | Confirmed COVID-19 case infection | <ul style="list-style-type: none"> Notify the local public health department Isolate case and exclude from school for 10 days from symptom onset or test date Identify contacts (+), quarantine & exclude exposed contacts (likely entire cohort (++) for 14 days after the last date the case was present at school while infectious Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) Disinfection and cleaning of classroom and primary spaces where case spent significant time School remains open | <ul style="list-style-type: none"> School community notification of a known case |
| 4. | Tests negative after symptoms | <ul style="list-style-type: none"> May return to school 3 days after symptoms resolve School/classroom remain open | <ul style="list-style-type: none"> Consider school community notification if prior awareness of testing |





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(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Guidance on School Closure

What are the criteria for closing a school?

Individual school 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 Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?

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

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?



State of California—Health and Human Services Agency
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A superintendent should close a school district if 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.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

State Resources for Case, Contact & Outbreak Investigations

California is committed to supporting local health departments with resources and other technical assistance regarding school case, contact, and outbreak investigations.





Student Expectations for Distance Learning

Teachers, staff, and administrators will remain focused on keeping our students engaged, connected, and invested in their learning. Teachers will continue to have regular contact, assign work, give feedback on assignments, and provide resources to ensure that our students have a variety of opportunities to strengthen their understanding of essential learning targets.

Students who follow the expectations below and participate at the fullest level help to ensure their preparation for the next grade level.

C *ommunication*

- **Be kind and considerate to your classmates**
- **Use proper spelling and grammar in chats and online discussions**
- **Mute your microphone when you are not speaking**
- **Contact your teacher if you need help**

L *earning Continues*

- **Be present and participate in live instruction**
- **Complete your work and turn in your assignments**
- **Do your own work**

A *ct Respectfully*

- **Be on time and dress appropriately**
- **Be mindful of what is in your background**
- **Save snacking for after the meeting**
- **Make sure your device is charged**
- **Do not videotape or record your teachers/classmates without permission**

S *tick to a Routine*

- **Create and stick to a daily schedule**
- **Create a "school zone" to participate in your distance learning**
- **Take breaks to allow your eyes to rest from the screen**
- **Get outside each day and breathe in fresh air**

S *trength through Adversity*

- **Grit is a special trait centered around persistence**
- **Grit is consistency of action over the long run, regardless of circumstance**
- **Gritty people are able to maintain their determination despite adversity**
- **Now more than ever, we encourage you to demonstrate grit**