

MOUNTAIN UNION ELEMENTARY SCHOOL DISTRICT



SCHOOL REOPENING PLAN
2021-2022

Addressing the Challenges of COVID-19



This document has been adapted from Enterprise Elementary School District School Reopening Plan and Guide. A special thanks to Heather Armelino, Assistant Superintendent of Enterprise Elementary School District.

INTRODUCTION

At Mountain Union Elementary School District, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the district handbook for the 2021/2022 school year and supersedes any conflicting information in the handbook.

There are 4 different phases of school operation for 2021/2022 that could be applied. The district will begin the 2021/2022 school year in Phase 4.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and distance learning, with reduced numbers of students on campus.

Phase 1: Full Distance Learning with limited in-person instruction in small groups.

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

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

TABLE OF CONTENTS

PHASES OF INSTRUCTION

ARRIVAL	10
DISMISSAL	11
BUSES	12
FOOD SERVICES	13
CLASSROOM	14
INTERVENTIONS/PULL-OUT SERVICES	16
LIBRARY	16
SOCIAL EMOTIONAL SUPPORT	16
RECESS	17
PHYSICAL EDUCATION	17
FRONT OFFICE	17
HEALTH OFFICE	18
WELLNESS CHECK	18
CLEANING & HEALTH PROTOCOLS	19
AFTER-SCHOOL PROGRAM	22
SPORTS	23
CORONAVIRUS INFORMATION	27

INSTRUCTION: 4 PHASES

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

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

When all restrictions are lifted in Shasta County, school can resume with no restrictions.

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

In Phase 3, the staff will maximize space and minimize contact between students to the greatest degree possible. Students will remain in the same cohort (group) with the same teacher for the day to the greatest degree possible. Students will be taught how to access online platforms, such as Google Classroom and Google Meet, so that they are familiar with those tools in the event of a return to distance learning. Additionally, MUESD will be offering Independent study for those parents who choose not to send their children back to school if requested. Independent Study (Traditionally known as Home School) is available in two formats. Short Term Independent Study and Long Term. Short term is for absences of 3 or more consecutive days and Long term is for Quarter, Trimester, Semester or year long purposes.

PHASE 2: TEACHER-LED HYBRID LEARNING

If Shasta County is moved to the “watch list,” schools may move to Phase 2. During hybrid learning, the in-person learning opportunities will look and be different. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. The district will provide pupils access to connectivity and devices, when needed, in order for them to be able to participate.

- Students report to school two full days a week (Mon/Tues or Thurs/Fri), divided into A & B cohorts. Students are provided assignments to support their learning on the days in which they do not report to school via Google Classroom and may include paper/pencil materials.

- On Wednesday all students are learning at home. This day is designated for deep cleaning, teacher planning, professional development, parent communication, and small group or individual appointments, over a 90-minute period (i.e., three 30-minute sessions), via Google Meet or in-person for students in need of greater academic support. 6-8 grade teachers may conduct a virtual check-in and academic help session in advisory groups. Paraprofessionals may also provide small group support. Staff will be on campus during regular school day hours. Students will complete a weekly survey on this day as well (social-emotional check-in).
- Teachers will provide live in students on the other 2 days they do not report to school to support instruction in one of the following ways:
 - Students at home join the in-person class via Google Meet at a specific time for a morning meeting, SEL lesson, or to work collaboratively on an identified assignment.
 - Teachers will provide live support during an “office hour “after in-person students are dismissed for the day. This would require a minimum day for students on campus.
- Designated ELD instruction will be conducted in-person and/or virtually for a minimum of 20 minutes, 4 times a week, by the classroom teacher, specialist, or paraprofessional.
- Attendance will be completed for each student in Aeries, at least once a week, to verify daily participation, and assignments will be tracked in Aeries and Google Classroom. Students will be marked absent for any days they did not respond to their “participation question” in Google Classroom.
- Students in 6th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work for a better grade.
- Teachers shall follow re-engagement procedures for students who are absent from (not engaging in) distance learning for 3 days (or 60%) in a school week.
 - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the designated Google Form to their administrator. Administrators and/or counselors will pursue contact with the family, which may involve a home visit. This should be logged in Aeries. These students may need to attend 4 days a week in person as determined by the administrator.
- Staff members with school age children enrolled in the district may have them attend 4 days a week if needed (engaging in “at-home” learning activities while on campus).
- Students in vulnerable populations, such as SWD, ELL (especially at Level 1 or 2 proficiency), FY, Homeless, may attend 4 days a week.

Hybrid Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cohort A: In person	Cohort A: In person	All students are At-home remote learning Teacher Planning Professional Development Live interaction with students for academic support and check-in; parent communication	Cohort B: In person	Cohort B: In person
Cohort B: At-home remote learning*	Cohort B: At-home remote learning*		Cohort A: At-home remote learning*	Cohort A: At home remote learning*
<p>*At-home learning will equate to a minimum of at 240 instructional minutes for 4-8 (230 minutes for 1st-3rd and 180 minutes for kindergarten) consisting of a combination of live interaction with teacher and teacher assigned tasks.</p> <p>* Medically fragile students may request at-home learning.</p>			<p>*At-home learning will equate to a minimum of at 240 instructional minutes for 4-8 (230 minutes for 1st-3rd and 180 minutes for kindergarten) consisting of a combination of live interaction with teacher and teacher assigned tasks.</p> <p>* Medically fragile students may request at-home learning.</p>	

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING

Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. The district will provide pupils access to connectivity and devices when needed in order for them to be able to participate. Distance learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.
- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- Establishing a consistent school schedule by grade level or content area.

- Instruction will include both synchronous (live video conferencing via Google Meet that takes place at a scheduled time) and asynchronous (recorded lessons or online resources provided by the teacher that students can access at their own pace/time) and formats.
 - **K-5 Synchronous: online or distance education that happens in real time**
 - Class meeting of at least 15 minutes each day (i.e., SEL activities, math warm-up).
 - A minimum of 4, 45-minutes live sessions in ELA and 4, 45-minutes live sessions in math will be provided (30 minutes for TK/K).
 - Students will also attend an additional small reading (or math) group with teacher or paraprofessional 4 days a week for at least 20 minutes.
 - Some in-person instruction will be offered via weekly/biweekly appointments with students individually or in small groups.
 - **K-5 Asynchronous: learning occurs through online channels without real-time interaction**
 - All teachers will have a Google classroom accessible by the district.
 - Lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
 - Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
 - These assignments will fulfill the balance of minimum instructional minutes after synchronous instruction.
 - Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments (over a 90-minute time period). Students will complete a weekly survey as well.
 - **6-8 Synchronous: online or distance education that happens in real time**
 - **DAILY CLASS MEETING:** Advisory or homeroom classes (includes PE, elective, and specialist teachers) will conduct a class meeting via Google Meet of at least 15 minutes each day which may include SEL or a daily warm-up activity; attendance will be taken. Students will be responsible to email/contact their advisory teacher and complete warm-up activity if they are unable to join the live meeting. Attendance will be taken during advisory.
 - **LIVE INSTRUCTION:** will be held in core academic classes according to the regular bell schedule (at least 75% of the minutes of a typical on campus class period). Students/Families must notify their teacher if they are unable to join virtually on a particular day and complete a designated activity assigned by the teacher. PE and elective teachers will provide extra support to students in academic content during their class periods (i.e, a live study hall - one day for math and one day for ELA).

- New content will be presented a minimum of 3 times a week. Wednesdays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments. Students will complete a weekly survey as well.
 - **6-8 Asynchronous: learning occurs through online channels without real-time interaction**
 - All teachers will have a Google classroom accessible by the district.
 - Lessons should not exceed 45 minutes per week for math and 45 minutes for reading.
 - A combination of recorded lessons, posted assignments, and online resources will provide the balance of minimum 240 instructional minutes after synchronous instruction as needed.
 - PE and elective teachers will post weekly activities.
- Teachers will communicate with and give regular feedback to students/families through Google Classroom, Meet, Aeries, email, phone, etc.
- Teachers will oversee reading intervention and English Learner Development small group instruction. The priority for aide time will be to support 1st and 2nd grade reading groups.
- Special education students will receive a combination of in-person and remote learning as required by IEP.
- Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days or class periods they did not participate. This shall be updated at least once a week.
- Teachers will use Aeries and/or Google Classroom to track completion of assignments.
- Teachers will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff are still able to perform their assigned duties.
- Teachers shall follow re-engagement procedures for students who are absent from distance learning for 3 days (or 60%) in a school week.
 - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should submit the appropriate Google Form to their administrator. Administrators and/or counselors will pursue contact with family which may involve a home visit.

Wednesday : possible schedule

8:45-9:30- staff/collaboration meeting, professional development

9:30-11:30 - teacher planning (Aides can provide virtual reading support in 1st/2nd)

11:30-12:00 - lunch

FACE COVERINGS

- All staff must wear face coverings (masks, at school. Shields must have drapery cloth attached or a mask under the shield. Coverings must cover the full nose, mouth and chin.
- Students must wear face coverings on the bus, and when indoors at school except while eating under current restrictions.
- Any adults on campus must wear a mask (i.e., Student discipline, IEP's etc.).
- [Talking to kids about face coverings.](#)

ARRIVAL

- Under Modified Phase 1, the following will occur:
- Establish one-way entry routes and keep gates open.
- K-4 students will eat in the cafeteria/gym, 5-8 students will eat in classrooms.
- Parents/Guardians are expected to check their child's temperature and screen for COVID-19 symptoms prior to coming to school. (see screening checklist)
- Students will wear masks when they arrive at school and go directly to their classroom or otherwise designated area.
- Playgrounds will not be open before school starts at Montgomery Creek School. Parents should drop off students no sooner than 15 minutes before school starts (grace period for taking attendance to accommodate).
- Staff will conduct a visual wellness check as students enter the bus and enter the school and will refer any students who report not feeling well, or appear as though they may be ill, to the front office for a temperature check.
- Students should wash hands upon arriving in the classroom.
- Parents who choose to walk their students to class for the first three days, in the beginning of the year, will drop students off outside the front door. Otherwise, parents should not come on campus with their students.

DISMISSAL

- School dismissal times will not change from last year unless we are required to change educational delivery models.
- Establish one-way exit routes and keep gates open.

- Bus riders will have an early dismissal to avoid congestion. Hand sanitizer will be administered before they leave the classroom.
- Students and staff will wear face coverings at dismissal when indoors.
- Teachers may provide 15 minutes of dismissal duty with their class.
- Radios may be used to facilitate pick-up.

BUSES

- Students are required to wear face coverings while riding on the bus.
- If parents are able to transport their children to school this year, we encourage them to do so.
- Use assigned seating and/or have siblings or students from the same cohort sit together.
- No more than 2 students to a seat.
- All individuals must sanitize hands as they enter buses.

- Windows should be kept open as much as possible.
- Buses will be cleaned after use.



FOOD SERVICES

- Students will eat lunch at school in the cafeteria, outside or in the classroom to provide enough physical distance.
 - Establish one-way entry and exit routes in the cafeteria.
 - Students eating in the cafeteria will be escorted by the teacher to the cafeteria and eat lunch with their classroom cohort at a table clearly designated by class.
 - Students will be seated at cafeteria tables with appropriate social distancing.
 - Allergy-free tables must maintain 6' distance between students from different cohorts.
 - Tables will be spaced out with appropriate social distancing from other tables.
 - No lines or buffet style food service. Lunches will be individually dished by cafeteria staff
 - Tables will be washed in between use.
 - Students will be dismissed on a class-by-class basis to their designated area for any remaining recess time.
- Food service workers and cafeteria support staff will wear face coverings and gloves.
- Under the distance learning model, parents may pick up lunches at the school curb Monday through Friday.



CLASSROOM

- Maximize space between students in the classroom as much as possible.

- Students in grades K-8 are required to wear masks all day while indoors or eating unless exempted. Face coverings must be used in accordance with [CDPH Guidance on Use of Face Coverings](#) unless a person is exempt as explained in the guidelines.
- Those students who do not comply or do not have a valid exemption must be sent home. A valid exemption is either in the form of a diagnosis from a Dr. excluding a mask, existing documentation that is currently in the student's permanent health record, or existing documentation that may be noted in a student's most recent IEP
- Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.
- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.
- The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
- Staff must wear face coverings (cloth mask or shield w/ drape). All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons,(i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- Parents that do not feel comfortable with their students at school may request an Independent Study option for their child. Independent Study (Traditionally known as Home School) is available in two formats. Short Term Independent Study and Long Term. Short term is for absences of 3 or more consecutive days and Long term is for Quarter, Trimester, Semester or year long purposes.
- Avoid sharing of materials when possible and clean daily any equipment that is shared.
- Students should have a separate space to keep their belongings.
- Doors and windows should be kept open as much as possible unless weather or student health conditions prohibit it.

- Students must wear face coverings on the bus, while indoors (except when eating or drinking)
- Teachers will provide instruction on proper [handwashing](#)/hygiene and ways to prevent the spread of germs: cover a [cough/sneeze](#) with a tissue or elbow, avoid touching face, avoid close, prolonged contact with others outside of your home. Corresponding signage should be posted. A 20-second song or poem may be used to assist students with proper hand washing.
- Use of soap and water is preferred. If hand sanitizer is used, it must be unscented and at least 60% alcohol.
- Plan time and procedures for regular hand washing (sanitizer if applicable):
 - Upon arrival
 - Before/after recess or PE
 - Before/after lunch
 - After using the bathroom
 - After coughing/sneezing
 - Before boarding the bus
- Middle School
 - Students will remain in the same cohort during the school day to the greatest extent possible.
 - Utilize block schedules to minimize transitions during the day OR have teachers change rooms and students remain in the same room (minimizes the sharing of materials and mingling during transitions).
 - Students *may* help with wiping desks (non-toxic cleaner) if transitioning to another room.

SOCIAL EMOTIONAL SUPPORT

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

- All staff will focus on supporting a positive climate and culture that practices the principles of the Masters of Independence and principles such as : Social Contract, Greeting, Good Things.
- Teachers will strive to foster a sense of belonging in the classroom.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- Surveys will be provided for students in 4-8 upon returning to school to assess well-being.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- [Restorative Practices](#), proactive approach to repair harm, will be utilized whenever possible.
- Classrooms will practice [predictable and consistent routines](#).

- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

INTERVENTIONS/PULL-OUT SERVICES

- If pull-out interventions/services involve students from different classrooms staff must wear face coverings/shields.
- Push-in staff should wear face coverings if working in different classrooms.
- Push-in staff should wash hands when entering a classroom.
- Intervention groups may be held virtually.

LIBRARY

- Classroom cohorts may visit the library to check out books only.
- Counters, door knobs or any other touchpoints should be cleaned in between classes.
- Staff must wear face coverings/shields.
- Books may sit for 24-48 hours before reshelving.



RECESS

- Masks are not required during physical activity or when outdoors.
- Classes will follow a daily rotating schedule to use playground equipment.
- Multiple groups may be out at the same time as long as they are in clearly designated areas that allow for separation & supervision (i.e., playground structure, blacktop, field).
- Staff must wear face coverings/shields, except when outdoors.
- Students should wash/sanitize hands before/after.
- Stagger times to prevent intermingling of groups to the greatest extent possible.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles or water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION

- Students will attend PE; masks not required during physical activity.
- Hold activities outdoors as much as possible or in a large, well-ventilated area.
- Clean equipment in between use.
- Stagger transitions to avoid mixing of participants.
- Plan activities that minimize contact and maximize spacing as much as possible.

FRONT OFFICE & STAFF ROOMS

- Plexiglass barriers will be in place whenever practical.
- Staff must wear face coverings/shields.
- Masks should be worn by anyone entering the office.
- Office staff must wear masks when interacting with others
- May need to keep the door locked to limit the number of people who can enter at one time.
- Make appointments with parents/guardians for paperwork, etc.
- No visitors or volunteers on campus; service providers still check in.
- Consider early check-out of students by phone or at an outside table.
- Provide physical distancing markers outside of the office and signage on the outside door..
- Tardy students will report to the front office; Front office will indicate in Aeries accordingly (Front office may have tardy passes on hand to help with tracking).
- Staff rooms will eliminate or reduce seating and any shared equipment (microwave, refrigerator, copier) should be wiped down after use.

HEALTH/FRONT OFFICE

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



WELLNESS CHECK

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

CLEANING

A. Initial Cleaning Procedures for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

Wipe down ALL Touch Point Surfaces* with Buckeye Eco Hydrogen Peroxide Cleaner and with a clean microfiber cloth. Bathrooms use Buckeye Eco Muscle CleanerBuckeye Eco Hydrogen Peroxide Cleaner. Dilute Buckeye Eco Muscle Cleaner (automatic) (1:64), Buckeye Eco Hydrogen Peroxide Cleaner. (automatic) (1:64)

Use 'Spray and Wipe' protocols.

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

STEP 2 - DISINFECT Once all the Touch Point Surfaces have been wiped down, apply an appropriate Disinfectant:

- Buckeye Eco Neutral Disinfectant (5 minute dwell time) EPA registration # 47371-129-559

Ensure all required / recommended Personal Protection Equipment (PPE) is used.

Apply Disinfectant to all Touch Point Surfaces within the Touch Point Zone in full accordance with manufacturer's instructions, paying particular attention to:

- Mandated surface dwell time; (ranging between 5 and 10 minutes).
- Maintaining the product in a wet state for the entire duration of the mandated surface dwell time

STEP 3 - PROTECT

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

There is a need for ongoing surface protection.

Applying Enviro Mist Probiotic Microflora Spray* to ALL surfaces, (those within the Touch Point Zone as well as those outside), will deliver a protective barrier of safe, beneficial US FDA GRAS probiotic bacteria that makes surfaces hostile / inhospitable to pathogens, inhibiting their return. Apply Enviro Mist using a ULV fogger set to between 5 and 10 microns, to retreat the Touch Point Surfaces with Enviro Mist.

*Z BioScience Enviro Mist is a concentrated microflora spray that leaves a powerful barrier of GRAS probiotics on surfaces. The proprietary microorganisms in Enviro Mist establish and maintain a stable and healthy microbial community on hard surfaces and fabrics

B. Continual Cleaning Procedure for Classrooms, Buses, and Cafeteria Eating Areas

STEP 1 - CLEAN

Wipe down ALL Touch Point Surfaces* with Buckeye Eco Hydrogen Peroxide Cleaner and with a clean microfiber cloth. Bathrooms use Buckeye Eco Muscle Cleaner Buckeye Eco Hydrogen Peroxide Cleaner. Dilute Buckeye Eco Muscle Cleaner (automatic) (1:64), Buckeye Eco Hydrogen Peroxide Cleaner. (automatic) (1:64)

Use 'Spray and Wipe' protocols.

STEP 2 - PROTECT Once Per Week

Applying Enviro Mist Probiotic Mist using a ULV fogger set to between 5 and 10 microns, to re-treat the Touch Point Surfaces with Enviro Mist.

C. Continual Cleaning Procedure for Rest Rooms

STEP 1 - CLEAN Every Day

Thorough cleaning of all restrooms using the Buckeye Eco Muscle Cleaner.

STEP 2 - DISINFECT Every Day Once all the Touch Point Surfaces have been wiped down, apply an appropriate Disinfectant:

- Buckeye Eco Neutral Disinfectant (5 minute dwell time) EPA registration # 47371-129-559

Ensure all required / recommended Personal Protection Equipment (PPE) is used.

Apply Disinfectant to all Touch Point Surfaces within the Touch Point Zone in full accordance with manufacturer's instructions, paying particular attention to:

- Mandated surface dwell time; (ranging between 5 and 10 minutes).
- Maintaining the product in a wet state for the entire duration of the mandated surface dwell time

STEP 3 - PROTECT Bi-Weekly

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

There is a need for ongoing surface protection.

Applying Enviro Mist Probiotic Microflora Spray* to ALL surfaces, (those within the Touch Point Zone as well as those outside), will deliver a protective barrier of safe, beneficial US FDA GRAS probiotic bacteria that makes surfaces hostile / inhospitable to pathogens, inhibiting their return. Apply Enviro Mist using a ULV fogger set to between 5 and 10 microns, to retreat the Touch Point Surfaces with Enviro Mist.

HEALTH PROTOCOLS

When classrooms, schools and districts should close

For schools that will open the year with in-person instruction, or for those that will eventually migrate to the setting once local conditions allow, the guidance from CA Public Health and the Governor's office details when classrooms should be sent home and when schools and districts should close their doors:

- If there is a confirmed case within a cohort, a COVID-19 School Liaison will determine whether a classroom cohort should stop in-person instruction if there is a confirmed case within the cohort.
- Schools should close when there are “multiple cases in multiple cohorts” or when the school has experienced a 5-percent positive testing rate of students and staff in a 14-day period, depending on a facility's size and layout. The local health officer may also determine a school closure is warranted for reasons such as results from a public health investigation or local epidemiological data. Schools may reopen after 14 days and following cleaning and disinfection, a public health investigation and consultation with the local public health department.
- A superintendent should close an entire district if one in four schools have closed due to COVID-19 within 14 days, and in consultation with the local public health department; they may typically reopen after 14 calendar days.

The state notes that it is “committed to supporting local health departments with resources and other technical assistance regarding school case, contact and outbreak investigations.”

School Process when COVID-19 Case is Identified

1. If a school becomes aware of a COVID-19 positive case (“confirmed case”), send home immediately.
2. The COVID-19 School Liaison will contact Shasta County Public Health and begin the steps below. If Public Health becomes aware of a school-related case, they will contact the COVID-19 School Liaison.
3. The COVID-19 School Liaison determines the infectious period of the confirmed case. This information is utilized to determine school -related close contacts.
4. Based on the infectious period, the school site's reopening plan, class rosters and attendance, and implemented safety measures; identify and close off areas used by the confirmed case and do not use before cleaning and disinfection.

5. The COVID-19 School Liaison will identify and document all school-related individuals that were potentially exposed to the confirmed case based on the infectious period. Close contacts and should be documented. Close contacts will be quarantined at home. A close contact is defined as someone who was within 6 feet of an infected person for a cumulative total of at least 15 minutes, over a 24-hour period throughout the day, regardless of face covering use or per current CDC definition of a “close contact”.

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

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

c. For middle schools/junior high schools, high schools, and any settings in which stable classroom cohorts have NOT been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.

d. Other Places to consider: Bus, additional classrooms or offices, Lunch, Gym, Recess, and Afterschool programs. (When possible, assigned seating and shared seating charts will be utilized to identify close contacts in these areas.) e. Close contacts that exhibit symptoms are encouraged to see their healthcare provider. Their healthcare provider will determine if the individual needs a COVID-19 test.

6. COVID-19 School Liaison submits the Close Contact Form to PHSU as soon as possible. The school may request consultation on how to determine close contacts in unique situations.

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

8. The COVID-19 School Liaison will also notify the school community of any COVID-19 cases in the school setting, while maintaining confidentiality of all individuals involved.

9. The school will clean and disinfect the area used by the confirmed case.

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

11. The COVID-19 School Liaison will notify PHSU if individuals on self-quarantine develop symptoms or test positive for COVID-19.

Staff testing protocols and recommended frequency

The guidance also outlines the need for “periodic” testing of all staff members who may contact students or other staff when schools are open for any level of in-person instruction — including an increased level of testing in areas with rising community transmission, as lab testing capacity allows.

Listed examples of recommended frequency include testing all staff over two months, during which 25 percent of staff are tested every two weeks, or 50 percent every month to rotate testing of all staff over time.

AFTER-SCHOOL PROGRAM

- Students should remain in the same cohort as they were in during the school day to the greatest extent possible.
- Staff must wear face coverings when indoors and not eating or drinking.
- Sign-out should be outside or in a manner that eliminates contact between families and staff.

SPORTS...TBD



VULNERABLE POPULATIONS: English Language Learners, Students with Disabilities, Foster Youth, Homeless

ELL students will continue to receive integrated ELD and designated ELD for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually. Family liaison available to assist families with translation. Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so that they can participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

REMOTE LEARNING ROLES (Hybrid or Full Distance)

STUDENTS ENGAGE IN REMOTE LEARNING BY:

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

FAMILIES SUPPORT REMOTE LEARNING BY:

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

TEACHERS SUPPORT REMOTE LEARNING BY:

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

LEADERS SUPPORT REMOTE LEARNING BY:

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

TEACHER AND STUDENT RELATIONSHIPS

Teachers can build strong relationships with students and families by focusing on:

- Creating an environment where students feel they belong.
- Being flexible, empathetic and motivational.
- Providing occasional fun and engaging activities to support student relationships.
- Consistently following up on emails and phone calls.
- Supporting language translation and interpretation needs.

PARENT TECHNOLOGY SUPPORT

- Virtual and/or in-person support sessions on an as needed basis.

COVID-19

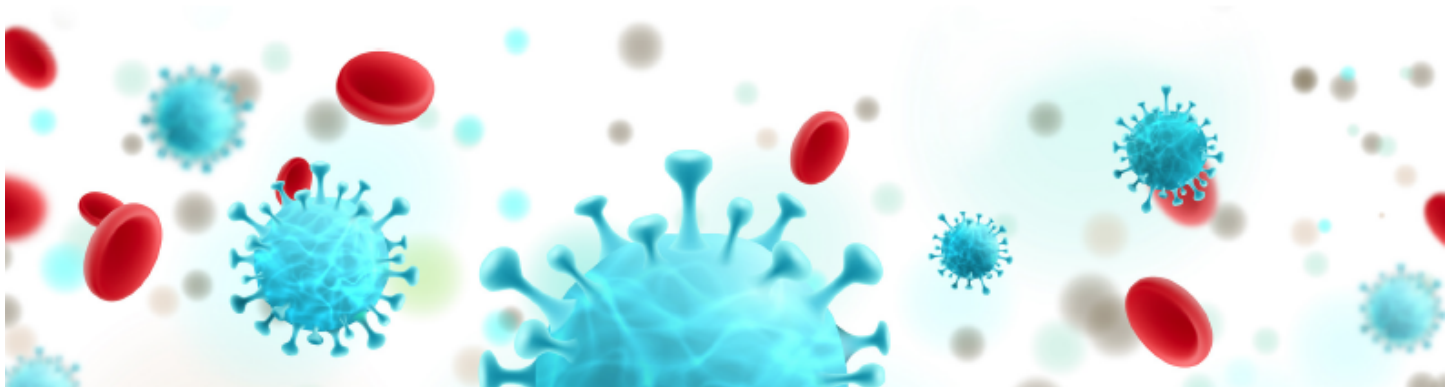
HOW IS COVID-19 SPREAD?

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

HOW CAN WE PREVENT TRANSMISSION?

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

- Physical distancing to the maximum extent possible.
- Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available then use hand sanitizer (at least 60% alcohol).
- Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.
- Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.
- Cleaning and disinfecting frequently touched surfaces.
- Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.



CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.



WASH

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



COVER

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



DO NOT TOUCH

Do not touch your eyes, nose, or mouth.



SOCIAL DISTANCE

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