

Memorandum of Understanding
Between
Elk Grove Unified School District
and
Elk Grove Education Association

2020-2021 School Year

In-Person/Concurrent Instructional Model

October 23, 2020

This is a Memorandum of Understanding (MOU or Agreement) between the Elk Grove Unified School District (District) and the Elk Grove Education Association (EGEA), collectively referred to hereinafter “the Parties” concerning the implementation of the In-Person/Concurrent Instructional Model during the 2020-2021 school year pursuant to State and Local County Public Health Orders.

RECITALS

1. This Agreement sets forth the 2020-2021 protocols and terms that the District and EGEA have agreed upon regarding working conditions for EGEA bargaining unit members providing the In-Person/Concurrent Instructional Model to students due to the COVID-19 public health emergency.
2. The District and EGEA recognize the importance of maintaining safe learning opportunities and services for the benefit of the students and communities served by the District, certificated staff, and classified staff.
3. The Parties agree that providing in-person educational opportunities and continuity of District instruction and essential services to students are important and that provisions should be made for District employees who are impacted by the pandemic.
4. As a result of this pandemic, the Parties agree that for the period of this Agreement, exigent and emergency circumstances exist. The Parties also agree that due Sacramento County’s movement into the Red Tier, as defined by the State of California, schools can reopen consistent with Sacramento County Public Health Department orders.
5. California Senate Bills (SB) 98 and 820 provide statutory direction regarding the re-opening of schools for “in-person” instruction, and when “distance learning” may be provided.
6. The Parties recognize that the transition from a distance learning environment to an In-Person/Concurrent Instructional Model presents unique challenges. The Parties acknowledge this and are committed to collaborate in meeting these challenges.

AGREEMENT

Accordingly, in the interest of complying with California and County Department of Public Health Guidance and the Governor's Orders regarding the implementation of the In-Person/Concurrent Instructional Model during the 2020-2021 school year and in order to address the working conditions of EGEA unit members providing instruction, the Parties agree to all of the following:

A. School Closures and Openings

1. The Parties agree that the District shall have the sole and exclusive discretion working in consultation with the State and County Health officials and in compliance with State and County Health orders to determine whether a school is closed, opened under an In-Person/Concurrent Instructional Model, fully reopened to in-person instruction, or reopened after partial or full closure.

2. January 4, 2021. The Parties agree that all schools and programs will open to the partial In-Person/Concurrent Instructional Model starting the week of January 4, 2021. The Parties agree that the attached calendars and partial In-Person/Concurrent Instructional Model grade level schedules shall apply and are subject to adjustment as necessary. Any adjustments to the schedule will be done through the meet and confer process between EGEA and the District.

3. County Tier Metrics. Relevant metrics will be used to guide decision-making, and the District will consult with EGEA prior to announcing school closures and openings.

a. Schedules. If students return to school the week of January 4, 2020, schedules will be updated to provide unit members with additional preparation time as described below.

b. Purple Tier. Schools will remain in and/or return to distance learning if the Sacramento County Department of Public Health returns to the Purple designation. If at any time during the duration of this agreement the County is in the Purple tier, EGEA and the District will meet and confer and reevaluate the process for a return to in-person learning.

c. Red Tier. If Sacramento County remains in the Red Tier through November and December 2020, then all grade levels, programs, and services will move to the partial In-Person/Concurrent Instructional Model in January 2021.

d. Orange Tier. If Sacramento County Department of Public Health declares that the County is officially in the Orange Tier designation prior to January, schools will begin opening two weeks after such declaration. The first phase of opening will include PreK-3 and Jessie Baker School, and the subsequent two phases as described below will occur at two-week intervals thereafter, respectively. Once schools have phased into the In-

Person/Concurrent Instructional Model, if the County regresses to the Red Tier, the District will continue reopening consistent with the following sequence.

e. Implementation of the In-Person/Concurrent Instructional Model Prior to January 4, 2021. The District will use Sacramento County's tiered designation risk levels as the triggers for transitions between the distance learning instruction model and In-Person/Concurrent Instructional Model. The In-Person/Concurrent Instructional Model shall be consistent with the attached Student Instructional Schedules with adjustments made as needed through the meet and confer process. (See Attached Schedules)

f. If Sacramento County meets the criteria and metrics for the Orange Tier, this will trigger the school reopening process for in-person instruction. After a second consecutive week of meeting the Orange Tier criteria, the County will move into the Orange Tier and the school reopening process for in-person instruction shall occur two weeks later.

g. **For illustration purposes only, the following is an example:** If the County meets the Orange Tier criteria after October 27, 2020, the District and EGEA will meet and confer to confirm the dates to align with the following schedule.

i. **For example**, if on Tuesday, October 27, 2020 Sacramento County determines that the County has met one week of the Orange Tier criteria and is eligible to move into the Orange Tier status effective November 3, 2020 by continuing to meet the criteria for one more consecutive week, the reopening process will commence. A second consecutive week of meeting the Orange Tier criteria on November 3, 2020 would confirm the transition to the In-Person/Concurrent Instructional Model on Tuesday, November 17, 2020 according to the following sequence:

ii. The District will be phasing in students in the following order and based on the following grade levels:

1. PreK-3 and Jesse Baker School (includes all respective Special Education programs and services);
2. Grades 4-6 (includes ALL Self-contained Special Education programs and services from all grade levels, up to and including programs serving students who are age 22);
3. Secondary (grades 7-12).

iii. PreK-3 including Self-contained SPED programs and services and Jesse Baker School: Unit members serving these students will be encouraged to be on-site one week prior to a Tuesday, November 17 return of students. November 12 and 13 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the

difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing November 12.

- iv. Grades 4-6 and ALL Self-contained Special Education programs and services (includes ALL Self-contained Special Education programs and services from all grade levels, up to and including programs serving students who are age 22): Unit members serving these students will be encouraged to be on-site the week prior to a Tuesday, December 8 return of students. December 3 and 4 are designated as on-site staff preparation days that will be comprised of 90 minutes of synchronous instruction through distance learning. All students will participate in the required daily instructional minutes, with asynchronous activities making up the difference between the 90 minutes synchronous instruction and the total instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing December 3.
- v. Grades 7-12: Unit members serving these students will be encouraged to be on-site during the week of Semester 1 Finals. January 4 is a non-student contact preservice day and up to 90 minutes can be used for a staff meeting(s).

January 5, 2021 is designated as on-site staff preparation day that will be comprised of a modified class schedule that will be developed through the meet and confer process with EGEA and the District.

The January 5, 2021 schedule will be comprised of 20 minutes of synchronous instruction for each class in the 4 x 4 block schedule and 30 minutes of synchronous instruction for each class in the 3 x 4 block schedule. The remaining instructional day for students shall be asynchronous through distance learning.

All students will participate in the required daily instructional minutes required by law. Unit members serving this population of students will be required to be on-site commencing January 4.

January 6, 2021 will be an "Orientation Day" for grades 7 and 9. Grades 8 and Grades 10-12 will return on January 7. The Orientation Day instructional schedule shall be developed as part of the meet and confer process between EGEA and the District.

The Parties agree that SB 98 and SB 820 instructional minute requirements shall be satisfied on each of the above instructional days.

4. The Parties understand and agree that the Associate Superintendent or designee will communicate decisions regarding changes to working conditions to EGEA. The Parties agree to negotiate any effects of decisions related to COVID-19 with EGEA as soon as practical under the then current circumstances.

5. Emergency Closure and Reopening. The Parties agree that during the remainder of 2020-2021 school year that the District may transition from one instructional model to another as a result of any State/County/District order:

- a. Student instruction and services through the Distance Learning Model; and
- b. Student instruction and services in-person through the partial in-person instructional learning models; and
- c. Student instruction and services through the full in-person model.

B. Health and Safety

1. COVID-19 District Safety and Mitigation Guidelines. The Parties agree that this MOU addresses the implementation of the in-person instructional model and use of distance learning in accordance with mitigation protocols as required by federal and State health officials in order to prevent the spread of illness arising from the coronavirus during the 2020-2021 school year, and/or for the duration of any orders from public agencies with jurisdiction over the District.

EGUSD COVID-19 Testing Plan (No Cost Asymptomatic Testing-Every Two Months)

The District has partnered with Sacramento County Public Health with multiple locations throughout the county including an in-district testing center. The District commits to remaining a partner in this program for the duration of time that the Sacramento County Public Health continues to offer the program.

It is recommended that all employees who work closely with students sign-up for COVID-19 testing every two (2) months. Locations and scheduling procedures are available on the District's website and will be shared with all employees.

Available testing options for EGUSD employees:

- Sacramento County Public Health testing sites
- Kaiser Permanente for Kaiser Members

Please see the attached 2020 Sacramento County Public Health Protocols and District guidelines, which are subject to change as a result of State, Local, and federal orders.

2. Personal Protective Equipment. The Parties agree that when unit members report to a District site, the District shall provide District-approved applicable personal protective equipment (PPE) to ensure that the unit member maintains his or her safety and the

safety of others. Absent a State and/or County authorized exemption, appropriate face coverings are required at all District sites. PPE may also include face shields with masks or neck drapes, as is necessary. Physical distancing protocols based on State and/or County requirements shall be followed to the greatest extent possible. For certain procedures, it may be necessary for staff to come closer than 6 feet of students for an extended period of time (longer than 15 consecutive minutes). Proper personal protective equipment (PPE) should be worn during these procedures.

a. When assisting with toileting needs, the staff and students, when appropriate, must wear face coverings. Gloves should also be worn when toileting and direct contact during toileting must be made. Gloves must be changed and hands washed between interactions with each student. If the student is unable to wear a face covering or face shield with a drape, in addition to a face covering and gloves, the staff should wear a face shield as well. These procedures should also be applied to other health procedures, such as when assisting with gastrostomy tube (g-tube) feeding. Gowns and shields shall be provided for all assignments that require toileting or any potential exposure to bodily fluids.

b. In the event that a student is unable to wear a mask or face shield, consistent with Sacramento County Public Health and Safety Guidelines and Orders, the site or program administration will work with the parent/guardian and staff to determine the appropriate action. The site or program administration will collaborate with staff regarding the accommodations necessary for the student and will also ensure that the appropriate PPE is provided to the unit member. If a student mask accommodation is necessary, the accommodation information shall be communicated to the applicable unit members.

c. If the appropriate PPE is not available at the school, the unit member shall notify their site administrator and appropriate PPE shall be provided.

d. Bite guards shall be provided for staff where individuals are working with students who may bite.

e. A procedure shall be communicated for requesting specialized or additional PPE based on the specific needs of the unit member, class and/or students.

3. Compliance with Safety Orders. The Parties agree that State and County safety orders and guidelines continue to adapt based on the changing conditions of the pandemic. The District will adhere to the attached District guidelines, which are based upon State and County orders, which will be updated consistent with subsequent orders and guidelines as reflected in State and County public health orders.

a. The Parties agree that to support the safety of EGEA unit members, students, and other District staff who are working at District sites to deliver instruction and related services, the District shall provide the following consistent with current County Public Health Orders:

- i. Cleaning and sanitization of schools and District work sites, including restrooms, classrooms, and offices will occur daily consistent with State and County guidance. Elementary, Middle, and High School cleaning protocols have been developed in consultation with EGEA and will be adapted if and when learning models change. (See Attachment for Cleaning Protocols and Tersano SAO.) The District has implemented new protocols and purchased multiple new cleaning and sanitization technologies and equipment, which will be utilized to ensure proper and necessary sanitization. The District will clean and sanitize all classrooms, restrooms, common spaces and work areas daily. This will include common touch points, desks, equipment, etc. Additional deep cleaning and sanitization will immediately take place in areas when/if a confirmed COVID-19 case occurs.
- ii. Prior to students returning to partial in-person instruction, cleaning protocols will be established and shared with staff.
- iii. Prior to the return of students, the District will provide unit members with appropriate cleaning protocols and training when unit members are assisting with cleaning and sanitation.
- iv. Proper and safe ventilation in all classrooms and work areas will be ensured and meet standards for ventilation systems. Fresh outdoor air will be provided through ventilation systems as practical, including opening windows and/or doors where possible and practicable. All opening windows shall be reviewed to ensure functionality. Air filters and filtration systems will be replaced and maintained to ensure optimal air quality. MERV 13 air filters will be in place for all heating, ventilation and air conditioning (HVAC) systems and replaced pursuant to common replacement timelines for the 2020-21 school year. District Maintenance Staff and HVAC Technicians will work with site administration to allow flexibility for HVAC set points outside of the Energy Conservation guidelines and Board Policy to ensure comfortable classroom temperatures.
- v. Ingress and Egress path signage will be used to provide safe movement of students and staff in and out of school sites. Extensive signage has been provided for all school sites which includes, posters, flyers, “yard” signs, floor decals, “A frames” and more. This signage includes social distancing reminders, symptoms check and indicators, proper hand washing at all sink locations and restrooms, proper mask wearing instructions, social distancing floor and carpet decals, mask requirements, stay at home if sick reminders, “stop the spread” signage and more. Schools shall designate directional pathways, “one way” directions, for movement on campus. Protocols for recess, lunch, transitions, passing periods, arrivals, and departures will be developed at each school site.
- vi. Each classroom and office shall be provided with hand sanitizer and masks. Masks will also be available upon entry to the campus.

vii. Each classroom will be provided with cleaning/disinfecting supplies daily so that unit members may contemporaneously clean their classrooms as desired and needed. These supplies include the technology that has been installed at every school site due to the pandemic, which allows teachers, students, and other staff to utilize the product under the Healthy Schools Act.

viii. Each school site shall have a supervised location (isolation room) where they can be picked up or released by their parent or guardian to go home. Students assigned to this safety isolation location shall not be returned during the school day to their classroom. In addition, the District will provide increased health/nursing support staff, which will staff isolation rooms and provide necessary health assistance to students and staff at school sites. The District shall follow Sacramento County Public Health Guidelines regarding students' return to school.

ix. Additional PPE shall be provided in the isolation room at the highest safety standard given the potential of exposure. The isolation room shall be separate from the room used for general injury or medication distribution.

x. Classroom furniture and/or desks shall either be moved or labeled with signage to support six feet of distancing and/or other required social distancing requirements. District custodial and M&O staff will provide the necessary support to reconfigure classrooms and unit members will have input and guidance as to their particular room arrangements to meet their instructional preferences; however, social distancing requirements will take precedent and be met in all circumstances. Classroom teachers shall establish and maintain seating charts for the purposes of contact tracing.

xi. In-lieu of using District-provided PPE, unit members may use their own PPE so long as the PPE complies with public health guidelines and provides equivalent protection to the PPE provided by the District.

xii. The Parties agree to meet as soon as possible to negotiate any impacts and/or effects of any revisions or updates to public health and safety guidelines issued by the State and Local County.

b. Positive Test. In the event that a student or staff member tests positive for COVID-19 within a classroom cohort or a mixed classroom cohort, the District will confer with Sacramento County Public Health Department to determine if and to what extent classrooms/cohorts/schools will need to close in reference to the most up-to-date Sacramento County Public Health Department COVID-19 Reopening Guidance for Schools. (See Attachment)

4. Compliance with Safety Mitigation Orders. The Parties agree that unit members shall comply with all of the safety mitigation orders from State and County Public Health regarding COVID-19. In addition, the Parties agree that unit members shall comply with the attached "COVID-19 District Safety and Mitigation Guidelines."

5. Visitors to classrooms shall not be allowed without prior notice and will be permitted only when absolutely necessary and if social distancing can be ensured. Any permitted visitor will wear appropriate PPE and adhere to social distancing requirements.

6. Upon entering any District facility, students and staff shall wash their hands or use hand sanitizer.

7. Compliance Issue. In the case of individuals (non-bargaining unit members) refusing to comply with health directives, such as the requirement to wear a mask on campus, administration will work with the individual (and parent/guardian, if the individual is a student) to rectify the behavior.

If interventions are not followed, and the individual repeatedly refuses to comply with directives, the administration will refuse access to district facilities to the non-student and if it is a student, the administration shall pursue a resolution through applicable student discipline processes if necessary to ensure a safe and healthy environment.

8. EGEA and the District will work collaboratively to resolve any public health situations that may arise.

C. Definitions

1. Distance Learning. The Parties agree that "distance learning" is an alternative learning and educational service plan available through the school of enrollment. This program assigns students to applicable teachers and staff, in which the student and teachers are connected virtually, and instruction is a balance of synchronous and asynchronous modalities. In addition, Distance Learning must be in compliance with California Senate Bills (SB) 98 and 820 and applicable laws.

The Parties acknowledge that in the In-Person/Concurrent Instructional Model the maximum number of students in an in-person class is contingent upon the dimension of the particular classroom and the extent to which all inhabitants of the classroom can maintain social distancing requirements (currently six (6) feet). The Parties also acknowledge that County Public Health Guidelines will continue to be adhered to and are subject to change, and such guidelines may increase or decrease the number of occupants allowed.

2. "In-Person/Concurrent Instructional Model." The Parties agree that the In-Person/Concurrent Instructional Model is defined as an instructional model available through the school of enrollment in which distance learning platforms are maintained and remain the primary mode of instruction. All students remain with their teacher/s of record. Within the In-Person/Concurrent Instructional Model there are two options for students:

- (1.) Distance learning five days per week

(2.) A partial return to school: Two days per week either (Tuesday/Thursday) or (Wednesday/Friday) and the remaining three days Distance Learning from home

A teacher's classroom may have students that experience distance learning five days a week as well as students who attend school two days a week with three days of distance learning. Students at home and in school will be learning synchronously through distance learning platforms. The number of students in classrooms will be determined by the size of the room and maintaining social distancing guidelines.

The Parties agree to meet and confer regarding the implementation of the In-Person Concurrent Instructional Model and any issues and/or questions that may arise prior to and during implementation.

3. Full Return to In-Person Instruction. The Parties agree that a full return to in-person student instruction includes the schedules and working conditions that were in place prior to March 2020, unless the parties negotiate otherwise.

D. Human Resources

1. Use of Leaves. The parties agree that Unit members who are unable to meet the expectations included in this MOU regarding the In-Person/Concurrent Instructional Model, service work, and availability during contractual hours shall use any sick leave or personal necessity leave entitlement (including FFCRA emergency paid sick leave and expanded family & medical leave) that they may be eligible for consistent with law and the parties' collective bargaining agreement.

The parties agree that all collectively bargained leave provisions will remain in full effect for the duration of the pandemic. Eligible unit members will also be entitled to any new COVID-19 federal and/or State leave benefits.

2. Federal Families First Coronavirus Response Act (FFCRA). The Parties acknowledge that subject to subsequent legislation, the Federal Families First Coronavirus Response Act (FFCRA) includes several qualifying reasons for Leave. Please see the attached FFCRA posting and check with Human Resources Leave Technicians for more information and to apply.

Under the FFCRA, the federal Department of Labor has stated that certain employees qualify for paid sick time, at different levels of pay depending on the reasons for the COVID-19 leave, if the employee is unable to work (or unable to telework, if applicable) due to a medical diagnosis for the need for COVID-19 leave and:

- i. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19*.
- ii. Has been advised by a health care provider to self-quarantine related to COVID-19*.
- iii. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis;

is caring for an individual subject to an order described in (i.) or self-quarantine as described in (ii.) above;

iv. Is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19; or

v. Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

[Note 1: The FFCRA qualifying reasons included in sections (i.) through and including (iv.) above do not include general Shelter in Place or Shelter at Home State and County orders that exempt essential service workers including K-12 employees from such orders. For example, a Shelter at Home order alone is not sufficient for eligibility for FFCRA leave. However, an individual EGEA unit member who is placed on quarantine or specifically ordered to self-isolate because of their personal COVID-19 diagnosis, exposure, or medical vulnerability may qualify for FFCRA leave with medical verification.]

[*Note 2: For sections 3(i) and 3(ii) above, the parties agree that a physician's or county public official's documentation is required.]

3. Documentation Issues. If a unit member believes that they are able to return to work under the In-Person/Concurrent Instruction Model, but they are unable to obtain official written medical verification that they are medically released to return to work, the unit member should contact the District's Human Resources Department. The District shall determine whether a unit member can be released to return to work.

4. Positive Test and Tracing. If a District employee, who has worked in-person on a District site tests positive for COVID-19, as certified in writing by a licensed health care provider or by a public health official, and if such diagnosis is shared with the District, the District will notify any District employee who may have been exposed or in close contact with that person.

The District will also immediately notify EGEA should such an event occur. The District shall not share the name of the District employee who tested positive for COVID-19. The Parties agree to refer to the then applicable COVID-19 District Safety and Mitigation Guidelines. In addition, the District will comply with State and County Public Health orders.

5. Coordination of Leave with FFCRA. If eligible for FFCRA leave, bargaining unit members may choose to supplement the two-thirds (2/3) pay provisions included in FFCRA with their own sick leave in order to make their pay whole.

6. Interactive Process. The Parties agree that the option for unit members to work remotely under the full distance learning model will not be available during the In-

Person/Concurrent Instructional Model and during the Full In-Person Instructional Model. Depending on the availability of remote work assignments and medical restriction documentation provided by a unit member during an interactive process with the District, the Parties agree that unit member assignments and/or transfers to remote work positions for unit members may be considered to provide reasonable accommodations to unit members with healthcare restrictions. The District will consider placing a certificated substitute in the classroom as a reasonable accommodation while the teacher of record works remotely. The unit member (teacher of record) will be present online during contractual hours and coordinate instruction as appropriate with the certificated substitute. Any transfers under the interactive process shall be temporary and unit members shall be able to return to their original assignment.

Although unit members who serve as caregivers for individuals with underlying conditions or who are impacted by COVID-19 do not fall within the interactive process, the District will consider accommodations for such employees upon request, on a case by case basis. If the request for accommodation is denied, the District will consult with EGEA.

7. Additional COVID-Related Leave. Pursuant to Section B(4), Compliance with Safety Mitigation Orders, which states: “The Parties agree that unit members shall comply with all of the safety mitigation orders from State and County Public Health regarding COVID-19. In addition, the Parties agree that unit members shall comply with the attached ‘COVID-19 District Safety and Mitigation Guidelines’,” unit members shall be provided with up to 10 days of additional leave consistent with the criteria i, ii, and iii listed above in Section D(2), Federal Families First Coronavirus Response Act (FFCRA). Eligibility for this leave will be based on the following and granted at the discretion of the Human Resources division:

- a. Unit member cooperates with and complies with contact tracing; and
- b. Unit member agrees to get tested for COVID-19 at no cost to the unit member either through medical insurance or County Public Health and provides evidence of testing; and
- c. Unit member will exhaust leave provided by the FFCRA. This Additional COVID-Related Leave can be accessed prior to use of sick leave.

8. Childcare.

a. The Parties agree that, for the 2020-2021 school year or until all students can return to everyday instruction, the District will work with independent childcare providers that lease District space and pay fees and charges to the District to encourage such providers to prioritize District employees’ children for childcare openings. The parties agree that this arrangement may result in the District waiving fees and charges required of these providers to provide childcare for District employees.

b. The Parties agree that, for the 2020-2021 school year or until all students can return to everyday instruction, if there is space available in a teacher’s in-person classroom setting consistent with State and County orders regarding small cohort size, such

teacher may bring their school age child(ren) to work with them, regardless if the child(ren) is/are [a] student(s) in the District or another district.

i. Prior to bringing a school aged child(ren) to work, the Parties agree that the unit member shall complete a liability waiver, shall ensure that their child(ren) wears a face mask, maintains social distancing and is not disruptive to student instruction and/or other school business.

ii. If a specific classroom is at its determined maximum capacity, the Parties agree that the teacher may not bring their child into their in-person class. In this event, the District encourages the unit member to work with their site administrator to determine if there are any other options for the unit member's child on-site. The unit member's child(ren) must maintain social distancing protocols among all other children and staff.

iii. If both of the options described above are not able to accommodate the unit member's child(ren) and the child(ren) are EGUSD students, the District will explore the option of allowing the child(ren) of the unit member to attend his/her or their own assigned classes for more than 2 days per week. Such an arrangement will need approval from the Associate Superintendent or designee.

9. The Parties share an interest to maintain continuity of instruction between the teacher of record and the student. To this end, unit members will be granted the ability to work from home for no more than two (2) days for the remainder of the 2020-21 school year in coordination with the site or program administration due to any illness or injury that allows the unit member to conduct distance learning. The unit member must be able to perform his/her responsibilities per the In-Person/Concurrent Instructional Model for the entire contractual day. The site or program administration will arrange for in-class supervision of the students accessing the teacher's instruction through distance learning. If the unit member accesses these two (2) days, the days will be subtracted from the days provided in Section D(7), titled "Additional COVID-Related Leave".

E. Evaluation and Supervision

1. Evaluation Timelines. The Parties agree that current collectively bargained timelines for staff evaluations shall apply for the 2020-2021 school year consistent with the applicable new COVID Response 2020-2021 Calendars.

Since the In-Person/Concurrent Instructional Model is new to all unit members, consideration shall be given to the fact that unit members will be learning new modalities of instructional services. The intent of evaluation is to improve instruction;

with that in mind, administration will provide the time and support necessary for appropriate growth.

F. Working Conditions

1. Working Conditions. The Parties agree that unit member working conditions, shall be consistent with (1.) California law and local County orders (including SB 98, SB 820 and any other subsequently adopted state law or order), (2.) the attached negotiated and the agreed upon In-Person/Concurrent Instructional Model daily schedules, and (3.) this MOU.

The District is committed to providing unit members with work spaces that are conducive to high quality instruction.

- Classrooms shall be arranged so applicable social distancing will be maintained by students and staff.
- In the event that a work space cannot be provided that meets health and safety requirements, unit members shall notify the site or program administrator immediately and an alternative work space shall be arranged until the permanent work space can be modified to meet health and safety requirements directly related to COVID-19. If any concerns arise regarding suitable work spaces, EGEA and EGUSD will meet and confer.
- If issues arise regarding work spaces, administrators will work with unit members to address any issues in a reasonable amount of time.

G. Hours and Schedules

The Parties agree that all unit members shall report to work on-site during the work hours specified on the attached schedules, unless directed otherwise. The Parties agree that consistent with SB 98 and 820, Education Code section 43501, the instructional minutes included on the attached schedules shall be provided by unit members to all students on a daily basis.

On the distance learning only days (e.g. Mondays, YR “D” days) of the In-Person/Concurrent Instructional Model, unit members may work and provide instruction remotely during contractual hours.

H. Clarification of Elementary Positions in the In-Person/Concurrent Instructional Model

1. Academic Intervention Teachers (AIT). AITs shall deliver synchronous intervention to identified students for the duration of their contractual hours; their work will be directed by site principals or designees and in collaboration with classroom teachers.

It is recognized that flexibility in the scheduling of intervention instruction may be needed. Schedules shall be collaboratively determined between the classroom teacher, AIT and site principals/designees as long as the proportion of synchronous and DL Management/Prep minutes are maintained for the AIT as allocated for all teachers in the daily schedules.

AITs may be required to attend mandatory professional development training during the contractual day.

AITs shall follow a push in model or small group instruction based on the needs of the students/site remotely in order to minimize exposure and contacts.

AITs will be on-site during contractual hours.

AITs will create and maintain their own Google Classrooms and/or they may co-teach in established Google Classrooms.

2. All Cross Track Certificated Unit Members and All Non-Classroom Certificated Unit Members.

EGEA and EGUSD will meet and confer regarding impacts and effects on working conditions due to the In-Person/Concurrent Instructional Model for all non-classroom certificated positions and Adult Education.

Examples include, but are not limited to, the following: Counselors, Academic Intervention Teachers (AITs), Speech and Language Pathologists, Nurses, Instructional Coaches, specific Special Education specialists, Visual Impairment Specialists and Librarians.

Issues regarding work spaces shall follow the language indicated in Section F., "Working Conditions".

3. Computer Resource Teachers (CRT). CRTs shall follow the In-Person/Concurrent Instructional Model daily schedules that provide instructional delivery of curriculum to grades 1-6. A portion of the day shall continue to be designated for tech support and rostering needs of the site. CRTs shall follow a push-in model remotely in order to minimize exposure and contacts. CRTs will be on-site during contractual hours.

The CRT teacher and classroom teacher shall work collaboratively to determine if the delivery of CRT instruction is feasible in either a small group or full class model.

CRT Teachers will create and maintain their own Google Classrooms and/or they may co-teach in established Google Classrooms.

School-wide CRT schedules will be developed in collaboration with administration and teachers.

4. Elementary Physical Education Teachers.

PE Teachers shall follow the In-Person/Concurrent Instructional Model daily schedules. PE teachers will serve grades 1-6 providing synchronous and asynchronous instruction to students.

PE teachers shall follow a push-in model remotely in order to minimize exposure and contacts. PE teachers will be on-site during contractual hours.

The PE Preparation MOU will be suspended for the duration of the term of this agreement. As such, PE teachers will not be providing preparation time to teachers. PE teachers shall create schedules to provide synchronous instruction to each 1-6 grade on a rotational basis. The schedule will be designed to provide more minutes to intermediate versus primary (e.g. 40 minutes intermediate, 20 minutes primary; 30 minutes intermediate, 15 minutes primary). It is recognized that the size of the school will dictate the rotational delivery and determination of minutes.

The PE teacher and classroom teacher shall work collaboratively to determine if the delivery of PE instruction is feasible in either a small group or full class model.

School-wide PE schedules will be developed in collaboration with administration and teachers.

PE teachers will provide activities for fitness/physical activity, instruction related to health and fitness, and social-emotional learning.

PE Teachers will create and maintain their own Google Classrooms and/or they may co-teach in established Google Classrooms.

PE teachers shall have methods for the tracking of student work and certification of synchronous and asynchronous minutes. PE teachers will work collaboratively with classroom teachers during the scheduled time.

5. PreK/ TK/ K/ Grade 1 Teachers. PreK/ TK/ K/ Grade 1 teachers shall be assigned to perform instruction for students consistent with the attached schedules, their credential and job description at the direction of the site principal. The Parties agree that access to learning, instruction, and curriculum shall be tailored by unit members to reflect the developmental needs of PreK/TK/K/Grade 1 students while at the same time ensuring that daily instructional minute requirements are maintained. The Parties agree that the PreK/TK/K/Grade 1 teachers shall follow their respective attached PreK/TK/K/Grade 1 school schedule. The allocation of in-person, asynchronous, and synchronous delivery for PreK/TK/K/Grade 1 students will follow their respective schedule to the greatest extent possible (See Attachments).

6. Moderate/Severe Special Education Teachers. Moderate/Severe Special Education Teachers shall provide special education instruction and services consistent with the In-Person/Concurrent Instructional Model with the understanding that adjustments may be needed in order to provide IEP services to the greatest extent possible.

EGEA and EGUSD will work collaboratively to create a daily schedule that will provide adequate case management time, preparation time and service delivery time.

Moderate/Severe Special Education teachers shall work with program specialists and site administrators in developing schedules to best meet the needs unique to the Moderate/Severe delivery of services. (See Attachment)

7. Mild/Moderate (RSP) Special Education Teacher. Mild/Moderate Special Education Teachers shall provide special education instruction and services consistent with the In-Person/Concurrent Instructional Model schedules with the understanding that adjustments may be needed in order to provide IEP services to the greatest extent possible.

EGEA and EGUSD will work collaboratively to create a daily schedule that will provide adequate case management time, prep time and service delivery time. RSP teachers shall work with program specialists and site administrators in developing schedules to best meet the needs unique to the Mild/Moderate delivery of services.

8. Additional Special Education Considerations.

a. Transportation. All schools that have students with disabilities being transported need to reexamine their plan for supervision for arrival and dismissal periods. This needs to be done prior to in-person instruction occurring. The plan developed should ensure the health and safety of students. In any scenario in which a unit member's supervision of a student impedes upon duty free lunch or other contractual provisions, flexibility will be provided to ensure that such provisions are realized.

b. In-Person Assessment. There are legally mandated student assessments that must be conducted in-person by EGEA unit members. The Parties agree to comply with the "Guidelines for Essential In-Person Assessments," as these Guidelines may be revised consistent with State and County local health orders and guidance. (See Attached)

The Parties agree to meet and confer if the above Guidelines are revised.

In the event that a unit member is unable to perform in-person assessment(s) and digital assessments are not available, the site/district administration with all of the unit members involved shall conduct an analysis of site, regional, and/or job-alike unit member supports. Depending on the results of that analysis the following options or a combination thereof may be considered:

- i. Redistribute assessments and/or caseload assignments in order to meet the needs of students.
- ii. Unit members will be offered the \$40 an hour voluntary rate in order to conduct assessments. These assessments may take place after contract hours, and if this additional work takes place during contract hours, it will not interfere with direct service delivery.
- iii. Program Specialists as well as other qualified unit members may perform assessments.
- iv. An assessment team which may include new hires and/or retirees can assist with the facilitation of assessments.
- v. Additional options identified by the District and EGEA.

If there are any issues or concerns related in-person mandated assessments, the District and EGEA will meet and confer to monitor the coverage of assessments.

c. Inclusion of Students with Disabilities:

Students and related support personnel for students who are integrated into general education settings shall be factored into social distancing formulas and subsequent configurations of the classroom setting.

9. School Nurses. School Nurses will perform the essential functions of their position as designated in their job descriptions and the collective bargaining agreement. The District shall contract with a qualified agency to provide staff to supervise student isolation rooms. School Nurses shall not be required to supervise isolation rooms, but they may be required to provide student services and support.

10. Instructional Coaches.

Instructional Coaches shall fulfill their job duties remotely in order to minimize exposure and contacts.

Instructional Coaches will be on-site during contractual hours and agreed upon calendar.

I. Job Shares

Unit members who are in job share assignments will meet and present shared responsibilities, schedules and calendars for consideration and approval by the site principal.

J. Minimum Days

During implementation of the 2020-2021 school year In-Person/Concurrent Instructional Model, the Parties agree that the Minimum Days shall be paused. Individual School sites in Secondary Education will develop final exam schedules that meet the minimum daily instructional minute requirements included in SB 98 and SB 820.

In addition, the Parties agree that at all elementary school sites there will be no staff meetings during parent conference/report card weeks.

If there are any teachers on tracks that are roving/rotating, site administrators will work with teachers to accommodate the transition between teachers.

For Modified Traditional and Traditional Schools, on report card preparation days and conference days, after the instructional minutes of the day have been delivered, the remainder of the time shall be designated for either report card preparation or parent conferences, excluding preparation time.

K. In-Person/Concurrent Instructional Model with Distance Learning Model Components.

1. Platforms. During implementation of the In-Person/Concurrent Instructional Model, the Parties agree that unit members will utilize the Google Classroom platform for distance learning purposes. For the purposes of synchronous activity for students who are in-person and for those who are learning in a remote environment, unit members will use the District provided application(s) for video conferencing (currently Zoom or Google Meets).

2. Administrator Access to Asynchronous and Synchronous Distance Learning and In-Person Classroom Observations and Visitations

a. Google Classroom Access. Teachers must manually add school administrators as a student in each of their Google Classrooms. The purpose of this access is for administrators to be aware of the distance learning experiences of students and teachers, and to provide support to teachers as needed. Teachers will provide the links to Zoom and/or Google Meet. Assignments shall be posted in the Google Classroom or Synergy.

If an administrator accesses the Google Classroom, the expectation is that they send an email to the teacher indicating such access by providing feedback, if any.

b. Live Virtual Platform Access. The Parties agree that school and/or program administrators shall be provided with access to observe all distance learning platforms. In the interest of mitigating any potential interruptions/disruptions to the instruction, the expectation is that administration will notify the unit member the day prior to the visit and no later than 7:45 a.m. on the day of the visit. Such email notification can be specific to a unit member or grade level/subject areas/or other group.

The parties recognize that in emergent situations, an administrator may need to enter a distance learning environment immediately without prior notice.

- i. Student Breakout Room Supervision. The Parties agree that guidelines and strategies for supervision of students in breakout online meeting rooms will be provided by the District to both staff and parents.
- ii. Student In-Person and Digital Citizenship and Online Behavioral Intervention. The Parties agree that guidelines and strategies for in-person and digital citizenship and online behavioral intervention will be provided to both staff and parents.
- iii. Digital Software/Platforms. The District will develop and implement a process for the recommendation, approval, access, and training of the best practices, digital platforms, streamlining of this process, whenever possible.

c. Additional Guidance-Google Classroom/Live Virtual Access

Guidance contained in the Distance Learning MOU Joint Clarification from September 18, 2020 specific to sections: Google Classroom Access and Live Virtual Platform Access/Walkthroughs still applies to the Distance Learning and the In-Person/Concurrent Instructional Models.

d. In-Person Classroom Observations and Visitations. Procedures and protocols for site and program administrators to observe in-person classroom instruction will resume consistent with the collective bargaining agreement. All health and safety protocols will be followed.

3. Collaboration Platforms. The Parties agree that staff may collaborate as necessary and appropriate in compliance with all laws including all student privacy and confidentiality laws (FERPA/COPA). In addition, collaboration meetings by unit members will be conducted in a manner that adheres to federal, State and local orders, and guidelines.

4. Staff Meetings. Staff meetings shall be calendared. It is the expectation that staff check District email during the work day. In emergency situations, a meeting may be called, but not required, with less than twenty-four (24) hour notice during the work week. Staff meetings will continue to be held using Zoom/ Google Meet/Microsoft Teams.

Elementary Staff meetings may be held earlier with 75% vote of certificated staff including administration. A non-vote is a no vote as consistent with sidebar language. Staff is agreeing to switch the distance learning management time with preparation time. Individuals may choose to do their preparation either before the student contact time or after the staff meeting.

5. Group Meetings. Up to ninety (90) minutes after contract hours may be used for the purpose of group meetings. Individuals, who have IEPs scheduled during the week, shall be excused for all or a portion of the staff meeting to allow for participation in those required meetings. Any time that exceeds 90 minutes per week for the purposes of meetings shall be compensated at the hourly rate. For Elementary, administrators are encouraged to confer with staff regarding the day of the week to hold staff meetings. Group meetings will continue to be held using Zoom/Google Meet/Microsoft Teams.

6. Equipment/Training. The District shall provide ongoing professional learning opportunities for the purposes of enhancing unit members' skills in delivering instruction through the In-Person/Concurrent Instructional Model. The District will provide dual monitors to unit members if requested and will also provide headphones/microphones in order to facilitate the In-Person/Concurrent Instructional Model. In the case that

connectivity issues increase and interfere with instruction, the District shall meet and confer with EGEA to determine a solution.

The Parties agree that unit members who work remotely and do not have the technological devices and/or access needed for remote online work shall be provided those items by the District, if and when feasible, and as determined by their site and/or program administrator. This includes devices, hot spots, and other peripheral.

7. Synergy (Attendance, Grades & Communications).

Unit members shall input student attendance daily in Synergy based upon students' participation in synchronous Distance Learning and In-Person/Concurrent Instructional Model.

Sections 8.104 through 8.106 of the Collective Bargaining Agreement explicitly address the expectations that teachers communicate progress and grades to parents. EGEA unit members recognize the need to communicate to parents in a timely fashion. Unit members shall use a variety of methods to ensure that parents are kept apprised of their child's progress. These methods may include but are not limited to Synergy, Google Classroom, email, and various text messaging programs. Unit members shall make a reasonable effort to update grades every two weeks.

It is an expectation that unit members respond to student and parent communications within 24 hours during the work week, absent extenuating circumstances.

8. Adjunct Duty. The Parties agree that any and all in-person adjunct duties, committee assignments, or extra-duty positions shall be temporarily paused. Sites shall collaboratively discuss activities that are critical to the functioning of school under the current conditions. The Parties agree to meet and confer regarding whether to resume some or all of these activities in an In-Person/Concurrent Instructional Model environment. Leadership, English Learner Coordinator, and Site Council adjunct duties shall continue without pause.

The \$6,000 elementary stipend allocation may be reallocated for activities that are essential to the functioning of the school, and not limited to student focused engagement. Site plans must be jointly agreed upon by the staff and site administration and submitted to Elementary Education for joint approval with EGEA.

For Secondary, stipends will be allocated if applicable during the In-Person/Concurrent Instructional Model per site administration approval. Clubs may continue to operate consistent with County Guidelines.

9. Substitute Protocols. The Parties agree that the District will conduct In-Person/Concurrent Instructional Model professional development for selected substitute teachers. Such teachers will be utilized in the event that a unit member is unable to provide instruction on an instructional day.

10. Grading Practices. The Parties agree that grading practices and policies in place prior to the March 2020 closure of schools for in-person instruction shall continue to be applied during the 2020-2021 school year.

11. Assessment. The Parties agree to the following:

The Assessment Steering Committee and the Collaborative Assessment Planning Team (CAPT) will continue the process of developing a comprehensive, District-wide assessment strategy to be implemented in all grade levels to accurately measure student learning based upon clearly defined learning standards.

Assessing the academic, emotional, and physical well-being of students is critical to addressing the needs of the whole child. Assessments that will assist in identifying student strengths and challenges will continue to be used and adapted for the In-Person/Concurrent Instructional Model.

Given the current environment and circumstances, it is critical to measure where students currently perform academically and socially in relation to grade level standards as we implement instruction during the 2020-21 school year.

The District is committed to providing a variety of beginning-of-the-year assessments for teachers to use as well as support for how to administer assessments in an In-Person/Concurrent Instructional environment. Assessment results will be available to inform instruction, understand students' current knowledge and skills, and identify students' needs.

The Assessment and other Steering Committees will continue the work to develop and Implement ongoing formative, benchmark, and summative assessments.

Individual or group assessment data shall not be used for the purposes of unit members' evaluations.

12. SB 98 and SB 820. The Parties agree that consistent with Education Code section 43504(e), SB 98 and SB 820, and all State requirements, unit members shall ensure that a weekly engagement record is completed for each pupil documenting in-person, synchronous and asynchronous instruction for each whole or partial day of in-person and distance learning, verifying daily participation, and tracking assignments.

13. Meet and Confer. The Parties agree to continue to meet and confer regarding the following:

- a. Time allocated for IEP/504/SST Meetings.
- b. All Special Education related items including efficacy, legal updates, and guidelines.

c. Special Education Positions (SLPs, Education Specialists, Adaptive P.E., Inclusion Specialists, Deaf and Hard of Hearing Specialists, and Visual Impairment Specialists).

d. All in-person instructional schedules.

L. Compensation

1. The Parties acknowledge that negotiations for the 2019-2020 school year did not include a compensation enhancement due to the uncertainty of the State budget and the global pandemic. The Parties also acknowledge that due to the pandemic, extraordinary work conditions have ensued, as such unit members have adapted, established and delivered new instructional modalities and will be participating in additional practices for the 2020-2021 school year.

As such, the District will make a one-time, one percent (1%) off of the salary schedule payment to unit members, based upon the unit member's actual 2020-2021 base salary. In order to be eligible for this one-time payment, unit members must be in paid status and in position control as of November 1, 2020 and shall not apply to unit members who are in unpaid status. The Parties agree that payment will be paid after the beginning of the 2021 calendar year.

2. The Parties acknowledge that Special Education case managers are in the process of getting current with IEPs and assessments. As such, each Special Education case manager will be compensated at the voluntary rate of pay (\$40/hour) up to 40 hours (prorated for part-time unit members).

M. General Terms

1. Alternative School Requirements. In the event that the State of California mandates alternative requirements for schools in response to COVID-19, the Parties agree to immediately initiate negotiations relative to any working environment impacts.

2. Complete Agreement. The Parties agree that this is the complete agreement between the Parties regarding the District's response to COVID-19 and that there are no other verbal or written understandings in addition to this Agreement regarding the implementation of the "In-Person/Concurrent Instructional Model" during the 2020-2021 school year, dated prior to the date of this Agreement.

3. Severability. If any provision of this Agreement is held to be void, voidable, or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.

4. Interpretation. This Agreement shall not be construed against any one party but shall be construed as if jointly prepared by both parties. Any uncertainty or ambiguity shall not be interpreted against any one party.

5. Expiration. The Parties agree that this Agreement shall expire on June 30, 2021, but may be extended by mutual written Agreement.

For EGEA

[Handwritten signature]

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Dated: 10/23/20

For EGUSD

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

Dated: 10/23/20

ATTACHMENTS-October 23, 2020 MOU

1. Sacramento County Public Health Department, COVID-19 Reopening Guidance for Schools (10.13.20)
2. Sacramento County Public Health Department Order (10.13.20)
3. EGUSD Health and Safety Plan
4. Elementary Schedules (10.23.20)
5. 3 X 4 Secondary In-Person/Concurrent Instructional Model Schedule (10.23.20)
6. 4 X 4 Secondary In-Person/Concurrent Instructional Model Schedule (10.23.20)
7. Special Education In-Person/Concurrent Instructional Model Schedules (10.23.20)
8. EGUSD COVID-19 Case Response School Site and District (EGUSD-Flowchart)
9. EGUSD Cleaning Protocols
10. Essential In-Person Special Education Assessments
11. FFCRA Poster

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COVID-19 REOPENING GUIDANCE FOR SCHOOLS

MITIGATING COVID-19 RISKS AND ADDRESSING POTENTIAL EXPOSURES
AND/OR POSITIVE STUDENTS, TEACHERS, AND STAFF



OCTOBER 13,
2020

SACRAMENTO COUNTY PUBLIC HEALTH



SACRAMENTO COUNTY



Promote • Prevent • Protect

COVID-19 REOPENING GUIDANCE FOR SCHOOLS

SACRAMENTO COUNTY PUBLIC HEALTH

INTRODUCTION

Sacramento County has met the State of California’s Blueprint for a Safer Economy criteria for schools (all grades) to reopen for in-person instruction, regardless of the possession of a waiver. Recent local trends in COVID-19 data have been promising, yet it is still crucial for schools to implement measures to mitigate the likelihood of COVID-19 spread among students, teachers, and staff. Sacramento County Public Health (SCPH) is providing the following guidance to schools with strategies for safer reopening.

Schools should develop a written plan that incorporates the measures described within this guidance and consider their ability to effectively implement these measures when making decisions about reopening for in-person instruction. Reopening plans should be widely available to families and staff to ensure the whole school community is aware of policies, procedures, and expectations.

Schools are not required to receive permission from SCPH to reopen for in-person instruction, but they are highly encouraged to abide by all tenets of this guidance to minimize the risk of COVID-19 infection in the school community.

CONTACTS

Sacramento County Public Health (SCPH) has a team ready to assist you. If you have questions, concerns, or would like technical assistance, call the SCPH Schools Line at (916) 661-7331 or e-mail COVID-19@saccounty.net.

Name	Title
Olivia Kasirye, MD, MS	Health Officer
Melody Law, MD, MS	Deputy Health Officer
Sheena Harris, MD, MPH	Pediatrician
Mikah Owen, MD, MPH	Pediatrician
June Nash, RN, PHN	Supervising Public Health Nurse, Case Investigation Team Leader
Ruth Love, RN	Nurse, School Team Supervisor
Stacey Kennedy, MS	Program Planner
Nick Mori, MPH	Program Planner
Chantal Allen-Jarrell, MPH	Health Educator

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- SAMPLE SCREENING TOOL FOR ADULTS**
- SAMPLE SCREENING TOOL FOR CHILDREN**
- SYMPTOM DECISION TREE**
- COVID-19 REPORTING & CONTACT TRACING FORM**
- COVID-19 FAQ FOR SCHOOLS**
- HEALTH OFFICER LETTER TO FAMILIES**

CLEANING AND DISINFECTION

Develop protocols for cleaning and disinfecting the school site. This includes regular cleaning schedules using EPA-approved cleaning products, descriptions of how shared surfaces will be regularly cleaned and disinfected, and how use of shared items will be minimized. Schools should consider:

- Develop a schedule for disinfecting spaces on campus, including classrooms, workspaces, bathrooms, common areas, and high-touch surfaces.
- Implement enhanced cleaning in the event that a student, teacher, or staff tests positive for COVID-19.
- Eliminate or limit sharing of supplies between students. If sharing is unavoidable, disinfect supplies between uses.

COHORTING

Keep students in small, stable groups with fixed membership that stays together for all activities (e.g. instruction, lunch, recess) as much as is practicable. Cohort members should minimize/avoid contact with other groups or individuals who are not part of the cohort. Stable cohorts are beneficial in that they:

- limit the number of possible exposures if someone on campus becomes infected with COVID-19
- can reduce the number of people who become ill
- assist with effective contact tracing and case investigations
- lessen the impact of COVID-19-induced quarantines and closures

Elementary schools should be able to maintain consistent cohorts with minimal to no mixing of students or teachers. In situations where teachers “push-in” to multiple cohorts (e.g. art, music, foreign language), schools should have those teachers teach remotely from another physical space while students remain in their classroom.

Stable cohorts are more difficult to maintain with middle and high schools due to the nature of class schedules and student movement. Middle and high schools should consider measures to limit student mixing:

- Consider block schedules or other schedules with longer classes and fewer subjects per day, to decrease the number of students that a teacher interacts with each day. This will also decrease opportunities for students to mix in hallways during class changes. If a block schedule is chosen, cohorts should change no more often than once every 3-4 weeks.
- Create cohorts for core academic subjects. (e.g. students remain with the same group of students for English/Social Science and Math/Science)
- Stagger schedules for arrival/dismissal, recess, and lunch to prevent mixing of cohorts/grade levels.

- Utilize a hybrid model, limiting the number of students on campus on a given day and reducing class size. Under a hybrid model, about 50% of students would be on campus at one time, greatly reducing the number of contacts and allowing for distancing in classrooms.
- Shorten the school schedule to limit the need for a lunch break during the school day (State instructional minute requirements have been temporarily reduced due to COVID-19).

Larger gatherings of more than one cohort are currently prohibited (e.g. school assemblies, rallies, performances, morning circle). Additional strategies are included in Sacramento County Office of Education's [School Year Planning: A Guide to Address the Challenges of COVID-19](#).

ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

Develop plans for how movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts. Include plans for drop-off and pick-up and movement in common spaces like hallways. Schools should consider:

- Schedule staggered pick-up and drop-off times and/or assign different pick-up and drop-off locations on campus to minimize the number of students and parents in one place at one time.
- Stagger schedules to limit the number of students moving through hallways at one time.
- Designate specific routes for entry and exit to the campus for each cohort, using as many entrances/exits as feasible.
- Minimize movement of students through hallways. Examples of strategies to keep hallways clear:
 - Have a small, stable set of teachers rotate into the classroom for different subjects while students remain in the classroom, when feasible.
 - Stagger class change times so that only one cohort is in the hallway at any given time.
 - Consider creating one-way hallways and doorways to minimize congestion. Place physical guides, such as tape, on floors and sidewalks to mark one-way routes.
 - Assign adjacent classrooms to teachers in the same cohort to minimize the distance that students travel between classes.

FACE COVERINGS

Develop policies that align with [California Department of Public Health](#) (CDPH) guidance on the use of face coverings in schools. At minimum, face coverings must be strongly encouraged for children age 2 through 2nd grade and required for grades 3 and up in all indoor spaces and outdoors when distancing of 6 feet or greater cannot be achieved and consistently maintained.

Require all adults on campus to wear face coverings. Per CDPH, in limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (e.g. 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.

HEALTH SCREENINGS FOR STUDENTS AND STAFF

Develop a plan to screen students and staff for symptoms of COVID-19. CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools. **Parents or caregivers should be strongly encouraged to monitor their children** for signs of infectious illness every day.

Students who have symptoms of any infectious illness or symptoms consistent with COVID-19 may not attend school in-person. Additional information on specific symptoms that may suggest infectious illness and recommended return-to-school policies are available [here](#).

Schools that choose to conduct symptom screening should conduct these screenings safely and respectfully, and in accordance with any applicable privacy laws and regulations (e.g., confidentiality as required by the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act [FERPA]).

Students or staff who become ill while on campus must be isolated from others and sent home as soon as possible. Schools should designate a “sick room” where others do not regularly pass where symptomatic individuals can remain until they are able to go home.

HEALTHY HYGIENE PRACTICES

Ensure availability of handwashing stations and hand sanitizer, and develop a plan to promote healthy hygiene practices that incorporates handwashing into routines. Students and staff should wash their hands:

- when entering school/class
- before and after eating
- after coughing or sneezing
- after using the restroom
- periodically throughout the day

IDENTIFICATION AND TRACING CONTACTS

Determine the actions that staff will take when there is a confirmed case. Designate staff persons to support contact tracing and have them complete the [Johns Hopkins COVID-19 online contact tracing course](#) (free). If positive cases in the school community are identified, contact tracing staff will work with SCPH nurses to identify contacts and determine appropriate course of action, such as quarantine, cohort closure, and notifications.

PHYSICAL DISTANCING

Develop detailed plans for facilitating and maintaining physical distancing of 6 feet or greater between everyone on campus as much as is practicable.

- Stationary settings (e.g. desks and furniture) must be arranged to keep individuals spaced at least 6 feet apart.
- In areas where students are expected to line up, use physical reminders to encourage 6 foot spacing (e.g. tape on the floor, signage).
- In areas where visitor interaction is likely (e.g. front desk), install physical barriers (e.g. plexi-glass) and signage to remind visitors to maintain physical distancing.
- Utilize a hybrid model to reduce the number of students in each classroom at one time, allowing for greater distancing between desks.

STAFF TRAINING AND FAMILY EDUCATION

Develop a plan to train staff and families on the application and enforcement of the school reopening plan. Include expectations for student, staff, and parent behavior as it relates to physical distancing and face covering use while on and off of campus. A letter to families from Sacramento County Public Health Officer, Dr. Olivia Kasirye, is included in the Appendix of this guidance. Schools may wish to share it with their families.

Designate a staff person, such as a school nurse, to be responsible for responding to COVID-19 concerns. All school staff and families should know who this person is and how to contact them.

TESTING OF STAFF AND STUDENTS

Implement a surveillance testing program where all teachers and school site staff are tested for COVID-19 every two months, with approximately 25% of staff being tested every two weeks. Surveillance testing can help detect asymptomatic infections and reduce the likelihood of outbreaks. Sacramento County is providing no-cost testing to teachers and school site staff at testing sites throughout Sacramento County.

Provide information to parents about where they and their families can get tested for COVID-19, including the free [community testing sites](#) in Sacramento County.

TRIGGERS FOR SWITCHING TO DISTANCE LEARNING

Confirmed COVID-19 cases among students, teachers, or staff may necessitate the closure of a cohort, multiple cohorts, or the entire school to limit the spread of COVID-19 within the school community. Decisions about closure, which should be made with consultation from Sacramento County Public Health, are based on the number of cases and the percentage of school population that tests positive for COVID-19. Generally, a single confirmed case of COVID-19 will necessitate the closure of a cohort.

When multiple cohorts are affected or at least 5 percent of students, teachers, and staff test positive for COVID-19, full school closure may be warranted.

Schools are encouraged to maintain a distance learning program in parallel with in-person instruction as it provides:

- a lower risk learning option for students with underlying health conditions or students with household members who are older or have underlying health conditions.
- a lower risk work option for teachers who are older or have underlying health conditions or have household members with those risk factors.
- students who are quarantined or impacted by a cohort closure an opportunity to continue their studies virtually.

ADDRESSING POTENTIAL EXPOSURE AND/OR COVID-19 POSITIVE STUDENTS, TEACHERS, AND STAFF AT SCHOOL AND IN THE WORKPLACE

This guidance includes several scenarios for school settings (teachers, staff, and students on campus) and for office settings (district offices or schools with staff, but no students on campus). It also includes templates for communicating with staff and/or parents about the variety of scenarios that may impact school sites. In the event that your school or district office is experiencing a scenario that is not covered in this document, contact Sacramento County Public Health for guidance on your specific situation.

SCHOOL/COHORT SETTING SCENARIOS

SCHOOL SETTINGS WITH STUDENTS PRESENT (IN-PERSON LEARNING)

Scenario 1	Recommended Actions and Communications
<p>A student or staff member responds “yes” to one of the health screening questions, has a temperature of 100.4 or above, and/or exhibits symptoms of COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● The student or staff member should not enter the building, should be sent home, and self-isolate. ● The student or staff member should seek guidance from their healthcare provider. ● Healthcare provider confirms alternate diagnosis for symptoms. Return to school in 72 hours after symptoms resolve/improve. ● Those with symptoms consistent with COVID-19 should isolate and not return until 10 days + 24 hours after symptoms improve. ● Sacramento County Public Health (916) 661-7331
Scenario 2	Recommended Actions and Communications
<p>A student or staff member lives with or has been in close contact with a person who has tested positive for COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● The student or staff member is expected to report this to the site administrator immediately, is excluded from the cohort, and they and all household members should quarantine, monitor symptoms, and contact their health provider to schedule testing. ● The site administrator should gather any additional information regarding details of known contact and share this information with SCPH. ● SCPH will advise of any additional next steps including support of expedited testing if advised. ● If the student or staff member has siblings, family or household members at other school sites with possible exposure they should be excused from school and SCPH contacted to assess exposure risk and determine disposition (e.g. exclude from cohort). ● All families of students and staff members of the cohort should

	<p>be notified that a student or staff member has a household member that has tested positive for COVID-19.</p> <ul style="list-style-type: none"> ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)
Scenario 3	Recommended Actions and Communications
<p>A student or staff member of a cohort tests positive for COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort will be closed for 14 days from last known exposure. ● All families of students and staff members of the cohort should be notified with a phone call followed by a letter that a student or staff member in the cohort has tested positive. Students and staff should be quarantined for 14 days from date of last known contact. ● The entire cohort of staff and students should be tested working directly with their healthcare providers and/or SCPH. ● Further testing of family members may be advised based on cohort test member results. ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)
Scenario 4	Recommended Actions and Communications
<p>A student or staff member who has quarantined or isolated for any of the reasons in scenarios one, two or three and is tested - and tests negative.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● Even though the student or staff member has tested negative, if the student or staff member has had close contact with an individual that has tested positive for COVID-19, they must remain in quarantine or isolation for 14 days from last known contact with the individual. ● All families of students and staff members of the cohort should be notified that the student or staff member tested negative. ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)

OFFICE SETTING SCENARIOS

DISTRICT OFFICES OR SCHOOL SETTINGS WITH NO STUDENTS PRESENT (DISTANCE LEARNING)

Scenario 1	Recommended Actions and Communications
<p>A staff member has a temperature of 100.4 or above, and/or exhibits symptoms of COVID-19.</p>	<ul style="list-style-type: none"> ● The staff member is expected to stay home and isolate until symptom free for 72 hours, notify their supervisor, and seek guidance from their healthcare provider. ● If tested for COVID-19, the staff member is expected to notify their supervisor.
Scenario 2	Recommended Actions and Communications
<p>A staff member lives with or has been in close contact with a person who has tested positive for COVID-19.</p>	<ul style="list-style-type: none"> ● The staff member is expected to report details and timing of contact to their supervisor immediately, quarantine and work remotely if possible, monitor symptoms, and seek guidance from their healthcare provider, and/or SCPH. ● If unable to work remotely, work with supervisor and personnel on available leave options. ● If tested for COVID-19, the staff member is expected to notify their supervisor of results as soon as possible. ● Communication Template (Sample Letter)
Scenario 3	Recommended Actions and Communications
<p>A staff member tests positive.</p>	<ul style="list-style-type: none"> ● The staff member is required to immediately notify their supervisor or the personnel department as well as SCPH. ● The staff member is required to work with SCPH to assess potential worksite exposure, any recommended additional testing or steps, including quarantine or isolation instructions. ● The staff member will isolate, work remotely if possible, monitor symptoms, and seek guidance from their healthcare provider. ● Individuals who test positive and never develop symptoms must isolate for 10 days from the date of the test. ● Communication Template (Sample Letter)
Scenario 4	Recommended Actions and Communications
<p>A staff member who has quarantined or isolated for any of the reasons described above and is tested - and tests negative.</p>	<ul style="list-style-type: none"> ● Even though the staff member has tested negative, if they had close contact with an individual that has tested positive for COVID-19, they should remain in quarantine for 14 days from last known close contact with the individual.
Scenario 5	Recommended Actions and Communications
<p>A staff member has been in close contact with someone</p>	<ul style="list-style-type: none"> ● The staff member is asked to provide details of timing and duration of contact, continue to monitor health, follow all health

<p>who is symptomatic and is scheduled to be tested.</p>	<p>and safety protocols, and is provided information on testing for essential workers.</p> <ul style="list-style-type: none">● If close contact tests positive go to Scenario #2.● If tested for COVID-19, the staff member is expected to notify their supervisor of test results as soon as possible.● Communication Template (Sample Letter)
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COMMUNICATIONS TEMPLATES

The following pages include sample letters for communicating with parents and/or staff regarding the scenarios described in the previous section. Note that every scenario is unique and these templates are provided only as guides. Schools and school districts should tailor their communications for their specific situations. In the event that a district experiences a scenario that is not described in this document, contact Sacramento County Public Health for guidance.

When communicating with parents and/or staff, it may be useful to share some or all of the resources contained on the resources page of this document.

SAMPLE LETTER

SCENARIO 2 IN A SCHOOL, COHORT, OR OFFICE SETTING

To be utilized when a student or staff member lives with a person or has been in close contact with a person who has tested positive for COVID-19.

Date

Dear [XXX School/Classroom] Parents/Guardians and Staff,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's cohort [lives with/has been in close contact with] a person who has tested positive for COVID-19.

Sacramento County Public Health (SCPH) has been notified and is taking further steps. In accordance with SCPH guidance, the classroom cohort will continue to operate. The individual and their immediate family/household members have been quarantined, are monitoring symptoms, and are working with their healthcare providers for additional steps, including testing if advised.

We will update you with any additional pertinent information when we receive it. Please continue to monitor [yourself/your student] for symptoms and stay home if you are experiencing influenza-like illness. Please contact your healthcare provider if you have any additional questions or concerns.

Sincerely,

[XXX Site Administrator/Teacher]
[School Name]

SAMPLE LETTER

SCENARIO 3 IN A SCHOOL OR COHORT SETTING

To be utilized when a student or staff member of a cohort tests positive for COVID-19.

Date

Dear [XXX School/Classroom] Parents/Guardians and Staff,

The health and safety of our students and staff are our top priority. This letter is to inform you that a student or staff member in your child's cohort at [XXX School] has tested positive for COVID-19. The last date of known exposure to the classroom cohort was [XXX date].

You may be contacted by Sacramento County Public Health (SCPH). In the meantime, SCPH advises that your child or you immediately quarantine to the greatest extent possible, even if you are asymptomatic. We will work with SCPH to schedule testing for your child. You may also work with your healthcare provider to schedule testing as soon as possible. Be sure to let the provider know that you or your child has had a direct exposure through this classroom cohort.

The classroom cohort will be closed through at least [date] to allow students and staff to be tested and to avoid further spread of the virus. [Information related to distance learning to be completed by district/school] If you have any health-related questions, please contact your healthcare provider. Thank you for your prompt response to this matter.

Sincerely,

[XXX Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

SCENARIO 4 IN A SCHOOL OR COHORT SETTING

To be utilized when a student or staff member who has quarantined or isolated for any of the reasons in scenarios 1, 2, or 3 and is tested – and tests negative.

Date

Dear [XXX School/Classroom] Parents and Guardians,

The health and safety of our students and staff are our top priority. This letter is to inform you that the student or staff member who had [exhibited symptoms and/or been in close contact with an individual who tested positive for COVID-19] has tested negative.

In accordance with Sacramento County Public Health guidance, the classroom cohort will continue to operate. We will update you with any additional pertinent information. Please let us know if you have any questions and contact your healthcare provider if you have any additional questions or concerns.

Sincerely,

[XXX Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

SCENARIO 2 IN AN OFFICE SETTING

*To be utilized when a staff member **lives with** a person or has been in **close contact** with a person who has **tested positive** for COVID-19.*

Date

Dear [XXX Office] Staff,

The health and safety of our (students and) staff is/are our top priority. This letter is to inform you that a staff member at [XXX Office] [lives with/has been in close contact with] a person who has tested positive for COVID-19 and is following Sacramento County Public Health (SCPH) direction for quarantine and testing.

In accordance with SCPH guidance, the office will continue to operate.

Please continue to follow all health and safety protocols, monitor your health, stay home if you are feeling sick, wash your hands frequently, practice physical distancing, and continue to wear your face covering. Contact your healthcare provider if you have additional concerns. Free Testing for Essential Workers (including school staff) is available if you would like to be tested.

We will update you with any additional pertinent information, and we appreciate all that you are doing to support the needs of our students.

Sincerely,

[XXX Site Administrator/Teacher]

[School Name]

SAMPLE LETTER

SCENARIO 3 IN AN OFFICE SETTING

*To be utilized when a staff member in an office **tests positive** for COVID-19. This also applies to schools where staff are working from campus, but no students are present.*

Dear [Office Staff],

We want you to be aware that a staff member at [Office] has tested positive for COVID-19. We have protocols in place for a situation such as this and we are following them with the assistance of our public health partners, who are closely guiding our response. We are currently working with Sacramento County Public Health (SCPH) to support contact tracing efforts. Any staff members who may have had close contact with the individual will be contacted by SCPH and provided with guidance related to any potential quarantining or testing. SCPH will also be monitoring any [Office] staff with symptoms or who may have been in close contact with the staff member who has tested positive. As this monitoring continues, any [Office] staff potentially impacted will be contacted by SCPH.

We will update you with any additional pertinent information when we receive it. It is our responsibility to keep the name of the individual confidential, but I know we all send our colleague our very best wishes. As always, please remember to follow all protocols for your safety and the safety of others, and, most especially, thanks for all of the great work you are all doing in support of so many during these challenging times.

Sincerely,
[Office Administrator]

ALTERNATE OPTION:

Dear [Office] Staff,

A member of our [Office] Office Team has tested positive for COVID-19 and is now in isolation. Sacramento County Public Health (SCPH) is working closely with the individual to assess and determine any potential worksite exposure and close contact they may have had with any other members of our team. You may be contacted by a SCPH representative if you may have had close contact.

The office remains open unless otherwise directed by SCPH. Please continue to follow all health and safety protocols, monitor your health, stay home if you are feeling sick, wash your hands frequently, practice physical distancing, and continue to wear your face covering. Please contact your healthcare provider if you have further questions or concerns.

Thank you for all that you do to support the learning and success of students in Sacramento County and the health and wellbeing of our team.

Sincerely,
[Superintendent]

SAMPLE LETTER

SCENARIO 5 IN AN **OFFICE** SETTING

To be utilized when a staff member has been in close contact with someone outside of work who is symptomatic and is scheduled to be tested.

Dear [Staff Member Name],

Thank you for the information and we hope that your [friend or family member] is OK. For the time being, until [s/he] receives test results, please continue to follow all health and safety protocols, monitor your health, stay home if you are feeling sick, wash your hands frequently, practice physical distancing, and continue to wear your face covering. Contact your healthcare provider if you have additional concerns. Free Testing is available if you would like to be tested.

If your [friend or family member] tests positive for COVID-19 please contact your supervisor right away. Protocols are in place that will guide next steps.

Please let us know if you have any questions. Most importantly, please know how much we appreciate your bringing this forward. It truly shows your care and concern for your Lattice colleagues.

Sincerely,
[Supervisor Name]

RESOURCES

COVID-19 GENERAL INFORMATION

[Exposure Risk \(CDC\)](#)

[Glossary of Key Terms \(CDC\)](#)

[Symptoms \(CDC\)](#)

[Screening K-12 Students for Symptoms of COVID-19 \(CDC\)](#)

SACRAMENTO COUNTY INFORMATION AND RESOURCES

[COVID-19 Dashboards \(SCPH\)](#)

[COVID-19 Community Testing Sites in Sacramento County](#)

[Sacramento County COVID-19 Website](#)

[Sacramento County COVID-19 Schools Page](#)

[Sacramento County Public Health Orders](#)

[School Year Planning: A Guide to Address the Challenges of COVID-19 \(SCOE\)](#)

ISOLATION AND QUARANTINE

[Home Isolation for People with COVID-19 \(SCPH\)](#)

[Home Quarantine Guidance for Close Contacts to COVID-19 \(SCPH\)](#)

[Quarantine vs. Isolation \(CDC\)](#)

[Sacramento County Public Health General Quarantine Orders](#)

[Sacramento County Public Health General Isolation Orders](#)

CONTACT TRACING

[Johns Hopkins Online Contact Tracer Training](#)

QUESTIONS?

Sacramento County Public Health

(916) 661-7331

COVID19@saccounty.net

APPENDIX

SAMPLE COVID-19 SCREENING TOOL FOR ADULTS

Before coming to campus each day, adults should screen themselves for symptoms of illness by answering the following questions.

- Do you have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Do you have a loss of smell or taste?
- Do you have a cough?
- Do you have muscle aches?
- Do you have a sore throat?
- Do you have congestion or a runny nose?
- Do you have shortness of breath?
- Do you have chills?
- Do you have a headache?
- Have you experienced any new gastrointestinal symptoms such as nausea, vomiting, diarrhea, or loss of appetite in the last few days?
- Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within the last two weeks?
- Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?

SAMPLE COVID-19 SCREENING TOOL FOR CHILDREN

Before coming to campus each day, children should be screened for symptoms of illness by answering the following questions.

- Does the child have a fever (100.4° F or greater) without having taken any fever-reducing medications?
- Does the child have a sore throat?
- Does the child have a new uncontrolled cough that causes difficulty breathing (for children with chronic allergic/asthmatic cough, a change in their cough from baseline)?
- Does the child have diarrhea or vomiting?
- Does the child have new onset of severe headache, especially with a fever?

Student Symptom Decision Tree

Screen all students for potential COVID-19 symptoms or exposure

Low-risk: general symptoms



Fever ($\geq 100.4^{\circ}\text{F}$)



Sore throat



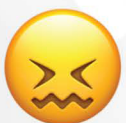
Congestion/runny nose



Headache



Nausea/vomiting/diarrhea



Fatigue/muscle or body aches

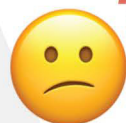
High-risk: red flag symptoms



Cough



Difficulty breathing



Loss of taste/smell

Exposure to COVID-19 positive person?

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

NO

▶ 1 **low risk** symptom



Send home



Return to school 72 hrs after symptom resolution (without fever reducing medication)

▶ ≥ 2 **low risk** symptoms
OR 1 **high risk** symptom



Send home



Evaluation by health care provider

1

Confirm alternate diagnosis. A doctor's note not required.



Return to school after 72 hrs without fever and symptoms improving

2

Negative SARS-CoV-2 PCR test.



Return to school after 72 hrs without fever and symptoms improving

3

Positive SARS-CoV-2 PCR test
OR
No provider visit or test.

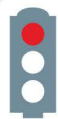


Return to school only after 10 days since symptom onset and 24 hrs without fever. Quarantine close contacts of confirmed cases. Contact HCA if questions.

YES



Stay home*



Return to school after 14 days from last contact, unless symptoms develop. If symptoms develop, perform SARS-CoV-2 PCR test.

*In consultation with Sacramento County Public Health

SACRAMENTO COUNTY COVID-19 REPORTING & CONTACT TRACING FORM FOR SCHOOLS

Schools (including daycare, childcare, and K-12) should:

- Report cases of confirmed COVID-19 in students or staff to Sacramento County Public Health by using this reporting form OR by submitting a line list (if there are multiple cases and it is easier for the school)
- Follow Sacramento County Public Health guidance after identification of a student or staff with confirmed COVID-19

School Site/Location: _____

School Point of Contact & Phone Number: _____

POSITIVE PATIENT INFORMATION

Student/Staff Name: (Last, First)		Date of Birth:	Sex:
			<input type="checkbox"/> Male <input type="checkbox"/> Female
Home Address:		City, Zip Code:	Phone #:
Race:		Ethnicity:	Teacher(s) and/or Room Location:
<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander		<input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	<input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic
Date of Illness Onset:	Date of Last Attendance:	COVID-19 + Test Date:	COVID-19 Symptoms: (if yes, please list)
			<input type="checkbox"/> Yes <input type="checkbox"/> No

COMPLETE LIST OF CLOSE CONTACTS OF PATIENT

For COVID-19, a [close contact](#) is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting **from 2 days before** illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated. Symptoms can include: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea.

Contact Name	Location	Phone #	Relation to Positive Case	Duration of Contact More Than 15 min AND Distance Between Contact Less Than 6 ft.?	COVID-19 Symptoms Y/N (If yes, list)	COVID-19 Test Y/N (if yes, date)	COVID-19 Test Results Date, Pos/Neg	Date Notified by School Contact Tracer Team
SAMPLE: Mrs. Franklin	Room 1	555-555-5555	Teacher	Y	N	Y 9/22/20	Neg 9/24/20	
SAMPLE: Jimmy Lee	Room 1	555-555-5555	Student	Y	Y Fever 101	Y 9/22/20	Pos 9/24/20	

Please send/fax report to:

Sacramento County Public Health

COVID19@saccounty.net or Secure Fax: (916) 854-9709

FREQUENTLY ASKED QUESTIONS (FAQ)

ATHLETICS

Are teams permitted to practice, train, or condition?

School athletic teams may conduct conditioning in accordance with [SCPH Youth Sports Conditioning Guidance](#). Games, scrimmages, and tournaments are not permitted.

CHILD CARE

Can child care be offered on school campus?

Child care may be offered at school sites in compliance with [SCPH Child Care Guidance](#), which limits cohort size to a maximum of 14 children. Targeted, specialized support and services are permitted under [CDPH Guidance for Small Cohorts/Groups of Children and Youth](#).

CONTACT TRACING AND CASE REPORTING – FORM AND PROTOCOL

Is a separate form to be used for each case, or can multiple cases be used on one form?

One form should be used per positive case and include the list of close contacts of the patient.

If reporting a fever in the symptoms section, is it necessary to list the temperature in degrees?

Please list each symptom experienced by the patient. In the case of a fever, please indicate the temperature.

Is the “Date Notified by School Contact Tracer Team” column for when the contact was notified of possible exposure or when SCPH was notified?

This field indicates when the contact was notified of the possible exposure.

What type of follow up will SCPH contact tracers be doing?

SCPH will provide as much support as necessary for each school site. Each school site should determine what level of engagement they would like to participate in the contact tracing process.

Can daily check-ins with the individuals that are quarantining be by email, text, or only phone calls?

Daily check-ins can be completed via the preference of the contact. It is preferred that a phone call is completed for the initial contact to determine the preferred mode of contact for each individual.

Can school contact tracers follow up with contacts via text instead of phone?

Check-ins can be completed via the mode preferred by the close contact.

If a positive case lives in a different county but works or attends school in Sacramento County, who do we work with?

The school site can work with Sacramento County Public Health and we will notify and coordinate with the appropriate parties in the county that the staff or student resides in.

Are students or staff who reside in a county other than Sacramento County still able to go to a Sacramento County community testing site?

Students or staff do not have to live in Sacramento County to be tested at a Sacramento County COVID-19 community testing site.

Is it okay to ask close contacts to contact school designated contact tracers if they develop symptoms?

Yes.

What is the guidance for a student living in a household with someone who has tested positive for COVID-19 or who is showing signs of COVID-19 and waiting for test results?

Students who live in a household with someone positive for COVID-19 or waiting for test results who can separate themselves from the infected person will need to quarantine for 14 days since last exposure to the infected person or until negative results have been confirmed. If they are unable to separate from the infected person in the household, the student will need to quarantine for the entire isolation period of the family member (at least 10 days) plus an additional 14 days to assure they do not develop symptoms.

If a student in class tests positive, does a follow up letter go out to the whole class? Do you have a draft letter?

Several possible scenarios and draft sample communications are available in this document.

Are there suggestions regarding specific guidelines for an isolation room at the school site?

Ideally, an isolation room is an enclosed space located away from high traffic areas.

Is the SCPH Schools Phone Line available at night or over the weekend? What is the best number to call when we learn of positive cases outside of business hours?

The Schools Line is available Monday through Friday between the hours of 8am and 4pm. If you need to contact SCPH outside of business hours, call (916) 875-5881. This will direct you to an on-call staff person or volunteer.

What do you suggest we do if the case is reported to SCPH, but the contacts do not hear back from you?

If this occurs, please contact the SCPH Schools Line at (916) 661-7331.

Will material from SCPH be translated into any threshold languages?

SCPH is currently looking into having materials translated into additional languages.

What are the security requirements for sending the Sacramento County COVID-19 Reporting & Contact Tracing Form for Schools to SCPH?

Schools can send the form via confidential FAX or through encrypted e-mail (however the school normally communicates sensitive documents).

COUNSELING

Can schools provide counseling to students?

Counseling may be conducted on an individual (1:1) basis, as needed. Counselor and student must maintain physical distancing of 6 feet or greater as much as practicable and abide by masking guidance for schools.

COVID TESTING

Is COVID-19 testing free at Sacramento County Community Testing Sites?

COVID-19 testing is free and available to teachers and staff Monday through Friday at [multiple locations](#) throughout Sacramento County. Additional COVID-19 testing is available at the drive-thru testing site at Cal-Expo. Students and their families can access free testing through these same sites.

ENGLISH LANGUAGE LEARNERS

Can teachers/staff provide in-person assistance for students who are English Language Learners?

Schools that are not otherwise open for in-person instruction may provide these services for all grade levels (TK-12) by following [CDPH cohort guidance](#) and [FAQs](#).

EXTRA-CURRICULAR ACTIVITIES

Can academic teams, clubs, music groups, etc. meet or practice?

Students may participate in extra-curricular activities following [CDPH cohort guidance](#). Extra-curricular groups must maintain stable cohorts that do not exceed 14 students and two staff/adults. Students may not participate in internships at this time.

GATHERINGS/EVENTS

Can a school host a gathering, event, field trip, etc?

Schools may not sponsor, endorse, or otherwise encourage student participation in in-person gatherings or events. This includes, but is not limited to orientations, field trips, rallies, dances, senior sunrise, senior breakfast, grad nights, and graduations. If school administrators or staff become aware of plans for student gatherings or events, they should actively discourage them.

HOME VISITS

Can teachers and/or staff conduct home visits with students?

School personnel may conduct home visits with modifications. All participants should maintain physical distancing of 6 feet or greater as much as practicable and wear face coverings.

HVAC FILTRATION

What type of HVAC filters should our school use?

SCPH does not have any specific guidance on AC filtration systems. Additional information can be found at <https://www.epa.gov/coronavirus/air-cleaners-hvac-filters-and-coronavirus-covid-19>

PERFORMING ARTS

Are band or choir groups permitted to practice together?

Activities where there is increased likelihood of transmission due to exhaled respiratory droplets such as band and choir practice and performances are not permitted. This includes indoor and outdoor settings.

Are orchestra groups permitted to practice together?

Orchestra ensembles (string instruments) may practice together. Instructors and students must maintain physical distancing of 6 feet or greater from others and face coverings must be worn.

Can marching band practice outdoors?

Marching band may practice marching techniques and fundamentals under youth sport conditioning guidance. As noted in the conditioning guidance, stable cohorts of 14 students and 2 adults (or any combination of 16) must be maintained. Wind instruments are not permitted to practice or perform. Percussion instruments may be used.

Can theatre groups practice or perform together?

Theatre or drama organizations are not permitted to practice or perform together. This includes indoor and outdoor settings.

Can cohorts be scheduled based upon the size of room and precautions in place or is there a specific number regardless of the facility? Can large facilities such as gyms and multi-purpose rooms be utilized?

For academic classes, class size is based on the number of students that can safely be accommodated with 6 foot physical distancing. Facilities such as gyms or multi-purpose rooms may be utilized to hold classes in order to ensure distancing, but should not be used to create larger than usual class sizes.

REOPENING

After October 13th, do schools need to receive approval from Sacramento County Public Health to reopen in person?

Schools do not need to receive approval to reopen from Sacramento County Public Health to reopen.

What is significant about October 13th for reopening?

The California Blueprint for a Safer Economy tier system identifies that a county must continue to meet the Red Tier 2 (Substantial) criteria for two consecutive weeks after being placed in that tier. After meeting those criteria, schools may resume in-person instruction without needing a waiver.

Do school sites need inspections or receive a site visit prior to reopening for in-person learning?

Inspections are not required, but a school site may ask to receive technical assistance and request someone from the SCPH school team to provide a site visit. In the event that Sacramento County

Public Health receives complaints from parents, teachers, or staff about unsafe practices at a school site, we may contact a school to schedule a site visit.

SUBSTITUTES

How can substitute teachers be used?

Substitutes are allowed. Care must be taken to minimize the number of cohorts a substitute supervises.

TUTORING

Can students remain on campus for individual tutoring?

Tutoring should be offered on an individual (1:1) basis or in small, stable cohorts. For schools that have not reopened for in-person instruction, CDPH cohort guidance allows for the provision of “specialized services, targeted services, and support for students while schools are otherwise closed for in-person instruction...” on an individual basis or in small, stable cohorts. These services can be provided for all grade levels (TK-12) and schools wishing to provide them must abide by all tenets of the [CDPH cohort guidance](#) and [FAQs](#).



County of Sacramento

October 13, 2020

Dear Families:

These are indeed unprecedented times; and 2020 has turned out to be a year like no other! We thank you all for your patience as we strive to navigate the challenges brought on by this pandemic, and help our communities get through to a safe re-opening of our schools and businesses. In the past month, we have seen a steady decline in cases of COVID-19, and on September 29th, Sacramento County Public Health advanced to the red tier, which means that starting today, schools can re-open for all grade levels.

In order for us to continue this downward trend in cases and to be able to keep our schools open, we all have to continue to remain vigilant in following the preventive measures put in place to prevent the spread of the virus. As we work towards moving more activities back onto school campuses, we have asked schools to make some big changes to how they operate. I have outlined a few of these changes below and I am asking that you support the school staff and work together to keep our schools and our communities healthy.

Face Coverings will be

- Strongly encouraged for children age 2 through second grade.
- Required for grades 3 and up in all indoor spaces and outdoors when distancing of 6 feet or greater cannot be achieved and consistently maintained.
- Required for all adults on campus (with some exceptions).

Hygiene – everyone is reminded to

- Wash their hands with soap and water often.
- Use alcohol-based hand sanitizer when soap and water are not available.
- Cover your nose and mouth with a tissue or your sleeve (not your hands) when sneezing or coughing and always wash or sanitize your hands after.

Monitoring Your Health – everyone should

- Be checked daily for COVID-19 symptoms before coming to school.
- Have temperature checked every morning before coming to school.
- Stay home if they have symptoms that could be related to COVID and check with a healthcare provider.

Physical Distancing – everyone should

- Maintain physical distancing of 6 feet or more from others. This may mean changes in school schedules, classroom configurations, and different procedures for lunch, recess or activities.
- Avoid large gatherings such as assemblies, rallies and parties. There may also be restrictions on some activities such as sports, music, and clubs.

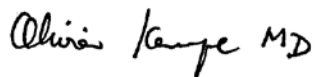
Quarantine and Isolation – make sure to

- Notify your school immediately if a member of your household tests positive for COVID-19
- Follow quarantine/ isolation instructions for all members of the household.
- Work with school and public health officials if a member of your household is suspected to have or has confirmed COVID-19.

We also ask that you make sure that you and your household members get your flu shot. The flu vaccine will not protect against COVID-19, but it is highly recommended to help keep you healthy. When a COVID-19 vaccine becomes available, we will share more information at that time.

Thank you again for your attention to these matters. We know the changes required by the COVID-19 pandemic are disruptive for all of us, but by working together and adhering to these guidelines, we can help minimize the risk of spread of disease and keep our communities healthier as well as accelerate a return to life without restrictions.

Sincerely,



Olivia Kasirye, MD, MS
Public Health Officer

COVID-19 Resources

To learn more about COVID-19, please visit:

www.cdc.gov/coronavirus/2019-ncov/index.html (CDC)

covid19.saccounty.net (Sacramento County)



**ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO
DIRECTING ALL INDIVIDUALS LIVING IN THE COUNTY TO CONTINUE
TO STAY AT HOME OR AT THEIR PLACE OF RESIDENCE AND RE-
OPENING CERTAIN INDOOR OPERATIONS**

DATE OF ORDER: October 13, 2020

UNDER THE AUTHORITY OF CALIFORNIA HEALTH AND SAFETY CODE SECTIONS 101040, 101085, 120175, AND 120220, THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO ("HEALTH OFFICER") HEREBY ORDERS AS FOLLOWS:

1. This order supersedes the September 23, 2020 Order of the Public Health Officer directing all individuals to stay at home ("prior Stay At Home") and the August 28, 2020 School Closure Order. This Order **shall become effective at 3:00 pm on October 13, 2020** and will continue to be in effect until it is rescinded or amended in writing by the Health Officer.
2. On October 9, 2020, the California Department of Public Health issued guidance for private gatherings. Due to the increased risk of transmission and spread of COVID-19 when people from different households and communities mix, Sacramento County Public Health continues to discourage social gatherings. People who choose to attend gatherings should adhere to the CDPH guidance and limit the size to three households or less as well as take other precautionary measures as outlined in the guidance.
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/CDPH-Guidance-for-the-Prevention-of-COVID-19-Transmission-for-Gatherings-10-09.aspx>
3. On August 28, 2020 the Governor of California unveiled a new system of county monitoring and re-opening of businesses based on a tiered system corresponding to specific indicators of COVID-19 disease burden.
<https://covid19.ca.gov/safer-economy/>. According to this new system Sacramento County was placed in Purple Tier 1 (widespread). Counties

are required to remain in an assigned tier for a minimum of three weeks and meet criteria for the next tier for two consecutive weeks before being able to advance to the next tier. On September 29, 2020, Sacramento County was placed into the less restrictive Red Tier 2 (substantial). Sacramento County has since met the criteria for Red Tier 2 for two additional consecutive weeks, which permits schools in Sacramento County to conduct in-person instruction.

4. In alignment with Red Tier 2, the following sectors are permitted for **OUTDOOR operations only** until further notice. These sectors must still maintain mitigation measures (social distancing, face covering, and sanitization):
 - a. Cardrooms, satellite wagering
 - b. Family Entertainment Centers (e.g. bowling alleys, miniature golf, batting cages, kart racing, and arcades)
 - c. Wineries

Bars, pubs, brewpubs and breweries may operate outdoors if they are offering sit-down, outdoor meals. Outdoor operations may be conducted under a tent, canopy, or other sun shelter as long as no more than one side is closed.

5. In alignment with Red Tier 2, the following sectors are open for **INDOOR operations**. These sectors must still maintain mitigation measures (social distancing, face covering, and sanitization) and specific modifications in parenthesis below:
 - a. All retail (maximum 50% capacity)
 - b. Critical infrastructure (<https://covid19.ca.gov/essential-workforce/>)
 - c. Gyms and fitness centers (maximum 10% capacity)
 - d. Hair salons and barbershops
 - e. Movie theaters (maximum 25% capacity or 100 people, whichever is fewer)
 - f. Museums, zoos, aquariums (maximum 25% capacity)
 - g. Nail salons and electrolysis operations
 - h. Personal care services (e.g. body waxing, estheticians)
 - i. Places of worship (maximum 25% capacity or 100 people, whichever is fewer)
 - j. Professional sports (without live audiences)
 - k. Restaurants (maximum 25% capacity or 100 people, whichever is fewer)
 - l. Shopping centers (e.g. malls, destination centers, swap meets, excluding food courts and common areas) (maximum 50%)

capacity)

6. In alignment with Red Tier 2, bars, breweries and distilleries are prohibited from operating with the exception of those serving sit-down meals.
7. Schools (all grade levels) are permitted to conduct in-person instruction, regardless of possession of a waiver from Sacramento County Public Health. Schools conducting in-person instruction must maintain mitigation measures, including social distancing, face coverings, and sanitization, in compliance with schools guidance from California Department of Public Health (<https://files.covid19.ca.gov/pdf/guidance-schools--en.pdf>) and Sacramento County Public Health (https://www.saccounty.net/COVID-19/Pages/ChildCare_Schools_Colleges.aspx).
8. On June 18, 2020, the California Department of Public Health issued a new mandate, which requires people to wear face coverings whenever indoors with certain exceptions and whenever outdoors and unable to maintain a physical distance of 6 feet from non-household members. Guidance on this requirement is here: https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf. A growing body of scientific research has shown that people with no or few symptoms of COVID-19 can still spread the disease and that the use of face coverings, combined with physical distancing and frequent hand washing, will reduce the spread of COVID-19. As part of this Order the Sacramento County Health Officer continues to align the County face covering Order with the State mandate.
9. The Centers for Disease Control and Prevention (CDC) recommends that guidance for those experiencing homelessness outside of shelters continue to be followed. To maintain public health and safety, local governments are advised to allow people who are living unsheltered, in cars, RV's, and trailers, or in encampments on public property to remain where they are, unless the people living in those locations are provided with a) real-time access to individual rooms or housing units for households, with appropriate accommodations including for disabilities, and b) a clear plan to safely transport those households.

Do not cite persons experiencing homelessness for using cars, RV's, and trailers as shelter during community spread of COVID-19. Do not remove life necessities from people experiencing homelessness, which includes,

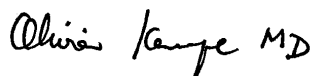
for example, their shelter (e.g., tents, vehicles, or other living structures), hygiene equipment, food supplies, water, medicines, mobility devices (such as walkers, wheelchairs, crutches, canes), and bicycles used for transportation.

Clearing encampments causes people to disperse throughout the community and break connections with service providers, increasing the potential for infectious disease spread.

Exceptions are encampments that pose a public safety hazard or adversely impact critical infrastructure as designated by local, state, or federal law, regulations, or orders.

10. This Order will take effect at **3:00 pm on October 13, 2020** and will be in effect until it is rescinded, superseded, or amended in writing by the Health Officer of Sacramento County.
11. **Copies of Order.** Copies of this Order shall promptly be: (1) made available at the County Administration Building at 700 H Street, Sacramento 95814, First Floor; (2) posted on the Sacramento County COVID-19 website (COVID19.saccounty.net) and County Health Department's website (dhs.saccounty.net/PUB); and (3) provided to any member of the public requesting a copy of this Order.
12. **Severability.** If any provision of this Order or the application thereof to any person or circumstance is held to be invalid by a court of competent jurisdiction, the remainder of the Order, including the application of such part or provision to other persons or circumstances, shall not be affected and shall continue in full force and effect. To this end, the provisions of this Order are severable.

IT IS SO ORDERED:



Olivia Kasirye, MD, MS
Health Officer of the County of Sacramento

Dated: October 13, 2020

Health Safety

Overview:

The plan for health and hygiene has been developed to follow local and state guidelines on how to create a healthy and safe environment by minimizing the risk of spreading COVID-19. This plan has been reviewed to ensure that it is equitable, safe, and responsive.

Elements:

In the plan for health and hygiene, included are the following elements that have been addressed:

- 1. Promoting Behaviors that Reduce Spread*
- 2. Maintaining Healthy Environments*
- 3. Maintaining Healthy Operations*
- 4. Preparing for When Someone Gets Sick*

Plan Specifics:

Highlights of Plan

- Increased frequency of handwashing throughout the day.
- Face coverings must be worn by all staff and students at all times while on campus.
- Follow 6 feet social distancing guidelines when designing classrooms and offices.
- Increased frequency of cleaning and disinfecting:
 - Cleaning and disinfecting will be a collaborative effort between custodial services, all staff, and students.
- Passive screening for all staff and students: staff and students take their temperature and check for COVID-19 symptoms at home daily prior to going to work and school.
- Training for all staff on illness prevention (including handwashing, social distancing, face coverings, and proper cleaning and disinfecting), recognizing COVID-19 symptoms, etc.
- Training for all students on illness prevention (including handwashing, social distancing, face coverings) - With clear guidance and directions, students in secondary and upper grades in elementary will be given the opportunity and means to clean their own work areas with cleaning technology that is safe for student use.
- Clear communication to all staff and families on what to do when someone gets sick or a positive COVID-19 case in the district.
- Staff access to supplies to maintain a healthy and safe environment.

Definitions

COVID-19 Symptoms

- Fever (100.4 or above)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue

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- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Higher Risk Populations - Older adults (65 years and older) and people of any age who have serious underlying medical conditions. Medical conditions may include: moderate to severe asthma, chronic lung disease, diabetes, immunocompromised, serious heart conditions, liver disease, chronic kidney disease, and hemoglobin disorders.

Face Coverings - A face covering is a covering made of cloth, fabric or other soft or permeable material, without holes. It should cover the nose, mouth and chin. A facial covering should not hide or obscure the eyes. Examples of face covering includes a scarf, bandana, or neck gaiter. Face coverings are non-medical and are not surgical masks, respirator, or other medical personal protective equipment. Face coverings can be cleaned via laundering in the warmest setting possible and dried.

The face covering should be comfortable so that the wearer can breathe comfortably through the nose and does not have to adjust it frequently, so as to avoid touching the face. Face coverings provide an extra layer to help prevent respiratory droplets from traveling into the air and onto other people. Face coverings slow the spread of the virus and help people who may have the virus and do not know it from spreading it to others.

Per CDC, face coverings should not be placed on:

- Children younger than two (2) years old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the face covering without assistance

Personal Protective Equipment (PPE) - Refers to protective clothing, gloves, face shields, goggles, surgical masks, and other equipment designed to help prevent wearer from exposure to infection or illness.

Handwashing - One of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Best practice is to wash hands with soap and running water for at least 20 seconds, but if soap and running water are not readily available, hand sanitizer is recommended.

Hand Sanitizer - Per CDC and FDA, in order for hand sanitizer to be effective, it must be alcohol-based and contain at least 60% alcohol.

Resources

Below is a list of resources used in creating the Health Safety Plan.

Sacramento County Public Health (SCPH): COVID-19 Reopening Guidance for Schools: https://www.saccounty.net/COVID-19/Documents/SCPH_COVID-19_Reopening_Guidance_for_Schools_10-13-2020.pdf

Sacramento County Office of Education (SCOE): School Year Planning: A Guide to Address the Challenges of COVID-19: https://www.scoe.net/media/rokm1xn2/school_year_planning.pdf

California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools:

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<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

Center for Disease Control and Prevention: Considerations for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Center for Disease Control and Prevention: Schools and Childcare Programs: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

California Department of Public Health: Guidance for the Use of Face Coverings: https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf

California Department of Public Health: COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

CASH CMN Healthy Schools Resource: <http://www.cashnet.org/wp-content/uploads/2020/06/0616020-CASH-CMN-Healthy-Schools-Resource.pdf>

Promoting Behaviors That Reduce Spread

Not coming to school or work when sick

1. Educating and encouraging all students, families, and staff on not coming to school or work when sick or have had close contact with someone who tested positive for COVID-19.
2. Recognize regular attendance instead of perfect attendance and do not count excused absences due to illness against attendance recognition:
 - a. Message sent to all staff, students, families prioritizing health over attendance, especially in honor and AP courses.
 - b. Students and staff will not be penalized or disciplined for absences due to illnesses:
 - i. Site administrator should develop supports for teachers when they are absent for an extended amount of time due to COVID-19
 - ii. Human Resources to develop a process for COVID-19 sick leave for staff
 - iii. Students should not receive SARB notifications if absent for an extended amount of time due to an illness when accompanied by a physician's note
3. Post signage in the front office that reviews health protocols regarding when students cannot be in school.
4. Students and staff considered higher risk populations have alternate schedules to choose from:
 - a. Distance learning with support by appointment, meeting one-on-one, or meeting in small groups keeping 6 feet of social distancing.
 - b. It is highly recommended students and staff who may be considered at higher risk, discuss an appropriate health and safety plan with their physician on returning to school or work.
 - c. Students and staff should obtain a note from their physician confirming they are in a higher risk population and include recommendations for alternative school and work schedules.
 - d. Students and families should contact their school nurse and teacher to discuss concerns for returning to school.
 - e. Staff should contact their supervisor with concerns for returning to work:

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	<ul style="list-style-type: none"> i. Allow staff to work remotely as feasible. ii. Human Resources must communicate to all staff on the process for COVID-19 related work absences and leaves. <p>5. Communicate with substitute and contracted staff of district policies.</p>
<p>Extended absences due to COVID-19</p>	<ul style="list-style-type: none"> 1. Continued education provided to students when absent for extended time due to COVID-19. 2. Option for distance learning curriculum provided by a teacher. 3. When feasible, lessons can be pre-recorded and put into Google Classroom. 4. Extending opportunities and timeframe for students to make up school work based on length of absence: <ul style="list-style-type: none"> a. For each day absent due to COVID-19, students are allowed an equal amount of time to turn in missed work.
<p>Hand hygiene education and practices</p>	<ul style="list-style-type: none"> 1. All students and staff will be taught proper handwashing practices, teaching may include: <ul style="list-style-type: none"> a. Return demonstration b. Video instructions c. Staff training will be created and process defined by Risk Management 2. Access to hand sanitizer in all classrooms, offices, gyms and cafeteria. <ul style="list-style-type: none"> a. Most important in areas that do not have immediate access to soap and water. 3. Install hand sanitizer dispensers at front office entrances, if feasible. 4. All students and staff should wash hands or use hand sanitizer if soap and water is not available, at increased frequencies. <ul style="list-style-type: none"> a. Education provided on use and how to apply hand sanitizer properly for staff and students (i.e. no scent, allergies, allow to dry, one pump rule, etc.) b. Hand sanitizer not recommended for younger children (Kindergarten and younger). c. Students with allergies of cleansing products will need prior approval from the school nurse to bring their own product for personal hygiene purposes to ensure it meets cleaning and health guidelines. <ul style="list-style-type: none"> i. Personal products are not to be shared with others ii. School nurse will document approval 5. Handwashing times need to be built in the daily activities in classrooms for students, staff, and visitors when: <ul style="list-style-type: none"> a. Entering and exiting a classroom b. Before and after meals c. Before and after using the restroom d. After sneezing or coughing into a tissue e. Before and after using a shared item f. Before and after playground use 6. Provide continual reinforcement of proper hand hygiene practices throughout the day.
<p>Face coverings</p>	<ul style="list-style-type: none"> 1. All staff and students must wear face coverings at all times. Exemptions for the face coverings include: <ul style="list-style-type: none"> a. Certain special education populations, when it would be challenging for students to not touch face covering and express breathing difficulties b. For students or staff who have respiratory health conditions c. For those with hearing impairments, or communicating with a person who is hearing impaired, where the ability to see their mouth is essential for communication. d. Face shields with a drape or clear face covering would be recommended in the above situations. 2. Face coverings should follow district dress code standards

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	<ol style="list-style-type: none"> 3. Education to all students and staff on how to properly wear, dispose, and clean face coverings, masks, and shields 4. All visitors, including families, must wear face coverings when on campus
<p>Access to supplies</p>	<ol style="list-style-type: none"> 1. Supplies recommended to be made available by the district for all staff and students <ol style="list-style-type: none"> a. Hand sanitizer - in all classrooms and offices, especially rooms with no running water and soap b. Soap - all restrooms and rooms with sinks c. Tissue - in all classrooms and offices d. Paper towels - all restrooms and rooms with sinks e. Garbage cans and liners - replace liners when taking out trash f. Face coverings, masks, shields available for all sites and offices <ol style="list-style-type: none"> i. Especially for sites with families in need of resources g. Gloves (latex free) - Special education classrooms and health offices h. Personal Protective Equipment (PPE) - Face mask, face shields/goggles, gloves, gown - available at all sites i. District-approved sanitizing supplies for classrooms, gyms, cafeteria and offices j. Thermometers at each site - Recommended infrared, no touch, thermometers 2. Purchasing and Warehouse department will develop an inventory and ordering process for sites and administrative offices. 3. Store bulk supplies at Warehouse 4. Sites and offices to store their listed supplies in the locked COVID supplies cart
<p>Signs and messaging around campuses and offices</p>	<ol style="list-style-type: none"> 1. All signage must be: <ol style="list-style-type: none"> a. Standardized message throughout the district b. Provided in multiple languages as needed c. Age appropriate for comprehension, which may include pictures as needed 2. Messaging needed on: <ol style="list-style-type: none"> a. Handwashing signs b. When to stay home, what to do when sick, and when to see your physician c. Cover your cough d. Social distancing e. Self-screening f. Properly wearing face coverings g. How/when to clean and sanitize 3. All signage listed below will be created by EGUSD Printshop and distributed to sites and administrative buildings 4. Administration at sites are to ensure signs are posted in designated areas prior to the first day of reopening. 5. Post signs in high traffic areas: <ol style="list-style-type: none"> a. Building entrances <ol style="list-style-type: none"> i) When to stay home (illness, fever, return to school protocols) ii) COVID - 19 symptoms iii) Handwashing protocols and procedures iv) Social distancing v) Face covering protocols and procedures b. Hallways <ol style="list-style-type: none"> i) Social distancing c. Front office <ol style="list-style-type: none"> i) When to stay home (illness, fever, return to school protocols)

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	<ul style="list-style-type: none"> ii) COVID - 19 symptoms iii) Handwashing protocols and procedures iv) Social distancing v) Face covering protocols and procedures <ul style="list-style-type: none"> d. Restrooms <ul style="list-style-type: none"> i) Handwashing protocols and procedures e. Classrooms <ul style="list-style-type: none"> i) Handwashing protocols and procedures ii) Hand sanitizer use iii) Face covering protocols and procedures iv) Social distancing f. Breakrooms <ul style="list-style-type: none"> i) Handwashing protocols and procedures ii) Hand sanitizer use iii) Face covering protocols and procedures iv) Social distancing g. Conference Rooms (need to post updated capacity based on social distancing) h. Multipurpose Rooms, when utilized <ul style="list-style-type: none"> i) Handwashing protocols ii) Hand sanitizer use iii) Face covering protocols and procedures iv) Social distancing <p>6. Hallway signs or “X” marks on the ground for 6-foot distancing.</p>
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Maintaining Healthy Environments

Modified layouts - social distancing	<ol style="list-style-type: none"> 1. Follow 6 feet social distancing guidelines when designing classrooms and offices. <ul style="list-style-type: none"> a. On buses, physical distance to the maximum extent possible, but face coverings must be required at all times while on the bus. 2. All students’ desks are to face the same direction. 3. Release classrooms at a staggered schedule throughout the day, if feasible, with at least 15 minutes in between to allow for cleaning, hand washing and sanitizing. 4. Empty rooms of unneeded desks and other furniture to allow for more space, if feasible. 5. Storage for extra furniture and equipment in unused areas. 6. Signs to remind students and staff of social distancing throughout the campus. 7. One-way hallways with marked arrows, if feasible.
Cleaning and disinfection	<ol style="list-style-type: none"> 1. Plan for cleaning and disinfecting after school and at the end of the week. 2. Accessibility to district-approved cleaning technology for all staff and students. 3. Sanitize all materials brought from home at the start of the day, as feasible. 4. Monitor restrooms by a staff member to ensure students are following established guidelines and cleaning is done frequently, as feasible. 5. Increase frequency of cleaning and disinfecting high-touch-point areas and: <ul style="list-style-type: none"> a. Water stations and drinking fountain b. Outside benches c. Dishwashers d. Restrooms, including those in classrooms e. Playgrounds

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	<ol style="list-style-type: none"> 6. Clean and disinfect between use of: <ol style="list-style-type: none"> a. Classrooms - including when students change classrooms b. Gyms and locker rooms c. Physical education and elective classes equipment; i.e. computers, cameras, sports equipment, etc. d. Shared objects in the classroom, including lab materials, and offices e. Student testing material for special education and health services f. Shared work spaces 7. Schedule additional 15 minutes before moving on to the next class to allow for cleaning and sanitizing. 8. Provide additional cleaning to “COSI” (COVID symptoms isolation) room and health offices <ol style="list-style-type: none"> a. Health services staff will assist between student visits when on campus 9. When the library is used: <ol style="list-style-type: none"> a. When books are checked back in, they will need to sit out for 72 hours prior to being checked out by another student b. Franklin Community Library - work with city staff to develop a plan for increased cleaning and disinfecting
<p>Sharing objects</p>	<ol style="list-style-type: none"> 1. Discourage sharing of items that are difficult to clean and disinfect. 2. Students should have their own set of supplies such as crayons, colored pencils, scissors, as feasible. 3. Toys in classrooms, limit sharing as much as possible: <ol style="list-style-type: none"> a. No use of stuffed animals or soft material toys as they are difficult to clean b. Plastic and hard-surface toys are preferred c. Students must wash their hands before and after playing with toys 4. Teachers and staff who work in shared classrooms and offices should have their own desk, when possible. 5. Use of shared hall passes to be discouraged. 6. Keep each student's belongings separate from each other. 7. Office personnel should limit sharing supplies and disinfect between use. 8. Shared chairs, such as those in shared offices and conference rooms, should be changed to material which is easy to clean. 9. Limit shared items in break rooms and shared spaces like microwaves, toasters, coffee makers, and refrigerators, cleaning after use. 10. Discourage use of shared supplies in the pod area between classrooms supplies and disinfect shared equipment between use. 11. Discourage potlucks and communal meals and instead, consider individually wrapped pre-packaged meals.
<p>Ventilation</p>	<ol style="list-style-type: none"> 1. Update and maintain the HVAC system to limit opening the door due to safety issues and health concerns (i.e. allergies and asthma). 2. Increasing fan runtimes before and after school. 3. Open windows, if possible. 4. Prop open doors between classes to allow ventilation. 5. Limit aerosol contamination, when possible. 6. Allow for outdoor education and eating when possible and if weather permits. 7. COSI room must have good ventilation: windows, outside door, HVAC.
<p>Water system</p>	<ol style="list-style-type: none"> 1. Make sure the water system is working prior to school opening. 2. Ensure that running water is available for handwashing.

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	<ol style="list-style-type: none"> 3. Water stations and drinking fountains must be frequently disinfected. <ol style="list-style-type: none"> a. Encourage use of students and staff bringing their own reusable water bottles 4. School sites with water wells need to ensure their pumps are properly maintained.
Communal Spaces - Staff lounges	<ol style="list-style-type: none"> 1. Not to be used for group gatherings.. 2. Stack up chairs and tables not in use. 3. Discourage potlucks and sharing of food/drinks. 4. If equipment or materials need to be shared, staff must sanitize after use.
Food Service	<ol style="list-style-type: none"> 1. Meals delivered to classrooms or students pick up meals and eat in classrooms (or eat outside if possible). <ol style="list-style-type: none"> a. Students pick up lunch and eat at home for half or minimum days when possible. 2. Stagger classroom dismissal for picking up lunch <ol style="list-style-type: none"> a. Mark 6 feet distancing for lines 3. Continue drive-thru process for students doing distance learning 4. Large campuses will need more time to serve lunch

Maintain Healthy Operations	
Screening	<ol style="list-style-type: none"> 1. Passive Screening: Staff and students take their temperature and check for symptoms at home daily prior to coming to work or school: <ol style="list-style-type: none"> a. Families/Staff report fever/symptoms to their school and work site. b. Stay home if a student or staff has a fever, other symptoms, or have come in close contact with a person diagnosed with COVID-19. c. Education and communication to staff and families on how to properly take temperatures and check for COVID-19 symptoms daily. 2. Training for staff on how to recognize COVID-19 symptoms in staff and students.
Assemblies, field trips, and other school activities	<ol style="list-style-type: none"> 1. Gatherings, visitors, and field trips: <ol style="list-style-type: none"> a. All field trips should be virtual at this time. b. Virtual options for, assemblies, special performances, parent meetings, and spirit nights. <ol style="list-style-type: none"> i. Includes back to school, open house, and award nights. c. Nonessential visitors, volunteers, and activities involving external groups and organizations will be prohibited without the special permission of the administrator.
Visitors and meetings	<ol style="list-style-type: none"> 1. Visitation is limited to essential only and as approved by the administrator. 2. Meetings: <ol style="list-style-type: none"> a. Virtual meetings are preferred. b. In person meetings are by appointment and require 6 feet social distancing and those attending must wear face coverings. 3. No student volunteers on campus. 4. No deliveries of food, balloons, flowers or other items to classrooms.
Sporting activities	<ol style="list-style-type: none"> 1. Provide options for sports activities to minimize risk of transmission to players, families, coaches and community.

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	<ol style="list-style-type: none"> 2. Follow recommendations by California Interscholastic Federation (CIF) and other agencies, CDC, SCOE, state and local guidelines. 3. Increased cleaning and disinfecting of equipment
<p>Monitoring social contact during passing periods and recesses</p>	<p>Passing periods:</p> <ol style="list-style-type: none"> 1. One-way hallways, where applicable, and social distancing signs in hallways. 2. Campus supervisors, administrators, and/or other staff members to monitor students during the passing period. 3. Extra time to be given between passing periods for cleaning and disinfecting of classrooms. <p>Recesses:</p> <ol style="list-style-type: none"> 1. Stagger recess times throughout the school day. 2. Students must remain in their same cohorts during recess, no mixing of cohorts. 3. Staff and administration must monitor and supervise students during recess. 4. Social distancing to be maintained between all students and staff, to the extent possible. 5. Face coverings must be worn by all students and staff. 6. No use of shared equipment, such as balls and jump ropes. <ol style="list-style-type: none"> a. If shared equipment is used, make sure to clean between use. 7. For playground use: <ol style="list-style-type: none"> a. Ensure students wash their hands before and after b. Monitor for social distancing c. Equipment should be cleaned between use, or at least once daily
<p>Breakfast and lunch set-up</p>	<ol style="list-style-type: none"> 1. Breakfast- site needs may vary: <ol style="list-style-type: none"> a. Served boxed meals for students to pick up and go. <ol style="list-style-type: none"> i. Students should eat in the classroom or at home if on half days. 2. Lunch- site needs may vary: <ol style="list-style-type: none"> a. Served boxed meals for students to pick up and go. <ol style="list-style-type: none"> i. Students should eat in the classroom or at home if on half days. 3. Distance learning students will continue the drive-thru process. <ol style="list-style-type: none"> a. Pass out food before and/or after school.
<p>Physical education</p>	<ol style="list-style-type: none"> 1. Limit locker room use is not recommended at this time. 2. Maintain 6-foot distancing during activities: <ol style="list-style-type: none"> a. Inside and outside 3. Face coverings must be worn by all students and staff. 4. No touch or contact activities. 5. Creating cohorts of students and not combining of classes: 6. Floor markers for attendance lines or warm up lines. 7. Clean and disinfect equipment or air out for 72 hours.
<p>“Push-in” activities</p>	<ol style="list-style-type: none"> 1. When teachers “push-in” to multiple cohorts (e.g. art, music), primarily for elementary school sites, schools should have those teachers teach remotely from another physical space while students are in their classroom.
<p>Pick-up and Drop-Off Protocols</p>	<ol style="list-style-type: none"> 1. Communicate health guidelines to e-Tran buses and other outside transportation services (i.e. teen centers and kindercare). 2. All families must stay in their cars when dropping and picking up their students. Passengers must remain in the car unless assisting a child with unbuckling a carseat or unloading from a two door vehicle. If passengers exit their cars, they must be wearing a face covering.

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	<ol style="list-style-type: none"> 3. It is recommended to have multiple, assigned, drop off/pick up locations to minimize contact and avoid unnecessary gatherings. 4. Staff are to monitor students entering campus to ensure they are wearing face coverings and maintaining 6ft distance as much as possible. If students do not have face coverings when entering campus, staff are to give students a face covering. 5. Students are to walk to their classroom and line up outside of the classroom, 6 ft distance from each other and wait for the teacher to let students into the classroom. 6. Students can access site phones as needed to call home: <ol style="list-style-type: none"> a. Signage for safety & provide hand sanitizer 7. Students that come too early or do not get picked up at the end of the day need to be supervised by staff/administration for health and safety. 8. Bike rack: <ol style="list-style-type: none"> a. Site to supervise before and after school to maintain social distancing
Facility use by extracurricular activities and outside agencies	<ol style="list-style-type: none"> 1. Limit as much as possible and refer to facilities/extracurricular guidelines. 2. Outside groups must pay for custodial services to clean and disinfect facilities according to guidelines. 3. Review facilities agreements for outside agency use: <ol style="list-style-type: none"> a. Include district health and hygiene guidelines to follow. b. Include extra fees for custodial deep cleaning of areas used by outside agencies.
Management of behaviors related to risky behaviors	<ol style="list-style-type: none"> 1. Physical altercations: <ol style="list-style-type: none"> a. Gloves and face coverings used when staff need to interfere between a physical altercation. b. Gloves and face coverings should be carried by all administration and campus security at all times. c. Communicate with the school nurse and risk management. d. Educate staff to help prevent or intervene before fights. 2. Use counseling and other sources of help with social-emotional needs. 3. Conflict mediation: <ol style="list-style-type: none"> a. Maintain 6 feet of social distancing 4. When students do not follow health and safety guidelines (ed code AB 420: 48900: willful defiance): <ol style="list-style-type: none"> a. Administration/staff may need to contact home. b. Educate so the students understand why it is important. c. Document students for contract tracing, as needed. d. Offer distance-learning option only if student is unsafe and not following guidelines. e. If students refuse to wear a face covering and do not meet any exceptions, they should not be allowed to attend in-person learning and be placed on distance learning.
Training for staff around Covid and healthy practices	<ol style="list-style-type: none"> 1. Contact tracing training for Health Service staff in collaboration with Sacramento County Public Health. 2. The curriculum and professional learning (CPL) and risk management departments will have mandatory training for all staff. 3. Risk Management will create and establish a process for training staff, including substitutes and contracted employees. Training will include: <ol style="list-style-type: none"> a. How to prevent COVID-19 from spreading b. Which underlying health conditions may make individuals more susceptible to contracting the virus c. Information on self-screening

Health Safety

	<ul style="list-style-type: none"> d. The importance of not coming to work when sick e. When to seek medical attention f. The importance of hand hygiene g. Social distancing h. Proper use of face coverings i. Information on government-sponsored leave benefits
Employees physical and mental/social health needs are addressed	<ul style="list-style-type: none"> 1. Ensure information is made available to all staff for physical and mental health support: <ul style="list-style-type: none"> a. EAP (MHN) b. Student Support and Health Services c. Field Intervention Nurse - Phil d. Custodial services - cleaning supplies 2. Ensure staff in a higher risk population or caring for family are supported with appropriate work or leave options. 3. Students of teachers/staff are put on the same schedule with their family members, when possible, as requested: <ul style="list-style-type: none"> a. Need information from teachers/staff to organize
Student assessment	<ul style="list-style-type: none"> 1. IEP assessments <ul style="list-style-type: none"> a. Must follow 6 feet social distancing or wear face coverings when closer than 6 feet. b. Clean and sanitize equipment between each student 2. Vision and hearing testing (Mandated in PK, TK, KN, 2nd, 5th, 8th and for IEP assessments) <ul style="list-style-type: none"> a. School nurses will work within health guidelines <ul style="list-style-type: none"> i. More planning and time required ii. Clean and sanitize equipment between each student

Preparing for When Someone Gets Sick

Preparing for When Someone Gets Sick	
Communication pathway when there is COVID-19 diagnosis/suspected on campus	<ul style="list-style-type: none"> 1. At the beginning of the school year, all staff and families should be asked to ensure their contact information is updated with the school site and HR. 2. See protocols attached for COVID-19 case protocols.
COVID Symptoms with students - (also see chart below)	<ul style="list-style-type: none"> 1. Inform Administration 2. Call Parent/Guardian 3. Call School Nurse 4. Student should wear a face covering 5. Student to be kept in COSI room until picked up 6. Notify parents/guardian of when to return to school policies 7. Inform involved teacher keeping student confidentiality
COVID Symptoms with staff	<ul style="list-style-type: none"> 1. Inform supervisor/admin know 2. Supervisor/admin make the decision to send home staff <ul style="list-style-type: none"> a. Staff to be kept in isolation area until picked up 3. Inform of when to return to work policies

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<p>COSI room-site needs vary</p>	<ol style="list-style-type: none"> 1. Site plan includes a separate room from the health office designated for students or staff who show COVID-19 symptoms or a divider in the health office to separate students with COVID-19 symptoms from those who do not. <ol style="list-style-type: none"> a. Use a different room than the health office, if possible. b. Recommend a barrier between people in the room. c. Maintain 6 feet social distancing. d. Face coverings must be worn for those who have COVID-19 symptoms, unless they are having difficulty breathing. e. Prefer soap and water for handwashing, at minimum hand sanitizer dispenser. 2. Needs to be cleaned, disinfected and sanitized between use and at the end of the school day. 3. Staff assessing/monitoring students in the isolation room, must wear PPE (mask, shield, gown, gloves). 4. Training for staff on how to properly use the isolation room, including how to use/dispose of PPE. 5. Identify room with a sign or notification, as needed,
<p>General health office Guidelines (limit visitors to health office)</p>	<ol style="list-style-type: none"> 1. In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion, limit visits to the health office. 2. Staff training on COVID-19 symptoms. 3. Please note that students do NOT need to present to Health Office with the following common situations: <ol style="list-style-type: none"> a. Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed. b. Minor headaches and/or fatigue - allow them to get snacks/drink water first and rest. If not better after 20 minutes, send the student to the Health Office. c. Mild stomach ache and/or nausea - allow students to use the restroom, drink water, have a snack first and rest. If not better after 20 minutes, send the student to the Health Office. d. Localized bug bite if no allergy history and not spread over a large area of skin, apply cool paper towel to area to help prevent scratching. e. Anxiety/Stress/Psychosocial Issues - if not affecting breathing or physical health try snack, redirection, or please refer to counseling or other applicable services for collaboration. 4. Use side doors in student services buildings in high schools, so the students do not have to enter the building, when feasible.
<p>Monitoring when students and staff can return to school/work</p>	<ol style="list-style-type: none"> 1. For staff and students - doctor or public health officials should monitor/designate when they can return to work: <ol style="list-style-type: none"> a. Follow district COVID-19 case response protocols
<p>Positive COVID case on campus</p>	<ol style="list-style-type: none"> 1. Close off area utilized by a person diagnosed. 2. Immediately contact the Health Coordinator. 3. Health Coordinator will contact Sacramento County Public Health (SCPH).

Health Safety

	4. Communication pathways and response protocols for different scenarios to be communicated to staff and families.
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SCHOOL/COHORT SETTING SCENARIOS

SCHOOL SETTINGS WITH STUDENTS PRESENT (IN-PERSON LEARNING)

Scenario 1	Recommended Actions and Communications
<p>A student or staff member responds “yes” to one of the health screening questions, has a temperature of 100.4 or above, and/or exhibits symptoms of COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● The student or staff member should not enter the building, should be sent home, and self-isolate. ● The student or staff member should seek guidance from their healthcare provider. ● Healthcare provider confirms alternate diagnosis for symptoms. Return to school in 72 hours after symptoms resolve/improve. ● Those with symptoms consistent with COVID-19 should isolate and not return until 10 days + 24 hours after symptoms improve. ● Sacramento County Public Health (916) 661-7331
Scenario 2	Recommended Actions and Communications
<p>A student or staff member lives with or has been in close contact with a person who has tested positive for COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● The student or staff member is expected to report this to the site administrator immediately, is excluded from the cohort, and they and all household members should quarantine, monitor symptoms, and contact their health provider to schedule testing. ● The site administrator should gather any additional information regarding details of known contact and share this information with SCPH. ● SCPH will advise of any additional next steps including support of expedited testing if advised. ● If the student or staff member has siblings, family or household members at other school sites with possible exposure they should be excused from school and SCPH contacted to assess exposure risk and determine disposition (e.g. exclude from cohort). ● All families of students and staff members of the cohort should be notified that a student or staff member has a household member that has tested positive for COVID-19. ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)

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Scenario 3	Recommended Actions and Communications
<p>A student or staff member of a cohort tests positive for COVID-19.</p>	<ul style="list-style-type: none"> ● The cohort will be closed for 14 days from last known exposure. ● All families of students and staff members of the cohort should be notified with a phone call followed by a letter that a student or staff member in the cohort has tested positive. Students and staff should be quarantined for 14 days from date of last known contact. ● The entire cohort of staff and students should be tested working directly with their healthcare providers and/or SCPH. ● Further testing of family members may be advised based on cohort test member results. ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)
Scenario 4	Recommended Actions and Communications
<p>A student or staff member who has quarantined or isolated for any of the reasons in scenarios one, two or three and is tested - and tests negative.</p>	<ul style="list-style-type: none"> ● The cohort remains open. ● Even though the student or staff member has tested negative, if the student or staff member has had close contact with an individual that has tested positive for COVID-19, they must remain in quarantine or isolation for 14 days from last known contact with the individual. ● All families of students and staff members of the cohort should be notified that the student or staff member tested negative. ● Sacramento County Public Health (916) 661-7331 ● Communication Template (Sample Letter)

TK/Kinder: In-Person/Distance Learning (DL) Rotation Schedule for YR & ModT/T

Time	Monday		Tuesday/Thursday	Time	Wednesday/ Friday
7:50 - 8:00	Set up	7:45 7:50 - 8:00	Teacher Arrival -Student Arrival/Teacher doors open	7:45 7:50 - 8:00	Teacher Arrival -Student Arrival/ Teacher doors open
8-11:10 (YR) 8-11:00 (MT/T) Students will have a minimum of 190 min (YR) 180 (ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	DL for all students Synchronous/ Asynchronous instructional period. Asynchronous not to exceed 70/60 min. in this block period only.	8-10:00 (YR) 8-10:00 (MT/T) Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Teacher 1: (Cohort A) IN PERSON Teacher 2: (Cohort A) DISTANCE LEARNING (Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.) *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks *Grab and go meals available for in person students	8-10:00 (YR) 8-10:00 (MT/T) Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Teacher 1: (Cohort A) DISTANCE LEARNING Teacher 2: (Cohort A) IN PERSON (Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.) *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks *Grab and go meals available for in person students
		10:00 -10:10	Dismissal Duty	10:00 - 10:10	Dismissal Duty
11:10- 12:00 (YR) 11:00- 12:00(MT/T) (50/60 min)	Professional Learning: Distance Learning (Ed Services)--optional	10:10- 12:30 (YR) 10:10 - 12:30 (MT/T) (140/140 min)	Lunch Prep Planning	10:10- 12:30 (YR) 10:10 -12:30 (MT/T) (140/140 min)	Lunch Prep Planning
12:00 -12:35 (YR) 12:00 -12:35(MT/T)	Lunch				
12:35 -1:35 (YR) 12:35 - 1:35(MT/T) (60/60min.)	**Collaboration per late start/early out agreement				

<p>1:35 - 2:20 1:35 - 2:20</p>	<p>Prep</p>	<p>12:30 - 2:30 (YR) 12:30 - 2:30 MT/T)</p> <p>Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>Teacher 1: (Cohort B) DISTANCE LEARNING</p> <p>Teacher 2: (Cohort B) IN PERSON</p> <p>(Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.)</p> <p>*In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks</p> <p>*Grab and go meals available for in person students</p>	<p>12:30 - 2:30 (YR) 12:30 - 2:30 MT/T)</p> <p>Students will have a minimum of 190 min YR (180 ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>Teacher 1: (Cohort B) IN PERSON</p> <p>Teacher 2: (Cohort B) DISTANCE LEARNING</p> <p>(Asynchronous activity of 70/60 min. will be assigned in addition to this block period only.)</p> <p>*In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks</p> <p>*Grab and go meals available for in person students</p>
<p>2:20 – 3:20(YR) 2:20 - 3:20(MT/T) (50/50 min.)</p>	<p>Distance Learning Management, Planning, and Lesson Development</p> <p>Synergy Updates</p> <p>Family communication</p>	<p>2:30- 2:40 2:40 – 3:15(YR) 2:40 - 3:15(MT/T) (35/35 min.)</p>	<p>Dismissal</p> <p>DL Management</p>	<p>2:30- 2:40 2:40 – 3:15(YR) 2:40 - 3:15 (MT/T) (35/35 min.)</p>	<p>Dismissal</p> <p>DL Management</p>

***Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc...)**

***Schedule was developed in support of students having access to technology/devices.**

Pre-school schedules are forthcoming.

1st Grade: In Person/Distance Learning (DL) Rotation Schedule for **YR** & **ModT/T**

Time	Monday		Tuesday/Thursday	Time	Wednesday/ Friday
7:50 - 8:00	Set up	7:45 7:50 - 8:00	-Teacher Arrival -Student Arrival/Teacher doors open	7:45 7:50 - 8:00	-Teacher Arrival -Student Arrival/Teacher doors open
8-11:15 (YR) 8-11:00 (MT/T)	DL for all students Synchronous/Asynchronous instructional period. Asynchronous not to exceed 45/50 min. in <i>this block period only.</i>	8-10:00 (YR) 8-10:00 (MT/T) 10:00-10:30- Dismissal, break, set up 10:30 - 12:30 Students will have a minimum of 240 min (YR) 230 (ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	IN PERSON (Cohort A) (dismissal managed by yard supervisors/admin) Synchronous DISTANCE LEARNING (Cohort B) (Asynchronous activity of 80/70 min. will be assigned in addition to this block.) *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks *Grab and go meals available for in person students	8-10:00 (YR) 8-10:00 (MT/T) 10:00-10:30- Dismissal, break, set up 10:30 - 12:30 Students will have a minimum of 240 min (YR) 230 (ModT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	IN PERSON (Cohort B) (dismissal managed by yard supervisors/admin) Synchronous DISTANCE LEARNING (Cohort A) (Asynchronous activity of 80/70 min. will be assigned in addition to this block.) *In addition to the regular day, a minimum of 15 minutes of asynchronous activities will be assigned and required for all students to make up for breaks *Grab and go meals available for in person students
11:10- 12:00 (YR) 11:00 - 11:50 (MT/T) (50/50 min)	Professional Learning: Distance Learning (Ed Services) --optional				
12:00 -12:35 (YR) 11:50 -12:25(MT/T)	Lunch	12:30-1:05 (YR) 12:30-1:05 (MT/T) (35/35 min)	Lunch	12:30-1:05 (YR) 12:30-1:05 (MT/T) (35/35 min)	Lunch
12:35 -1:35 (YR) 12:25 - 1:25 (MT/T) (60/60 min.)	**Collaboration per late start/early out agreement	1:05 - 1:45 (YR) 1:05 - 1:45 (MT/T) (40/40 minutes)	Full Class Synchronous (DISTANCE LEARNING) 120 synchronous/DL AM + 40 min Synch PM + 80/70 min Asynchronous = 240/230 min	1:05 - 1:45 (YR) 1:05 - 1:45 (MT/T) (40/40 minutes)	Full Class Synchronous (DISTANCE LEARNING) 120 synchronous/DL AM + 40 min Synch PM + 80/70 min Asynchronous = 240/230 min

1:35 - 2:20 (YR) 1:25 - 2:10 (MT/T) (45/45)	Prep	1:45 - 2:30 (YR) 1:45 - 2:30 MT/T (45 min prep)	Teacher prep	1:45 - 2:30 (YR) 1:45 - 2:30 MT/T (45 min prep)	Teacher prep
2:20 - 3:20 (YR) 2:10 - 3:20 (MT/T) (60/70 min.)	Distance Learning Management, Planning, and Lesson Development Synergy Updates Family communication	2:30 - 3:15 (YR) 2:30 - 3:15(MT/T) (45/45 min.)	DL Management Synergy Updates Family Communication	2:30 - 3:15 (YR) 2:30 - 3:15 (MT/T) (45/45 min.)	DL Management Synergy Updates Family Communication

***Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc...)**

***Schedule was developed in support of students having access to technology/devices.**

2nd- 6th Grade: “Concurrent” Learning Model Schedule for **Year Round** and **ModT/T**

Time	Monday	Time	Tuesday- Friday
		7:45 7:50 – 8:00	Teacher Arrival Student Arrival and Teacher Opens door
<p>8:00 – 11:15 (YR) 8:00 - 11:00 (MT/T)</p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum 255 min. for YR/240 min for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>DL Day for all students</p> <p>Student Instructional Engagement:</p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Focused instruction ● Guided instruction ● Collaborative work ● Formative and Summative Assessment ● Intervention/RSP supports ● Designated ELD (30 min.) <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent work ● Projects and long-term assignments ● Formative and Summative Assessments <p>(Asynchronous activity not to exceed 70/60 min. in this block period only.)</p>	<p>8:00 – 12:15 (YR) 8:00 - 12:00 (MT/T)</p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum of 255 min. for YR/240 min. for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL M/W/F Cohort 2- attends in person W/F; DL M/T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12/12:15pm. *</p> <p>Student Instructional Engagement:</p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Focused instruction ● Guided instruction ● Collaborative work ● Formative and Summative Assessment ● Intervention/RSP supports ● Designated ELD (30 min.) <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent work ● Projects and long-term assignments ● Formative and Summative Assessments <p>(Asynchronous activity not to exceed 70/60 min. in this block period only.)</p>
<p>11:15 – 12:15 (YR) 11:00-12:00(MT/T) (60/60 min)</p>	<p>Professional Learning: Distance Learning (Ed Services)--optional</p> <p>Distance Learning Planning, and Lesson Development</p> <p><u>Students:</u> Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent work ● Projects and long-term assignments ● Formative and Summative Assessments 	<p>12:15 - 12:20 YR 12:00 - 12:05 MT/T</p>	Dismissal duties
<p>12:15 – 12:50(YR) 12:00 -12:35(MT/T) (35/35 min.)</p>	LUNCH	<p>12:20 – 12:55(YR) 12:05- 12:40(MT/T) (35/35 min.)</p>	LUNCH: Students dismiss and get a grab and go meal(s)

<p>12:50 – 1:55(YR) 12:35 - 1:45(MT/T) (65/70 min.)</p> <p>Minimum of 20 minutes of asynchronous activities for all students required.</p>	<p>Collaboration per the Late Start/ Early Out Pilot Agreement**</p> <p>Ed Services training available for Professional Learning Communities and other collaborative groups</p> <p><u>Students:</u> Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent work ● Projects and long-term assignments ● Formative and Summative Assessments 	<p>12:55 – 1:40(YR) 12:40 - 1:25(MT/T) (45/45 min.)</p> <p>Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.</p>	<p>Synchronous intervention:</p> <ul style="list-style-type: none"> ● Small group focused and guided instruction as needed ● Designated ELD <p>Asynchronous instruction and assessment:</p> <ul style="list-style-type: none"> ● Independent practice ● Collaborative work ● Formative and Summative Assessment <p>Family communication</p>
<p>1:55 – 2:40(YR) 1:45 - 2:30(MT/T)</p>	<p>Prep (45 min.)</p>	<p>1:40 – 2:25(YR) 1:25 - 2:10(MT/T)</p>	<p>Prep (45 min.)</p>
<p>2:40 – 3:20(YR) 2:30 - 3:20(MT/T) (40/50 min.)</p>	<p>-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p>2:25 – 3:15(YR) 2:10 - 3:15(MT/T) (50/65 min.)</p>	<p>-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>

***Note: Up to 90 minutes of meeting time per week outside of contractual hours including, but not limited to: IEP/504 Student Support meetings, Staff meetings, Professional Development and Learning.**

****Per the Late Start or Early Out Elementary Collaboration Time Pilot Agreement (6/21/19):**

2. The parties agree that the purpose of Late Start or Early Out Elementary collaboration is for teachers and certificated staff to plan, adapt, and evaluate curriculum and instructional strategies, and analyze data collaboratively with colleagues.

The Late Start or Early Out Elementary Collaboration Time Pilot Agreement-Extension is attached.

Break Schedule: (SAMPLE)

*10 Minute restroom/activity breaks facilitated by admin, yard supervisors and PE Teacher (possibly) – 3-4 classes at a time in three different locations using three different pairs of restrooms (MP, E Wing, and G wing) by grade level whenever possible:

1. 9:10-9:20 (+5 at restroom, supervised by teacher)
2. 9:20-9:30 (+5)
3. 9:30-9:40 (+5)
4. 9:40-9:50 (+5)
5. 9:50-10:00 (+5)
6. 10:00-10:10 (+5)
7. 10:10-10:20 (+5)



3X4 (Traditional 6-Period Day) SCHEDULE – CONCURRENT MODEL

Monday (Early Dismissal)		Tuesday - Friday	
7:50 a.m.	Teacher arrival	7:50 a.m.	Teacher arrival
8:00 - 9:00	Prep	8:00 - 9:00	Period 1 Class time
Transition		9:00 - 9:20	Period 1 Independent Practice and Support
9:10 - 10:00	Period 1 Class time	Transition	
Transition		9:30 - 10:30	Period 2 Class time
10:10 - 11:00	Period 2 Class time	10:30 - 10:50	Period 2 Independent Practice and Support
Transition		Transition	
11:10 - 12:00	Period 3 Class time	11:00 – 12:00	Period 3 Class time
12:00 - 12:30	Lunch	12:00 – 12:20	Period 3 Independent Practice and Support
12:30 - 1:00	Prep	12:20 – 12:55	Students Grab-n-Go Lunch/Breakfast Teachers Lunch
1:00-2:00	Collaboration time/PLCs for effective distance learning	12:55 – 1:55	Family Communication/DL Support
2:00 - 3:20 p.m.	Rotation of staff meetings, professional learning, department meetings. Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:55 - 3:20 p.m.	Planning/Prep/Collaboration (This is purely preparation time for teachers without a prep)

Monday Class time (50 min.)

- Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet.
- In addition to class time, students will also have at least an additional 30 minutes per class of independent practice time assigned to them per class in order to meet the 240-minute minimum requirement as per SB 98.
- Advocacy to be determined site by site.

Tuesday - Friday Class time (60 min.)

- Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet.
- Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

Tuesday – Friday Independent Practice & Support time (20 min.)

- Teacher remains available to students from this class period for support and questions.
- Students may be working independently and some students may be required to be logged into the Zoom/Google Meet for additional support.
- Student learning time 80 minutes per class

Tuesday - Friday Family Communication and/or DL Support (60 min. Off-Cycle Prep)/(140 min. On-Cycle Prep Teachers)

- Teachers are available to students and families for support.
- In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.



4x4 SCHEDULE – CONCURRENT MODEL

Monday (Early Dismissal)		Tuesday - Friday	
7:50 a.m.	Teacher arrival	7:50 a.m.	Teacher arrival
8:00-9:00	Prep	8:00-8:55	Period 1 Class time
Transition		8:55-9:10	Period 1 Independent Practice and Support
9:10-9:50	Period 1 Class time	Transition	
Transition		9:20-10:15	Period 2 Class time
10:00-10:40	Period 2 Class time	10:15-10:30	Period 2 Independent Practice and Support
Transition		Transition	
10:50-11:30	Period 3 Class time	10:40-11:35	Period 3 Class time
Transition		11:35-11:50	Period 3 Independent Practice and Support
11:40 - 12:20	Period 4 Class time	Transition	
12:20 - 12:50	Teacher lunch	12:00-12:55	Period 4 Class time
Transition		12:55-1:10	Period 4 Independent Practice and Support
1:00-2:00	Collaboration Time/PLCs for Effective Distance Learning	1:10-1:45	Students Grab-n-Go Breakfast/Lunch Teachers Lunch
2:00-3:20 p.m.	Rotation of Staff Meetings, Professional Learning, Department Meetings. Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:45-2:40	Family Communication/DL Management
		2:40-3:20	Collaboration/Planning

Monday Class time (40 min.)

- Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet.
- In addition to class time, students will also have at least an additional 20 minutes per class of independent practice time assigned to them per class in order to meet the 240-minute minimum requirement as per SB 98.
- Advocacy to be determined site by site.

Tuesday - Friday Class time (55 min.)

- Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet.
- Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

Tuesday - Friday Independent Practice & Support time (15 min.)

- Teacher remains available to students from this class period for support and questions.
- Students may be working independently and some students and may be required to be logged into the Zoom/Google Meet for additional support.
- Student leaning time is 70 minutes per class.

Tuesday - Friday Family Communication and/or DL Support (55 min.)

- Teachers are available to students and families for support.
- In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

Pre-K Highly Intensive

Time	Monday(Pre-K does not attend Monday)	Time	Tuesday- Friday
		7:30-3:00 8:35-4:05	AM Teacher PM Teacher
7:30-3:00 AM Teacher 8:35-4:05 PM Teacher	<p>Training Day for all Pre-K Staff</p> <ul style="list-style-type: none"> ● Staff meeting ● EBP Training ● IEP Training ● IEP Writing Support ● Level Meetings ● Distance Learning planning time ● IEP meetings <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p>7:40 - 11:10 (AM Teacher)</p> <p>12:05-3:35 (PM Teacher)</p> <p>(210 min./210 min.)</p> <p>(includes 20 min. of break time)</p>	<p>* Each session split into two cohorts: Cohort 1- attends in person T/TH; DL W/F Cohort 2- attends in person W/F; DL/T/TH</p> <p>Students attend concurrent synchronous and asynchronous instruction for the full session</p> <p>Student Instructional Engagement:</p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Individual, small group, and whole class instruction on IEP goals and designated curriculum ● Social skills instruction ● Formative and Summative Assessment <p>(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Generalization of previously learned skills ● Functional skills practiced in real-world contexts ● Educational computer programs <p>(Asynchronous activity not to exceed 70 min. <i>in this block period only.</i>)</p> <p>*Gap between AM and PM to allow for cleaning</p>
		11:10 - 11:45 (AM Teacher) (35 min.) 11:20-11:55 (PM Teacher) (35 min.)	LUNCH LUNCH *(11:55- 12:05 Student Arrival Duty)
		11:45 - 12:30 (AM Teacher) (45 min.) 8:35-9:20 (PM Teacher) (45 min.)	Prep Prep

		12:30-3:00 (AM Teacher) 9:20-11:20 and 3:35- 4:05 (PM Teacher)	-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.
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Integrated Preschool and Mod/Severe SCC Preschool (Double Session Programs)

Time	Monday	Time	Tuesday- Friday
		7:50 – 8:00	Student Arrival
8:00 - 3:30	<p>Training Day for all Pre-K Staff</p> <ul style="list-style-type: none"> ● Staff meeting ● EBP Training ● IEP Training ● IEP Writing Support ● Level Meetings ● Distance Learning planning time ● IEP meetings <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p>8:00 - 10:00 (3 year old class)</p> <p>11:00 - 1:00 (4 year old class)</p> <p><i>(includes 20 min. of break time)</i></p>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL W/F Cohort 2- attends in person W/F; DL T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs for the full 2 hour session</p> <p>Student Instructional Engagement: Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Individual, small group, and whole class instruction on IEP goals and designated curriculum ● Social skills instruction ● Formative and Summative Assessment <p>(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Generalization of previously learned skills ● Functional skills practiced in real-world contexts ● Educational computer programs <p>(Asynchronous activity not to exceed 60/70 min. <i>in this block period only.</i>)</p>
		10:00-11:00	Teacher Prep/Break
		1:00-1:35	LUNCH: Students dismiss and get a grab and go meal(s)
		1:35 - 3:20	<p>-Distance Learning Management, Planning, and Lesson Development</p> <p>-Family communication</p> <p>-Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>

PALSS: Intensive and Integrative

Time	Monday	Time	Tuesday- Friday
		7:45 7:50 – 8:00	Teacher arrival and duty Student Arrival
7:50-3:20	<p>Training Day for all Pre-K Staff</p> <ul style="list-style-type: none"> ● Staff meeting ● EBP Training ● IEP Training ● IEP Writing Support ● Level Meetings ● Distance Learning Management, Planning, and Lesson Development ● Family Communication ● Synergy updates ● IEP meetings <p>*All teachers will be provided with a duty free lunch and 45 minute prep within this day</p> <p>*Staff will be released as necessary for attendance at IEPs/504 Student Support Meetings.</p>	8:00 - 12:00 <i>(includes 20 min. of break time)</i>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL W/F Cohort 2- attends in person W/F; DL T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12.</p> <p>Student Instructional Engagement: Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Individual, small group, and whole class instruction on IEP goals and designated curriculum ● Social skills instruction ● Formative and Summative Assessment (Delivered via Zoom or Google Meet) <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● -Distance Learning Management, Planning, and Lesson Development ● Educational computer programs <p>(Asynchronous activity not to exceed 60 min. in this block period only.)</p>
		12:00 - 12:10 12:10 - 12:45	<p>Dismissal duty</p> <p>LUNCH: Students dismiss and get a grab and go meal(s)</p>
		12:45 - 1:45 Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.	<p>Synchronous intervention:</p> <ul style="list-style-type: none"> ● Small group focused and guided instruction as needed <p>Asynchronous instruction:</p> <ul style="list-style-type: none"> ● Independent practice <p>Family communication</p>
		1:45 – 2:30	Prep

		2:30 - 3:20	<ul style="list-style-type: none">-Distance Learning Management, Planning, and Lesson Development-Family communication-Synergy updates <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>
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K- 6th Grades: SCC Concurrent Schedule **Year Round** and **ModT/T** , Baker

Time	Monday	Time	Tuesday- Friday
7:50 – 8:00	Student Arrival	7:50 – 8:00	Student Arrival
<p>8:00 – 11:15 (YR) 8:00 - 11:00 (MT/T)</p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum 255 min. for YR/240 min for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>DL Day for all students</p> <p>Student Instructional Engagement:</p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Individual, small group, and whole class instruction on IEP goals and designated curriculum ● Social skills instruction ● Formative and Summative Assessment <p style="text-align: center;">(Delivered via Zoom or Google Meet)</p> <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Functional skills practiced in real-world contexts ● Educational computer programs <p>(Asynchronous activity not to exceed 60/70 min. in this block period only.)</p>	<p>8:00 – 12:15 (YR) 8:00 - 12:00 (MT/T)</p> <p><i>(includes 20 min. of break time)</i></p> <p>Students will have a minimum of 255 min. for YR/240 min. for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.</p>	<p>*Classes split into two cohorts: Cohort 1- attends in person T/TH; DL M/W/F Cohort 2- attends in person W/F; DL M/T/TH</p> <p>Students attend concurrent synchronous and asynchronous programs 8am-12/12:15pm. *</p> <p>Student Instructional Engagement:</p> <p>Synchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Individual, small group, and whole class instruction on IEP goals and designated curriculum ● Social skills instruction ● Formative and Summative Assessment (Delivered via Zoom or Google Meet) <p>Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Functional skills practiced in real-world contexts ● Educational computer programs <p>(Asynchronous activity not to exceed 60/70 min. in this block period only.)</p>
<p>11:05 – 12:15 (YR) 11:00 -12:00(MT/T)</p> <p>(70/60 min)</p>	<p>Professional Learning: Distance Learning (Ed Services)--optional</p> <p>Distance Learning Planning, and Lesson Development</p> <p><u>Students:</u> Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Functional skills practiced in real-world contexts ● Educational computer programs 		
<p>12:15 – 12:50(YR) 12:00 -12:35(MT/T)</p> <p>(35/35 min.)</p>	<p>Grab and go LUNCH</p>	<p>12:15 – 12:50(YR) 12:00 - 12:35(MT/T)</p> <p>(35/35 min.)</p>	<p>LUNCH: Students dismiss and get a grab and go meal (possibly breakfast for next day)</p>

<p>12:50 – 1:55(YR) 12:35 - 1:45(MT/T) (65/70 min.)</p> <p>Minimum of 20 minutes of asynchronous activities for all students required.</p>	<p>Collaboration per the Late Start/ Early Out Pilot Agreement**</p> <p>Ed Services training available for Professional Learning Communities and other collaborative groups</p> <p><u>Students:</u> Asynchronous instruction and assessment to include:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Functional skills practiced in real-world contexts ● Educational computer programs 	<p>12:50 – 1:40(YR) 12:35 - 1:25(MT/T) (50/50 min.)</p> <p>Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.</p>	<p>Synchronous intervention:</p> <ul style="list-style-type: none"> ● Individual and small group targeted instruction on IEP goals <p>Asynchronous instruction and assessment:</p> <ul style="list-style-type: none"> ● Independent practice of previously taught skills ● Functional skills practiced in real-world contexts ● Educational computer programs <p>Family communication</p> <p>IEP meetings</p>
<p>1:55 – 2:40(YR) 1:45 - 2:30(MT/T)</p>	<p>Prep (45 min.)</p>	<p>1:40 – 2:25(YR) 1:25 - 2:10(MT/T)</p>	<p>Prep (45 min.)</p>
<p>2:40 – 3:20(YR) 2:30 - 3:20(MT/T) (40/50 min.)</p>	<p>-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>	<p>2:25 – 3:20(YR) 2:10 - 3:20(MT/T) (55/70 min.)</p>	<p>-Distance Learning Management, Planning, and Lesson Development -Family communication -Synergy updates</p> <p>*Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.</p>



PROCEDURES FOR WHEN SOMEONE TESTS POSITIVE OR IS IN CLOSE CONTACT WITH SOMEONE WHO TESTS POSITIVE

DEFINITIONS

Close Contact: Per Sacramento County Public Health and CDC's definition of close contact, close contact is when someone comes within 6-feet distance for 15 minutes or more with a person who tested positive for COVID-19, with or without wearing a face covering, within 2 days of the employee becoming symptomatic.

COVID-19 Symptoms include:

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

WHEN STUDENT/STAFF MEMBER MUST QUARANTINE: Quarantine will be determined by a physician, public health officer, school nurse and/or health coordinator.

- Supervisor must inform their school nurse or health coordinator if at administrative facilities.
- School nurse/health coordinator will notify the family/staff member when they need to quarantine.
- Site school nurse will then notify the Health Coordinator (Tami Elmatari)
- Health Coordinator will notify:
 - Appropriate members of COVID-19 Case Response Team (CCRT)
 - Custodial Manager for deep cleaning at site, when appropriate

PERSON B/C: STUDENT/STAFF MEMBER EXHIBITING COVID-19 SYMPTOMS WHILE ON SITE

- Should immediately be required to wear a face covering, unless they are having difficulty breathing.
- Staff must inform their supervisor as soon as possible.
- For students, contact parents/guardians as soon as possible.
- Should immediately be separated until they can be transported home or to a healthcare facility, as soon as practicable.
- Student/staff should be advised to contact their physician.
- Supervisor shall notify their site school nurse, or health coordinator if at administrative facilities, to follow-up on situation.
- Student/staff may return to work when:
 - 24 hours with no fever **AND**
 - Symptoms have improved **AND**
 - 10 days since symptoms first appeared.

PERSON B/C: STUDENT/STAFF MEMBER WHO LIVES WITH OR CAME IN CLOSE CONTACT WITH SOMEONE WHO TESTS POSITIVE FOR COVID-19

- Supervisor must be notified and supervisor will notify their school nurse or health coordinator.
- Follow quarantine procedures above.
- Only the student/staff who came in close contact with the positive case needs to self-quarantine for 14 days from the last day they were exposed to the person who tested positive.
 - Recommend to contact their physician
 - Student/staff can return to work as long as they do not develop symptoms **AND:**
- Self-quarantined for 14 days from when they last had exposure to person who tested positive, or from the first day the person in their household first started showing symptoms, OR
- If the student/employee is a caregiver for the person who tested positive, then they would need to self-quarantine for 14 days after the person who tests positive ends their home isolation.
- No other student/employee at this time need to self-quarantine.
- No notification necessary as the student/employee did not test positive.
- If the student/staff tests positive for COVID-19, please follow procedures below.



PROCEDURES FOR WHEN SOMEONE TESTS POSITIVE OR IS IN CLOSE CONTACT WITH SOMEONE WHO TESTS POSITIVE

PERSON A: STUDENT/STAFF WHO TESTS POSITIVE FOR COVID-19 BUT HAS NO SYMPTOMS

- Send student/staff home immediately if on site.
- Supervisor must be notified and supervisor will notify their school nurse or health coordinator.
- Follow quarantine procedures.
- School nurse or health coordinator will:
 - Contact Sacramento County Public Health for confirmation and recommendations
 - Conduct in-district contact tracing, including documentation
 - Site school nurse will contact Health Coordinator
- Student/staff who tested positive may return to work when:
 - 10 days have passed since test **AND**
 - Did not develop symptoms since tested.
- If they develop symptoms after testing positive, follow the guidance below for “A student/staff who tests positive for COVID-19 AND has symptoms”.
- All other employees who had close contact with the person who tested positive for COVID-19 also need to self-quarantine for 14 days and follow the process under, “A student/staff who lives with or came in close contact with someone who test positive for COVID-19”.

PERSON A: STUDENT/STAFF WHO TESTS POSITIVE FOR COVID-19 AND HAS SYMPTOMS:

- Send student/staff home immediately if on site.
- Supervisor must be notified and supervisor will notify their school nurse or health coordinator.
- Follow quarantine procedures.
- School nurse or health coordinator will:
 - Contact Sacramento County Public Health for confirmation and recommendations
 - Conduct in-district contact tracing, including documentation
 - Site school nurse will contact Lead COVID Nurse
- Students/staff who tests positive must self-quarantine at home until:
 - 24 hours with no fever **AND**
 - Symptoms have improved **AND**
 - 10 days since symptoms first appeared.
- All those who had close contact with the person who tested positive for COVID-19 also need to self-quarantine for 14 days and follow the process under, “A student/staff who lives with or came in close contact with someone who test positive for COVID-19”.

FACILITY CLOSURE DUE TO SOMEONE TESTING POSITIVE AT SCHOOL OR IN AN ADMINISTRATION BUILDING

In all scenarios, EGUSD will be working in collaboration with SCPH to assess each situation closely and for recommendations of when and who notifications will be sent to. Deep cleaning of the affected areas would be done in each scenario.

- Scenario A (low risk) - Precautionary Notification

When all preventative measures were followed (6ft distancing, face covering was worn by those tested positive) and person was on campus/facilities for 30 minutes or less. We would notify families and staff who were in close contact to the individual. Close contact means within 6 ft for 15 minutes or more.

- Scenario B (moderate risk) - Cautionary Notification

A student or staff member had prolonged possibility of exposure to someone who tests positive, such as in a classroom setting or in an office. All families and staff in the classroom/office would be notified and other possible contacts based on contact tracing. In secondary, this may mean multiple classroom families and staff. Possible distance learning for the affected classroom(s) for 14 days due to exposure.

- Scenario C (high risk) - Alert to School Population

Multiple positive test cases on campus/facility and the students and/or staff had prolonged exposure to school environment, and possibly exposure to different areas on campus/facility. Notification to entire school/department community. Possible school/facility closure for a minimum of 2-5 days to allow for investigation of the situation in collaboration with Sac County Public Health and to allow for cleaning and disinfecting of entire campus/facility.

This general guidance document is subject to change without notification based on current science and recommendations by Sacramento County Public Health or the Centers for Disease Control. If an employee tests positive for COVID-19 the employee should contact HR to complete the workers compensation process.

COVID-19 Illness and Quarantine Guidelines

In all cases please inform the District Health Coordinator and Dept./Office/Program Supervisor

PERSON A



Any person who has tested positive for COVID-19. Confirmed with lab result.

With symptoms:

Isolation until the following requirements have been met:

- ✓ 10 days since symptoms first appeared **and**
- ✓ 24 hours (1 day) with no fever (without the use of fever-reducing medicine) **and**
- ✓ [Symptoms](#) have improved

The 24 hours without fever may possibly occur within the 10 days of isolation, or after the 10 days

Without symptoms (Asymptomatic):

Quarantine for 10 days from test date:

- ✓ Monitor self for symptoms, take temperature twice a day
- ✓ Released from quarantine after 10 days have passed as long as no symptoms have been present

PERSON B



Any person who lives in the same household with Person A

NO symptoms:

- ✓ Quarantine immediately
- ✓ Quarantine while **Person A** is ill and isolated
- ✓ Quarantine an additional 14 days after **Person A** has recovered and been released
- ✓ Quarantine can last up to 24 days or longer

PERSON C

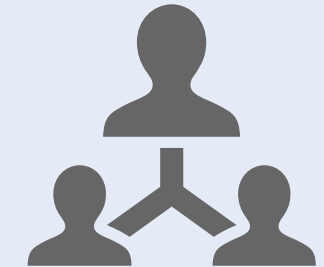


Any person with close contact to Person A (>15 min, < 6 feet)

Quarantine for 14 days following date of last exposure

- ✓ Contact Health Department with any questions 916-875-5881
- ✓ Monitor self for symptoms, take temperature twice a day
- ✓ Notify Primary Care Provider if symptoms develop

PERSON D



Any person who has had exposure to Person B or C

NO QUARANTINE OR ACTION REQUIRED *unless*:

Person B develops symptoms OR tests positive and **Person D** had contact with within 14 days *then*:

- ✓ contact Primary Care Provider to see about testing
- ✓ Contact Health Services with questions regarding timing and exposure
- ✓ Clear on daily self-health screening tool



Recovered and Released

Definitions:

Isolation separates infected people with a contagious disease from people who are not sick.

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Close Contact defined as anyone who was within 6 feet of an infected person for at least 15 minutes, starting from 48 hours before the person began feeling sick until the time the person was isolated.

COVID-19 Illness and Quarantine Guidelines

In all cases please inform the School Nurse and School Site Administrator

PERSON A



Any person who has tested positive for COVID-19. Confirmed with lab result.

With symptoms:

Isolation until the following requirements have been met:

- ✓ 10 days since symptoms first appeared **and**
- ✓ 24 hours (1 day) with no fever (without the use of fever-reducing medicine) **and**
- ✓ [Symptoms](#) have improved

The 24 hours without fever may possibly occur within the 10 days of isolation, or after the 10 days

Without symptoms (Asymptomatic):

Quarantine for 10 days from test date:

- ✓ Monitor self for symptoms, take temperature twice a day
- ✓ Released from quarantine after 10 days have passed as long as no symptoms have been present

PERSON B



Any person who lives in the same household with Person A

NO symptoms:

- ✓ Quarantine immediately
- ✓ Quarantine while **Person A** is ill and isolated
- ✓ Quarantine an additional 14 days after **Person A** has recovered and been released
- ✓ Quarantine can last up to 24 days or longer

PERSON C

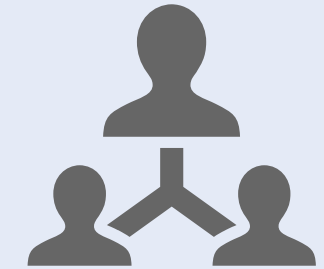


Any person with close contact to Person A (>15 min, < 6 feet)

Quarantine for 14 days following date of last exposure

- ✓ Contact Health Department with any questions 916-875-5881
- ✓ Monitor self for symptoms, take temperature twice a day
- ✓ Notify Primary Care Provider if symptoms develop

PERSON D

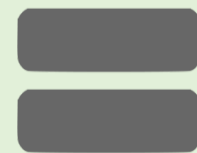


Any person who has had exposure to Person B or C

NO QUARANTINE OR ACTION REQUIRED *unless*:

Person B develops symptoms OR tests positive and **Person D** had contact with within 14 days *then*:

- ✓ contact Primary Care Provider to see about testing
- ✓ Contact Health Services with questions regarding timing and exposure
- ✓ Clear on daily self-health screening tool



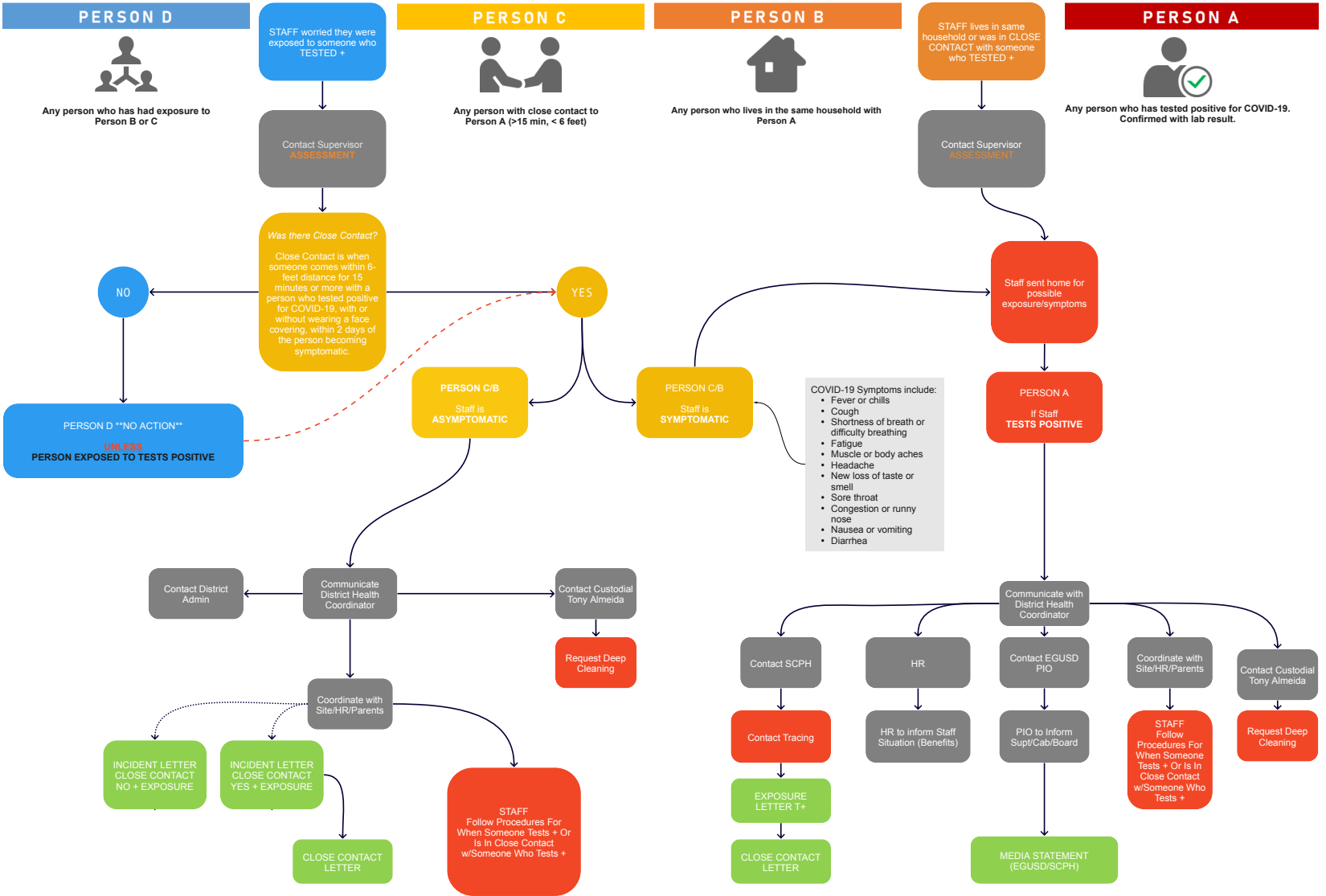
Recovered and Released

Definitions:

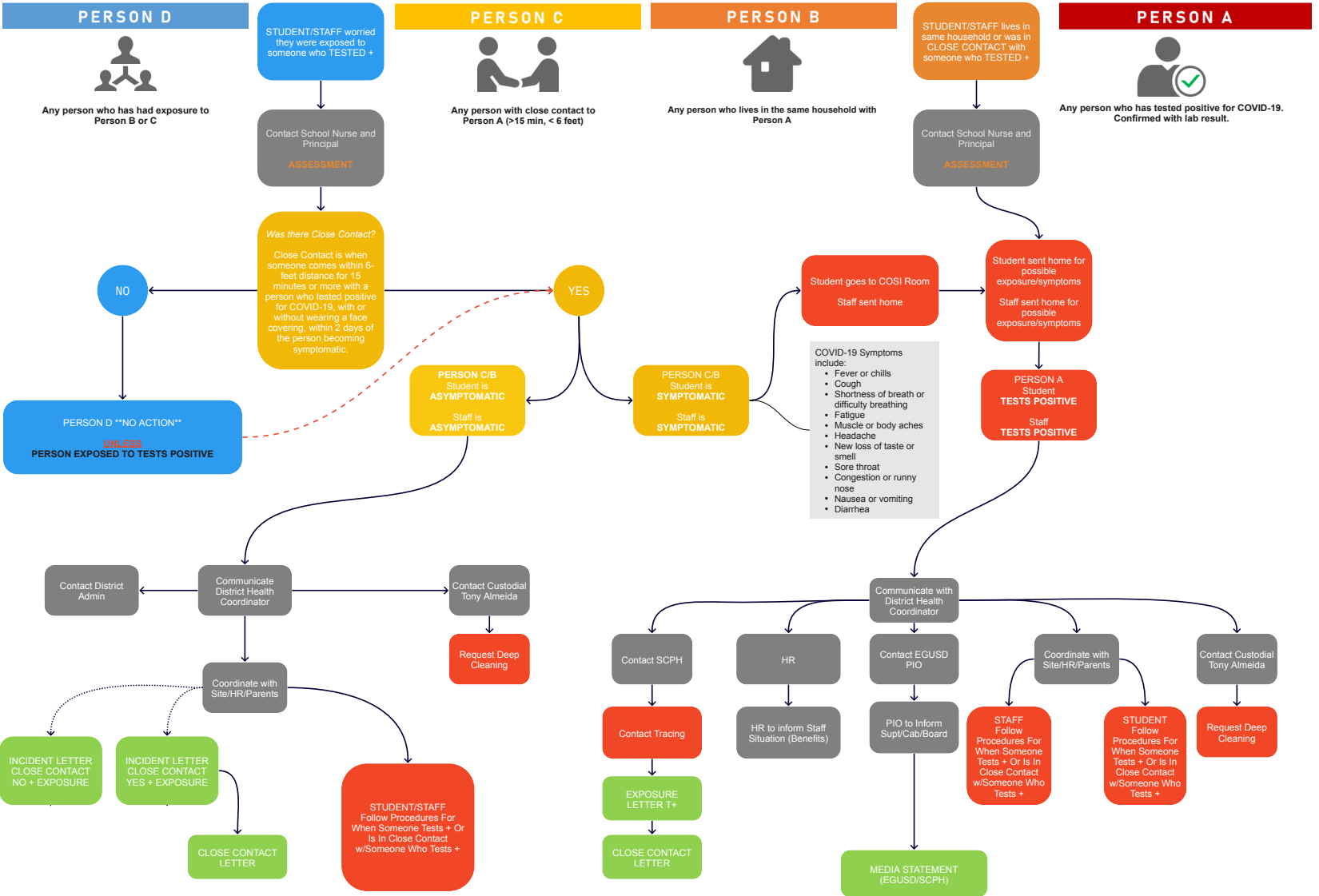
Isolation separates infected people with a contagious disease from people who are not sick.

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Close Contact defined as anyone who was within 6 feet of an infected person for at least 15 minutes, starting from 48 hours before the person began feeling sick until the time the person was isolated.



- COVID-19 Symptoms include:
- Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea



PERSON C/B LETTER

(DATE)

Dear Staff,

It was reported on (DATE) that an employee(s) had close contact with a person who tested positive for COVID-19 on (DATE). Per Sacramento County Public Health and CDC's definition of close contact, close contact is when someone comes within 6-foot distance for 15 consecutive minutes or more with a person who tested positive for COVID-19, with or without wearing a face covering, within 2 days of the employee becoming symptomatic.

We have coordinated and worked closely with Human Resources and our Health Services Department. The employee(s) were interviewed regarding the specifics of their situations, exposure, and the timing of when they last physically reported to work.

Based on the specifics of these situation(s) it was determined that no one from (DEPARTMENT/SITE) needs to take action and may continue work. Although not required, out of an abundance of caution, the workplace will be/has been deep cleaned.

The safety and wellbeing of our staff is our top priority and we remind our staff and community to continue to be vigilant about social distancing, wearing face coverings and practicing proper hand hygiene in public settings. Please remember that if you are sick or exposed and in close contact to someone who is sick please report it to a supervisor so we can ensure everyone's safety.

Know the symptoms - **COVID-19 Symptoms include:**

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

We are providing this information to you in an effort to keep you informed about incidents that affect the school and/or workplace environment. If you have any questions about this situation, please feel free to contact (Contact) at (email/number).

Sincerely,

(Principal/Supervisor)

PERSON A (EMPLOYEE) LETTER

(Date)

Dear Staff,

On (DATE), we were notified that one of our employees tested positive for COVID-19. You are receiving this letter as you may have been exposed to COVID-19 on (DATE). Immediately following our notification, we consulted with Sacramento County Public Health (SCPH) regarding the specific actions that we must take to ensure the safety of all employees.

We completed contact tracing in compliance with the guidance provided by SCPH and individually notified every employee who may have come in close contact with the affected employee. *Please note, close contact is defined as being within 6-feet distance for 15 minutes or more, with or without masks, and within 2 days of the employee becoming symptomatic.*

Each individual that met the close contact protocol was immediately sent home to self-quarantine for fourteen (14) days and monitor themselves for clinical signs and symptoms. The employees were also provided information on what to do during self-quarantine. The employee who tested positive was also directed to remain home until it has been 3 days with no fever and respiratory symptoms have improved (e.g. cough, shortness of breath). All employees asked to quarantine are obligated to verify with their supervisor that they have met the health standards for returning to work.

In addition, we have taken extra precautions to clean and disinfect ALL facilities visited and equipment utilized. We have taken these steps to ensure that our schools and facilities remain safe for all of our employees.

It is advised to watch for [COVID-19 symptoms](#) and contact your physician if you or a family member displays any symptoms. Please contact your direct supervisor if you display COVID-19 symptoms and do not come to work if sick.

Thank you for your understanding. If you have any questions or concerns, please feel free to contact me directly.

Sincerely,

(Signature(s))

CLOSE CONTACT EXPOSURE LETTER

{DATE}

[NAME]

[ADDRESS]

{CITY, STATE ZIP}

Dear [NAME],

As you are aware, we were notified earlier this morning that an employee in (department/site) tested positive for COVID-19. We immediately contacted Sacramento County Public Health for guidance and began contact tracing. Through this process, we have learned that you may have been in contact with this employee on or about {DATE}. *Please note, contact is defined as within 6 feet of the individual for 15 minutes or more, with or without a mask, and within 2 days of the employee becoming symptomatic.*

As a result, **we are requiring that you remain off District property until (DATE).** You may be required to telecommute during this period of time. Your immediate supervisor will provide you with additional information regarding telecommuting if appropriate for your position and responsibilities.

In accordance with guidance from Sacramento County Public Health, we are expecting that you are quarantined during this period of time. Quarantine guidelines can be found by visiting the [CDC website](#). It is important that you monitor for possible symptoms. According to the Centers for Disease Control and Prevention (CDC), "Symptoms may appear 2-14 days after exposure to the virus." For information on possible symptoms, please visit the [CDC website](#). At this time, Sacramento County Public Health is not requiring testing for individuals who have been exposed, however, you may choose to be tested. You may elect to contact your primary care physician regarding testing and/or in addition testing information can be found at https://www.saccounty.net/COVID-19/Pages/Symptom-Screening_MobileTestingSite.aspx.

As long as you remain symptom-free during this quarantine period, you will be allowed to return to work on {DATE}. You will neither be required to be tested for COVID-19 nor provide a physician's note to return to work. However, you will be required to verify that you have remained symptom-free during this quarantine period.

Thank you for your understanding. If you need any assistance or clarification, please contact me directly. We are here to support you and look forward to your soon return.

Sincerely

PERSON A LETTER TO PARENTS

(Date)

Dear Parents/Guardians,

The public's health and safety is paramount to Elk Grove Unified School District (EGUSD) and Sacramento County Public Health (SCPH). Today, (date) Sacramento County Public Health officials notified Elk Grove Unified of a (student/staff) who tested positive for COVID-19 at (school site). In response, Sacramento County Public Health ordered the family into quarantine. EGUSD is working closely with SCPH for guidance on this situation.

In addition to our standard daily cleaning, a specially equipped crew has been dispatched for deep cleaning and sanitizing of the entire campus. It is advised to watch for the symptoms below and contact your physician if your child or family member displays any symptoms.

Symptoms of COVID-19 may include:

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

Prevention tips:

- Keep sick children home from school 10 days after end of symptoms.
- Be sure to wash your hands for 20 seconds with soap and water. If soap and water are not available, then an alcohol-based disposable hand wipes or gel may be used.
- Cover your mouth and nose when you cough or sneeze with tissues or coughing in your elbow. Colds and flu are spread from person to person in respiratory droplets of coughs and sneezes.
- Dispose of all tissues in the trash immediately after use.
- If some of the people in your home are sick with the flu-like symptoms, keep them away from the other people who are not sick.
- If you or members of your family are sick, please consult your health care provider for treatment.

Once Sacramento County Public Health has released someone from isolation or they have completed quarantine, this person does not pose a risk of infection to other people.

We are sharing this information with you as part of our ongoing efforts to keep you informed about incidents that affect our campus. For the latest information on COVID-19, families are encouraged to visit the District's page with updates regarding COVID-19, SCPH webpage dedicated to COVID-19 (2019 Novel Coronavirus), or the CDC homepage.

Sincerely,

(Signature(s): Principal and/or School Nurse

PERSON A LETTER TO PARENTS

(DATE)

Dear Parents/Guardians,

On (DATE), we were notified that one of our employees tested positive for COVID-19. You are receiving this letter as you may have been exposed to COVID-19 on (DATE) during the textbook pick-up. During the textbook pick-up all employees were wearing face coverings and did not come in close contact with any families. *Please note, close contact is defined as being within 6-feet distance for 15 minutes or more, with or without masks, and within 2 days of the employee becoming symptomatic.*

Immediately following our notification, we consulted with Sacramento County Public Health (SCPH) regarding the specific actions that we must take to ensure the safety of all families. In addition, we have taken extra precautions to clean and disinfect ALL facilities visited and equipment utilized. We have taken these steps to ensure that our schools and facilities remain safe for all of our employees.

It is advised to watch for [COVID-19 symptoms](#) and contact your physician if you or a family member displays any symptoms.

We are sharing this information with you as part of our ongoing efforts to keep you informed about incidents that affect our campus. For the latest information on COVID-19, families are encouraged to visit the District's page with updates regarding COVID-19, SCPH webpage dedicated to COVID-19 (2019 Novel Coronavirus), or the CDC homepage.

Thank you for your understanding. If you have any questions or concerns, please feel free to contact me directly.

Sincerely,

(Signature(s))

Who and When to Wear a Face Mask?

Wear a face covering when around other people who do not live in the same household, even when outside. <https://covid19.ca.gov/masks-and-ppe/>

Who needs a mask?

- Anyone going outside their home
- Workers in customer-facing industries
- Workers in offices, factories, or any group setting
- Doctors, nurses, and other health care professionals
- Other workers, as dictated by [industry guidance](#)

Who shouldn't wear a mask?

- Children under 2 years old
- Anyone with respiratory issues where it would impede their breathing
- Anyone unable to remove the mask without help
- Anyone with a medical condition, mental health condition, or disability that does not allow them to wear a mask
 - If you cannot wear a mask due to a medical condition, a face shield with a drape should be worn in these situations.
- See a [complete list](#) of who should not wear a mask.

When should you wear a mask?

You should wear a mask or face covering whenever you'll be around someone you don't live with, including:

- In any indoor public space
- When waiting in line
- When getting health care
- On public transportation or when ride-sharing
- At work, when near others or moving through common areas
- Outdoors, if you can't stay 6 feet away from others

When can you take off your mask?

There are times when it's okay to take your mask off when you're away from home, such as:

- When eating or drinking
- If a hearing-impaired person needs to read your lips
- If wearing a face covering imposes a risk to you at work – for example, if it could get caught in machinery

- When you're not sharing a common area, room or enclosed space with others
- When you are getting a service to the nose or face
- When outdoors in public and can stay six feet from others

Social Distancing

Maintain a 6-foot social distance between yourself and other people who do not live in the same household as you, even when outdoors.

Do NOT Come to Work When Sick

It is extremely important to NOT come to work when sick. If you are experiencing any COVID-19 symptoms, please report to your supervisor and do not come to work. If at work, report to your supervisor and go home immediately.

All employees should be checking for COVID-19 symptoms prior to coming to work. Please see "COVID-19 Daily Checklist" to help determine if you should report to work. It is advised to complete this checklist daily prior to coming to work.

COVID-19 DAILY CHECKLIST

- Review this COVID-19 Daily Self Checklist **each day before reporting to work.**
- If you reply YES to any of the questions below, STAY HOME and call your supervisor.
- If you start feeling sick during your shift, notify your supervisor and go home.

Do you have a fever (temperature over 100.3F) without having taken any fever reducing medications?

- Yes
No

Loss of Smell or Taste?

- Yes
No

Muscle Aches?

- Yes
No

Sore Throat?

- Yes
No

Cough?

- Yes
No

Shortness of Breath?

- Yes
No

Chills?

- Yes
No

Headache?

- Yes
No

Have you experienced any gastrointestinal symptoms such as nausea/vomiting, diarrhea, loss of appetite?

- Yes
No

Have you, or anyone you have been in close contact with been diagnosed with COVID-19?

- Yes
No

Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

- Yes
No



Drop Off & Pick Up Location A Frame



(2 each)

Entrance Gate Signs



(3 each)



(3 each)

Lawn Signs



(15 each)

Office and Staff Areas

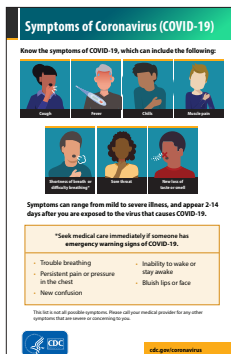


18x24 laminated posters (10 each)

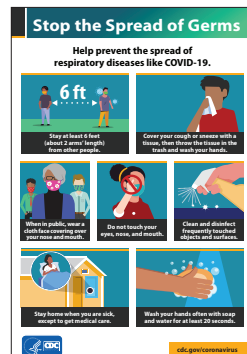
8.5 x 11 laminated posters (100 each)



18x24 laminated posters (5 each)



18x24 laminated posters (1 each)



18x24 laminated posters (10 each)



Floor Decal (non carpet) (10 each)

Floor Decal (carpet) (5 each)

Bathroom/Sink Signs



18x24 laminated posters (6 each)

8.5 x 11 laminated posters (75 each)



COVID-19 SIGNAGE (SECONDARY ED.)

Drop Off & Pick Up Location A Frame



(3 each) Middle School
(3 each) High School

Entrance Gate Signs



(5 each) Middle School
(6 each) High School



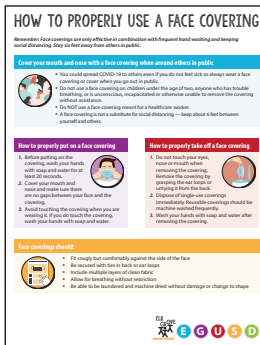
(5 each) Middle School
(6 each) High School

Lawn Signs



(25 each) Middle School
(30 each) High School

Office and Staff Areas

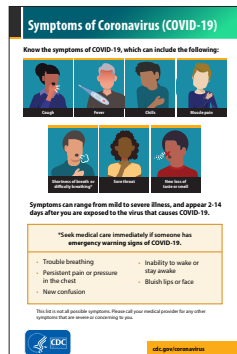


18x24 laminated posters
(10 each) Middle School
(10 each) High School

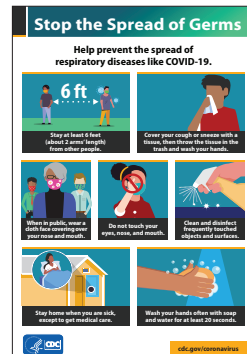
8.5 x 11 laminated posters
(100 each) Middle School
(100 each) High School



18x24 laminated posters
(15 each) Middle School
(15 each) High School



18x24 laminated posters
(2 each) Middle School
(2 each) High School



18x24 laminated posters
(17 each) Middle School
(17 each) High School



Floor Decal (non carpet)
(20 each) Middle School
(10 each) High School

Floor Decal (carpet)
(20 each) Middle School
(10 each) High School

Bathroom/Sink Signs



18x24 laminated posters
(32 each) Middle School
(32 each) High School

8.5 x 11 laminated posters
(150 each) Middle School
(150 each) High School

Elementary Custodial Protocols/Cleaning Procedures

DISTANCE LEARNING MODEL

- Tersano Stabilized Aqueous Ozone (SAO) spray will be provided to all staff as needed and should be communicated through administration. Custodial staff will collect and replenish SAO product daily.
- Teachers that are visiting campus or working from campus should have a sign in sheet on google sheets so administration and the custodial staff can keep track of which classrooms will need to be cleaned and sanitized daily.
- General duties - 6:00 a.m. MORNING CUSTODIAN LEAD DUTIES: fill sanitizer bottles for teachers as needed and deliver them to classrooms and common areas, increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the restroom checklist, increase cleaning frequency in classrooms, staff lounge, campus wide in general and additional vacuuming as time permits. Plan the work day for evening staff, in additional provide high traffic cleaning & disinfecting sweeps.
- Any available time during the day will be used to conduct routine cleaning and disinfecting

NIGHT CUSTODIAN DUTIES:

- Daily cleaning, sanitizing & disinfecting of high touch surfaces in classrooms, common areas, administration and restrooms campus wide.
 - Collect sanitizer spray bottles from classrooms and campus and return them to filling station for Lead to fill and distribute.
-

IN PERSON LEARNING MODEL:

- 6:00 a.m. MORNING CUSTODIAN LEAD DUTIES: fill all SAO spray bottles and deliver them to all classrooms and common areas when students return to school, open school, place cones out for drop off if needed, open entry gate for students, vacuum classrooms, increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the (restroom checklist), increase cleaning frequency in classrooms, staff lounge, common areas, campus wide in general and additional vacuuming as time permits. Plan the work day for evening staff, in additional provide high traffic cleaning & disinfecting sweeps campus wide.
- Work with other assigned staff, which could include food and nutrition staff, other classified staff assigned to the campus and/or substitute custodians to clean & disinfect each classroom during the break period between cohorts of students as applicable.
- Student restrooms will be cleaned & disinfected immediately after the classrooms are cleaned & disinfected between cohorts if applicable, or if not applicable student restrooms will be cleaned & disinfected throughout the day.
- Any available time during the day will be used to conduct routine cleaning & disinfection

NIGHT CUSTODIANS DUTIES:

- Daily cleaning & disinfecting of classrooms, administration and restrooms. Trash, pencil sharpeners, fill dispensers, pick up litter and mop.
- Daily touch point cleaning and disinfecting as a team of all classrooms and admin, common touch points are Desktops, chairs, chair backs, all counters, tables, light switches, sinks, pencil sharpeners, all dispensers, computers, door handles.
- Collect all SAO bottles from classrooms and campus and return them to filling station for Lead to fill and distribute.

Middle School Custodial Protocols/Cleaning Procedures

DISTANCE LEARNING MODEL

- Tersano Stabilized Aqueous Ozone (SAO) spray bottles will be provided to all staff as needed and should be communicated through administration. Custodial staff will collect and replenish SAO product daily.
- Teachers that are visiting campus or working from campus should have a sign in sheet on google sheets so administration and the custodial staff can keep track of which classrooms will need to be cleaned and sanitized daily.
- General duties - 6:00 a.m. MORNING CUSTODIAN LEAD II DUTIES: fill sanitizer bottles for teachers as needed and deliver them to classrooms and common areas, increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the restroom checklist, increase cleaning frequency in classrooms, staff lounge, campus wide in general and additional vacuuming as time permits. Plan the work day for evening staff, in additional provide high traffic cleaning & disinfecting sweeps.
- Any available time during the day will be used to conduct routine cleaning and disinfecting

NIGHT CUSTODIAN DUTIES:

- Daily cleaning, sanitizing & disinfecting of high touch surfaces in classrooms, common areas, offices, administration and restrooms campus wide.
 - Collect sanitizer spray bottles from all classrooms and campus and return them to filling station for Lead to fill and distribute.
-

IN PERSON LEARNING MODEL:

- 6:00 a.m. MORNING CUSTODIAN LEAD II DUTIES: fill all SAO spray bottles and deliver them to all classrooms and common areas when students return to school, open school, place cones out for drop off if needed, open entry gate for students, vacuum classrooms (one wing per day (TBD)), increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the (restroom checklist), increase cleaning frequency in classrooms, staff lounge, common areas, campus wide in general and additional vacuuming as time permits. Plan the work day for evening staff, in additional provide high traffic cleaning & disinfecting sweeps campus wide.
- Work with other assigned staff, which could include food and nutrition staff, other classified staff assigned to the campus and/or substitute custodians to clean& disinfect.
- Student restrooms will be cleaned & disinfected throughout the day.
- Any available time during the day will be used to conduct routine cleaning & disinfection

NIGHT CUSTODIAN DUTIES:

- Daily cleaning & disinfecting of classrooms & common areas, administration and restrooms. Trash, pencil sharpeners, fill dispensers, pick up litter and mop.
- Daily touch point cleaning and disinfecting as a team of all classrooms and admin, common touch points are Desktops, chairs, chair backs, all counters, tables, light switches, sinks, pencil sharpeners, all dispensers, computers, door handles. Limited vacuuming (schedule TBD).
- Collect all SAO bottles from classrooms, common areas, and return them to filling station for Lead to fill and distribute.

High School Custodial Protocols/Cleaning Procedures

DISTANCE LEARNING MODEL

- Tersano Stabilized Aqueous Ozone (SAO) spray bottles will be provided to all staff as needed and should be communicated through administration. Custodial staff will collect and replenish SAO product daily.
- Teachers that are visiting campus or working from campus should have a sign in sheet on google sheets so administration and the custodial staff can keep track of which classrooms will need to be cleaned and sanitized daily.
- General duties - 6:00 a.m. MORNING CUSTODIAN DUTIES: fill SAO bottles for teachers as needed and deliver them to classrooms, increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the restroom checklist, increase cleaning frequency in classrooms, staff lounge, campus wide in general and additional vacuuming as time permits. Coordinate with Site Supervisor for planning the work day for evening staff, in addition provide high traffic cleaning & disinfecting sweeps.
- **Site Supervisor should be back to contracted hours of 8am-4:30pm effective immediately. Email went out August 14th noting to default back to regular hours.**
- Any available time during the day will be used to conduct routine cleaning and disinfecting
- Mid-day Custodian moves to night shift (See Below)

NIGHT CUSTODIAN DUTIES:

- Daily cleaning, sanitizing & disinfecting of high touch surfaces in classrooms, administration and restrooms campus wide.
- Collect sanitizer spray bottles from classrooms and campus and return them to filling station for Day shift custodian to fill and distribute.
- *Mid-day custodian will adjust work hours to the evening shift (3-11:30pm) to assist and support custodial team members and will be responsible for gathering all SAO spray bottles from classrooms and returning them to filling station.*

IN PERSON LEARNING MODEL:

- 6:00 a.m. Morning Custodian I DUTIES: open school, open entry gate for students, vacuum classrooms (one wing per day (TBD), increased frequencies for restroom checks (2-3) times a day which includes cleaning and sanitizing and documentation using the (restroom checklist), increase cleaning frequency in classrooms, staff lounge, campus wide in general and additional vacuuming as time permits. Coordinate with Site Supervisor for Planning the work day for evening staff, in additional provide high traffic cleaning & disinfecting sweeps campus wide.
- Work with other assigned staff, which could include food and nutrition staff, other classified staff assigned to the campus and/or substitute custodians to clean& disinfect.
- Student restrooms will be cleaned & disinfected throughout the day.
- Any available time during the day will be used to conduct routine cleaning & disinfection
- **Site Supervisor should be back to contracted work hours of 8am-4:30pm effective immediately.**
- **Mondays Only**– Custodian I and Site Supervisor (**Site Supervisor will be adjusting shift to 6am start time**) and will pair up to generate new SAO solution in all bottles and distribute to all classrooms before 7:45am.
- Mid-day Custodian moves to night shift (See Below)

NIGHT CUSTODIAN DUTIES:

- 3pm-7pm - Daily cleaning & disinfecting of classrooms, administration and restrooms. Trash, pencil sharpeners, fill dispensers, pick up litter and mop.
- 7:30-11pm - Daily touch point cleaning and disinfecting as a team of all classrooms and admin, common touch points include desktops, chairs, chair backs, all counters, tables, light switches, all dispensers, computers, door handles.
- *Mid-day custodian will adjust work hours to the evening shift (3-11:30pm) to assist and support custodial team members and will be responsible for collecting all SAO spray bottles from classrooms, filling each bottle and distributing back to each classroom that evening.*
- *(3-7pm) focus on vacuuming (subject to change) and other duties as assigned by Supervisor*
- *(7:30pm-11pm) focus on SAO bottle collection and distribution*
- **Fridays** – *Mid-day custodian will adjust above schedule to collect all SAO sanitizer bottles and place in specific staging area for Monday distribution.*

10/22/2020

Guidance on Using Tersano

Tersano Stabilized Aqueous Ozone (SAO) creates an all-in-one solution, approved for sanitizing up to 24 hours.

All classrooms/workspaces will have a fresh spray bottle of Tersano SAO solution delivered daily. Custodial staff will collect bottles and refill them daily and deliver them back to classrooms and various other work areas.

- **Basic steps to use Tersano SAO for disinfection:**
 - Spray the area, let stand for a minimum of one minute and wipe away (using a paper towel or other appropriate cloth material). This step will be completed by students and/or staff between classes.
 - This process is designed specifically to kill germs, bacteria and viruses when followed correctly. If a desk or surface is soiled it should be cleaned prior to disinfecting.
 - **Example #1** - a teacher may spray all desks in their classrooms with Tersano SAO near the end of a passing period and ask students to collect a paper towel on their way into the classroom and wipe down their individual desks as they enter.
 - **Example #2** – a teacher may either themselves, or ask for a student volunteer to, spray all desks with Tersano SAO immediately prior to a class being dismissed and have the individual students wipe down their desks.
 - These examples could both be utilized and/or other appropriate practices could be developed by sites and teachers so long as sanitization occurs between classes.
 - **Cleaning and disinfection is a two-part process:**
 - **Step One** – Spray SAO solution to the surface to be cleaned and immediately wipe area (using a paper towel or other appropriate cloth material) to remove dirt, germs and any unwanted matter. **This step will be conducted nightly by site custodial staff.**
 - Cleaning is less about killing germs and more about removing dirt and other soiled materials. By first cleaning, the risk of spreading infections is minimized.



Guidelines for Essential In-Person Assessments

Essential assessments include, but may not be limited to:

SpEd IEP assessments (initial, triennials, and other mandated assessments), Vision & Hearing screens

General Guidelines:

- Perform all tasks virtually that can be done so effectively.
- Keep face-to-face time as brief as possible.

Appointments:

- Have designated staff organizing and coordinating appointments, if possible.
- Schedule appointment with parent/guardian keeping the following in mind:
 - Avoid distance learning times whenever possible.
 - Schedule as close to student meal distribution times as possible.
 - Stagger appointments to facilitate physical distancing.

Outside Space Use:

- Provide essential services outdoors if possible, taking into consideration weather and privacy.

Room Use:

- Use a larger room whenever possible, preferably with windows that open (this may entail changing rooms from the regular assigned room).
- Keep doors and windows open when possible.
- Set up the essential service space with physical distancing parameters in place.
- Use plexiglass shields as appropriate, especially for essential tasks that require contact < 6 ft.

Face Coverings & Gloves

- Face coverings are required for all staff, student and family members following county health guidelines*.
- Stay six feet apart unless an essential activity requires closer contact for a brief time.
- Staff may use a face shield, but they are not to use in replacement of face coverings. If face shields are used, face coverings/mask must also be worn unless the face shield has a drape.
- Extra face coverings for students and staff should be made available.
- If direct contact is needed to be made with student, use of latex-free gloves is recommended for staff.
 - After direct contact, dispose of gloves properly and wash hands/use hand sanitizer.
 - If used, gloves must be switched between each appointment.

**Exceptions for face coverings:*

- *Face coverings are required for students 3rd grade and older, 2nd grade and younger is highly encouraged.*
- *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.*
- *Students, teachers, and staff with special educational or healthcare needs, which may include intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity where wearing a face covering may be difficult.*
- *Students, teachers, and staff who have a hearing impairment or need to communicate to someone with a hearing impairment and seeing the mouth is essential for communication or assessment with individuals with hearing impairments or speech needs. A clear face covering or face shield with a drape is recommended at this time.*

Assessment Tools:

- Employ alternative tools or technologies to facilitate social distancing as appropriate to the discipline. Some examples:
 - Alternative testing modalities that are quicker or do not require close contact;
 - Smartboard to present computer-based testing instead of laptop if appropriate

Cleaning and Disinfecting:

- Stagger appointments to ensure physical distancing, and allow time to clean between students
- Clean and disinfect testing material between students, and stagger use of materials as possible
- Clean and disinfect tables, desks, and plexiglass between each appointment
- Refer student or parent to designated public restroom as needed

Day Before Appointment:

- Call parent/guardian the day before to review the following (this could be done by the designated staff organizing and coordinating appointments):
 - Ask parent/guardian if anyone in their household has COVID-like symptoms, if yes, appointment must be rescheduled;
 - Ask parent/guardian if they have been in close contact with anyone who has tested positive for COVID in the last 14 days, if yes appointment must be rescheduled;
 - Review “Symptoms Check Screening Document” below to inform parents/guardian what questions will be asked. If student or family member who will be bringing student currently has these symptoms, reschedule the appointment;
 - Ask families to not bring other people with them to the appointment, if possible;
 - Playgrounds are not open;
 - Parents/guardians may not remain on site without prior consent from administration in special circumstances;
 - Parents/ guardians will be provided with an estimated time of completion for assessment;
 - Student and parent must always wear a face covering when on site;
 - Families coming for an appointment will meet designated staff at a predetermined location to undergo health screening.

Upon Arrival for Appointment:

- Staff should meet family in the main office or a predetermined location and sign in
 - All members present must sign in for contact tracing if necessary
- Staff, student, and family must be wearing a face covering
- Ask family to wash their hands or use hand sanitizer when entering the office
- Symptom screening must be conducted, use screening worksheet below
- Procedure for symptom screen:
 - Take temperature and complete the form below to ensure there are no COVID-like symptoms before being cleared to remain on site for essential service;
 - Keep a record of screening.

During Appointment:

- Keep 6-foot distance as much as possible
- Face coverings/appropriate face shields must be worn at all times
- Minimize sharing of materials
- Use hand sanitizer as needed

After Appointment:

- Staff must clean and disinfect surfaces, materials, and high touch point areas
- If gloves were worn, properly dispose
- Staff must wash their hands between each appointment

Symptom Check Screening Document

Student Name: _____

Parent/Guardian _____

Date: _____



Does the student or family have fevers today? Record student temperature here _____ Record Parent/guardian temperature here _____ (if remaining in room with student during essential service) (If temperature is 100.4F or greater, appointment must be rescheduled)	No	Yes
Has family been exposed to someone with COVID-19 in the past 14 days?		
Do they feel ill today? (if they indicate yes, appointment must be rescheduled)		
Does the student or family member have any of the symptoms below? (If the answer is yes to any one or more symptoms below, appointment must be rescheduled)		
New uncontrolled cough that causes difficulty breathing		
Shortness of breath or difficulty breathing		
Chills		
Fatigue		
New loss of taste or smell		
Muscle or body aches		
Congestion or runny nose		
Sore throat		
New onset of severe headache		
Nausea		
Vomiting (unidentified cause, unrelated to anxiety or eating)		
Diarrhea		

Parent/Guardian of the above-named student
confirms that the answers above are accurate to the best of their knowledge.

Printed Name of Parent: _____ Current Phone Number: _____

Signature of staff member completing screening:

EMPLOYEE RIGHTS

PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The **Families First Coronavirus Response Act (FFCRA or Act)** requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

▶ PAID LEAVE ENTITLEMENTS

Generally, employers covered under the Act must provide employees:

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- $\frac{2}{3}$ for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at $\frac{2}{3}$ for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

▶ ELIGIBLE EMPLOYEES

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). *Employees who have been employed for at least 30 days* prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

▶ QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to **telework**, because the employee:

- | | |
|---|---|
| <ol style="list-style-type: none">1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;2. has been advised by a health care provider to self-quarantine related to COVID-19;3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2); | <ol style="list-style-type: none">5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services. |
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▶ ENFORCEMENT

The U.S. Department of Labor's Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

For additional information
or to file a complaint:
1-866-487-9243
TTY: 1-877-889-5627
dol.gov/agencies/whd



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