



COVID SAFETY PLAN

February 2, 2021

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OPENING OF SCHOOLS DECISION TREE

CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
<p>Ability of the school to implement 5 key mitigation strategies:</p> <ul style="list-style-type: none"> • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department <p>Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.</p>	Implemented all 5 strategies correctly and consistently	Implemented all 5 strategies correctly but inconsistently	Implemented 3-4 strategies correctly and consistently	Implemented 1-2 strategies correctly and consistently	Implemented no strategies
SECONDARY INDICATORS					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	<-10%	-10% to <-5%	-5% to <0%	0% to ≤ 10%	>10%
Percentage of hospital inpatient beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%

Percentage of intensive care unit beds in the community that are occupied***	<80%	<80%	80 to 90%	>90%	>90%
Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19***	<5%	5% to <10%	10% to 15%	>15%	>15%
Existence of localized community/public setting COVID-19 outbreak****	No	No	Yes	Yes	Yes

*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

**Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and RT-PCR testing for surveillance purposes). Learn more on the [Calculating Severe Acute Respiratory Syndrome Coronavirus 2 \(SARS-CoV-2\) Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation](#) webpage.

***Hospital beds and ICU beds occupied: These indicators are proxies for underlying community burden and the ability of the local healthcare system to support additional people with severe illness, including those with COVID-19. A community can be defined at the city, county or metro area level; federal analyses of hospital utilization rates within a community are typically conducted at the core-based statistical area (e.g., by metropolitan or micropolitan status).

**** Sudden increase in the number of COVID-19 cases in a localized community or geographic area as determined by the local and state health department.

REDUCING STIGMA

It is important to remember that people – including those of Asian descent – who do not live in or have not recently been in an area of ongoing spread of the virus that causes COVID-19, or have not been in contact with a person who is a confirmed or suspected case of COVID-19 are not at greater risk of spreading COVID-19 than other Americans.

- Public health emergencies, such as the outbreak of coronavirus disease 2019 (COVID-19), are stressful times for people and communities. Fear and anxiety about a disease *can lead to social stigma* toward people, places, or things. For example, stigma and discrimination can occur when people associate a disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specifically at risk for the disease. Stigma can also occur after a person has been released from COVID-19 quarantine even though they are not considered a risk for spreading the virus to others.
- Some groups of people who may be experiencing stigma because of COVID-19 include:
 - Persons of Asian descent
 - People who have traveled
 - Emergency responders or healthcare professionals
- Stigma hurts everyone by creating fear or anger towards other people.
- Stigmatized groups may be subjected to:
 - Social avoidance or rejection
 - Denials of healthcare, education, housing or employment
 - Physical violence.
- Stigma affects the emotional or mental health of stigmatized groups and the communities they live in. Stopping stigma is important to making communities and community members resilient.
- Everyone can help stop stigma related to COVID-19 by knowing the facts and sharing them with others in your community.
 - Helping yourself and others cope with stress can make your community stronger. Learn about [Coping With Stress](#) during the COVID-19 outbreak.
- Communicators and public health officials can help counter stigma during the COVID-19 response.
 - Maintain privacy and confidentiality of those seeking healthcare and those who may be part of any contact investigation.
 - Quickly communicate the risk or lack of risk from associations with products, people, and places.
 - Raise awareness about COVID-19 without increasing fear.
 - Share accurate information about how the virus spreads.
 - Speak out against negative behaviors, including negative statements on social media about groups of people, or exclusion of people who pose no risk from regular activities.
 - Be cautious about the images that are shared. Make sure they do not reinforce stereotypes.
 - Engage with stigmatized groups in person and through media channels including news media and social media.
 - Thank healthcare workers and responders. People who have traveled to areas where the COVID-19 outbreak is happening to help have performed a valuable service to everyone by helping make sure this disease does not spread further.
 - Share the need for social support for people who have returned from China or are worried about friends or relatives in the affected region.

PREPARING THE SCHOOL SITE FOR OCCUPANTS

Establish the minimum furniture, curriculum, manipulatives, and delivery tools that need to be in a classroom to allow for effective daily disinfecting. Maximize outside air to the classroom through windows/doors and HVAC units. Create safe hallways and restrooms for students and staff.

Establish safety measures for front office staff and counselors.

- Create a map for each site to be used as a planning tool
 - Capacity of classroom and other usable spaces
 - Identify the classrooms that will be used for site based learning
 - Identify locations for sanitizing stations
 - Identify direction of pedestrian flow
 - Identify the use of each space
- HVAC
 - Install MERV-8 air filters
 - Preventive Maintenance and all dampers
 - Preventive Maintenance and all fans
 - Create schedule for fan bringing in outside air
 - Communicate to staff that HVAC noise levels will be higher
 - Preventive Maintenance on opening/closing of windows
 - A building HVAC system that has not been active during a prolonged shutdown should be operated for at least 48 to 72 hours (known as a “flush out” period) before occupants return.
 - If an odor is detected that suggests mold growth (such as a musty smell) after the “flush out” period, look for mold that may not have been identified earlier. If mold is found, conduct remediation.
 - Continue the “flush out” process until no odors are apparent.
 - The condition of HVAC filters used during the “flush out” period should be carefully assessed prior to building occupancy and replaced with new or clean filters as necessary.
 - After a building is reopened and occupied, routine (e.g., weekly) checks of the HVAC system are recommended to ensure operating efficiency.
 - During HVAC checks, inspect and replace filters as indicated or needed.
 - The frequency of HVAC system checks can be gradually reduced (e.g., monthly, quarterly), depending on the operational and maintenance specifications for the HVAC system.
 - Program thermostat so fan is running at all times.
- Classroom and Site Preparation
 - Remove all unnecessary furniture, curriculum, and manipulatives
 - Install hand sanitizing dispensers in each classroom if available
 - Install handwashing stations where we now have drinking fountains
 - Multi-person handwashing stations
 - Spray surfaces with NanoVapor leading up to classroom opening.
 - Re-apply every 3 months
 - Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
 - Flush water system

- Flush hot and cold water through all points of use (e.g., showers, sink faucets)
 - Flushing may need to occur in segments (e.g., floors, individual rooms) due to facility size and water pressure. The purpose of building flushing is to replace all water inside building piping with fresh water.
 - Flush until the hot water reaches its maximum temperature.
 - Other water-using devices, such as ice machines, may require additional cleaning steps in addition to flushing, such as discarding old ice. Follow water-using device manufacturers' instructions.
- Site Administration Measures
 - Install Plexiglas shields for support staff
 - Consider re-arranging office space to create distancing
 - Close administration offices to walk-ins. By appointment only.
 - Install signage with a contact phone number.
 - Install a secure drop-box in front of office for documentation that can't be electronically sent
 - Set-up counseling spaces/rooms if offices are not big enough

DROP-OFF AND PICK-UP

Parent Drop-Off and Pick-Up

Hand hygiene stations should be set up at the entrance of the facility, so that children can clean their hands as they enter. If a sink with soap and water is not available, provide hand sanitizer with at least 60% alcohol next to parent sign-in sheets.

- Temporary handwashing stations near entrances and exits
- Exterior hand sanitizing dispensers near entrances and exits
- Sign-in sheets placed outside with hand sanitizer
- Staff to greet children just outside of campus as they arrive. Parents and guardians will not be allowed past this point.
 - Purchase and Install Signage in these locations
- Establish multiple school entry points for drop-off and pick-up and assign students
- Staggered Arrival and dismissal times if possible
- Establish Guidelines for late arriving/early release students

School Bus Drop-Off and Pick-Up

Drivers and Aides

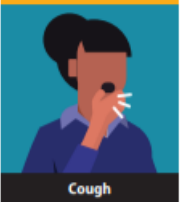
- Limit close contact with others by maintaining a distance of at least 6 feet, when possible.
- Avoid touching surfaces often touched by bus passengers.
- Use gloves if required to touch surfaces contaminated by body fluids.
- Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.
- Proper hand hygiene is an important infection control measure. Wash your hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.
- Key times to clean hands in general include:
 - Before, during, and after preparing food
 - Before eating food
 - After using the toilet
 - After blowing your nose, coughing, or sneezing
- Additional times to clean hands on the job include:
 - Before and after work shifts
 - Before and after work breaks
 - After touching frequently touched surfaces
 - After putting on, touching, or removing cloth face coverings
- Avoid touching your eyes, nose, or mouth.

COVID-19 SYMPTOMS

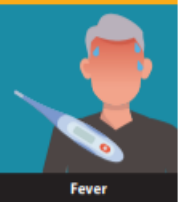
Establish procedures to ensure children and staff who come to school sick or become sick while at your facility are sent home as soon as possible.

Symptoms of Coronavirus (COVID-19)

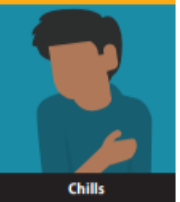
Know the symptoms of COVID-19, which can include the following:



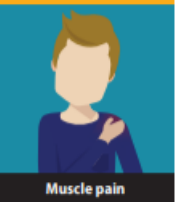
Cough




Fever



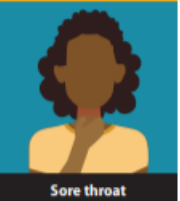
Chills



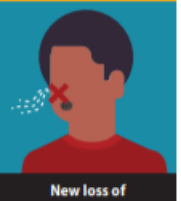
Muscle pain



Shortness of breath or difficulty breathing*



Sore throat




New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Inability to wake or stay awake
- Persistent pain or pressure in the chest
- Bluish lips or face
- New confusion

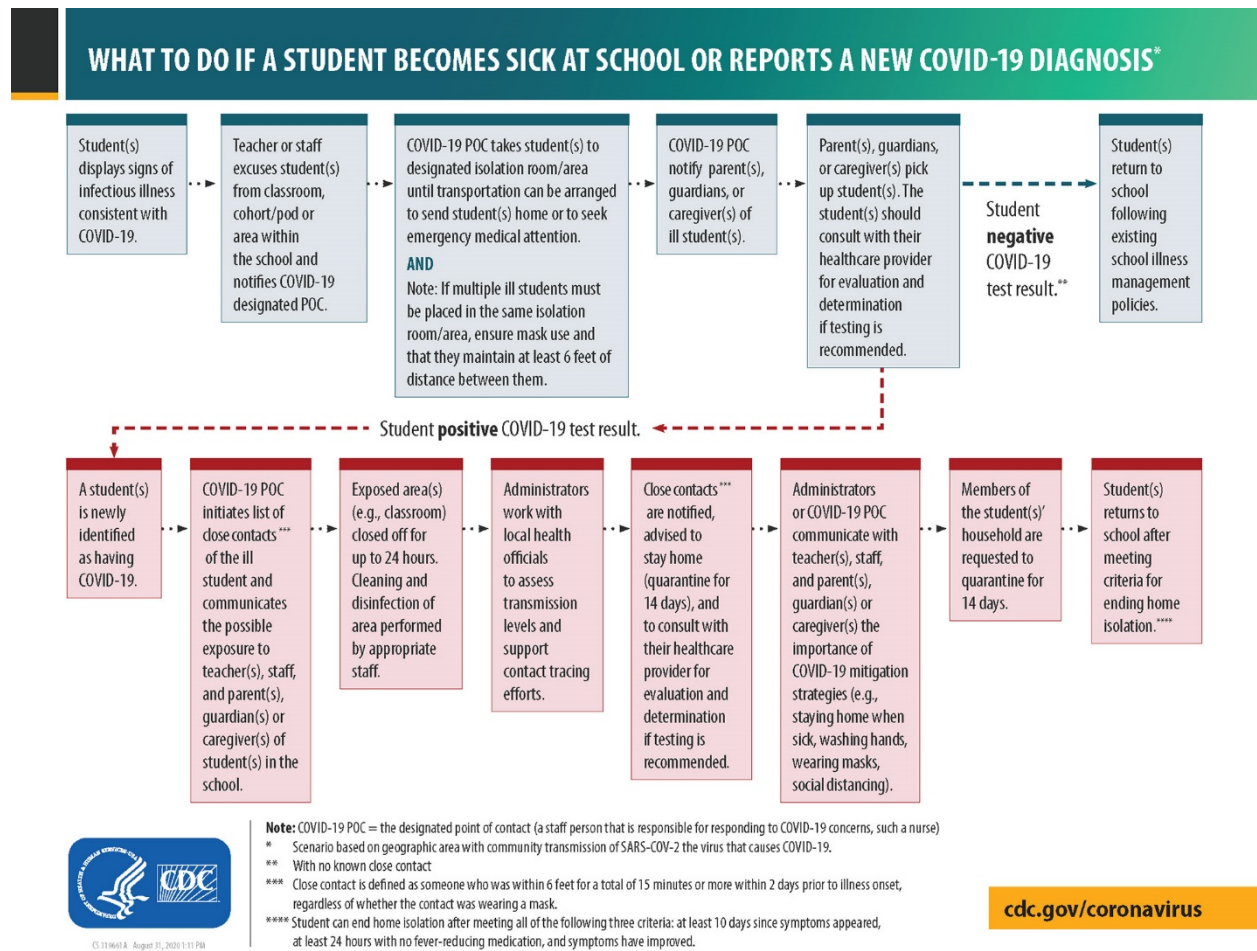
This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.



cdc.gov/coronavirus

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Preparing for When Someone Gets Sick



- Isolation Room(s)
 - Identify Isolation Room in a location that is easy to clean and close to ingress/egress.
 - High School – A-Wing Conference Room
 - Middle School – Woodshop
 - Robert Down – Staff Lounge
 - Forest Grove – A-Wing Conference Room
 - Adult School – Pre-School Classroom
 - David Ave - TBD
- If Signs of illness are present
 - Notify the front office that you have a sick child in your classroom that needs to see the nurse/health clerk. The nurse/health clerk can provide guidance in your assessment and interpretation of the child’s temperature and other illness symptoms.
 - Nurse/Health clerk greets the student outside of the office.
 - Nurse/Health clerk takes student to a designated isolation room for assessment
 - If symptomatic, nurse/health clerk contacts parent for student pickup.
 - Parent/guardian must be available to pick up their child within 15 minutes of school phone call.
 - Parent checks in with staff at the front of school to pick-up child.

- Check-in will be either by phone or visual contact. Parent will not be permitted into the office.
- Upon parent confirmation staff will sign student out.
- Health Clerk will escort child to parent outside of building.
- Parent/Guardian will be mandated to wear a mask. If one is not available then student will need to be escorted to vehicle by staff. Check-out confirmation will be at this time.
- Parent will be instructed to keep student at home until no signs or symptoms of illness for at least 24 hours without over-the-counter medication. Parent should contact healthcare provider if illness symptoms persist at least 2 days beyond symptom onset.
- School and classrooms will remain open unless a positive case of COVID-19 is confirmed.

Cleaning after a suspected or Confirmed Case

- Clean and disinfect surfaces in isolation room and other areas used by the sick person.
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
 - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.
 - Clean floors.
 - Use vacuum equipped with high-efficiency particular air (HEPA) filter, if available.
 - Use disinfectant cleaner for hard surface flooring.
 - Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
 - Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
 - Once area has been appropriately disinfected, it can be opened for use.
 - Workers without close contact with the person who is sick can return to work immediately after disinfection.
 - If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

SCREENING

Daily Site Screening

- The student should stand in a shaded area, away from direct sunlight. Point thermometer directly to the center of forehead about 1-3 inches away from person. The temperature reading should be interpreted as it appears on the backlight screen:
 - If the screen is green, the temperature is within normal range.
 - If the screen is yellow, the temperature is in the low-grade fever range (99.0 - 100.4)
 - If the screen is red, the temperature is 100.4 or higher.
- Temperature Interpretation:
 - Green Screen: Temperature is within normal range. Proceed to Student Symptoms Check below.
 - Yellow Screen: Re-take temperature 3 separate times about 10-15 seconds apart with the student in a shaded area and with any head covering removed if applicable. If the screen is still yellow for at least 2 of the 3 total temperature checks, do Student Symptoms Check below. Consider having parent take student home if in question of illness symptoms, especially if student had recent illness and is still recovering.
 - Red Screen: Re-take temperature 3 separate times about 10-15 seconds apart with student in a shaded area and any head covering removed if applicable. If the screen is still red for at least 2 of the 3 total temperature checks, the student should go home regardless of whether they have other illness symptoms. Parent follow-up with child's healthcare provider recommended.
- Visual check and student feedback regarding illness symptoms: No new:
 - *Headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, or fatigue.*
 - If any symptom or child appears unwell, send home with parent/guardian.
- If student's temperature is within normal range (green backlight on thermometer) and they do not have the above symptoms, they may proceed to the classroom. Upon entering the campus site and/or classroom or site students must wash or sanitize their hands.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.

Daily Home Screening for Students

Parents/guardians will screen their child every day prior to leaving for school using the below Home Screening Checklist.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New** uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2; OR
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#)) while the school remains open

- If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy (e.g., until symptom-free for 24 hours without fever reducing medications).
- If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing.
- Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.
- Follow [Ending Home Isolation](#) criteria in this document for returning to school.

Students will have temperatures taken with a touch-less thermometer

- Temperatures lower than 100.4 are acceptable as per Monterey County Health Department. Temperatures above 100.4 and with other associated COVID symptoms will not be permitted into the school.








Staff and Volunteer Screening

- Staff and essential volunteers will conduct a daily check-in via Facilitron prior to having any contact with students and staff.
- “Non-Essential” Volunteers will be restricted from all campuses.

Visual Inspection Symptoms

Make a visual inspection of the student for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

- Visual inspections do not have to be scheduled but can be done by all staff. [CDC: Symptoms of Coronavirus](#). If a student is experiencing symptoms they should be sent to the school nurse in the designated isolation room.
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- **Symptom screenings will identify only that a person may have an illness, not that the illness is COVID-19.** Many of the symptoms of COVID-19 are also common in other childhood illnesses like the common cold, the flu, or seasonal allergies. The table below illustrates some of the overlap between the symptoms of COVID-19 and other common illnesses.

Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies
FEVER 	✓		✓		
COUGH 		✓	✓	✓	✓
SORE THROAT 	✓	✓	✓		✓
SHORTNESS OF BREATH 				✓	
FATIGUE 		✓	✓	✓	✓
DIARRHEA OR VOMITING 	✓		✓		
RUNNY NOSE 		✓	✓		✓
BODY/ MUSCLE ACHES 	✓	✓	✓		

✓ Symptom of illness

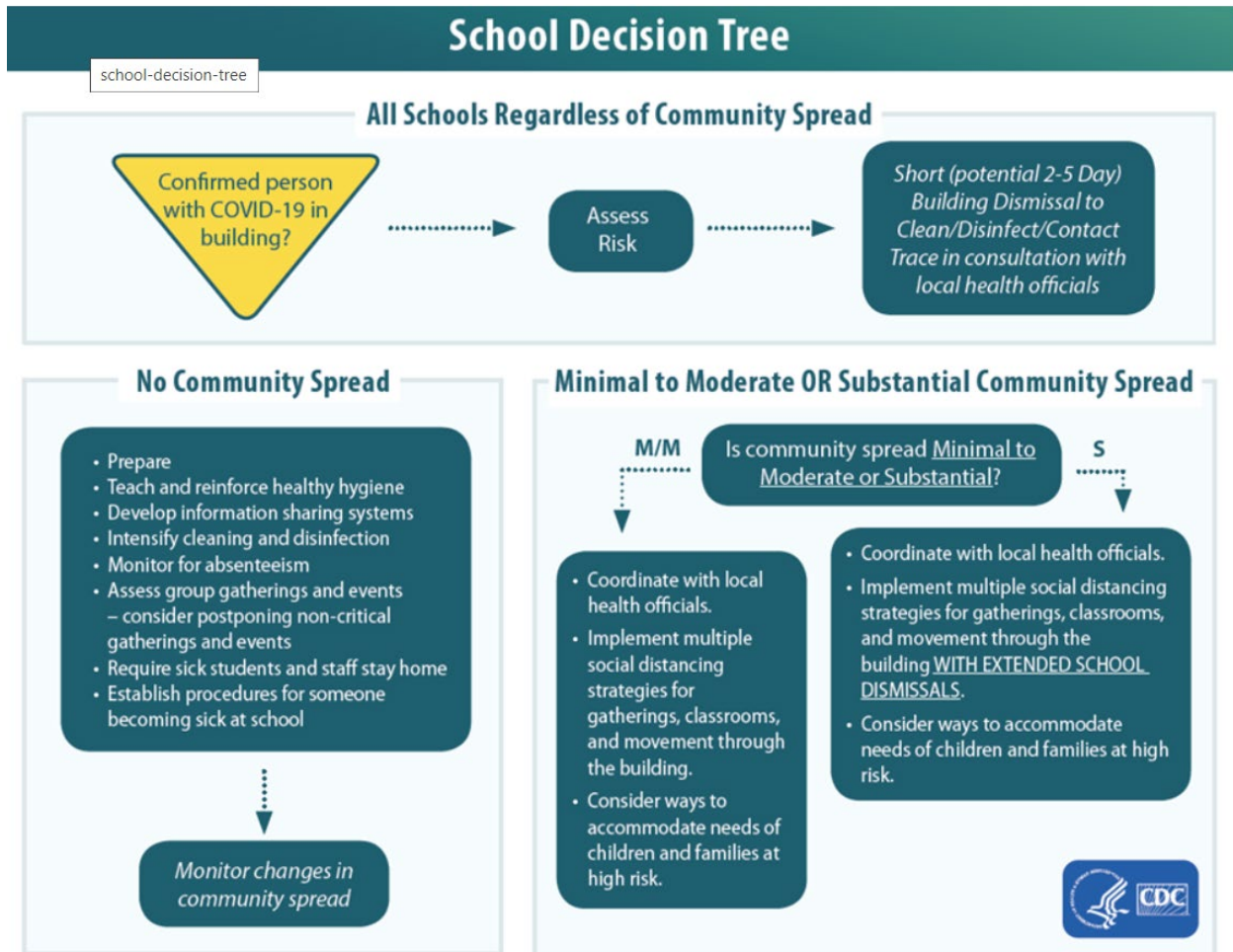


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[Many Symptoms of COVID](#)

CONFIRMED COVID-19 CASE

CDC Guidelines - Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission. The following decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.



When a Confirmed Case Has Entered the Facility

When a confirmed case has entered the school, regardless of community transmission. Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

- How do I know if a student or staff member has been exposed to COVID-19?
 - Contact with a positive case does not equate to a positive case. A person is considered to have been exposed to COVID-19 if they were within close contact of a confirmed infected person (within 6 feet) for at least 15 minutes over a 24-hour period starting from two days before illness onset (or, for asymptomatic people, two days prior to specimen collection).
 - Additional factors that are considered when determining exposure include: Proximity (how close were the individuals together); Duration of close contact (longer exposure likely increases exposure risk); Whether the positive individual is symptomatic (coughing likely increases exposure risk); Whether either the case patient or contact were wearing face coverings and what type of face covering.
- Assign a District Staff member to handle staff, parent, and community written communication.

- Include Staff member in leadership meetings to efficiently communicate messages to staff, parents, and community.
- Coordinate with local health officials.
 - Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.
 - Monterey County Health Department (831) 755-4500
 - Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
 - During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
- Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
 - This communication to the school community should align with the communication plan in the school's emergency operations plan.
 - Plan to include messages to counter potential stigma and discrimination.
 - In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- When a student tests positive for COVID-19 and they have a sibling in another classroom.
 - Typically the sibling's classroom will not be quarantined unless, any members of the sibling's cohort was considered a close contact of an individual with a positive COVID-19 test result. Standard guidance for isolation at home is 14 days after close contact with a person testing positive for COVID-19 only.
 - An individual asymptomatic during the entire quarantine period may discontinue quarantine after day 10.
 - Public health will determine who needs to be quarantined.
- Testing
 - Testing is available at various locations throughout Monterey County. There are [four State supported testing sites](#), one each in Salinas, Seaside, Castroville, and Soledad. Some clinics and pharmacies offer testing, and you can check with your healthcare provider to ask if they offer testing. Monterey County Health Department will be offering pop up testing sites throughout the county, check the [calendar for places, dates and times](#).
 - State Supported Sites - Open Tuesday through Saturday from 8 am to 8 pm
 - Appointments can be made by calling 1-888-634-1123 or visiting <https://lhi.care/covidtesting>.
 - Castroville - Castroville Library, 11160 Speegle Street
 - Salinas - Cesar Chavez Library, 815 Williams Road
 - Seaside - Seaside High School, 2200 Noche Buena Street
 - Soledad - Soledad High School, 425 Gabilan Drive - Drive through
 - In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected

employees of the reason for the testing and the possible consequences of a positive test. [If you are required to provide testing because of an employee exposure, have a plan for how this will be accomplished at no cost to the employee during working hours, including when the testing is in response to CCR Title 8 section [3205.1](#), Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section [3205.2](#), Major COVID-19 Outbreaks. It is recommended that the plan be developed in advance for large or high-risk workplaces.]

- Clean and disinfect thoroughly.
 - Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
 - If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- Make decisions about extending the school dismissal. Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.
 - During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
 - Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
 - Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

When to Quarantine

Quarantine is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others.

If you...	Steps to take...
<p>If you live in a community where COVID-19 is or might be spreading (currently, that is virtually everywhere in the United States)</p>	<p>Watch Your Health</p> <p>Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19.</p> <ul style="list-style-type: none"> • Take your temperature if symptoms develop. • Practice social distancing. Maintain 6 feet of distance from others, and stay out of crowded places. • Follow CDC guidance if symptoms develop.
<p>If you feel healthy but:</p> <ul style="list-style-type: none"> • Recently had close contact with a person with COVID-19 	<p>Stay Home and Monitor Your Health</p> <p><i>(Quarantine)</i></p> <ul style="list-style-type: none"> • Stay home until 14 days after your last exposure. • Check your temperature twice a day and watch for symptoms of COVID-19. • If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.
<p>If you:</p> <ul style="list-style-type: none"> • Have been diagnosed with COVID-19, or • Are waiting for test results, or • Have cough, fever, or shortness of breath, or other symptoms of COVID-19 	<p>Isolate Yourself from Others</p> <p><i>(Isolation)</i></p> <ul style="list-style-type: none"> • Stay home. • If you live with others, stay in a specific “sick room” or area and away from other people or animals, including pets. Use a separate bathroom, if available. • Read important information about caring for yourself or someone else who is sick, including when it's safe to end home isolation.
<p>If you:</p> <ul style="list-style-type: none"> • Recently traveled from somewhere outside the United States or on a cruise ship or river boat 	<p>Follow CDC Guidance for:</p> <ul style="list-style-type: none"> • returning from international travel returning from cruise ship or river voyages

- The earliest date of when a person starts being contagious helps others who interacted with that person determine if they were a close contact to them and if they need to quarantine. In terms of when to begin the quarantine period, you would quarantine for 14 days from the day you find out that you were exposed to someone who tested positive. The tricky thing in the early stages of the contagious period is 1) Not always being able to know that you are being exposed to someone clinically positive, especially if the positive person is asymptomatic at the time that they are still contagious, and 2) not knowing how much of their "contagion" you actually received from that individual who eventually tests positive.
 - A person is considered to have been exposed to COVID-19 if they were within close contact of a confirmed infected person (within 6 feet) for at least 15 minutes over a 24-

hour period starting from two days before illness onset. (or, for asymptomatic people, two days prior to specimen collection).

- Given these factors, you would determine your quarantine date based on the earliest date you find out the person tested positive for COVID-19 given that if you contracted the virus but don't know it yet, the 14 days gives you time to be quarantined for the time period that you would become contagious and then develop symptoms. CDC's updated guidelines for the reduction to a 10 day quarantine time for asymptomatic positive close contacts is based upon the much lower transmission rates after day 10.

Ending Home Isolation and Returning to School/Work

- **Symptomatic with suspected or confirmed COVID-19:**
 - Exclude from work until:
 - At least 1 day (24 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**,
 - At least 10 days have passed *since symptoms first appeared*; **and**,
 - Healthcare provider evaluates and issues medical clearance for return to work based on symptoms and progress to recovery.
- **Laboratory-confirmed COVID-19 who have not had any symptoms:**
 - *Time-based strategy*. Exclude from work/school until:
 - 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms, then the *symptom-based* or *test-based strategy* should be used. Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after their first positive test; **and**,
 - Healthcare provider evaluates and issues medical clearance for return to work based on symptoms and progress to recovery.
- When someone in your household has tests positive for COVID-19
 - Information is immediately reported to school administrator and district nurse.
 - The student or staff **member should remain at home (or be sent home from school) and** quarantine for an anticipated 14 days.
 - Individual may discontinue quarantine after day 10 if asymptomatic
 - Contact healthcare provider for testing.
 - School communication letter to families and staff.
 - School and Classroom remain open.
- Consider consulting with local infectious disease experts when making return to work/school decisions for individuals who might remain infectious longer than 10 days (e.g., severely immunocompromised).
- If employee or student had COVID-19 ruled out and have an alternate diagnosis (e.g., tested positive for influenza), criteria for return to work/school should be based on that diagnosis.
 -
- For individuals that have a weakened immune system (immunocompromised) due to a health condition or medication. [CDC Groups at Higher Risk](#)

- People with conditions that weaken their immune system might need to stay home longer than 10 days. Talk to your healthcare provider for more information. If testing is available in your community, it may be recommended by your healthcare provider. You can be with others after you receive two negative test results in a row, at least 24 hours apart.
 - Asthma (moderate-to-severe)
 - COVID-19 can affect your respiratory tract (nose, throat, lungs), cause an asthma attack, and possibly lead to pneumonia and serious illness.
 - Chronic kidney disease being treated with dialysis
 - Dialysis patients are more prone to infection and severe illness because of weakened immune systems; treatments and procedures to manage kidney failure; and coexisting conditions such as diabetes.
 - Chronic lung disease
 - Based on data from other viral respiratory infections, COVID-19 might cause flare-ups of chronic lung diseases leading to severe illness.
 - Diabetes, including type 1, type 2, or gestational,
 - People with diabetes whose blood sugar levels are often higher than their target are more likely to have diabetes-related health problems. Those health problems can make it harder to overcome COVID-19.
 - Hemoglobin Disorders
 - Living with a hemoglobin disorder can lead to serious multi-organ complications, and underlying medical conditions (such as heart disease, liver disease, diabetes, iron overload, kidney disease, viral infections, or weakened immune system) may increase the risk of severe illness from COVID-19
 - Immunocompromised
 - People with a weakened immune system have reduced ability to fight infectious diseases, including viruses like COVID-19. Knowledge is limited about the virus that causes COVID-19, but based on similar viruses, there is concern that immunocompromised patients may remain infectious for longer than other COVID-19 patients.
 - Liver disease, including cirrhosis
 - People aged 65 years and older
 - Although COVID-19 can affect any group, the older you are, the higher your risk of serious disease. Eight out of 10 deaths reported in the U.S. have been in adults 65 years or older; risk of death is highest among those 85 years or older. The immune systems of older adults weaken with age, making it harder to fight off infections. Also, older adults commonly have chronic diseases that can increase the risk of severe illness from COVID-19.
 - Serious heart conditions
 - Serious heart conditions, including heart failure, coronary artery disease, congenital heart disease, cardiomyopathies, and pulmonary hypertension, may put people at higher risk for severe illness from COVID-19. COVID-19, like other viral illnesses such as the flu, can damage the respiratory system and make it harder for your heart to

work. For people with heart failure and other serious heart conditions this can lead to a worsening of COVID-19 symptoms.

- Severe obesity
 - Severe obesity increases the risk of a serious breathing problem called acute respiratory distress syndrome (ARDS), which is a major complication of COVID-19 and can cause difficulties with a doctor's ability to provide respiratory support for seriously ill patients. People living with severe obesity can have multiple serious chronic diseases and underlying health conditions that can increase the risk of severe illness from COVID-19

TRAVEL ADVISORY

- Persons arriving in California from other states or countries, including returning California residents, should practice self-quarantine for 14 days after arrival. These persons should limit their interactions to their immediate household. This recommendation does not apply to individuals who cross state or country borders for essential travel.
- Californians are encouraged to stay home or in their region and avoid non-essential travel to other states or countries. Avoiding travel can reduce the risk of virus transmission and bringing the virus back to California.
 - “Non-essential travel” includes travel that is considered tourism or recreational in nature.
 - “Essential travel” includes: work and study, critical infrastructure support, economic services and supply chains, health, immediate medical care, and safety and security.

HEALTHY HYGIENE PRACTICES

Wash hands often with soap and water. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.

Hand Washing

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.



- 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 before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single use cloth towels) to dry hands thoroughly.
 - 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 and can be absorbed through the skin.

- Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Portable handwashing stations will be installed 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.
- Teach and reinforce use of cloth face coverings, masks, or face shields.
- Install signage (See Example Below or similar)

Stop Germs! Wash Your Hands.

When?

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

How?

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.

Rinse hands well under clean, running water.

Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

LIFE IS BETTER WITH CLEAN HANDS

www.cdc.gov/handwashing

This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.

CS11027-A

Face Coverings

Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be

worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with every day preventive actions and social distancing in public settings.

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

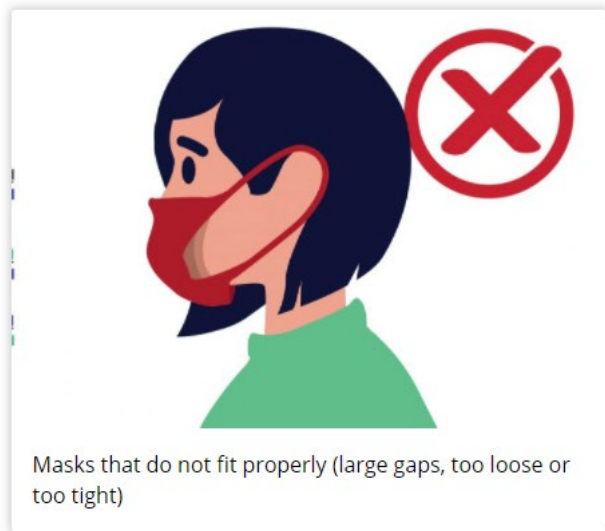
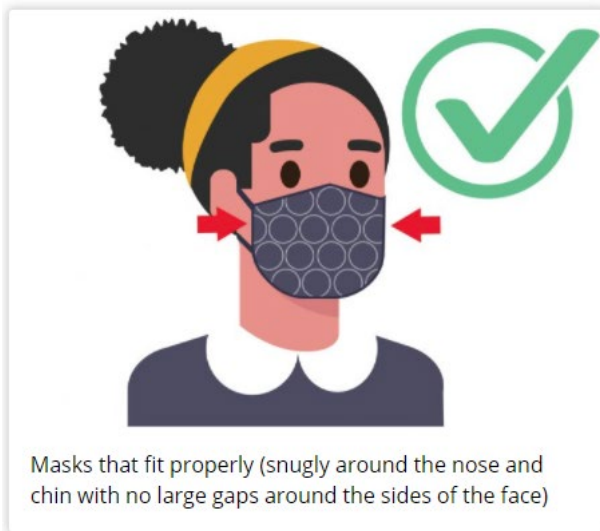
**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

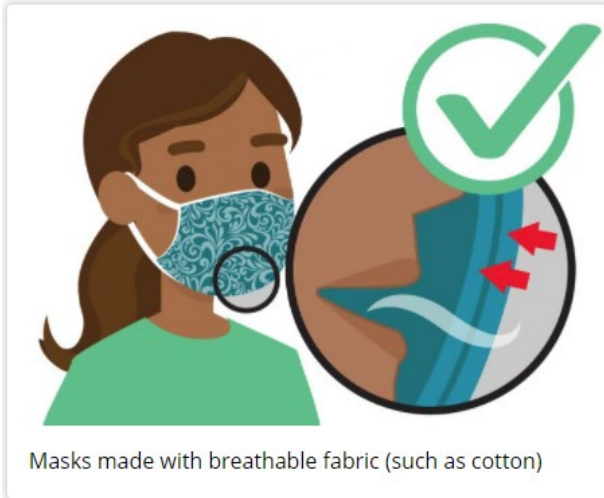
- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, 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.
- Any student or parent who is not exempt from wearing a face covering under CDPH guidelines and refuses to wear a face covering will be exempt from campus. Students who inadvertently fail to bring a face covering to school will be provided one by the school. Students who have been excluded from campus for non-compliance of this guidance will be offered an alternative educational opportunities by the school.
- 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.
- Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Note: Cloth face coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Send proper face covering procedures to parents:

Recommended



Not Recommended





Masks made with breathable fabric (such as cotton)



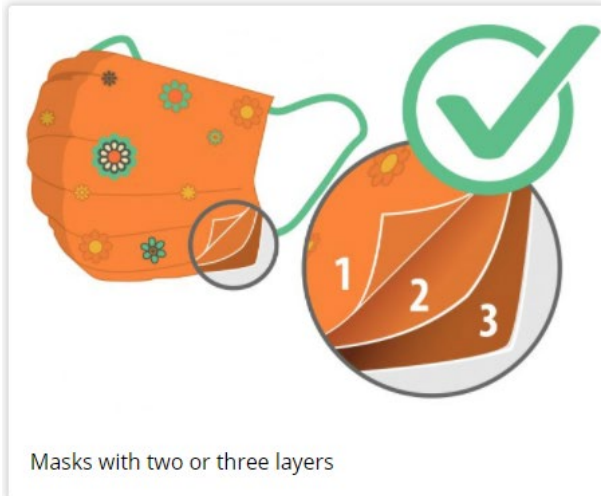
Masks made from materials that are hard to breathe through (such as plastic or leather)



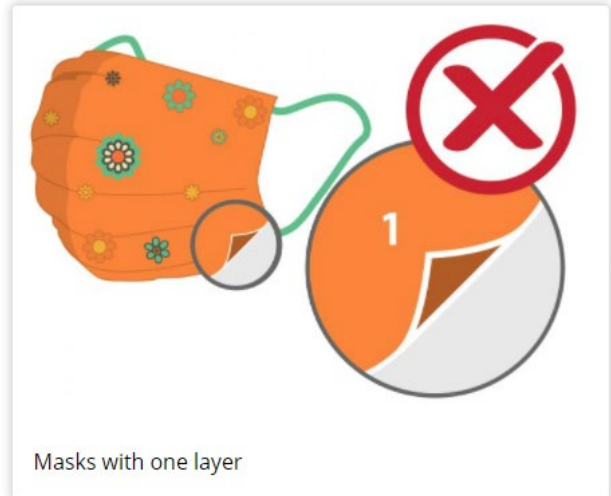
Masks made with tightly woven fabric (i.e., fabrics that do not let light pass through when held up to a light source)



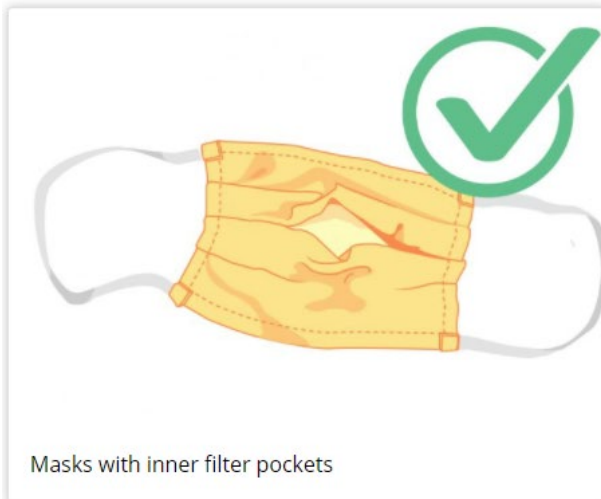
Masks made from loosely woven fabric or that are knitted, i.e., fabrics that let light pass through



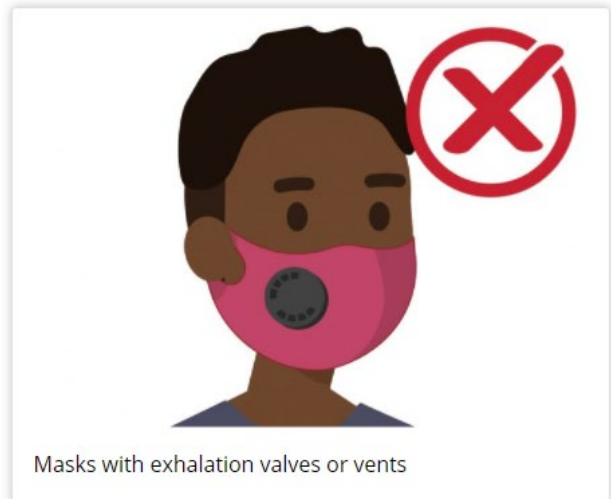
Masks with two or three layers



Masks with one layer



Masks with inner filter pockets



Masks with exhalation valves or vents

Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



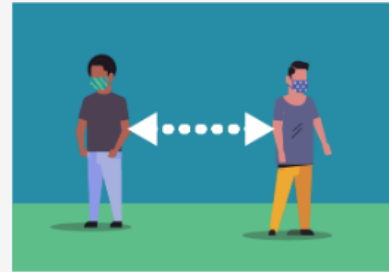


Use the Face Covering to Protect Others

- Wear a face covering to help protect others in case you're infected but don't have symptoms
- Keep the covering on your face the entire time you're in public
- **Don't** put the covering around your neck or up on your forehead
- **Don't** touch the face covering, and, if you do, wash your hands

Follow Everyday Health Habits

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



Take Off Your Cloth Face Covering Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine (learn more about [how to wash cloth face coverings](#))
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.

Washing Machine

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.



Washing by Hand

- Prepare a bleach solution by mixing:
 - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
 - 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.



Make sure to completely dry cloth face covering after washing.

Dryer

- Use the highest heat setting and leave in the dryer until completely dry



Air Dry

- Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.



Personal protective equipment (PPE) used to control employees' exposure to COVID-19

- We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.
- When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.
- We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. [Delete if not applicable to your workplace.]

Shared tools, equipment and personal protective equipment (PPE)

- PPE must not be shared, e.g., gloves, goggles and face shields.
- Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses.
 - Employees will be responsible for disinfecting the items with a district issued disinfectant and microfiber or disinfecting wipes.
 - Employees will be trained to use disinfectant and take the DPR training.
- Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

SCHOOL DAY PROCEDURES

General Practices

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent 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.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- 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. Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees 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.

Beginning the Day

- Children will bring all their belongings with them to the classroom, including their coats and bags
- Before removing any clothing or items from their bags, children must sanitize or wash and rinse their hands thoroughly for 20 seconds
- Once their hands are washed, they enter the classroom placing their coats on the back of their chair and their bag(s) on the chair next to them

During the Day

- Students must wash their hands before they enter the classroom; this is at the beginning of the day, after recess, after PE, after using the toilet or any other time they enter the room
 - Installation of hand sanitizing dispensers in key exterior areas
 - Installation of portable handwashing stations
- Each child is encouraged to bring a perfume-free hand lotion to be used after sanitizing and washing hands to prevent rash
- Students must wash their hands when they exit the classroom; this is at the end of the day, before and after going to recess, before going to PE, after going to the toilet or any other time they leave the room
- Restrooms will have to be monitored for number of occupants or students will have to be escorted to restrooms by staff
- Lockers will not be in use at this time
- Hallways will be one-way for passing periods, lunch periods, and recess period.
- Each class will have a sink and toilet assigned by teachers. Children will visit the bathroom before being excused to recess and PE.

End of the Day

- Students put on their coats and place their bags on their back/shoulder
- Students sanitize their hands before walking out of the door

LUNCH, SNACK, AND RECESS

Food Service

- Meals will be served outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. When cafeterias or group dining rooms must be used, students will be kept together in their cohort groups and be assigned a seat.
- Food service workers and staff in routine contact with the public will wear gloves and facial coverings.
 - Staff will wash hands and disinfect surfaces often.
 - Staff will wash hands and change gloves often.
 - Staff will maintain social distancing while working together in the kitchen.
- Staff will conduct daily self-health checks and will record in District employee health form.
- Signage for hand washing, use of face coverings, social distancing, and other ways to prevent spread of COVID-19 will be posted.
- Staff will receive continuous training on operating safely and sanitarily.
- Contactless Point of Sales transactions
 - Households will be notified and encouraged to prepay accounts to minimize cash handling, if any.
 - Staff will input Student ID's; if students have entered their own ID, device will be disinfected after use.
- Depending on school's learning model, meals may be delivered to classrooms or may be distributed at specific centralized points on campus.
 - Students will be spaced out 6-feet apart and the number of students in the serving area at a time will be limited
- Depending on school's learning model, meals will be consumed in classrooms, outdoor, and/or at home instead of cafeterias or group dining rooms.
 - Social distancing will be enforced.
- Meals will be individually plated, packaged, sealed, or bagged, containing all components to make up a reimbursable meal.
 - Sharing of foods and utensils and buffet style meals will be avoided.
- School Meal Programs and services will be announced and households will be notified via email, text, social media, and District website.
- During District Distance Learning, Food Service will operate Curbside / Outdoor Meal Distribution
- Serve out of 2 – 3 locations (PGHS, RHD, and/or Arkwright Ct.)
- Serving time: 12:00p – 12:45p (subject to change)
- Pick-up days: Monday, Tuesday, Wednesday (will include Thursday and Friday meals)
 - Breakfast & Lunch will be served together
 - Parents may pick up for students
 - Must provide **Student 6-digit ID** or Lunch Pin # upon pick up
- Meal Accounts will be charged for breakfast & lunch meals
 - Households are encouraged to prepay meal accounts by mailing payment to the District Office or prepaying on EZSchoolPay.com
- Implement drive-up pick up and walk-up pick up, maintaining social distancing between households.

Recess or Break

- Recess activities will be separated in areas designated by class.

USE OF MATERIALS

Classrooms and use of materials.

Avoid sharing of any items. If feasible, each student should have their own materials.

- All toys must be washed twice daily. If they cannot be washed they must be packed away.
- All school materials stay at school; no home materials are brought to school with the exception of a pencil case which then stays at school
- Children cannot bring personal toys to school

Toys and manipulatives

- All toys and manipulatives to be washed after school
- Soft toys and pillows/cushions/blankets removed

Computer Equipment

- Hardware will be assigned to a student
- Must not be shared while using

Other materials

- White boards and markers will only be used by the teacher or teacher aide
- Class pencils/pens will be assigned to students for their use only
- Scissors/glue sticks/rulers will be assigned to students for their use only
- No play dough/plasticine/clay

Classroom libraries closed. Instead:

- Pre-K to Kindergarten: a small selection of books available daily. Once a child has read the book it is packed away for 10 days and/or cleaned at the end of the day.
- Grades 1 to 12: students have their reading book/s which they keep with their other belongings. If it is finished it is then cleaned and packed away.
- Teachers have a box of books relevant for the day which they use, clean and pack away.

ROUTINE CLEANING AND DISINFECTING

Routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures.

- Cleaning of play structures
 - Disinfect play structures daily if possible.
- Daily site cleaning
 - See site custodial schedule in Appendix (*Will be added when educational plan is finalized*)
 - Clean and disinfect high-touch surfaces daily in common areas (e.g. tables, hard-backed chairs, doorknobs, light switches, remotes, handles, desks, toilets, sinks)
 - Evening custodian schedules will be moved to earlier in the day to assist in cleaning while students and staff are present. Rooms, restrooms, and other areas will be cleaned and vacuumed during the day with final disinfection in the evening when staff and students are not present.
 - Electrostatic sprayers have been ordered for each site for faster and thorough disinfection.



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- Cleaning and disinfecting toys/manipulatives and PE equipment
 - Toys that cannot be cleaned and sanitized should not be used.
 - Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.
 - Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
 - Do not share toys with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.

- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for “soiled toys.” Keep dish pan and water out of reach from children to prevent risk of drowning. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.
- Children’s books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.
- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child’s bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child’s skin should be cleaned weekly or before use by another child.
- Air Filters
 - Visually monitor and record condition of air filters bi-weekly for 8 weeks.
 - After, visually monitor and record condition of air filters monthly until the end of Semester I.
 - Any filter that has not been changed out during Semester I will be changed during Winter Break.
 - Visually monitor and record condition of air filters in February 2021.
 - Create an air filter change-out schedule from data collected.
- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
 - If the items can be laundered, launder items in accordance with the manufacturer’s instructions using the warmest appropriate water setting for the items and then dry items completely.
 - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 external icon and that are suitable for porous surfaces.
- Electronics
 - For electronics such as tablets, touch screens, keyboards, and remote controls, remove visible contamination if present.
 - Follow the manufacturer’s instructions for all cleaning and disinfection products.
 - Consider use of wipeable covers for electronics.
 - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Linens, Clothing, and Other Items That Go in the Laundry
 - In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
 - Wash items as appropriate in accordance with the manufacturer’s instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people’s items.
 - Clean and disinfect hampers or other carts for transporting laundry according to the guidance for hard or soft surfaces

IDENTIFICATION AND EVALUATION OF COVID-19 HAZARDS

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

- **Employees will contact their immediate supervisor to inquire into participation.**

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed by administration.
- A written correction plan will be developed that includes deadlines, assigned responsibilities, and follow-up measures.

TRAINING AND INSTRUCTION

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of facecoverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- All staff will take a Keenan online training
- Appendix D: COVID-19 Training Roster will be used to document this training.

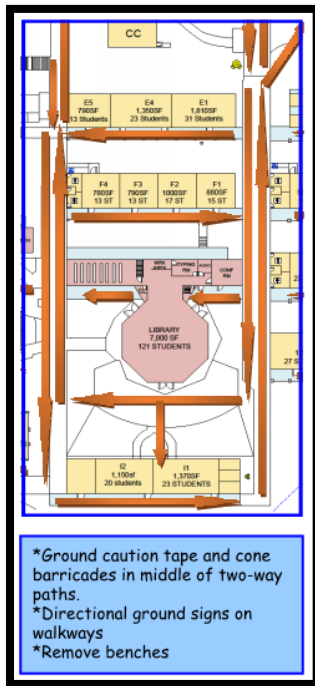
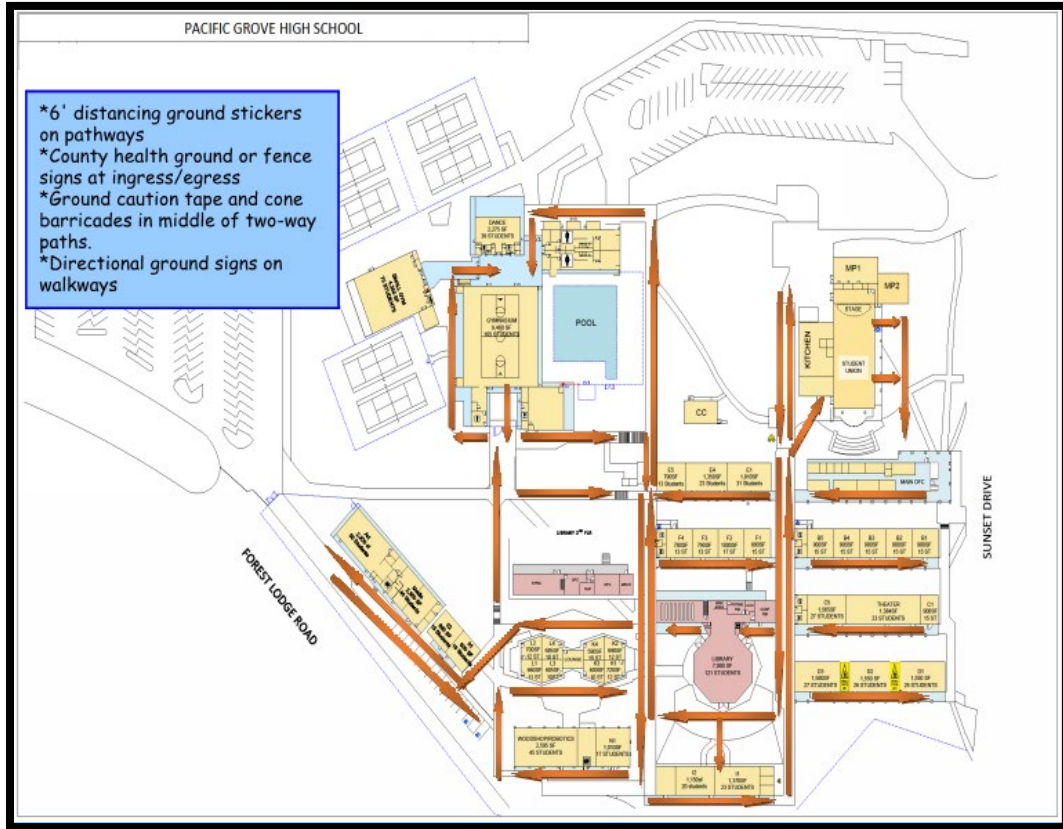
REPORTING, RECORDKEEPING, AND ACCESS

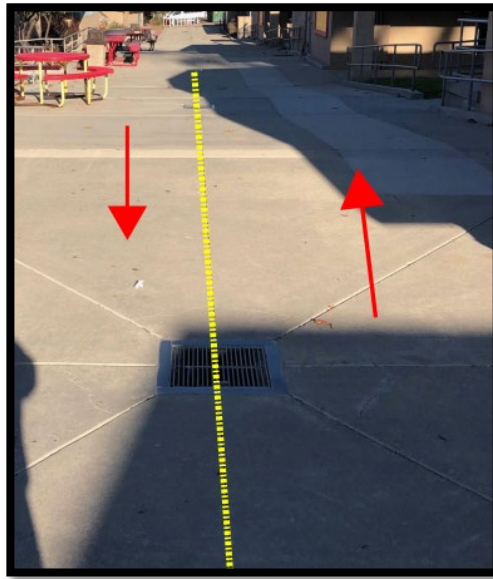
It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

PACIFIC GROVE HIGH SCHOOL

Ingress/Egress Maps





Hybrid Learning Model

SCHEDULE ONE					
DAY OF THE WEEK	PERIOD 1 9:00-10:00	PERIOD 2 10:30-11:30	LUNCH 11:30 - 12:30	PERIOD 4 12:30-1:30	PERIOD 6 2:00-3:00
MONDAY	Asynchronous All Students	Synchronous 10:30 to 11:00 All Students		Asynchronous All Students	Asynchronous All Students
TUESDAY	In-Person A GROUP	Synchronous All Students		In-Person B GROUP	Synchronous All Students
WEDNESDAY	In-Person B GROUP	Synchronous All Students		In-Person A GROUP	Synchronous All Students
THURSDAY	Synchronous All Students	In-Person A GROUP		Synchronous All Students	In-Person B GROUP
FRIDAY	Synchronous All Students	In-Person B GROUP		Synchronous All Students	In-Person A GROUP

This schedule keeps our current Distance Learning bell schedule but creates an opportunity for students (A and B Group) who choose In-person Hybrid to be on campus once a day - Tuesday through Friday. A and B groups will be determined once we have accurate numbers of who is able to be on campus and who will continue with Distance Learning (C Group). We continue to develop plans for students who will participate in Distance Learning (C Group). Re-rostering of students may need to take place.

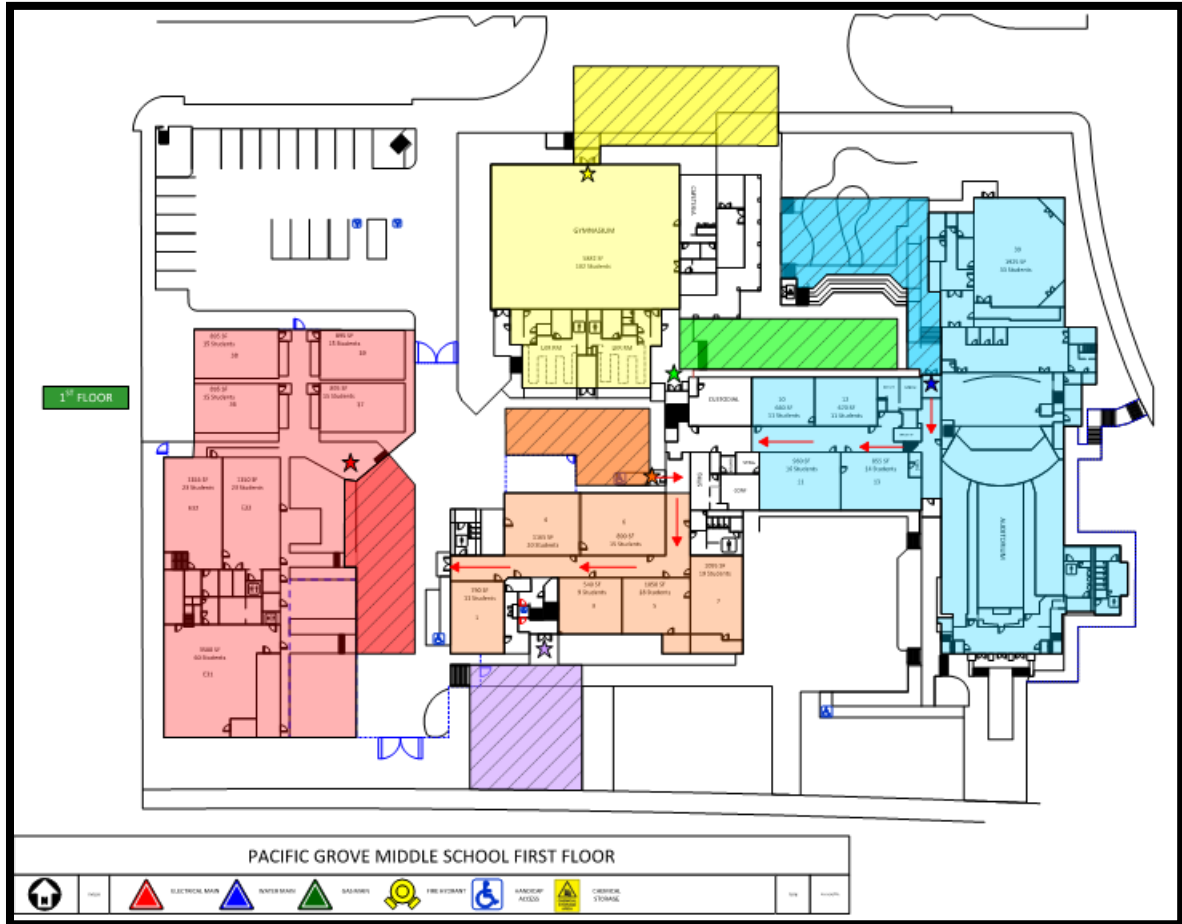
SCHEDULE TWO

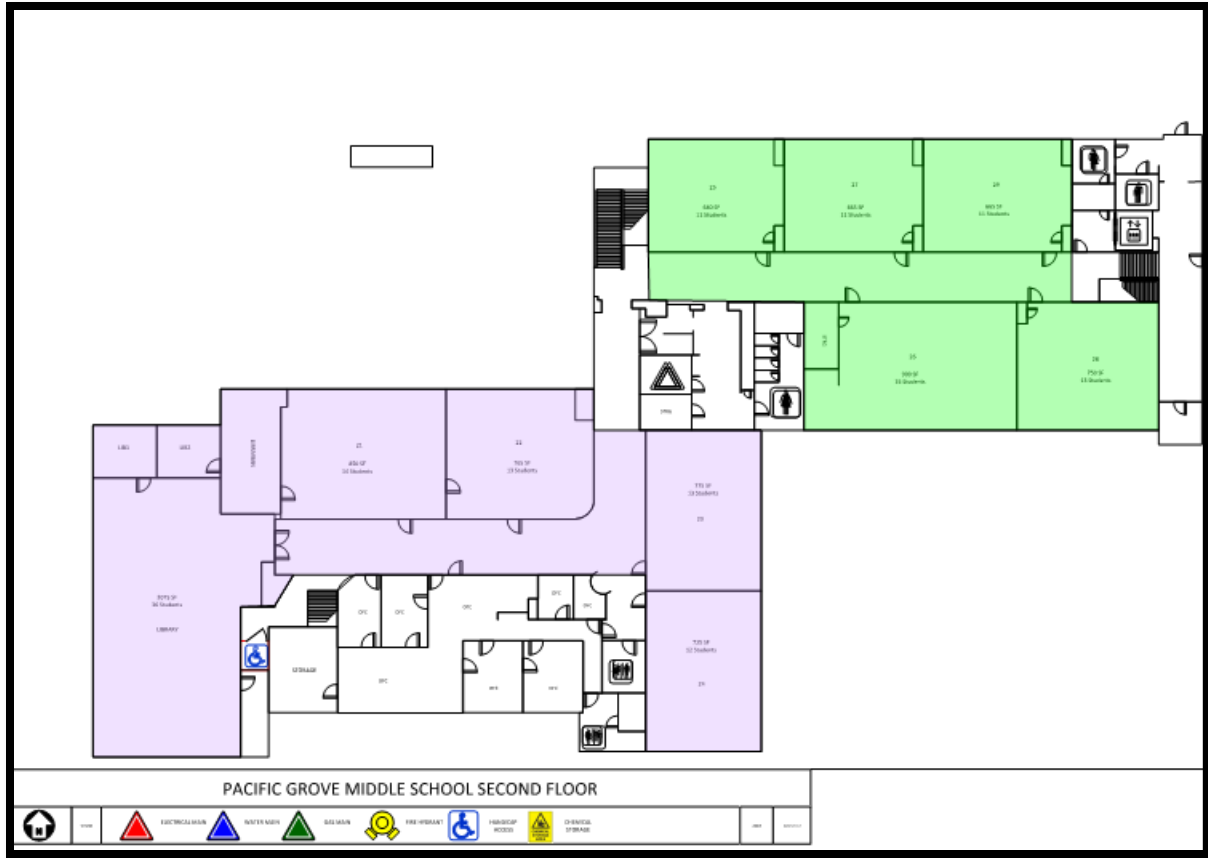
DAY OF THE WEEK	BELL SCHEDULE	TYPE OF LEARNING	STUDENTS A, B, C GROUP
MONDAY	PERIOD 1, 2, 4, 6	ONLINE ASYNCHRONOUS PERIOD 2 10:30 TO 11:00 SYNCHRONOUS	ALL STUDENTS
TUESDAY	PERIOD 1 A GROUP 8:30 TO 9:50 PERIOD 2 A GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 A GROUP 12:20 TO 1:40 PERIOD 6 A GROUP 1:50 TO 3:10	IN PERSON	A GROUP
WEDNESDAY	PERIOD 1 B GROUP 8:30 TO 9:50 PERIOD 2 B GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 B GROUP 12:20 TO 1:40 PERIOD 6 B GROUP 1:50 TO 3:10	IN PERSON	B GROUP
THURSDAY	PERIOD 1 A GROUP 8:30 TO 9:50 PERIOD 2 A GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 A GROUP 12:20 TO 1:40 PERIOD 6 A GROUP 1:50 TO 3:10	IN PERSON	A GROUP
FRIDAY	PERIOD 1 B GROUP 8:30 TO 9:50 PERIOD 2 B GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 B GROUP 12:20 TO 1:40 PERIOD 6 B GROUP 1:50 TO 3:10	IN PERSON	B GROUP

This schedule creates an opportunity for students (A and B Group) who choose In-person Hybrid to be on campus two days a week - Group A on Tuesday/Thursday and Group B on Wednesday/Friday. A and B groups will be determined once we have accurate numbers of who is able to be on campus and who will continue with Distance Learning (C Group). We continue to develop plans for students who will participate in Distance Learning (C Group). Re-rostering of students may need to take place.

PACIFIC GROVE MIDDLE SCHOOL SITE SPECIFIC PLAN

Ingress/Egress Maps





Signage


ENTRANCE
ROOMS
1, 3, 4, 5, 6, 7


ENTRANCE
ROOMS
10, 11, 12, 13,
Music, Auditorium


ENTRANCE
ROOMS
21, 22, 23, 24,
Library


ENTRANCE
ROOMS
25, 26, 27, 28, 29


ENTRANCE
Gym


ENTRANCE
ROOMS
31, 32, 33, 36, 37,
38, 39



Hybrid Learning Model

- Introduction - This is an overview of the DRAFT Blended Learning plan for Pacific Grove Middle School. Every aspect of this plan follows current state and county guidelines regarding safety measures and physical distancing to keep all staff and students safe as we return to face-to-face instruction. The plan is flexible enough to allow us to shift into and out of a full distance learning program if we are ordered by county officials to do so. As the county guidelines change, our plan for reopening may be adjusted. We realize that this will not answer all of our community’s questions, so if you have questions or comments, please contact Principal Sean Roach by email at sroach@pgusd.org.
- Two Programs Offered - Families would choose one
 - Full Distance Learning - Students who are medically compromised, have family members that are high risk, or who do not feel comfortable attending in-person classes at PGMS do not attend school but participate in distance learning every day.
 - Blended Learning program - Students attend school half-time with the other half accessed via distance learning.
- Full Distance Learning
 - Students do all learning from home.
 - Daily live interaction with a teacher and peers.
 - All testing is done online.
 - Instruction will be computer based, but also include traditional materials (paper, workbooks, manipulatives, etc.), distributed as necessary.
 - Will have a combination of live instruction (synchronous) and recorded instruction (asynchronous).
 - Attendance and online engagement will be monitored.
- Blended Learning Program
 - Weekly Attendance for Live Instruction - We currently have two draft schedules for this model, the “AM/PM” and the “A/B.” In both models, Mondays continue to be asynchronous work days, with the virtual Advisory classes. Office hours will be offered before and/or after school.
 - AM/PM - In the AM/PM model, students come to school four half-days each week, either in the morning cohort (“A”) or in the afternoon cohort (“B”). The morning cohort (“A”) attends school in the mornings, and works asynchronously in the afternoons, and the

afternoon cohort works asynchronously in the mornings, and attends school in the afternoons. All students attend three classes each day, and each class is 50 minutes long. In this model, there is no lunch period.

AM/PM Model	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Planning, Advisory & DL	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)

	Monday	Tuesday	Wednesday	Thursday	Friday		
7:45- 8:25	Period 1*	7:35 - 8:15	Period 1 (Group 1)	Period 1 (Group 2)	Period 1 (Group 1)	Period 1 (Group 2)	
8:30- 9:10	Period 2	8:30 - 9:20	Period 2A	Period 3A	Period 2A	Period 3A	Synchronous Instruction Group A
9:20- 10:00	Period 3	9:20-09:35	Break (15)		Break (15)		Synchronous Instruction Group B
10:10- 10:40	Advisory	9:35- 10:25	Period 4A	Period 5A	Period 4A	Period 5A	Breaks
10:40- 11:00	Break	10:25 - 10:40	Break (15)		Break (15)		Advisory (All Students A/B together)
11:00- 11:40	Period 4	10:40 - 11:30	Period 6A	Period 7A	Period 6A	Period 7A	Asynchronous schedule (optional)
11:50- 12:30	Period 5	11:30-12:30	Cohort A Dismissal Grab & Go Lunch Disinfect Classrooms Cohort B Arrival		Cohort A Dismissal Grab & Go Lunch Disinfect Classrooms Cohort B Arrival		
12:30- 1:15	Lunch	12:30-1:20	Period 2B	Period 3B	Period 2B	Period 3B	
1:15- 1:55	Period 6	1:20-1:35	Break (15)		Break (15)		
2:05- 2:45	Period 7	1:35-2:25	Period 4B	Period 5B	Period 4B	Period 5B	
2:45- 3:00	Break	2:25-2:40	Break (15)		Break (15)		
3:00- 3:40	Period 8*	2:40-3:30	Period 6R	Period 7R	Period 6R	Period 7R	

- A/B - In the A/B model, students come to school two days each week, either Tues/Weds (cohort "A") or Thurs/Fri (cohort "B"). Each cohort works asynchronously on days they do not come to campus. Students attend three classes each day they are at school, and each class is 80 minutes long. In this model, a lunch period (45 minutes) is built in.

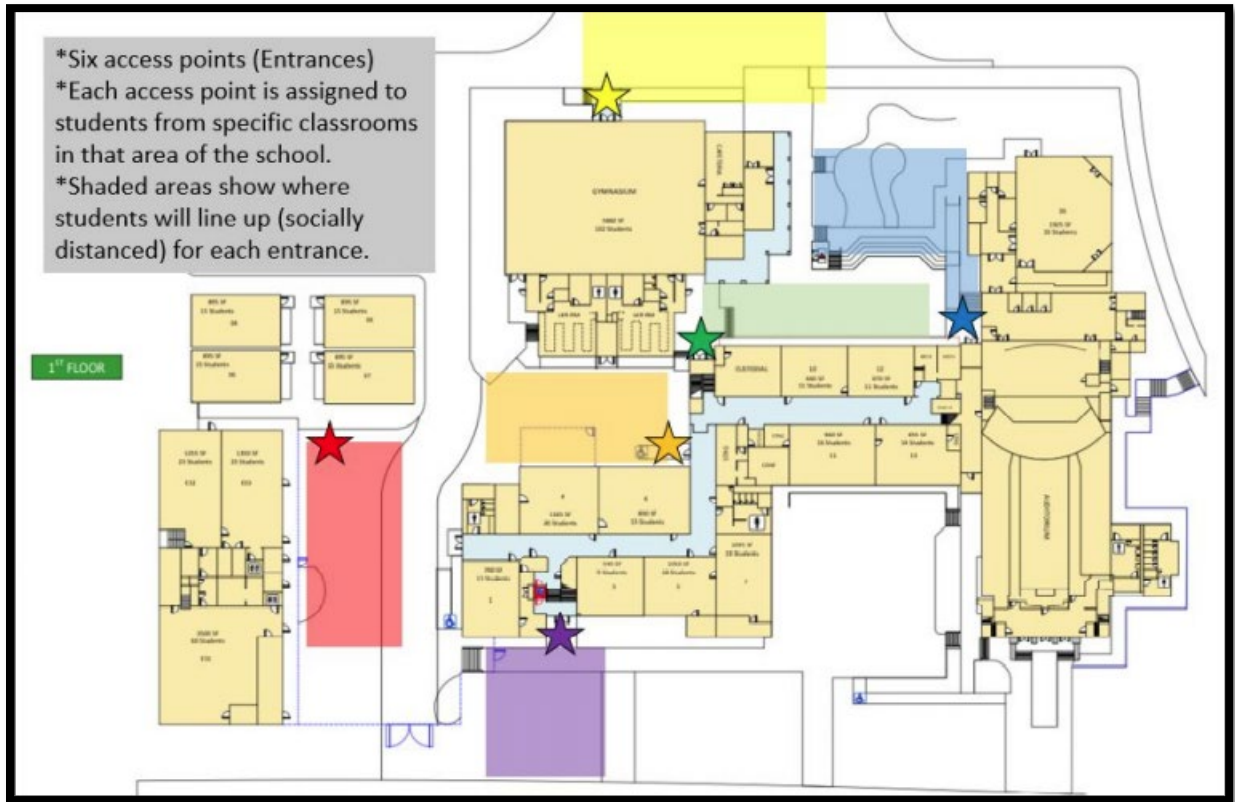
A/B Model	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Planning, Advisory & DL	Cohort A (Cohort B Asynch)	Cohort A (Cohort B Asynch)	Cohort A (Cohort B Asynch)	Cohort B (Cohort A Asynch)

	Monday	Tuesday*	Wednesday*	Thursday**	Friday**			
7:45- 8:25	Period 1*	8:00 - 9:15	Breakfast	8:00 - 9:15	Breakfast	Cohort A Live, face to face		
8:30- 9:10	Period 2	8:35 - 9:15	Period 1* (*PE, AVID, Choir only)	8:35 - 9:15	Period 1* (*PE, AVID, Choir only)	Cohort B Live, face to face		
9:20- 10:00	Period 3	9:15-9:35	Break (20)		Break (20)			
10:10- 10:45	Advisory	9:35 - 10:55	Period 2	Period 3	9:35 - 10:55	Period 2	Period 3	Advisory (Whole group A/B, Virtual)
10:45- 11:00	Break	10:55-11:20	Break (20)		Break (20)			
11:00- 11:40	Period 4	11:20 - 12:40	Period 4	Period 5	11:20 - 12:40	Period 4	Period 5	Asynchronous Work Time
11:50- 12:30	Period 5	12:40-1:25	Lunch (45)		Lunch (45)			
12:30- 1:15	Lunch	1:20- 2:40	Period 6	Period 7	1:20- 2:40	Period 6	Period 7	
1:15- 1:55	Period 6	2:40 - 3:00	Dismissal		Dismissal			
2:05- 2:45	Period 7	2:50 - 3:30	Period 8 (*Jazz Band Only) Office Hours		Period 8 (*Jazz Band Only) Office Hours			
2:45- 3:00	Break	*Group B Virtual Asynchronous		**Group A Virtual Asynchronous				
3:00- 3:40	Period 8*							

Monday: Advisory @ 10:10, then Asynch
Tuesday: Onsite periods 2,4,6
Wednesday: Onsite periods 3,5,7
Thursday: Asynchronous work periods 2,4,6
Friday: Asynchronous work periods 3,5,7

- Student Drop Off & Pick Up
 - Students may arrive on campus up to 15 minutes prior to the start of their day.

- Students will be assigned a campus entrance in close proximity to the location of their first class of the day.
- Students must head directly to their assigned point of entry, and wait in the designated area to be let in the building.

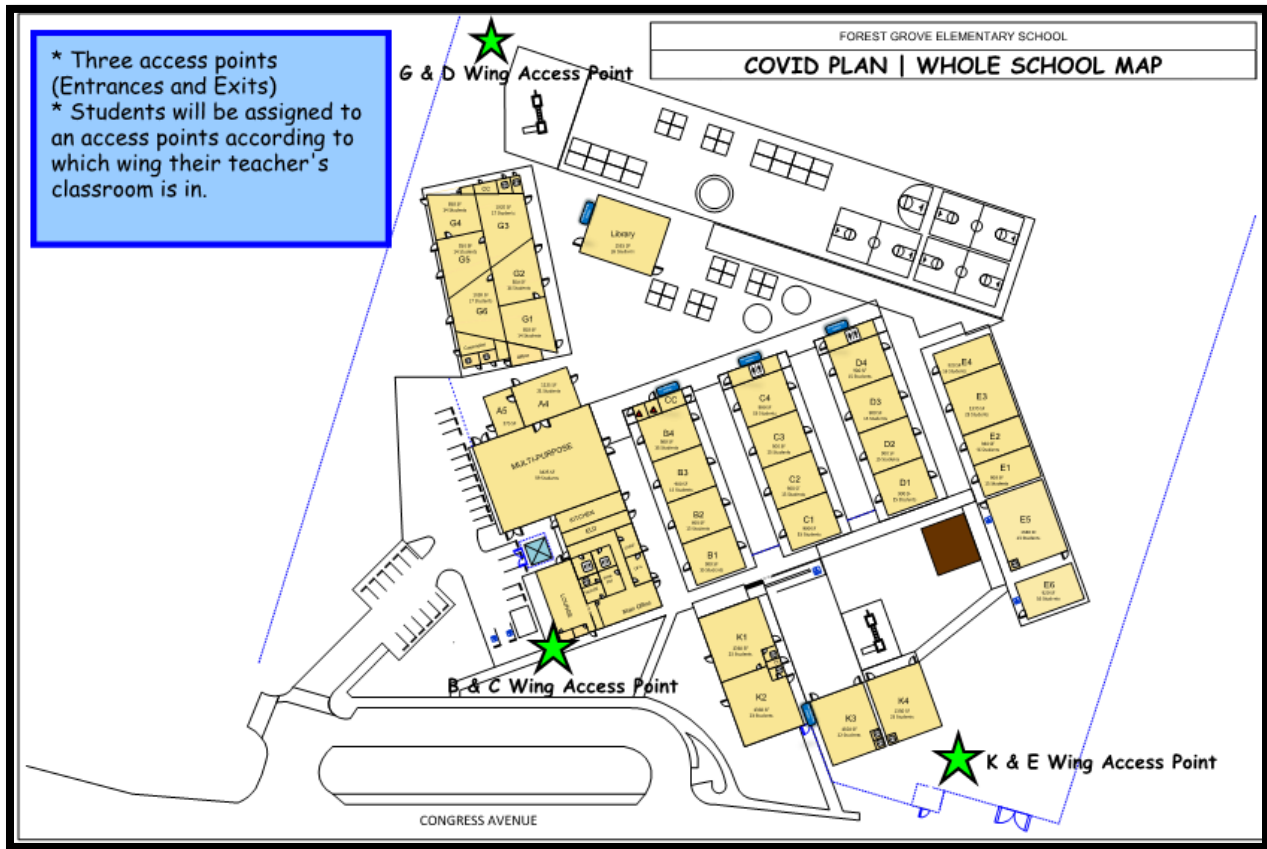


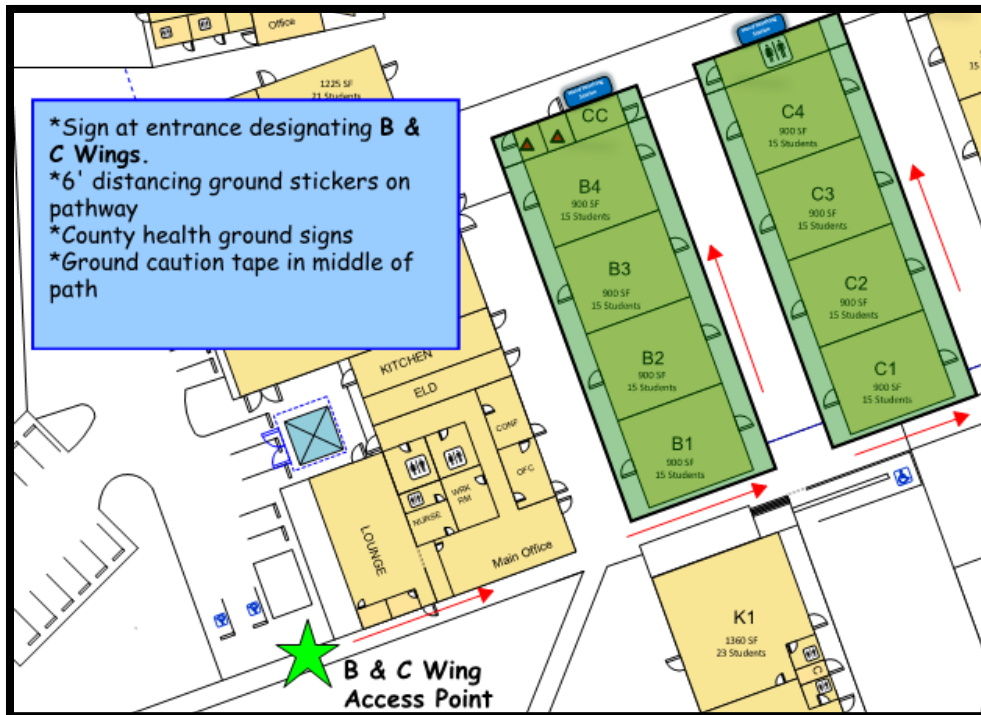
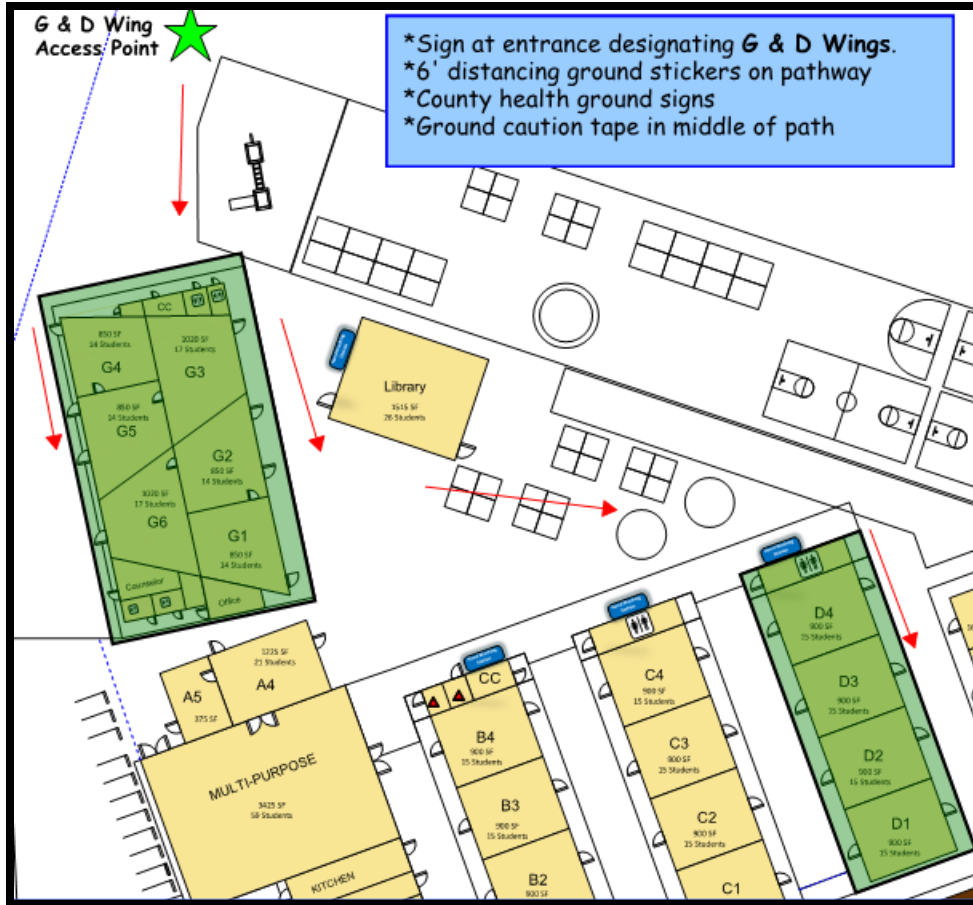
- Student temperatures will be taken, but not recorded, at their assigned point of entry. Parents will be contacted for students with a fever of greater than 100.4 degrees.
- Students will be monitored as they move into and out of the building in order to ensure that safety protocols (social distancing, mask wearing, etc.) are being followed.
- Parents will not be allowed to accompany students on to campus before, during, or after school.
- Transportation - Detailed information will be available once physical distancing requirements on buses are made clear.
- Personal Protective Equipment
 - Students - all students would be required to wear a mask according to county guidelines at this time. This will be adjusted if and when guidance changes. Students who do not have a mask will be provided one by the school.
 - Staff - All staff will be required to wear a mask and have the option of wearing a plastic face shield as well.
- Physical Distancing
 - In Class - Students will be seated six feet apart while in classrooms.
 - In Hallways - Staff will supervise hallways at all passing periods to remind students to maintain six feet of physical distance.
 - Outside - during PE and any time they line up outside, students will maintain six feet of social distance.

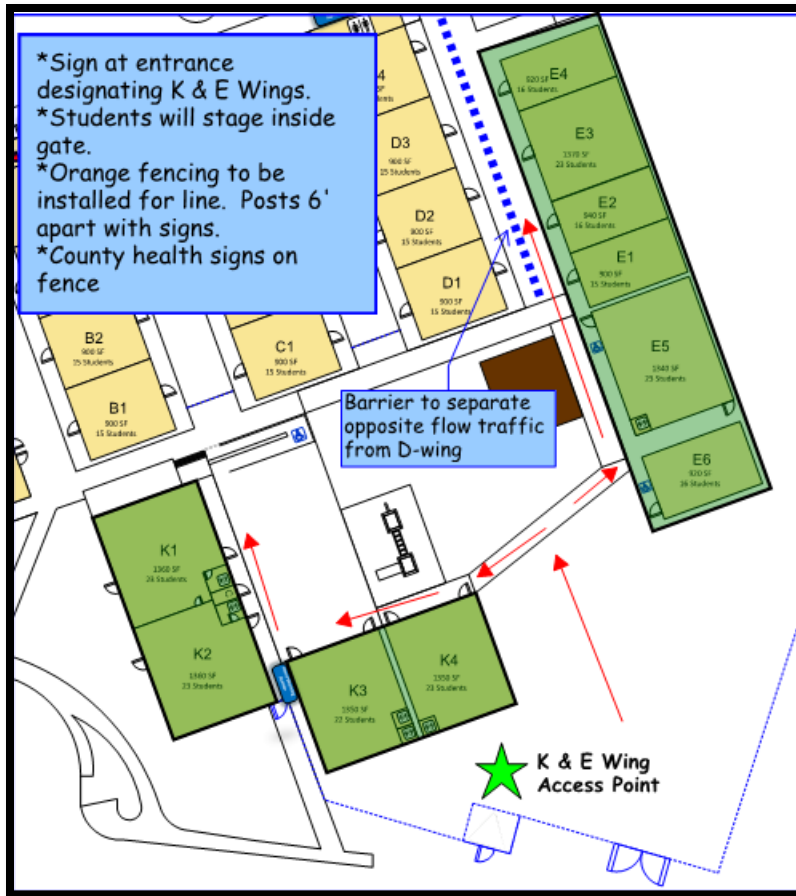
- Lunch
 - Students will wash their hands or use hand sanitizer before and after Lunch.
 - School lunches will be provided to ALL students at no cost.
 - AM/PM Model - AM students will be provided a “grab-n-go” lunch as they leave campus. PM students will be provided a “grab-n-go” lunch to eat immediately upon arriving at school.
 - A/B Model - All students will be provided a “grab-n-go” lunch to eat during the lunch break.
 - There will be no a la carte items available for purchase.
 - Students will be placed in assigned groups for lunch. Each group will be given a specific area on the field or in the eating areas where they will eat lunch. Groups will be rotated through the different eating areas.
 - All county and state guidelines regarding the sharing and disinfecting of equipment will be followed.
- Restrooms
 - Students will use common restrooms with particular stalls assigned to each grade level.
 - Two students will be allowed in at a time during lunch, with adults monitoring.
 - Students may access restrooms during class periods.

FOREST GROVE ELEMENTARY

Ingress/Egress Map







Hybrid Learning Model

- Introduction - This is an overview of the current plan at Forest Grove Elementary School. Specifics to each area will be provided prior to a district survey asking parents to decide between distance learning or blended learning. Every aspect of this plan follows state and county guidelines regarding physical distancing to keep all staff and students safe as we return to school. The plan also must be flexible enough to allow us to shift into a full distance learning program if we are ordered by county officials to do so. As the county guidelines change, our plan for reopening may be adjusted. We realize that this will not answer all of our community's questions, so if you have questions or comments, please contact Principal Buck Roggeman by email at broggeman@pgusd.org.
- Two Programs Offered
 - Full Distance Learning - Students who are medically compromised, per CA Senate Bill 98, and students choosing to remain in Distance Learning do not attend school and participate in distance learning every day
 - Blended Learning Program - Students attend school four days each week in an AM or PM group and participate in asynchronous distance learning at home depending on their cohort time
- Full Distance Learning
 - Students do all learning from home

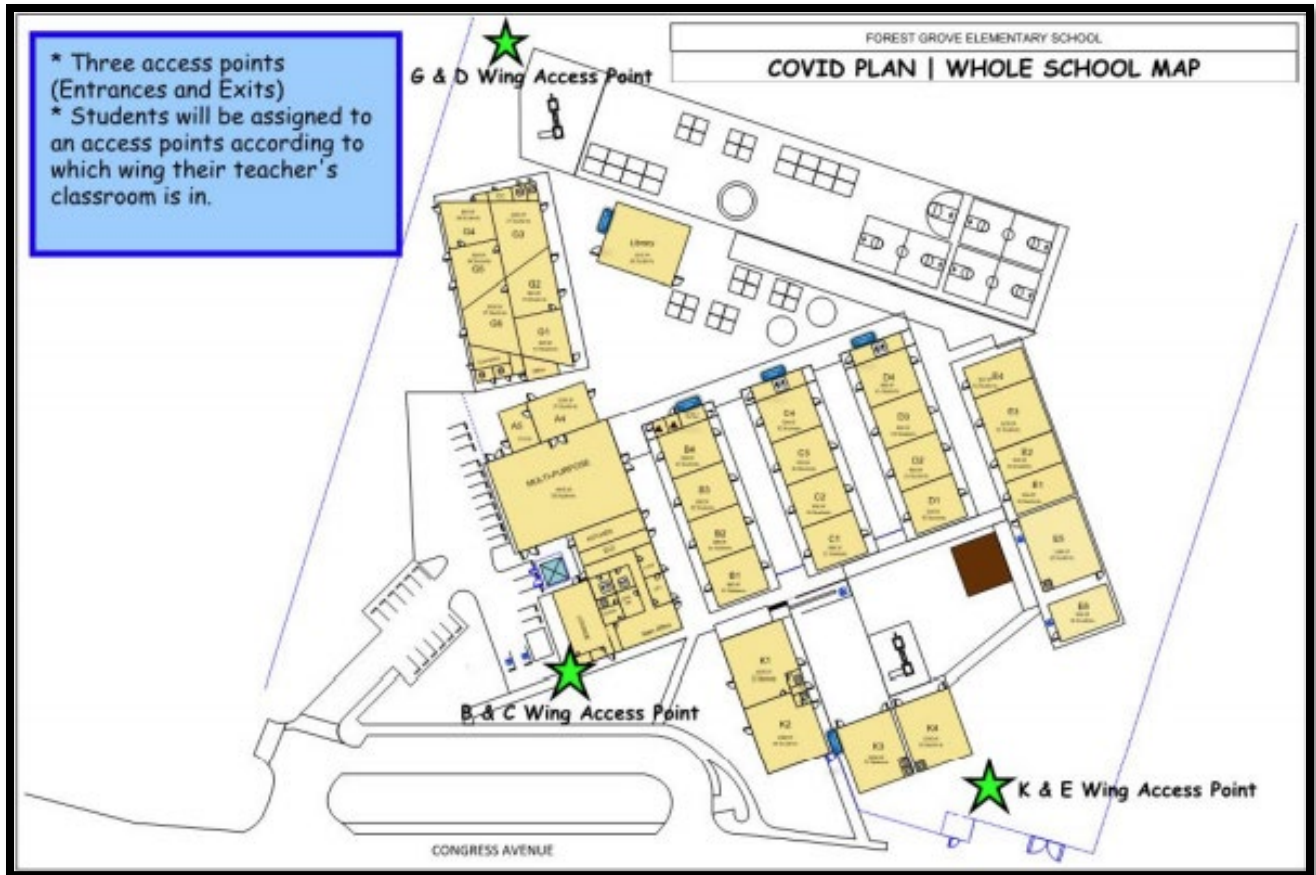
- Daily live interaction with a teacher
- All testing is done online
- Instruction will be computer based, but also include traditional materials (paper, workbooks, manipulatives, etc.) distributed regularly
- Distance Learning program developed by each grade level
- Will have a combination of live instruction (synchronous) and recorded instruction (asynchronous)
- Attendance and online engagement will be monitored.
- Blended Learning Program
 - Weekly Attendance for Live Instruction - Students attend school four days each week in AM or PM cohort. When not at school, students participate in asynchronous distance learning at home. Ongoing cleaning/disinfection will occur throughout each day along with nightly custodial services. Groups would be decided by alphabetical order and considerations will occur for paring siblings on site/at PGMS and with pods created in fall.

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Planning & DL	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)
	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)

- Bell Schedule (Working Draft) - Staggered start and end times allow for smaller groups arriving and leaving campus.

Grade	Cohort Group	Start Time	Dismissal
Kindergarten	AM Group	8:30	10:30 (120)
	PM Group	12:00	2:00 (120)
1st & 2nd	AM Group	8:30	11:00 (150)
	PM Group	12:30	3:00 (150)
3rd, 4th, & 5th	AM Group	8:45	11:15 (150)
	PM Group	12:45	3:15 (150)

- Student Drop Off & Pick Up
 - Student temperatures will be taken but not recorded. Parents will be contacted for students with a fever of greater than 100.4 degrees.
 - Students will use a different campus entrance based on their classroom location.
 - Front of School: Students whose classes are in B & C Wings
 - Maintenance Gate off of Congress Ave: Students whose classes are in K & E Wings
 - Back Gate by Playground Structure: Students whose classes are in G & D Wings
 - Parents will not be allowed to accompany students inside the gates.

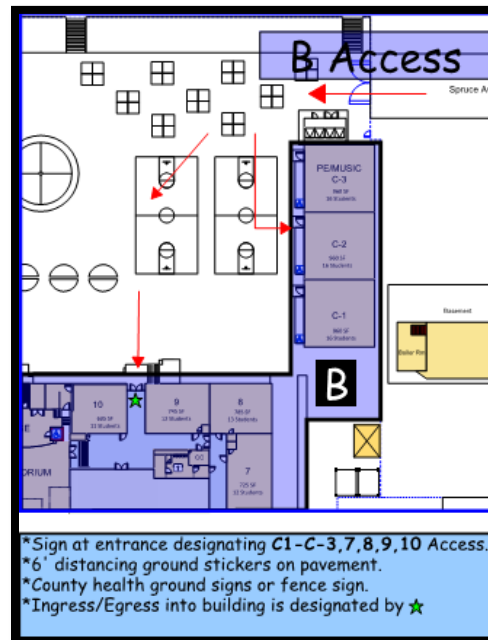
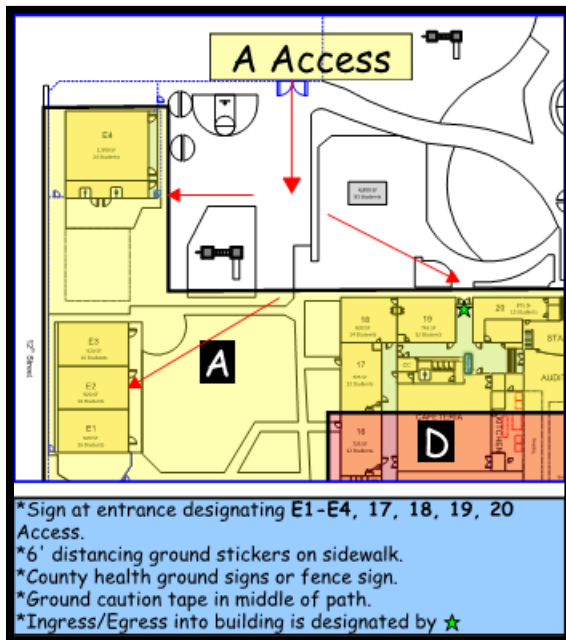
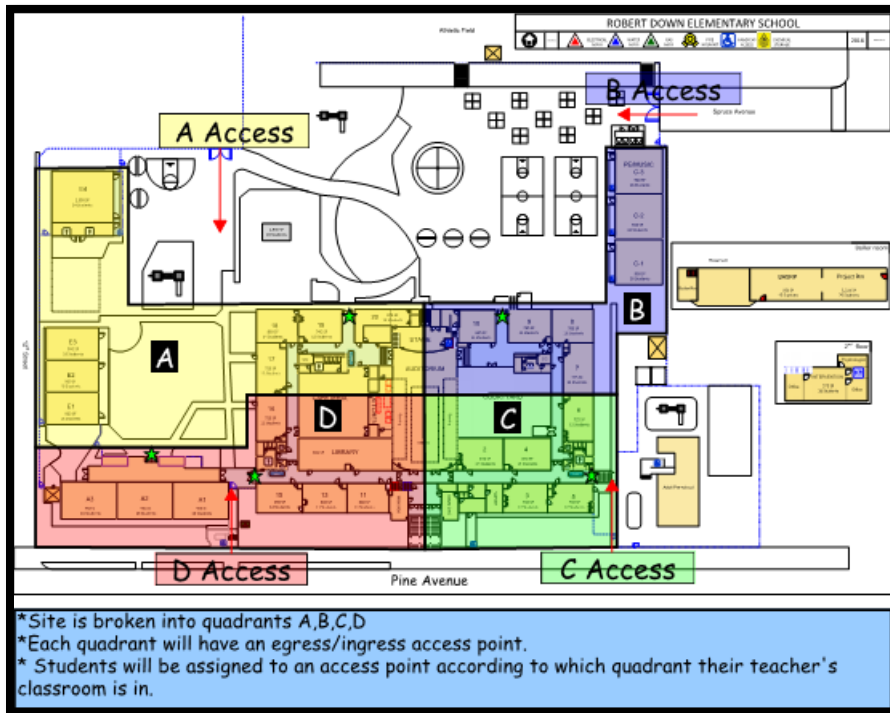


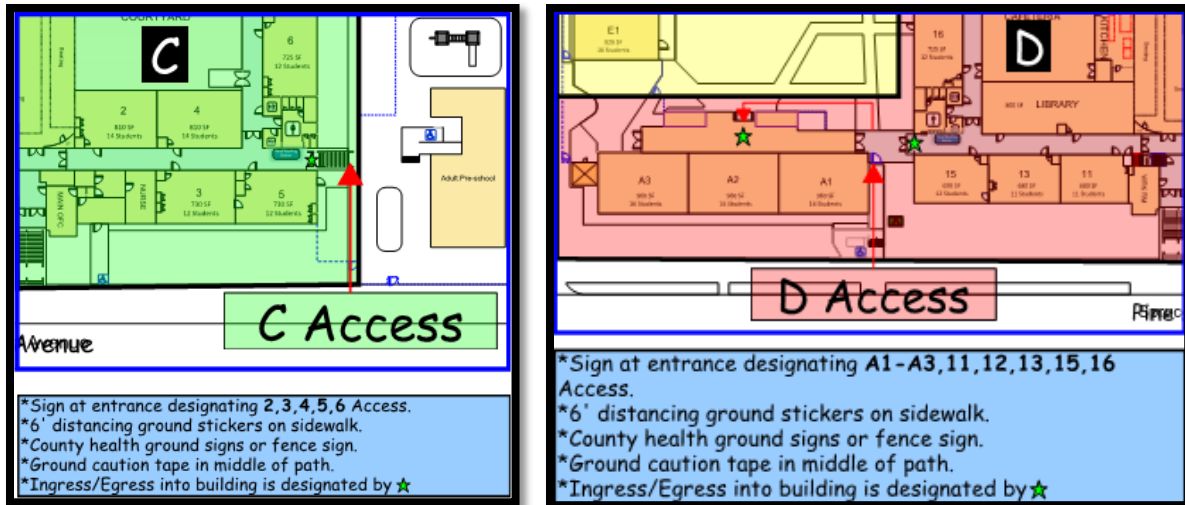
- Estimated number of students using each access point
 - Front of School (B & C wings): AM - 36 students, PM - 23 students
 - Congress Gate (K & E wings): AM 42 students, PM - 41 students
 - Back Gate (G & D): AM 53 students, PM - 45 students
- Special Education Small Cohort Instruction
 - Our SDC/Inclusion students will be invited back to campus on Tuesdays and Thursdays in accordance with the California Department of Education guidelines allowing for small cohorts of special populations of students to return to live instruction.
 - When all students return to school, the SDC/Inclusion schedule will match that of their general education peers.
- BASRP
 - BASRP is to be determined as our elementary schools are analyzing the viability of establishing small cohorts that would not mix.
- Transportation
 - Detailed information will be available once physical distancing requirements on buses are made clear and accurate capacity can be determined.
- Personal Protective Equipment
 - Students - all students would be required to wear a mask according to county guidelines. Students who do not have a mask will have one provided by the school.
 - Staff - All staff will be required to wear a mask and have the option of wearing a plastic face shield as well.
- Physical Distancing

- In Class - students will be seated six feet apart. Classes will have 10-14 students in them
- Outside - students will remain in their class groups during recess and physical education. They will maintain six feet of distance in all situations where they line up.
- Recess
 - Students will wash their hands before and after recess
 - Classes will be given a specific area of the playground where they play for that day (play structure, 2-3 groups on the field, 2-3 groups on level 2, and 2-3 groups on level 1)
 - We will follow all county and state guidelines regarding the sharing and disinfecting of equipment
- Lunch - School lunches will be provided free of charge
 - AM Students will have the opportunity to grab and go lunches as they leave campus
 - PM students will eat lunch before they arrive at campus
- Restrooms
 - TK/K students will use the restroom in their classes
 - 1-5 students will use common restrooms with specific stalls assigned to each grade level
 - Two students will be allowed in at a time with adults monitoring during recess
 - One student per class may access restrooms at a time during class periods although they will not be monitored

ROBERT DOWN ELEMENTARY

Ingress/Egress Map





Hybrid Learning Model

- Introduction - - This is an overview of the current plan at Robert H. Down Elementary School. Specifics to each area will be provided prior to a district survey asking parents to decide between distance learning or blended learning. Every aspect of this plan follows current state and county guidelines regarding physical distancing to keep all staff and students safe as we return to school. The plan must also be flexible enough to allow us to shift into a full distance learning program if we are ordered by county officials to do so. This overview is written following current county guidelines. As the guidelines change, our plan for reopening may be adjusted. We realize that this will not answer all of our community's questions, so if you have questions or comments, please contact Principal Sean Keller by email at skeller@pgusd.org or feel free to text at (831) 275-0083.
- Two Programs Offered
 - Full Distance Learning - Students who are medically compromised, per CA Senate Bill 98, and students choosing to remain in Distance Learning do not attend school and participate in distance learning every day
 - Blended Learning Program - Students attend school four days each week in an AM or PM group and participate in asynchronous distance learning at home depending on their cohort time
- Full Distance Learning
 - Students do all learning from home
 - Daily live interaction with a teacher
 - All testing is done online
 - Instruction will be computer based, but also include traditional materials (paper, workbooks, manipulatives, etc.) distributed regularly
 - Distance Learning program developed by each grade level
 - Will have a combination of live instruction (synchronous) and recorded instruction (asynchronous)
 - Attendance and online engagement will be monitored.
- Blended Learning Program
 - Weekly Attendance for Live Instruction - Students attend school four days each week in AM or PM cohort. When not at school, students participate in asynchronous distance

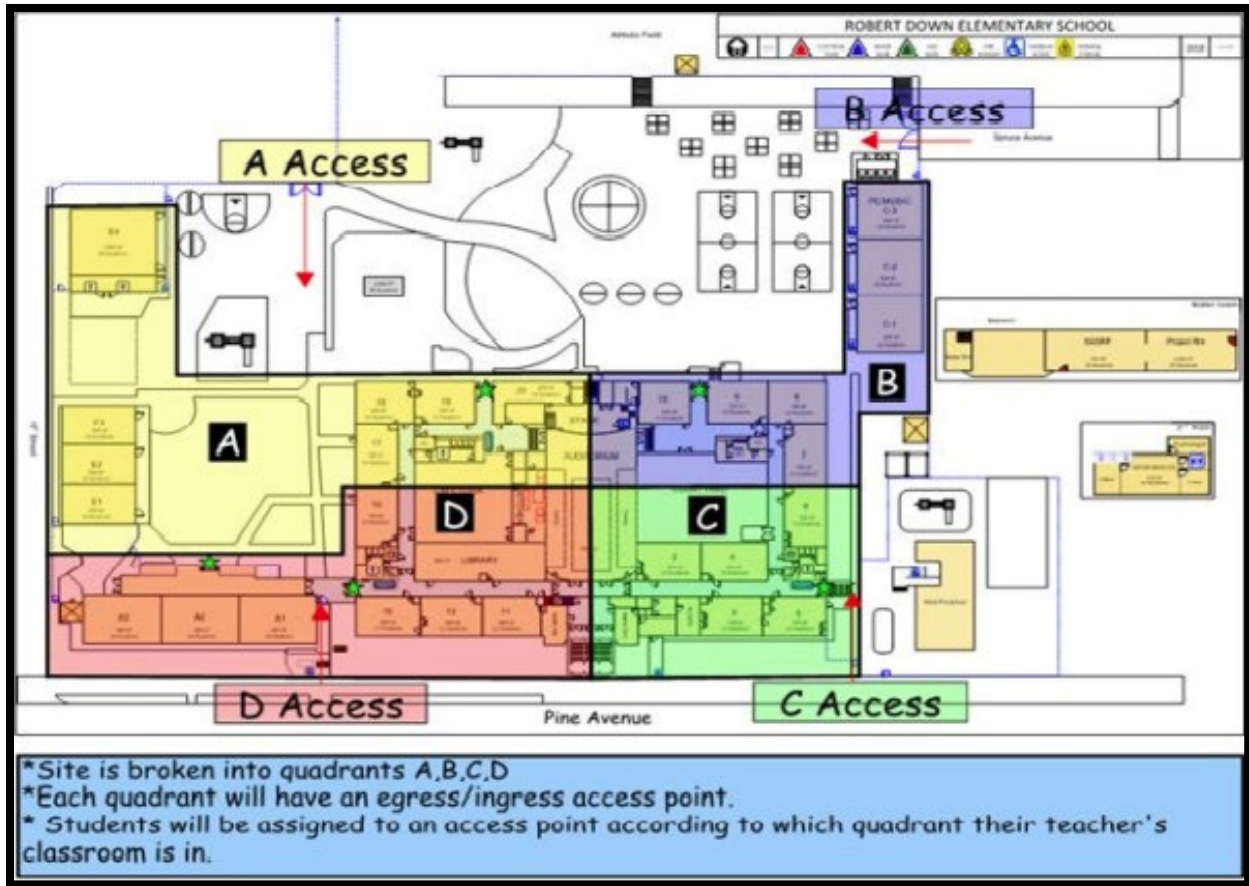
learning at home. Ongoing cleaning/disinfection will occur throughout each day along with nightly custodial services. Groups would be decided by alphabetical order. Considerations will be made for pairing siblings across sites along with students utilizing pods to the best of our ability.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting for all students.	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)
Teacher Planning & DL	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)

- Bell Schedule (Working Draft) - Staggered start and end times allow for smaller groups arriving and leaving campus.

Grade	Cohort Group	Start Time	Dismissal
Kindergarten	AM Group	8:30	10:30 (120)
	PM Group	12:00	2:00 (120)
1st & 2nd	AM Group	8:30	11:00 (150)
	PM Group	12:30	3:00 (150)
3rd, 4th, & 5th	AM Group	8:45	11:15 (150)
	PM Group	12:45	3:15 (150)
SDC	AM Group	9:00	11:45 (150)

- Student Drop Off & Pick Up
 - Student temperatures will be taken but not recorded. Parents will be contacted for students with a fever of greater than 100.4 degrees.
 - Students will use a different campus entrance based on their classroom location.
 - Access Area A: Drive up drop off/pick up using Spruce Ave.
 - Access Area B: Parents may drive onto campus for drop off using Spruce Ave. gate
 - Access Area C: Drive up drop off/pick up using Pine Ave. near Co-Op
 - Access Area D: Drive up drop off/pick up using Pine Ave. bus area
- Parents will not be allowed to accompany students inside the gates.
- Students will enter A, B, C, or D access areas according to their classroom location (map below)



- Estimated number of students using each access point
 - Access A (with Room E-1 using D Access): AM - 39 students, PM - 37 students
 - Access B: AM - 28 students, PM - 29 students
 - Access C: AM - 43 students, PM - 41 students (Possible switch of entry for one class to reduce #)
 - Access D: AM - 37 students, PM - 36 students
- Special Education Small Cohort Instruction
 - Our SDC/Inclusion students will be invited back to campus on Tuesdays and Thursdays in accordance with the California Department of Education guidelines allowing for small cohorts of special populations of students to return to live instruction.
 - When all students return to school, the SDC/Inclusion schedule will match that of their general education peers.
- BASRP
 - BASRP is to be determined as our elementary schools are analyzing the viability of establishing small cohorts that would not mix.
- Transportation
 - Detailed information will be available once physical distancing requirements on buses are made clear and accurate capacity can be determined.
- Personal Protective Equipment
 - Students - all students would be required to wear a mask according to county guidelines. Students who do not have a mask will have one provided by the school.

- Staff - All staff will be required to wear a mask and have the option of wearing a plastic face shield as well.
- Physical Distancing
 - In Class - students will be seated six feet apart. Classes will have 10-14 students in them, 3 in SDC
 - Outside - students will remain in their class groups during recess and physical education. They will maintain six feet of distance in all situations where they line up.
- Recess
 - Students will wash their hands before and after recess
 - Classes will be given a specific area of the playground where they play for that day (play structure, 2-3 groups on the field, 2-3 groups on level 2, and 2-3 groups on level 1)
 - We will follow all county and state guidelines regarding the sharing and disinfecting of equipment
- Lunch - School lunches will be provided free of charge
 - AM Students will have the opportunity to grab and go lunches as they leave campus
 - PM students will eat lunch before they arrive at campus
- Restrooms
 - Kindergarten students will use the restroom near their classes (A wing and Portable by swings)
 - 1st through 5th grade students will use common restrooms with particular stalls assigned to each grade level
 - Two students will be allowed in at a time with adults monitoring during recess
 - One student per class may access restrooms at a time during class periods although they will not be monitored

PACIFIC GROVE COMMUNITY HIGH SCHOOL

Hybrid Learning Model

SCHEDULE ONE					
DAY OF THE WEEK	PERIOD 1 9:00-10:00	PERIOD 2 10:30-11:30	LUNCH 11:30 - 12:30	PERIOD 4 12:30-1:30	PERIOD 6 2:00-3:00
MONDAY	Asynchronous All Students	Synchronous 10:30 to 11:00 All Students		Asynchronous All Students	Asynchronous All Students
TUESDAY	In-Person A GROUP	Synchronous All Students		In-Person B GROUP	Synchronous All Students
WEDNESDAY	In-Person B GROUP	Synchronous All Students		In-Person A GROUP	Synchronous All Students
THURSDAY	Synchronous All Students	In-Person A GROUP		Synchronous All Students	In-Person B GROUP
FRIDAY	Synchronous All Students	In-Person B GROUP		Synchronous All Students	In-Person A GROUP

This schedule keeps our current Distance Learning bell schedule but creates an opportunity for students (A and B Group) who choose In-person Hybrid to be on campus once a day - Tuesday through Friday. A and B groups will be determined once we have accurate numbers of who is able to be on campus and who will continue with Distance Learning (C Group). We continue to develop plans for students who will participate in Distance Learning (C Group). Re-rostering of students may need to take place.

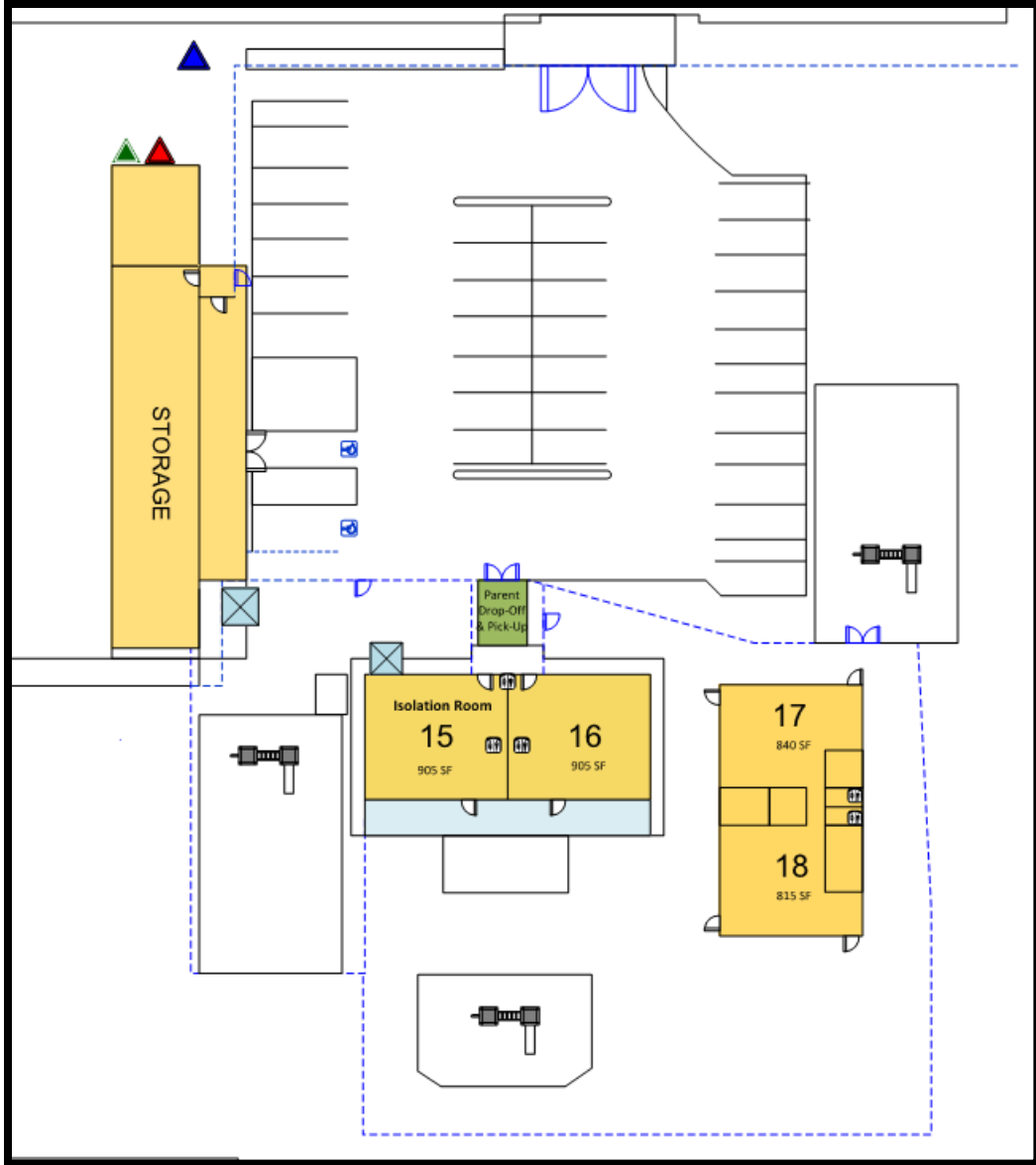
SCHEDULE TWO			
DAY OF THE WEEK	BELL SCHEDULE	TYPE OF LEARNING	STUDENTS A, B, C GROUP
MONDAY	PERIOD 1, 2, 4, 6	ONLINE ASYNCHRONOUS PERIOD 2 10:30 TO 11:00 SYNCHRONOUS	ALL STUDENTS
TUESDAY	PERIOD 1 A GROUP 8:30 TO 9:50 PERIOD 2 A GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 A GROUP 12:20 TO 1:40 PERIOD 6 A GROUP 1:50 TO 3:10	IN PERSON	A GROUP
WEDNESDAY	PERIOD 1 B GROUP 8:30 TO 9:50 PERIOD 2 B GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 B GROUP 12:20 TO 1:40 PERIOD 6 B GROUP 1:50 TO 3:10	IN PERSON	B GROUP
THURSDAY	PERIOD 1 A GROUP 8:30 TO 9:50 PERIOD 2 A GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 A GROUP 12:20 TO 1:40 PERIOD 6 A GROUP 1:50 TO 3:10	IN PERSON	A GROUP
FRIDAY	PERIOD 1 B GROUP 8:30 TO 9:50 PERIOD 2 B GROUP 10:00 TO 11:30 <u>11:30 TO 12:15 Lunch</u> PERIOD 4 B GROUP 12:20 TO 1:40 PERIOD 6 B GROUP 1:50 TO 3:10	IN PERSON	B GROUP

This schedule creates an opportunity for students (A and B Group) who choose In-person Hybrid to be on campus two days a week - Group A on Tuesday/Thursday and Group B on Wednesday/Friday. A and B groups will be determined once we have accurate numbers of who is able to be on campus and who will continue with Distance Learning (C Group). We continue to develop plans for students who will participate in Distance Learning (C Group). Re-rostering of students may need to take place.

PACIFIC GROVE ADULT SCHOOL

Ingress/Egress Map





APPENDIX A: IDENTIFICATION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation: [enter name(s)]

Date: [enter date]

Name(s) of employee and authorized employee representative that participated: [enter name(s)]

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

APPENDIX B: COVID-19 INSPECTIONS

Date: [enter date]

Name of person conducting the inspection: [enter names]

Work location evaluated: [enter information]

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

APPENDIX C: INVESTIGATING COVID-19 CASES

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: **[enter date]**

Name of person conducting the investigation: **[enter name(s)]**

COVID-19 Case Investigation Information

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

COVID-19 Case Investigation Information

<p>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>			
<p>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</p>			
<p>All employees who may have had COVID-19 exposure and their authorized representatives.</p>	<p>Date:</p>		
	<p>Names of employees that were notified:</p>		
<p>Independent contractors and other employers present at the workplace during the high-risk exposure period.</p>	<p>Date:</p>		
	<p>Names of individuals that were notified:</p>		
<p>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</p>		<p>What could be done to reduce exposure to COVID-19?</p>	
<p>Was local health department notified?</p>		<p>Date:</p>	

APPENDIX D: COVID-19 TRAINING ROSTER

Date: [enter date]

Person that conducted the training: [enter name(s)]

Employee Name	Signature

APPENDIX E: SAMPLE LETTER TO STAFF

To:
 From:
 Re:
 Date:

On <Date>, one of our staff members tested positive for COVID-19. They were exposed to COVID-19 <inside/outside> of the workplace and has quarantined for the recommended amount of time according to the CDC guidelines.

According to the Monterey County Public Health Guidance, <Site> may remain open for staff and others. We will continue to follow all guidelines as directed by the California Department of Public Health and the CDC. I will stay in contact and provide information to you in a timely manner as is necessary.

The safety and well-being of our students and staff are a top priority. This information is confidential and should not be discussed with others outside of our organization. If you have any questions please do not hesitate to contact me.

Out of an abundance of caution please take the time to review the information on the next page regarding COVID-19, how it is spread, and how best to protect yourself and others.

Some general guidelines for you and working at school -

- During this time of increased COVID-19 spread, it is very important that we all do our part to keep everyone safe.
- If you have any symptoms (see below) and can work from home please do so.
- In your workspace at school keep windows and doors open as much as possible.
- Limit contact with others on campus.
- Minimize areas on campus that you have to access.
- Maintain six feet of distance when at all possible.
- Always wear a mask properly.
- Contact Barbara or Eric if you become ill or have questions or concerns.

Provided for you below is information about COVID-19, how it is spread, and how you can best protect yourself and others from contracting the disease.

Information about this disease:

Per the Centers for Disease Control, the disease is spread by:

Person-to-person spread

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet for 15 minutes or longer).
- Respiratory droplets produced when an infected person coughs, sneezes, or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- COVID-19 may be spread by people who are not showing symptoms.

The virus spreads easily between people

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.

The virus that causes COVID-19 is spreading very easily and sustainably between people.

Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious. In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.

The virus may be spread in other ways

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads.

Symptoms of COVID-19:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Symptoms may include the following:

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

COVID-19 can be prevented by:

- Washing hands often
- Avoiding close contact
- Covering mouth and nose with a cloth face cover when around others
- Covering coughs and sneezes

- Cleaning disinfecting frequently touched surface daily
- Monitoring your health daily

What we are doing:

- Disinfecting all classrooms and other frequently-touched areas.
- Notifying families of any student or staff who has come in contact or tests positive for COVID-19 and provide information about the disease.
- Continuing to practice proper handwashing several times per day.
- Continuing to practice social distancing and wearing face coverings.

What you can do at home:

- Practice routine cleaning and disinfecting of frequently touched surfaces
- Wash hands often; use a hand sanitizer that contains at least 60% alcohol if soap and water are not readily available and hands are not visibly dirty
- For a person who is sick:
 - Keep separate bedroom and bathroom
 - Eat (or be fed) in their room if possible
 - Dedicate a lined trash can for the person who is sick, if possible

If you have any symptoms of this COVID-19, call your doctor to find out what to do. Be sure to tell your doctor about this notice. If you do not have a regular doctor contact your local health department for instructions on how to find a doctor. If you have any questions, please contact: Katrina Powley, PGUSD Nurse (831) 646-6514 kpowley@pgusd.org

APPENDIX F: MULTIPLE COVID-19 INFECTIONS AND COVID-19 OUTBREAKS

[This section will need to be added to this CPP if the workplace is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more COVID-19 cases in your workplace within a 14-day period. Reference section [3205.1](#) for details.]

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 cases

- We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

- We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak.

COVID-19 investigation, review and hazard correction

- In addition, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.
- The investigation and review will be documented and include:
 - Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.

- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as possible.
 - Respiratory protection.

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

APPENDIX G: - MAJOR COVID-19 OUTBREAKS

[This section will need to be added to the CPP should the workplace experience 20 or more COVID-19 cases within a 30-day period. Reference section [3205.2](#) for details.]

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

- We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

- We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak.

COVID-19 hazard correction

- In addition, we will take the following actions:
 - In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
 - We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
 - We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected.
 - Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the local health department

- We will comply with the requirements of our Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department.

APPENDIX H: FREQUENTLY ASKED QUESTIONS

- *How has PGUSD prepared to have staff and students back on campus safely?*
 - PGUSD has partnered with MCOE and other health vendors to provide all required PPE, sanitation, and health protocols for all students and staff who are on campus for in-person learning. We also have developed a district safety plan to address health and disinfection procedures according to California Department of Health guidelines.
- *What will PGUSD provide to students to ensure their health and safety while on campus?*
 - Each student participating in on-campus instruction will be provided a mask packet (quart-size ziploc bag) of 2 reusable cloth face coverings and 2 disposable face coverings. An instruction sheet is included in each packet for wear and care. Please follow all instructions. Students are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness and should fit snugly over the nose and chin without sliding down the face. The covering should be free of gaps on the side, bottom, or top.
 - Each classroom is provided one or more of the following: Hand washing station, hand sanitizer dispenser, and hand sanitizer pump bottle along with alcohol-based wipes as needed.
- *What supplies has PGUSD provided to staff members so to ensure their health and safety?*
 - Each staff member is provided with cloth face coverings, disposable face coverings, and face shields. Designated staff in the Health, Special Education, and Main Office departments will have additional PPE such as KN95 masks, transparent window masks, and disposable gowns along with disposable gloves.
 - Staff are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness. They should fit snugly over the nose and chin without sliding down the face and be free from gaps on the side, bottom, or top.
- *What is PGUSD providing to classrooms so that they remain healthy and clean?*
 - Each classroom has either a hand washing station, hand sanitizer dispenser, or hand sanitizer pump bottle(s). Each classroom will have alcohol-based wipes available as needed. Custodial staff will provide thorough disinfection of each classroom daily on a regular basis and for high-touch areas throughout the day. Classrooms can be ventilated through opening doors and windows during student instruction.
- *How is PGUSD following health guidelines while staff and students are on campus?*
 - All students and staff must wear face coverings at all times on campus unless they have a valid medical exemption. All students and staff will adhere to social distancing of at least 6 feet wherever possible both inside and outside. Students

will be reminded to wash/sanitize their hands frequently along with staff members.

- *How do I know if my child is well enough to come to school?*
 - Your child should be free of illness symptoms either that you see or that they complain of other than what they normally experience, particularly if they have a diagnosed chronic medical condition such as allergy or asthma. Keep a child home if they manifest with a 100.4 or higher temperature, headache, chills, cough, sore throat, congestion (not related to asthma or allergies), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, fatigue, stomach ache, diarrhea, or if they just don't look well and are not acting themselves.
- *My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?*
 - Your child's school site should be provided with documentation from their healthcare provider with any health condition which manifests with symptoms that mimic contagious illness. The medical documentation must include diagnosis, description, and current treatments including medication in order to verify that their condition is not related to contagious illness. If you have any questions, please contact Katrina Powley, District Nurse at kpowley@pgusd.org or (831) 646-6514
- *When my child comes to school, what is the check-in procedure?*
 - Each student should arrive at school with their face covering securely on if no medical exemption. They will have their temperature taken before entering the classroom by either a health staff member, teacher, or main office staff member. At that time, the staff member will also do a visual check to ascertain if the child has the following symptoms: temperature of 100.4 or higher, headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, or fatigue. If the child's temperature is within normal range and they do not have the above symptoms, they may proceed to the classroom. Upon entering the classroom, they will be instructed to wash or sanitize their hands.
- *If a student becomes ill at school, how does the school handle it*
 - Teacher notifies the office that a sick child is coming.
 - Nurse/Health clerk greets the student outside of the office.
 - Nurse/Health clerk takes student to a designated isolation room for assessment
 - If symptomatic, nurse/health clerk contacts parent for student pickup.
 - Parent/guardian must be available to pick up their child within 15 minutes of school phone call.

- Parent will be instructed to keep student at home until no signs or symptoms of illness for at least 24 hours without over-the-counter medication. Parent should contact healthcare provider if illness symptoms persist after 2 days of symptom onset.
- School and classrooms will remain open unless a positive case of COVID-19 is confirmed (see further sections below).
- *How long should a student stay at home when ill?*
 - As of July 20, 2020, the CDC recommends that all persons must be free of illness symptoms for at 24 hours without the use of fever-reducing or other over-the-counter medication.
- *How would I know if my student has been exposed to COVID-19?*
 - Please note: Contact with a positive case does not equate to a positive case. A person is considered to have been exposed to COVID-19 if they were within close contact of a confirmed infected person (within 6 feet) for at least 15 minutes starting from two days before illness onset (or, for asymptomatic people, two days prior to specimen collection). Additional factors that are considered when determining exposure include: Proximity (how close were the individuals together); Duration of close contact (longer exposure time likely increases exposure risk); Whether the positive individual is symptomatic (coughing likely increases exposure risk); Whether either the case patient or contact were wearing face coverings and what type of face covering.
- *What happens when a student or staff member is exposed to a positive case of COVID-19 based on guidelines for close contact?*
 - The student or staff member would self-quarantine for 14 days and be monitored for symptoms of COVID-19. If student or staff member remains symptom-free throughout the quarantine period, they may discontinue quarantine after 10 days. Student testing for COVID-19 is recommended, especially if illness symptoms develop.
- *What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?*
 - According to the CDC, persons who never develop symptoms can discontinue quarantine (isolation) 10 days after the date of their positive test, however, two negative test results 24 hours apart may be prescribed by healthcare provider before student returns to school.
- *If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?*
 - CDC guidelines state up to 20 days or beyond unless symptoms resolve or improve significantly as specified by a healthcare provider. In addition, healthcare provider may specify two negative test results 24 hours apart before student returns to school.

- *What is the school plan if a student or staff member becomes infected with COVID-19?*
 - Information is reported to school administrator and district nurse who then contacts the Monterey County Health Department. All positive COVID-19 test results are reported to the Monterey County Health Department who then initiates contact tracing. The Health Department guidelines provide instructions to the individual/family throughout illness and quarantine period.
 - Positive individual isolates for at least 10 days from onset of symptoms or date of COVID-19 test (specimen collection).
 - Phone call and school communication letter to school site families. Classroom CLOSED for 14 days from last exposure. School remains OPEN.
 - Classmates of student and staff quarantine for 14 days (10 days if asymptomatic the entire quarantine period), and contact healthcare provider for guidance.
- *What happens if a family member or someone (outside of school) in close contact with a student or staff member tests positive for COVID-19?*
 - Information is reported to school administrator and district nurse. The student or staff member should remain at home (or be sent home from school) and quarantine for an anticipated 14 days (individual may discontinue quarantine after day 10 if asymptomatic). Contact healthcare provider for testing. School communication letter to families in affected classroom (s). School and Classroom OPEN.
- *What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?*
 - Student or staff member may return to school 3 days after symptoms resolve according to provider discretion. 14 day quarantine still required if in close contact with COVID-19 positive case unless asymptomatic the entire quarantine period at which time person may discontinue quarantine after day 10. School communication letter if prior testing awareness. School and classroom remain OPEN.
- *If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?*
 - Typically no, unless any members of the sibling's cohort was considered a close contact of an individual with a positive COVID-19 test result. Standard guidance for isolation at home is 14 days after close contact with a person testing positive for COVID-19 only. An individual asymptomatic during the entire quarantine period may discontinue quarantine after day 10. Public health will determine who needs to be quarantined.
- *How will information about COVID-19 cases and other medical information be handled by the school?*
 - All medical information and the status of student health will be kept confidential and only shared by those within the circle of confidentiality who

need to be made aware of the health condition for communicating information to the health department and for contact tracing.

- *When would the district decide to close a school because of COVID-19?*
 - 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.
- *When would the district decide to close all of the schools because of COVID-19?*
 - 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 is closed for in-person learning, when may it re-open?*
 - 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

