

REOPENING SCHOOLS GUIDE



TOGETHER
SBETTER

Failure is NOT an option.



A GUIDE FOR SAFE REOPENING OF PRJUSD SCHOOLS
AUGUST 2020



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***Please note that mask and physical distancing requirements will be adjusted per applicable laws, guidelines and regulations.**



LETTER FROM SUPERINTENDENT DUBOST

Dear PRJUSD Staff,

The Coronavirus has impacted all of our District community; students, staff, and our families. Through it all, PRJUSD has continuously worked hard to provide uninterrupted educational opportunities for all of our students. Together we have been flexible and innovative as we have learned to navigate safely through this pandemic emergency.

We are now entering a new phase where we are creating a new normal; a normal where many of us are able to return to our regular worksites, and students will be able to return to our schools. Returning to our campuses will not be the same as it was. It will require changes to the environment and changes to our everyday practices. It may require interruptions for quarantines or an immediate change from one planning model to another. All of this is dependent on the course the Coronavirus takes. This will be quite a challenge, but it is also what we must do for our students' success and wellbeing as well as our parents, community and nation.

The Federal Centers of Disease Control (CDC), the State of California, and San Luis Obispo County have all provided reentry direction and guidance so school districts like ours can safely reopen facilities. The execution of this plan will be a new experience. Flexibility and understanding by all of us together, is crucial. Working as team has never been more important and essential.

No reentry plan is risk-free. As we move forward, we will do everything we can to limit the risks with the understanding that we must accept a certain level of risk for the equally important emotional, educational, and social wellbeing of our most treasured community members, our children.

This plan relies on all of our District staff, students, and families, to gain a clear understanding of and commitment to our responsibility to minimize the risk of transmission. We all must remember to stay home if sick, practice good hygiene, maintain physical distancing, wear a face covering, and limit the number of people with whom we interact. We truly care about your health and wellbeing. Please take the time to review this plan, talk about it, and begin putting it into practice.

These are defining days, and I am honored to partner with you in continuing to carry out our vital mission of educating our students as safely, caringly, and professionally as possible.

Thank you,

Curt Dubost, Superintendent



Introduction and Instructional Overview

The purpose of this Paso Robles Joint Unified School District Reopening Plan for the 2020-21 school year is to provide an opportunity for students to return to the classroom in a safe, well-planned, and flexible way. Any level of school reentry will have some risk due to the nature of the COVID-19 virus to students, staff, and the community of increased virus transmission of the disease. This document offers guidance with the goal of safe reentry, educational supports, and opportunities and is adaptable as we continue to receive guidance and changes on a daily basis.

This guide has been created to respond to the changing situation by incorporating different plan levels within this one guide. Based on the virus transmission rates at any given time, our schools will be prepared to move between plan levels to best address the current protective measures needed while providing continuous learning. This approach allows the district to flexibly respond to public health necessities while implementing the highest level of engagement possible for students at any given time. The determination of which plan the District will be recommending will be based upon County and State Health Department guidance, County Office of Education guidance, and our School Board approval.

Paso Robles Joint Unified School District is committed to ongoing collaboration with all San Luis Obispo County schools under the guidance of our Public Health Officers to meet the challenges we face in delivering high-quality education to our students in the age of COVID-19. To that end, we have formed a team of PRJUSD staff who are designing, implementing, and sharing protocols, procedures and processes to return to site-based classroom instruction.

PRJUSD Reopening Schools Task Force, with the intimate guidance of Public Health, has developed documents, presentations, and resources that continue to grow and are available on this website. These resources are regularly updated as we learn more and as Public Health guidance changes over time. They are available to schools and districts to utilize as guidance to best meet the needs of your students, staff, families, and community.

Paso Robles Joint Unified School District: We believe in public education. We believe in our schools and the importance of reopening traditional schools. We believe in our teachers and all staff. We believe our staff makes a difference in the lives of our students and they have distinct significance in the lives of our children. We believe children learn from each other, and that socialization is key to a child's success.

Our focus is to safely open schools on August 20, 2020. We have prepared 3 plans for safe reopening of schools. We have 7 committees as part of our reopening schools' task force, who are working on the important details needed to reopen schools. The committees are the



following: Health and Safety, Fiscal, Staffing, Educational Services, Special Programs and Considerations, Food and Nutrition, and Social-Emotional Supports. Over 80 staff members will give input and guidance to these committees. Parents have been surveyed, and over 2300 parents responded to our questions to assist in our planning, as well as 400 staff members. Our decisions are guided by Public Health ordinances and state regulations. The results of our parent and staff surveys indicate a strong majority of respondents want to return to as close as we can safely and reasonably get to a traditional school in August.

We are working very hard to determine how best to do that. We are also affording an equal priority to the other 20 percent of parents and staff who require or prefer a continuation of enhanced and improved distance learning or independent study options. We will reopen school, under the guidance of our County Health Department. We will have options for students and families who are not comfortable returning to school with the health and safety mitigations we are implementing. We will have options for students in both blended learning and distance learning models, by request.

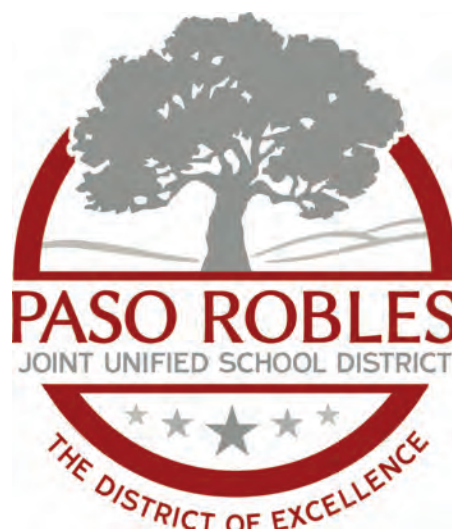
This comprehensive plan, with multiple options, was informed by a number of local experts in addition to state, national, and local guidance including:

- [United States Centers for Disease Control and Prevention \(CDC\)](#)
- June 2020 California Department of Education “[Stronger Together – A Guidebook for the Safe Reopening of California Public Schools.](#)”¹
- [California Department of Public Health](#)
- [San Luis Obispo County Public Health Department](#)
- San Luis Coastal Unified School District Reentry Plan 2020-21

For the most update to date information visit our website at:

<https://sites.google.com/pasoschools.org/reopen>

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Overview of School Plans

Plan A: Traditional Return to School: when the Health Department approves full campus capacity and no 6 feet physical distancing.

MODEL 1: A return to a pre-COVID-19 academic school week. This is on-campus learning for a full academic day, every day, for all students. Protective measures will provide some level of virus protection limited by classroom space. These include but are not limited:

- Enhanced sanitation
- Face Coverings for all staff and students
- Daily Health Screening
- Contact Tracing
- Maximize Physical Distancing (but under 6 feet)

Families will have the following additional options:

MODEL 2: Blended Learning: 2 days a week in-person small group, online assignments, weekly online support.

MODEL 3: Distance learning: Entirely conducted remotely, a combination of online/textbook learning depending on grade level. Teacher consultation at schedule times.

Plan B: HYBRID Learning Model: when physical distancing remains a requirement, but schools can operate at half capacity.

MODEL 1: Monday will be Distance Learning for all. **TK-5:** half of the students report in the morning, half in the afternoon Tuesday-Thursday. **6-12:** half of the students report 2 days a week, other half 2 days a week. Protective measures will provide some level of virus protection limited by classroom space. These include but are not limited:

- Enhance sanitation
- Face Coverings for all staff and students
- Daily Health Screening
- Contact Tracing
- Maximize Physical Distancing (4- 6 feet)

Families will have the following additional options:

MODEL 2: Blended Learning: 2 days a week in-person small group, online assignments, weekly online support

MODEL 3: Distance learning: Entirely conducted remotely, a combination of online/textbook learning depending on grade level. Teacher consultation at schedule times.

Plan C: DISTANCE Learning Model

MODEL 1: Distance learning: Entirely conducted remotely, a combination of online/textbook learning depending on grade level. Teacher consultation at scheduled times.

Families will have the following additional options:

MODEL 2: Blended Learning: 2 days a week in-person small group, online assignments, weekly online support.

PLAN A

REOPENING SCHOOLS AUGUST 2020

Paso Robles Joint Unified School District: Failure is not an option. We believe in public education. We believe in our schools and the importance of reopening traditional schools. We believe in our teachers and all staff. We believe our staff makes a difference in the lives of our students and they have distinct significance in the lives of our children. We believe children learn from each other, and that socialization is key to a child's success.

MODEL 1: RECOMMENDED

TRADITIONAL LEARNING MODEL

- 5 day a week in-school instruction
- Enhanced Sanitation
- Scheduled Handwashing/Hand Sanitizing
- Face Coverings - required for staff and for students with less than 6 feet social distancing *As directed by local Health Department.
- Maximize Physical Distancing (but under 6 feet)
- Daily Health Screening
- Contact Tracing

MODEL 2: by PARENT REQUEST

Paso Robles Independent Study/IHS: BLENDED LEARNING MODEL

- Video Conferencing with credentialed teacher and parental support
- Common digital platform
- Health Screening
- Face Coverings - required for staff and for students with less than 6 feet social distancing *As directed by local Health Department.

TK-5

- In-person 2 days/week (all subject areas)
- Zoom meeting support

6-8

- In-person 2 days/week
- Online curriculum platform
- Weekly check-in with core teachers

9-12

- In-person 2 days/week
- Online curriculum platform
- Weekly check-in with core teachers

MODEL 3: by PARENT REQUEST

DISTANCE LEARNING MODEL

- Entirely conducted remotely
- Combination of online/textbook learning dependent upon grade level
- Teacher consultation with pre-scheduled appointment times
- One day a week optional for small group support on campus
- Teacher support for parents and students through online platform

We will reopen school, under the guidance of our County/State Health Department. We will have options for students and families who are not comfortable returning to school with the health and safety measures we are implementing. We will have options for students in both blended learning and distance learning models, by request.

PLAN B

REOPENING SCHOOLS AUGUST 2020

Paso Robles Joint Unified School District: Plan B will be utilized if the guidance from public health dictates that our schools can only be filled at half capacity in order to establish appropriate physical distancing. Students will report 2 days a week for in class instruction and 1 day a week teachers will be available for video conferencing.

MODEL 1: RECOMMENDED

HYBRID LEARNING MODEL

- Distance Learning on Monday for all; TK-5: Tuesday-Thursday two groups split in am/pm; 6-12 Tuesday - Thursday two groups split into two days
- All health and safety of Traditional Model
- Scheduled Handwashing/Hand Sanitizing
- Face Coverings - required for staff and for students distancing *As directed by local Health Department.
- Maximize Physical Distancing (4-6 feet)
- Contact Tracing
- Enhanced Sanitation

MODEL 2: by PARENT REQUEST

Paso Robles Independent Study/IHS: BLENDED LEARNING MODEL

- Video Conferencing with credentialed teacher and parental support
- Common digital platform
- Health Screening
- Face Coverings - required for staff and for students with less than 6 feet social distancing *As directed by local Health Department.

TK-5

- In-person 2 days/week (all subject areas)
- Zoom meeting support

6-8

- In-person 2 day/week
- Online curriculum platform
- Weekly check-in with core teachers

9-12

- In-person 2 days/week
- Online curriculum platform
- Weekly check-in with core teachers

MODEL 3: by PARENT REQUEST

DISTANCE LEARNING MODEL

- Entirely conducted remotely
- Combination of online/textbook learning dependent upon grade level
- Teacher consultation with pre-scheduled appointment times
- One day a week upon for or small group support on campus
- Teacher support for parents and students through online platform

We will reopen school, under the guidance of our County/State Health Department. We will have options for students and families who are not comfortable returning to school with the health and safety measures we are implementing. We will have options for students in both blended learning and distance learning models, by request.

PLAN C

REOPENING SCHOOLS AUGUST 2020

Paso Robles Joint Unified School District: Plan C will be utilized if the guidance from public health dictates groups smaller than 10 with required 6 foot distancing.

MODEL 1: RECOMMENDED

DISTANCE LEARNING MODEL

- Conducted remotely
- Combination of online/textbook learning dependent upon grade level
- Weekly video conferencing support by credentialed teacher
- Individual teacher consultation with pre-scheduled appointment times
- One day a week on campus for small group support on campus
- Teacher support for parents and students through online platform

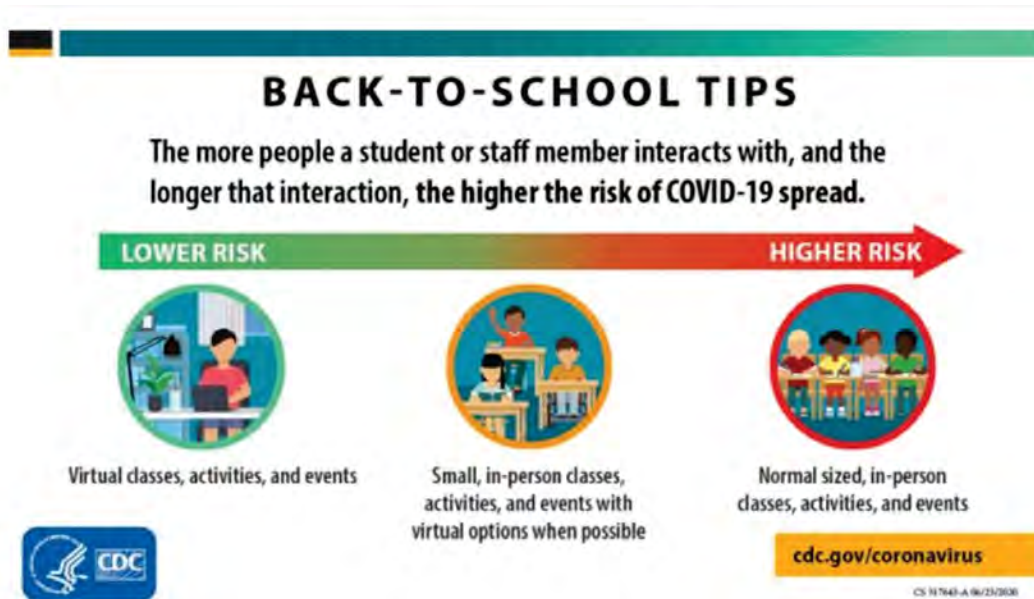
*PRISC/Homeschools/IHS continues to be available with modifications to the program per Public Health Department recommendations.



Context and Committees

Collective goal of the work of the committees was to ensure the learning and safety of both our students and staff in Paso Robles Joint Unified School District while following state and county guidelines and supporting student and staff needs.

1. Safely reopen schools for students and staff.
2. Prevent people from coming to school who may have or have been exposed to someone with COVID-19.
3. Promote and utilize the accepted methods of hygiene that reduce virus spread.
4. Use physical distancing to reduce spread whenever possible.
5. Wear face coverings.
6. Ensure that student and staff groupings (cohorts) are as static as possible by having the same cohort of students stay with the same staff—all day for young students and stable learning groups, and as much as possible for older students.



TIMELINE OF THE CDE COVID-19 RESPONSE AND ACTIVITIES

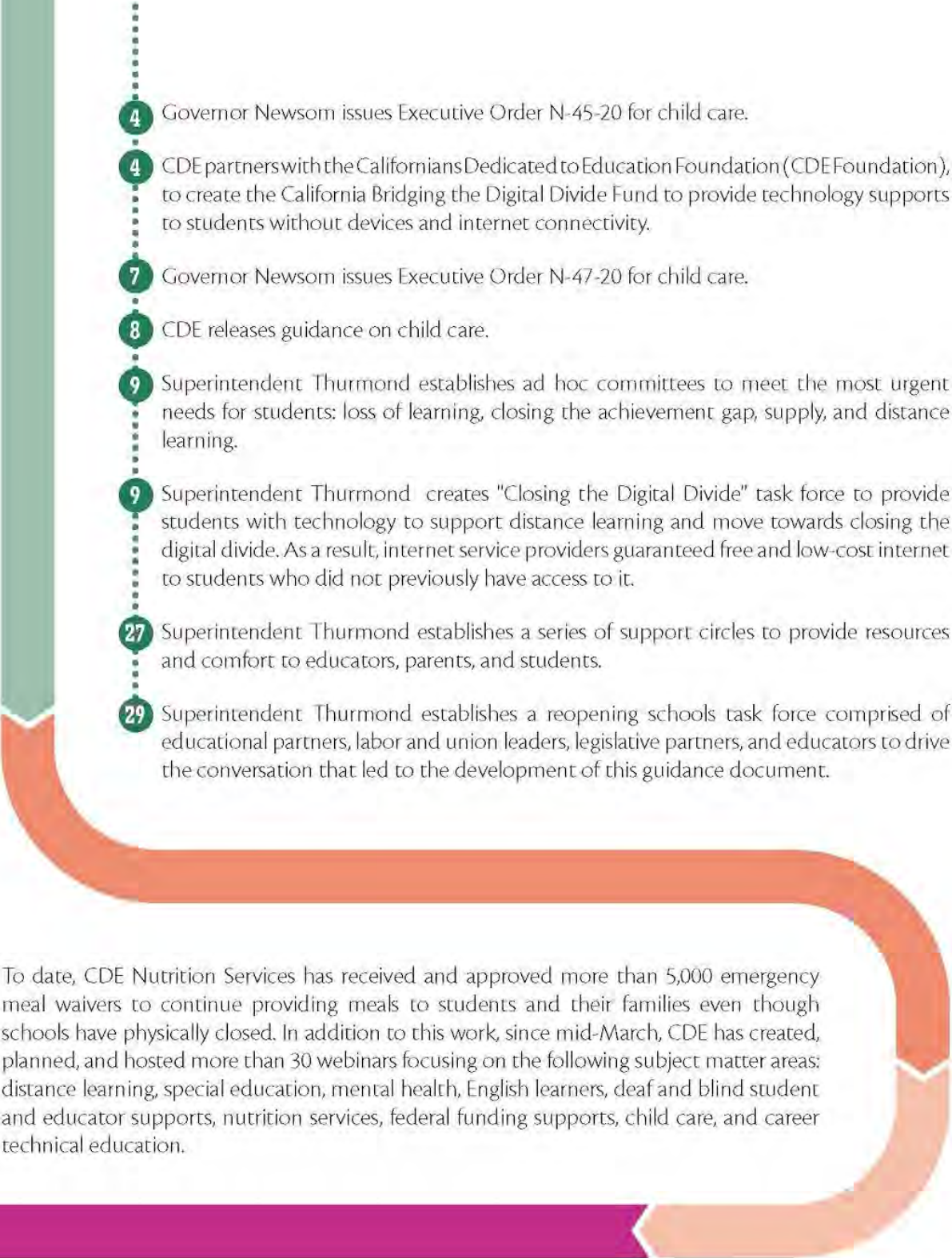
This is a brief overview of key dates and the response efforts of the California Department of Education (CDE).

MARCH 2020

- 13 Governor Gavin Newsom issues Executive Order N-26-20, ensuring state funding for schools even in event of physical closure.
- 17 In coordination with the Department of Health and Human Services, CDE releases guidance on distance learning, child nutrition, and child care.
- 18 Governor Newsom issues Executive Order N-30-20, suspending standardized testing for local educational agencies to take appropriate actions to mitigate the effects of the COVID-19 pandemic while California pursued a federal waiver of testing requirements.
- 19 Governor Newsom issues a stay at home order for the entire state.
- 20 CDE releases special education guidance to support students with disabilities.
- 26 The US Department of Education issues informal approval of Assessment Waiver; joint request from CDE and the California State Board of Education.
- 31 State Superintendent of Public Instruction Tony Thurmond releases a recommendation letter to all schools in the state to consider closing physical campuses to ensure the safety of students and staff through the end of the 2019–20 school year.

APRIL 2020

- 1 CDE releases guidance on graduation and grading requirements.
- 1 CDE releases Labor Management Framework established by the Labor Management Task Force facilitated by SSPI Thurmond.
- 1 Superintendent Thurmond announces Senate Bill (SB) 117 funding is available to school districts.
- 2 The California State Board of Education, CDE, California State University, University of California, California Community Colleges, and the Association of Independent California Colleges and Universities issue a joint statement to waive entrance requirements for college-bound seniors and juniors.

- 
- 4 Governor Newsom issues Executive Order N-45-20 for child care.
 - 4 CDE partners with the Californians Dedicated to Education Foundation (CDE Foundation), to create the California Bridging the Digital Divide Fund to provide technology supports to students without devices and internet connectivity.
 - 7 Governor Newsom issues Executive Order N-47-20 for child care.
 - 8 CDE releases guidance on child care.
 - 9 Superintendent Thurmond establishes ad hoc committees to meet the most urgent needs for students: loss of learning, closing the achievement gap, supply, and distance learning.
 - 9 Superintendent Thurmond creates "Closing the Digital Divide" task force to provide students with technology to support distance learning and move towards closing the digital divide. As a result, internet service providers guaranteed free and low-cost internet to students who did not previously have access to it.
 - 27 Superintendent Thurmond establishes a series of support circles to provide resources and comfort to educators, parents, and students.
 - 29 Superintendent Thurmond establishes a reopening schools task force comprised of educational partners, labor and union leaders, legislative partners, and educators to drive the conversation that led to the development of this guidance document.

To date, CDE Nutrition Services has received and approved more than 5,000 emergency meal waivers to continue providing meals to students and their families even though schools have physically closed. In addition to this work, since mid-March, CDE has created, planned, and hosted more than 30 webinars focusing on the following subject matter areas: distance learning, special education, mental health, English learners, deaf and blind student and educator supports, nutrition services, federal funding supports, child care, and career technical education.

July 17, 2020 - Governor announces Reopening Criteria and requirement for all students 3rd Grade and above and ALL staff to wear face coverings.



CHILD CARE PROGRAMS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist directors and administrators in making (re)opening decisions regarding child care programs during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen children and employees upon arrival for symptoms and history of exposure?

ALL YES

ANY NO

DO NOT OPEN

Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, sanitization, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible. For family child care, monitor distance between children not playing together and maintain distance between children during nap time
- ✓ Adjust activities and procedures to limit sharing of items such as toys, belongings, supplies, and equipment
- ✓ Train all employees on health and safety protocols

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of children and employees daily upon arrival, as feasible
- ✓ If feasible, implement enhanced screening for children and employees who have recently been present in areas of high transmission, including temperature checks and symptom monitoring
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if children or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures.
- ✓ Monitor child and employee absences and have a pool of trained substitutes and flexible leave policies and practices. For family child care, if feasible, have a plan for a substitute caregiver if provider or a family member in the home gets sick
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ALL YES

ANY NO

MEET SAFEGUARDS FIRST

OPEN AND MONITOR



cdc.gov/coronavirus

Focused Outcomes for our District:

- Educational opportunities for all students are equitable; practices and policies are grounded in access, equity, and universal design principles.
- Instruction is provided at a level that allows students to successfully articulate to the next course or grade level.
- The education of students is being addressed based on the whole child, specifically addressing the social-emotional needs of the child.
- Appropriate hygiene, safety protocols, practices, and supplies are in place to minimize exposure and risk to students and staff.
- Students and staff shall wear face coverings when required.
- Students and staff who have or may have COVID-19 are isolating from the school community until they recover or quarantine.



- Students have consistent access to nutritious school meals.
- Student and employee mental wellness services are at a level that meets their needs.
- Transportation needs are implemented to meet students' needs if logistically and financially feasible.
- Administrators, students, families, staff, and school board members receive accurate and timely information that is accessible to all, including in the families' primary language to the greatest extent practical.
- The school district has made preparations to reclose classes or schools if so ordered by the County Public Health Officer.
- Schools have procedures and training in place to care for a student or staff member who becomes ill while at school.
- The school district has a plan to manage significant absences for both students and employees.

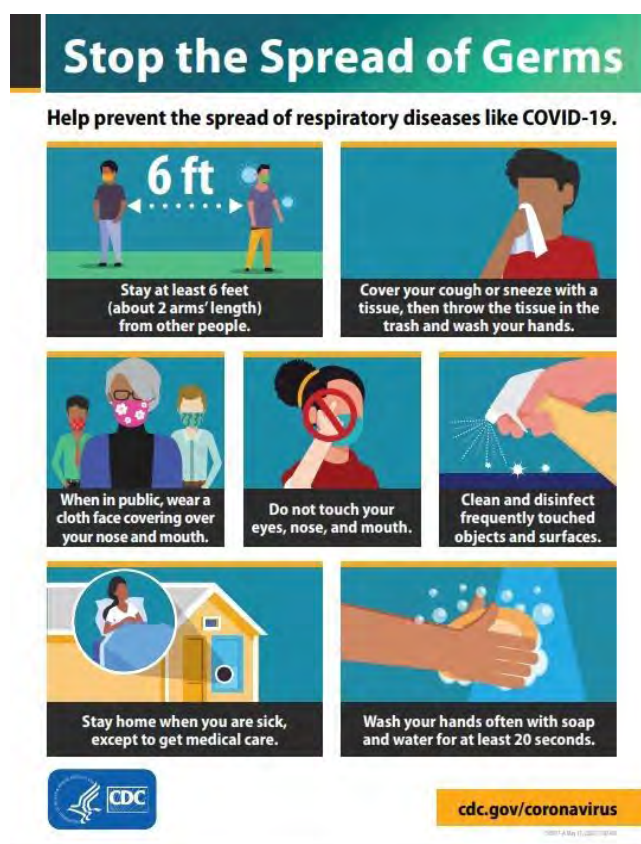
Health and Safety

General Safety Considerations

Preventing virus transmission is the key to reducing the impact of COVID-19 on individuals and families and on the district's ability to deliver its educational mission. The following guidelines are provided to assist each school district with the development of their reentry plans.

Protect Yourself and Others

All individuals should take action to protect themselves and others simultaneously. While some people who become infected with the novel coronavirus may be asymptomatic, others could face severe symptoms and even death. Sick students, teachers, and other staff should not come to school. They should consider getting





tested for COVID-19. To prevent transmission of the disease and, particularly, an outbreak in a community or facility, everyone in the school community should abide by the following simple practices:

- ✓ Promote, demonstrate, and monitor regular hand washing and positive hygiene behaviors.
- ✓ Ensure soap and water is available at age-appropriate hand washing facilities; if soap and water are not available, provide sanitizer gel.
- ✓ Require frequent and thorough handwashing (at least 20 seconds).
- ✓ Place hand sanitizers in restrooms, classrooms, halls, and near exits where possible.
- ✓ Provide increased disinfection and sanitation of surfaces.
- ✓ Confirm each school has extra supplies for office staff and nursing stations including non-latex gloves and face coverings.
- ✓ Strictly enforce the illness policy including sending home those having a temperature of 100.4 or over, checking for symptoms throughout the day, and isolating sick children from the classroom.
- ✓ Obtain additional voluntary certifications for staff to have the ability to use disinfectant.
- ✓ Ensure each teacher/classroom has a box of Band-Aids.
- ✓ Ensure yard duty personnel take bags of ice and Band-Aids to the playground.
- ✓ Make KN95 masks available for nurses and secretaries.
- ✓ Cooperate with the county health department regarding contact tracing and follow-up regarding potentially sick students.
- ✓ Ensure restrooms are plentiful and clean.
- ✓ CDC recommends wearing cloth face coverings in public settings where other physical distancing measures are difficult to maintain (also, mandated by the state).
- ✓ Clean and disinfect school buildings, classrooms, and especially water fountains and restroom facilities at least once a day, particularly surfaces that are touched by many people, such as railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc. ([See Disinfecting Guideline](#))
- ✓ When weather allows, increase airflow and ventilation by opening windows and doors; use air conditioning. Encourage students and staff to bring sweaters and coats so ventilation is possible on cooler days.
- ✓ HVAC systems will operate with increased circulation of outdoor air. This is done through a combination of measures that include opening windows, doors, and the use of mechanical systems attached to HVAC equipment that introduces an appropriate amount of outside air. District-wide, all HVAC systems will have MERV 13 air filters installed. If MERV 13 filters are not available (due to supply chain constraints) MERV 8 filters will be installed and replaced on a more frequent basis



- ✓ Additionally, PRJUSD commits to align with the following CDC recommendations and when the weather allows, increase airflow and ventilation by opening windows and doors; use air conditioning, and encourage students and staff to bring sweaters and coats so ventilation is possible on cooler days.
- ✓ Cover your mouth and nose with a tissue or handkerchief when you cough or sneeze. Throw used tissues in a lined trash can. At a minimum, cough or sneeze into your sleeve or elbow.
- ✓ Post signs encouraging good hand and respiratory hygiene practices.
- ✓ Ensure trash is removed daily and disposed of safely.
- ✓ Prop doors open at passing periods to reduce the number of people touching handles.
- ✓ Limit use of staff break rooms and do not share food.
- ✓ Hold staff meetings via video conferencing.

Protective Equipment

Protective equipment will ensure personal health and safety in school facilities and vehicles.

a. According to [CDC guidance](#):

i. Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.

ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. The District will make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into the shirt.

iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

Staff Protective Equipment

i. As recommended by the CDC, all staff shall wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.

ii. The District will provide masks if the employee does not have a clean face covering.

iii. The District will provide other protective equipment, as appropriate for work assignments.

1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.



2. For front office and food service employees, provide face coverings and disposable gloves.

3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:

A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.

B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.

C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

Staff Personal Hygiene

- ✓ Place mobile phones away from all workstations. Phones can be a vehicle for many germs and viruses, including COVID-19.
- ✓ Consume food and drink (even water) away from food preparation areas, and thoroughly wash hands before returning to work.
- ✓ Launder aprons after each meal service or utilize single-use aprons. Avoid asking staff to launder aprons at home.
- ✓ Wear a fresh uniform daily. Practice good hygiene before and after your shift.

Student/Staff Illness at School

When District staff encounter a student or staff member with signs and symptoms of illness, the following guidelines apply:

Isolation Area

All school sites and facilities should have a location identified as an isolation area. It should:

- ✓ Be away from students and staff.
- ✓ Be separate from the regular first aid room.
- ✓ Be well ventilated.
- ✓ Have non-porous surfaces that are easy to clean.



- ✓ Have personal protective equipment (PPE) immediately available for staff. (See below)
- ✓ Have supplies to care for patients.
- ✓ Be disinfected after use for additional patients. ([See Guideline Equipment /Facility Decontamination](#))

Decontamination

Home Isolation & Quarantine

- ✓ Any student or staff member with symptoms consistent with COVID-19 are to stay home and not go to school or work. They should consider being tested for COVID-19.
- ✓ They are to stay home 10 days after symptoms first appeared and at least three (3) days after symptoms resolved. Resolved means fever and other symptoms are gone for 72 hours without the use of fever-reducing medications.
- ✓ Any students or staff who were in close contact with someone diagnosed with or suspected to have COVID-19 are to home quarantine for 14 days from the date of exposure. “Close contact” is defined as being within 6 feet for more than 15 minutes with someone who has tested positive for COVID-19.
- ✓ If the school learns of a confirmed case of COVID-19 with potential exposure to staff or students, contact County Public Health for consultation and guidance before communicating with staff and families.

Providing Care

- ✓ Limit the number of staff in contact with a person suspected of being infectious, or who are within 6-feet of the person suspected of being infectious. While maintaining 6-foot distance and wearing a mask, ask or determine if the person is in immediate distress. If they are, call 9-1-1 and inform the dispatcher of symptoms the person presents.
- ✓ If it is necessary to provide life saving care prior to the arrival of fire department or ambulance personnel, staff members should wear gloves and masks, and provide only necessary aid prior to stepping back to maintain distance.
- ✓ If a person is able to walk or be moved to the isolation area they should. They should be cared for in the isolation area. Person assisting them should wear PPE including a KN95 mask or surgical mask, eye protection, gown and gloves
- ✓ Individuals who are sick should go home or to a healthcare facility, depending on the severity of their symptoms, and they should follow CDC guidance for caring for oneself and others who are sick. (see Guideline Home Quarantine & Isolation)



- ✓ Safely arrange transportation of anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call ahead to alert them that the person may have COVID-19.
- ✓ Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- ✓ After providing such care, staff should appropriately dispose of contaminated disposable personal protective equipment, wash hands with soap and water, and inspect one's self for the presence of further signs of contamination, such as blood or bodily fluids from the ill person.
- ✓ Always wash hands immediately after encountering anyone who is ill.
- ✓ School staff should report interaction with a symptomatic person to the District for appropriate follow-up and documentation and follow [Guideline Home Isolation & Quarantine](#)

Student Protective Equipment

Face coverings for students:

- All students shall be required to wear a face mask. Students may be permitted to wear a face shield as an accommodation
- The district will provide disposable masks for students who do not have a clear face covering

At a minimum, face coverings should be worn:

1. While waiting to enter the school campus.
2. While on school grounds (except when eating or drinking).
3. While leaving school.
4. While on a school bus. A driver has access to surplus masks to provide to students who are symptomatic on the bus.





Virus Spread

The novel coronavirus spreads from person to person very easily. The virus does not spread easily in other ways; however, scientists are still learning more. Other known ways the disease spreads include:

- Touching surfaces or objects: It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but they are still learning more about this virus.
- From animals to people: At this time, the risk of the novel coronavirus spreading from animals to people is considered to be low.
- From people to animals: It appears that the virus that causes COVID19 can spread from people to animals in some situations. CDC is aware of a small number of pets worldwide, including cats and dogs, reported to be infected with the virus that causes COVID-19. Most of these are infected after close contact with people who have COVID19.

People Who Are at Higher Risk

Some people are at higher risk of getting very sick from this illness. The District has developed programs to accommodate both staff and students who are at a higher risk while following privacy concerns. The impacts on teacher staffing may create significant problems in schedule planning and budgetary allocations. Increased need for alternative education programs may be required. Destigmatizing of those who may be at higher risk will also be important. For information on Distance Learning programs in the coming school year higher risk individuals should be directed to contact the school staff.

Conditions that put people at higher risk include:

- Being over 65 years old
- Having underlying medical conditions, particularly if not well controlled, including:
 - Chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - People with severe obesity
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis
 - People with liver disease

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html



Reducing the Spread of the Virus

1. Stay home if sick

✓ Students and staff should conduct a health screening each morning before going to school. 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. Students and staff with the following symptoms may have COVID-19 and should not go to school:

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

✓ Teachers and all Staff with symptoms should report absences in AESOP and contact Human Resources if you suspect you are ill with COVID-19 or have been exposed to COVID-19.

Paso Robles Joint Unified School District

Daily Symptom Review

Daily self-assessments can contribute to the overall health and well-being of our PRJUSD work environment. Prior to coming to work each day, please take a moment to consider whether or not you are experiencing any of the following symptoms before reporting to your PRJUSD place of assignment:



Fever/Chills



Shortness of breath or difficulty breathing



Cough not due to a chronic or known condition



Sore throat



Muscle pain



New loss of taste or smell

If you are experiencing any of the above symptoms, or have recently been exposed to someone who has a confirmed COVID-19 infection or exposure, please stay home, notify your direct PRJUSD Supervisor and follow established leave procedures. If you start experiencing any of the above symptoms while you are at work, immediately notify your supervisor.



What You Can do if You are at Higher Risk of Severe Illness from COVID-19

Are You at Higher Risk for Severe Illness?



Based on what we know now, those at higher risk for severe illness from COVID-19 are:

- Older adults

People of any age with the following :

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

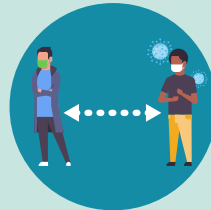
Here's What You Can do to Help Protect Yourself



Limit contact with other people as much as possible.



Wash your hands often.



Avoid close contact (6 feet, which is about two arm lengths) with people who are sick.



Clean and disinfect frequently touched surfaces.



Avoid all cruise travel and non-essential air travel.

Call your healthcare professional if you are sick.

For more information on steps you can take to protect yourself, see CDC's [How to Protect Yourself](#).



cdc.gov/coronavirus



Hand Hygiene

Handwashing will be practiced and implemented according to the recommendations below:

✓ Hand washing is the single most important action to prevent transmission of infectious disease. All students and staff should practice good hygiene by regularly washing their hands with soap for a minimum of 20 to 30 seconds.

Handwashing posters should be posted in common areas and are available at:

<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>

✓ Always wash hands with soap and water for a minimum of 20 to 30 seconds or use waterless hand antiseptic in the following instances:

- After any contact with a student or staff who has symptoms of infectious disease
- After touching animals
- Before eating and drinking
- Before cooking or handling food
- After using the restroom
- Upon entering a classroom or meeting

Occasions in a School Day for Handwashing or Hand Sanitizing:

1. Before leaving home for school
2. Before getting on a school bus
3. When getting off a school bus
4. Before or when entering class
5. Before recess
6. After recess
7. Before lunch
8. After lunch
9. Before physical education
10. After physical education
11. Before getting on a school bus home
12. When getting off a school bus
13. Immediately when you arrive at home





Hygiene Etiquette

- ✓ Coughing and Sneezing: All students and staff should cough or sneeze into tissue, handkerchief, their shirt sleeve or elbow.
- ✓ No handshakes or hugs
 - o Use alternative verbal expressions and gestures; these could include nodding, touching your heart, saluting or other gestures.
- ✓ Do not share water bottles, cups, towels, and other items until they are washed.

Face Coverings


- ✓ Teach and reinforce use of face coverings.
- ✓ Students—especially younger students—may find it challenging to wear face coverings in all-day settings.
- ✓ Face coverings are essential in times when physical distancing is difficult.
- ✓ A clean paper bag should be used to store the face covering when the student is in class and not wearing a mask.
- ✓ Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and student families on proper use, removal, and washing of cloth face coverings.
- ✓ Face coverings are primarily meant to protect other people in

How to Safely Wear and Take Off a Cloth Face Covering

Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2






USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

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





TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water



Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see: [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



case the wearer is unknowingly infected but does not have symptoms. They have also been found to protect the wearer from others who have the virus.

Face coverings should not be placed on:

- Children younger than 2 years old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face-covering without assistance
- Anyone who is medically or emotionally not able to wear a face-covering

Restrooms

- ✓ Face coverings are required in all bathrooms.
- ✓ Ventilate bathrooms as much as possible.
- ✓ Limit the number of students in the bathroom to ensure physical distancing. This will require more planning and monitoring.
- ✓ Post proper handwashing signs in the bathroom.
- ✓ Restroom touch surfaces should be disinfected regularly, at least twice a day or as needed during a school day.
- ✓ Full cleaning and disinfecting of restrooms will occur at the end of school day or prior to school beginning.
- ✓ Keep exterior bathroom doors open as feasible.
- ✓ Place bathroom trash cans by the exit door as possible to encourage the use of a paper towel to open doors.

Administrative Office Employees

- ✓ Visitors should be limited to reception areas only. Reception area should only include furniture that is non-porous and can easily be cleaned. Indicate physical distancing spacing by placing marks on the floor where visitors can safely stand when waiting or when meeting with office staff.
- ✓ A sign placed at the entrance should state: “All visitors are required to wear face covering that cover their nose and mouth.”
- ✓ Plexiglas will be installed at each site where the public interacts the most with the office.
- ✓ Physical distancing involves avoiding close proximity to others. All employees should be vigilant in maximizing the distancing bubble around them at work. Maintain an ideal separation of 6 feet



between people whenever possible.

✓ Staff meetings should adhere to physical distancing measures by spacing employees appropriately and encouraging participation via conference call, even when employees are at the same location.

✓ Elevators should only be used by people who are unable to use stairs. Those needing to use an elevator should wash or sanitize their hands prior to using and after leaving an elevator. Installing hand sanitizers outside elevators will be beneficial.

✓ Breakrooms, copy rooms, and other common spaces should be limited in use. Congregating in breakrooms and sharing of food should not be permitted.

✓ Daily / Weekly absence reports will be sent to the Superintendent's Office as requested with notes of fever and cough.

Daily Tasks for Office Staff

- ✓ Take self-health screening including temperature before coming to the office. (See self-health screening in appendices)
- ✓ Use hand sanitizer/handwashing on a regular basis.
- ✓ Use face covering for interactions if physical distancing is not possible and during high traffic times, (before/after school, recess, breaks...)
- ✓ Wipe down workspace at the start and end of the day.
- ✓ Use gloves as recommended by health staff.
- ✓ Maintain clean and used pen containers, clean used pens regularly.
- ✓ All office staff need to be trained to use disinfectant products.



Equipment/Facility Decontamination and Cleaning Perform routine environmental cleaning following CDC Guidelines

All PRJUSD classrooms have been provided an application bottle of a one-step disinfectant and a microfiber towel. This product will be used on touch surfaces such as desks, tables, doorknobs, light switches, countertops, handles, phones, keyboards and mouse, toilets, faucets and sinks, and bus seats and handrails. Additionally, classrooms and buses are cleaned on a daily basis with a mist/fogger machine that allows for large area disinfecting without the need for direct surface contact.

PRJUSD will maintain a routine for cleaning per CDC recommendations below:

- Use cleaning agents that are usually applied in these areas and follow the directions on the label
- Teachers and staff will take an online course and are qualified to use proper cleaning supplies. Go to www.getsaftytrained.com
- Suspend facility use permits to maintain sanitized campus
- Perform daily disinfection of all shared spaces, ex: locker rooms, classrooms, bathrooms
- Routinely clean all frequently touched surfaces, including:
desks, tables, doorknobs, light switches, countertops, handles, phones, keyboards and mouse, toilets, faucets and sinks, bus seats and handrails, touch screens, play and sports equipment

Three Levels of Site Cleaning

1. Daily cleaning
2. Specific location
3. Schoolwide cleaning Level

Level	Description	Method
Daily or More	Cleaning touch surfaces	Custodial staff will provide regular cleaning. Teachers take an online course are qualified to use proper cleaning supplies. Go to www.getsaftytrained.com .
Specific Location	Cleaning of an area in which a person with symptoms of an infectious disease was present.	Custodial staff will provide this cleaning following CDC Guidance https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html
Schoolwide	Cleaning an entire school site due to a confirmed person with COVID-19	A team of custodial staff will be assembled or a contractor hired. Guidance provided by CDC https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html



Protection When Cleaning

- ✓ Wash hands.
- ✓ Wear gloves when cleaning and handling trash.
- ✓ Do not touch your face while cleaning.
- ✓ First, clean the surface or object with soap and water.
- ✓ Then, disinfect using an EPA-approved disinfectant. Ensure the product is approved by the school district.
- ✓ For a known contamination, isolate the area and wait as long as feasible before cleaning and disinfecting. Wear gloves, face covering, goggles, and booties.
- ✓ Properly dispose of protective equipment.
- ✓ Wash hands.

Disinfecting Soft and Porous Materials

Eliminate as many soft and porous materials from the classroom to reduce the need to disinfect. These could include fabric furniture, rugs, stuffed toys, and other items that are regularly touched.

Soft or porous materials like carpet, rugs, or seating in areas are generally not as easy to disinfect as hard and non-porous surfaces. EPA has listed a limited number of products approved for disinfecting soft and porous materials. Soft and porous materials that are not frequently touched should only be cleaned or laundered, following the directions on the item's label. Use the warmest appropriate water setting. For developing strategies for dealing with soft and porous materials, find more information on CDC's website on Cleaning and Disinfecting Your Facility.

Cleaning and Disinfecting If Someone Is Sick

- ✓ Close off areas used by the person who is sick. Schools do not necessarily need to close operations, if they can close off affected areas.
- ✓ Open outside doors and windows to increase air circulation in the area.
- ✓ Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- ✓ Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, common areas, and shared electronic equipment like tablets, touch screens, keyboards, remote controls.

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>



- ✓ Vacuum the space if needed. Use a vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.

- o Do not vacuum a room or space that has people in it. For common spaces, wait until the room or space is and will remain empty before vacuuming, such as at night. Private rooms may be vacuumed during the day.

- o Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

- ✓ Once the area has been appropriately disinfected, it can be opened for use.

- o Workers without close contact with the person who is sick can return to work immediately after disinfecting.

- ✓ If more than 7 days have elapsed since the sick person visited or used the facility, additional cleaning and disinfecting is not necessary.

- o Continue routine cleaning and disinfecting. This includes everyday practices normally used to maintain a healthy environment.

Alternative Disinfecting Methods. It should be noted that the efficacy of alternative methods—such as ultrasonic waves, high intensity UV radiation, and LED blue light—used to disinfect the novel coronavirus is not known.

Shared Items

PRJUSD staff and students will implement the following CDPH recommendations in our classroom routines and planning including:

- ✓ Discourage the sharing of items that are difficult to clean or disinfect.

- ✓ Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

- ✓ Ensure adequate supplies to minimize the sharing of high-touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time. Clean and disinfect between use.

- ✓ Avoid sharing electronic devices, toys, books, and other games or learning aids.

- ✓ Avoid having students pass papers forward, instead utilize an in-box as they leave and enter.

- ✓ Keep classroom doors open when possible to minimize door handle usage

Campus Access

To reduce the exposure of students and staff to the virus, school campuses will be closed to everyone except students and school district personnel. If a visitor has any questions or concerns, they should be directed to the school office.

Upon arrival, students will enter campus at designated locations/gates. Adults will not enter campus except in the case to visit the school office at which time appropriate PPE and screening measures will take place.



✓ Exceptions to prohibiting visitors on campus may vary; the school administrator will make the determination on allowing the visitor. The visitor will wear a face covering at all times, properly wash their hands, and check in at the office as a visitor. (see also Guideline Administrative Office)

✓ Office areas will restrict visitors to the reception lobby. Posted sign will explain how the visitor can notify the office for assistance, whether by knocking, calling a phone number, or pressing a doorbell. Physical distancing should be practiced during face-to-face interactions.

✓ Only visitors who must conduct business in person and who meet the requirement above may enter the reception area of the office. Face coverings are required and visitors should be discouraged from touching any surfaces. The preferred methods of conducting business include, if possible, phone, video conference, or email.

✓ Installation of protective shields between visitors and receptionists should be utilized where possible. These can be plexiglass or soft shower curtain type material.

✓ Reception areas should be cleaned regularly with special attention to public surfaces.

✓ Parents should be discouraged from visiting at school.

Instructional Plans Overview

Preparing Your Student for Coming to School

Keeping students from becoming ill or transmitting the virus to other students requires a partnership between the school community, families, and guardians. We all need to commit to doing our best to make sure our students are protected as much as possible. Our unified efforts will prevent COVID-19 from spreading to students, your families, and classmates. Together we can keep each other safe.

Checklist for Parents/Caregivers

✓ Before each student leaves home for school each day, parents should conduct a health screening.

✓ If your student has a specific medical condition that make them more at risk to COVID-19, contact the school and ask about alternative learning.

✓ Monitor any symptoms from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

Students with the following symptoms may have COVID-19 and should not go to school:

- 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



- ✓ Each student should have a clean cloth face covering to wear and should be taught to wear it when within 6 feet of others.
- ✓ Teach and model good hygiene practices for all children.
- ✓ Before they leave home and upon returning, children should wash their hands.
- ✓ Wash hands with soap and water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- ✓ Cough and sneeze into a tissue, handkerchief, or elbow, and avoid touching your face, eyes, mouth, nose.
- ✓ Encourage children to ask questions and express their feelings. Remember that children may have different reactions to stress; be patient and understanding.
- ✓ Prevent stigmatizing others. Use facts. Remind students to be considerate of one another.

Family Responsibility for Providing Face Coverings

Parents and guardians should provide face coverings for their own student and a sufficient supply of clean or unused face coverings for their child each day to replace coverings as needed. Have a plan for routine cleaning of cloth face coverings. The number of cloth face coverings needed for each student will vary by student and by day. If a student does not have an adequate supply of cloth face coverings on a particular day, the student may remain in school and the school site will provide the mask. Parents or guardians should be sure the face coverings are:

- ✓ Clearly marked with the child's name and room number or teacher's name;
- ✓ Clearly marked and/or designed to distinguish which side of the covering should be worn facing outwards for proper wear.

NOTE: If a parent supplies surgical face masks rather than cloth face coverings, the surgical face masks may also be used according to the guidance above.



Instructional Scheduling Models

The District is responsible for determining what plan a school will open during the 2020-21 school year. This plan incorporates the three optional plan levels: traditional, hybrid and distance learning. In addition to planning for a specific plan level at reentry, the District is prepared to loosen and tighten restrictions and move to a different plan level based on County Public health orders during the 2020-21 school year. Conditions may require some classes and schools to close and reopen within the academic year due to outbreaks that require a quarantine period.

The Plan Level Table below represents possible school reentry levels. The arrows represent the changes in levels that may occur after schools are permitted to open, due to loosening or tightening of physical distancing requirements, as ordered by SLO Public Health.

Planning Level Table		
Plan Level	Student Occupancy	Description
Normal	Full	No mandated physical distancing. COVID-19 is no longer a threat to school, although administrators will respond should there be a viral reemergence.
A	Classrooms filled to capacity.	Mitigation measures. Provide physical distancing within limitations of space. Face coverings will be worn at school. Modifications will be made for band, PE, Theatre, choir, special events & sports, etc.
B	Two cohort schedule (combine in class & distance learning). Meet the intention of 3-6 foot physical distancing requirements.	Occupancy allows for a 3-6 foot bubble around all students and staff in classrooms. Two cohorts schedule, half in class, half schedule distance learning. Face coverings will be worn at school.
C	Groups smaller than 10 on campus.	Distance learning implemented.

Deciding which schedule to use is predicated on protective requirements by the San Luis Obispo County Public Health. There are other factors which will also determine which plan level the District implements, these include

- Operating budget
- Available staffing
- Physical size of classrooms
- Legal restrictions
- Labor contract restrictions
- Striving for equity



Plan A will allow most classes to have full occupancy when 6-feet physical distancing restrictions in class are not required. Maximum occupancy levels are set at 60 people in any specific space. This will require that schedules will be modified for large classes, such as physical education, music courses, and sports. Under Plan A, while optimum for instructional strategies, classrooms will be arranged so student desks/tables will be facing the same direction with reasonable spacing.

Plan B will require that the majority of students be divided into two cohorts to ensure 6-feet physical distancing when school is not able to accommodate all students together. Secondary schools will follow a block schedule with longer periods during their days on campus.

Ordinarily, the number of students per class would range from 20 to 35. With 6-foot physical distancing, the majority of classrooms will accommodate approximately 17 to 20 students at a time. (As a rule of thumb, physical distancing requires approximately 48 to 53 square feet per student.) For example, the typical portable classroom, which is 960 sq. ft., can accommodate between 18 to 20 students with physical distancing. Because classrooms have unique features with counters, furniture, bookshelves, and a teacher desk, the actual number may vary and each teacher should confirm the number of students that can be accommodated. Efforts should be made to remove any unnecessary furniture or storage that may reduce space.

**Physical Distancing Classroom Occupancy Rule of Thumb: Sq. Ft. Classroom/48 to 53
Sq. Ft. per student = X number of students per class.**

Scheduling for Plan B:

All students will be scheduled to report to school half days, four days a week. Students will be split into two groups:

Group A will attend school for a half day on Tuesday through Friday.

Group B will attend school for a half day on Tuesday through Friday

Students will follow the distance learning schedule virtually on Monday.

*Elementary students will attend their regular classroom bell schedule with adjustments made to minimize crowd gathering in lunch lines, etc.

*Secondary will attend school with a block schedule of periods 1, 3, and 5 on Monday or Tuesday (dependent upon Group A or Group B) and will then attend periods 2, 4, and 6 on Thursday or Friday (dependent upon Group A or Group B).



Elementary Schedule Waiver/Plan B

Group A: A- L
Group B: M-Z
(adjust alphabet for school population)

Each class at each school site will be divided into two cohorts. Cohort A will attend school for 2 hours and 45 minutes. There will be a break to allow Cohort A to exit, room, and materials to be cleaned, and the entrance of Cohort B. Cohort A and B will not overlap for meals or at entering/exiting the campus. During the instructional time, there will be an outdoor activity in which cohorts will be kept separate through the assignment of the playspace. Playground equipment will not be used at this time.





Special Education

Specialized Academic Instruction (SAI) and Related Services will happen during the instructional day and on Wednesday as needed. Services will be pull out or push in determined by each student's IEP. Services on IEP as determined pre-COVID 19 will be provided unless otherwise agreed upon in an IEP meeting with parent consent.

***Full Pre-COVID services such as Speech, counseling, and other related services can be provided in person or virtually any day including Wednesdays. Services provided as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent.**

Therapeutic Learning Center (TLC)- Starting with 6 students (Max 10) students Self-contained class will be in session normal school hours with students receiving both group and individual therapy. Students will access General Education with only either cohort A or B as rostered or otherwise determined by school site. (Following Public Health and District Health Precautions). All other related services to be provided in person or virtual if possible or required as determined by the IEP team.

Adaptive Learning Center (ALC) and Medically Fragile (V. Peterson):

Students will receive service minutes as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent. Related services to be provided in person in a classroom setting or virtual if possible or required as determined by the IEP team. (Access to General Education-cohort A or B-to be determined by school site and IEP team dependent upon medical needs, if any)

EL Services and Intervention:

Integrated and designated ELD will continue to be offered through the hybrid model described above. EL Services and interventions will be offered on the Wednesday when students are not on campus via virtual Zoom meetings or on campus.

Progress monitoring assessments will continue to be administered..

Foster/Homeless:

- Prep time and teacher PLC time is Wednesday
- Teacher office hours will be provided via Zoom on Wednesdays

Lewis, Flamson Schedule Plan B

	Group A	Group B		Group A	Group B
Group A A- L Group B M- Z	8:15 - 10:06 Period 1 10:06- 10:21 Nutrition	8:15 - 10:06 Period 1 10:06- 10:21 Nutrition	*Teacher PLC (1 hour) *Teacher prep (1 hour)	8:15 - 10:06 Period 2 10:06- 10:21 Nutrition	8:15 - 10:06 Period 2 10:06- 10:21 Nutrition



(adjust alphabet for school population)	10:24- 10:42 Tutorial/SEL 10:42- 12:30 Period 3 12:30-1:10 Lunch 1:13- 3:01 Period 5	10:24- 10:42 Tutorial/SEL 10:42- 12:30 Period 3 12:30-1:10 Lunch 1:13- 3:01 Period 5	**Zoom support to students Specialist support for English Learners and students with IEPs.	10:24- 10:42 Tutorial/SEL 10:42- 12:30 Period 4 12:30-1:10 Lunch 1:13- 3:01 Period 6	10:24- 10:42 Tutorial/SEL 10:42- 12:30 Period 4 12:30-1:10 Lunch 1:13- 3:01 Period 6
*Room Cleaning between periods	*Tutorial with 3rd period teacher	*Tutorial with 3rd period teacher		*Tutorial with 4th period teacher	*Tutorial with 4th period teacher

Special Education

Specialized Academic Instruction (SAI) and Related Services will happen during the instructional day and on Wednesday as needed. RSP students receive ALL service minutes determined on Pre-COVID IEP or otherwise agreed upon through an IEP meeting with parent consent.

***Full Pre-COVID services such as Speech, counseling, and other related services can be provided in person or virtually any day including Wednesdays. Services provided as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent.**

Therapeutic Learning Center (TLC- Lewis)- Starting with 12 students (Max 12), Self-contained class will be in session normal school hours with students receiving both group and individual therapy. Students will access General Education with only either cohort A or B as rostered or otherwise determined by school site. (Following Public Health and District Health Precautions). All other related services to be provided in person or virtual if possible or required as determined by the IEP team.

Adaptive Learning Center (ALC- Lewis)- Students will receive service minutes as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent. Related services to be provided in person in a classroom setting or virtual if possible or required as determined by the IEP team. (Access to General Education-cohort A or B-to be determined by school site and IEP team dependent upon medical needs if any)

EL Services and Intervention:

Integrated and designated ELD will continue to be offered through the hybrid model described above. EL Services and interventions will be offered on the Wednesday when students are not on campus via virtual Zoom meetings or on campus.

Progress monitoring assessments will continue to be administered.



Liberty and PRHS Schedule Plan B					
	Group A	Group B		Group A	Group B
Group A A- L Group B M- Z (adjust alphabet for school population)	7:55-9:34 Period 1 9:34- 9:49 Nutrition 10:07-10:55 Tutorial 11:02- 12:41 Period 3 12:41- 1:16 Lunch 1:23- 3:02 Period 5	7:55-9:34 Period 1 9:34- 9:49 Nutrition 10:07-10:55 Tutorial 11:02- 12:41 Period 3 12:41- 1:16 Lunch 1:23- 3:02 Period 5	*Teacher PLC (1 hour) *Teacher prep (1 hour) **Zoom support to students Specialist support for English Learners and students with IEPs.	7:55-9:34 Period 2 9:34- 9:49 Nutrition 10:07-10:55 Tutorial 11:02- 12:41 Period 4 12:41- 1:16 Lunch 1:23- 3:02 Period 6	7:55-9:34 Period 2 9:34- 9:49 Nutrition 10:07-10:55 Tutorial 11:02- 12:41 Period 4 12:41- 1:16 Lunch 1:23- 3:02 Period 6
<p style="text-align: center;">Special Education</p> <p>Specialized Academic IEP Services will happen during the instructional day and/or on Wednesday's as needed. Students receive ALL service minutes determined on Pre-COVID IEP or otherwise agreed upon through an IEP meeting with parent consent.</p> <p>*Full Pre-COVID IEP services such as speech, counseling, and other related services can be provided in person or virtually any day including Wednesdays. Services provided as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent.</p>					
<p>Therapeutic Learning Center (TLC) - Starting with 10 students (Max 14), Self-contained class will be in session normal school hours with students receiving both group and individual therapy. Students will access General Education with only either cohort A or B as rostered or otherwise determined by school site. (Following Public Health and District Health Precautions). All other related services to be provided in person or virtual if possible or required as determined by the IEP team.</p>					
<p>Adaptive Learning Center (ALC)- Students will receive service minutes as delineated on Pre-COVID IEP or as otherwise agreed upon through an IEP meeting with parent consent. Related services to be provided in person in a classroom setting or virtual if possible or required as determined by the IEP team. (Access to General Education-cohort A or B-to be determined by school site and IEP team dependent upon medical needs if any)</p>					
<p style="text-align: center;">EL Services and Intervention:</p> <p>Integrated and designated ELD will continue to be offered through the hybrid model described above. EL Services and interventions will be offered on the Wednesday when students are not on campus via virtual Zoom meetings or on campus.</p> <p>Progress monitoring assessments will continue to be administered through the hybrid model.</p>					



Student Transition Periods

When students are transitioning between classes, activities, and upon arrival and dismissal, there is concern that they will congregate in tight spaces such as hallways, doorways, gates, and car and bus loading zones. Take extra precaution to prevent congregating. Masks are required.

- ✓ Post signs in prominent locations that face coverings are required.
- ✓ Mark hallways with blue tape to designate one-way traffic.
- ✓ Minimize the use of lining up students.
- ✓ Place signs or tape on the ground reminding people to maintain physical distancing when lined up.
- ✓ Consider prohibiting the use of hallway lockers.
- ✓ Do not allow eating while students are walking between classes to avoid removal of face coverings.





Standing in Line

- ✓ Minimize the use of lining up students.
- ✓ When possible, have students enter classrooms when they arrive as opposed to lining up outside, this will minimize exposure.
- ✓ When students are lined up, require they provide 6 feet separation between each other.
- ✓ For areas that require lining up, mark the spacing using blue painters' tape or other removable product.

Classroom Physical Distancing

Physical distancing is the best protection to prevent virus transmission. To ensure school classrooms are providing the necessary protective actions to reduce virus transmission there are two classroom physical distancing requirements based on the direction provided by the County Public Health. In both requirements, the following will apply:

- ✓ All classroom surfaces will be sanitized prior to class starting.

This will include wiping down all touch surfaces, such as door handles, mirrors, etc.

- ✓ Consider having back-up classrooms available in case a classroom has to be closed for disinfecting.

Planning Level	Comments
Plan A	No more than 60 people in one space. Maximize physical distancing when available. All desks face forward in rows. Normal occupancy, disinfect daily and continued hygiene protocols.
Plan B	3-6 foot distancing between students and their desks. All desks face forward in rows, daily disinfecting, and continued hygiene protocols.

- ✓ Prior to coming into the classroom or upon entering, all students and staff will properly wash their hands with water and soap or use hand sanitizer.
- ✓ Students will limit their movement once in the class, but recognize that they may occasionally need to pass by other students.



- ✓ Teachers will wear face shields or face mask when students are in the classroom
- ✓ Use of white boards by students should be discouraged.
- ✓ Ventilate bathrooms as much as possible.
- ✓ Limit the number of students in the bathroom to ensure physical distancing. This will require more planning and monitoring.
- ✓ When possible, add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals when they cannot be at least 6 feet apart. Post proper handwashing signs in the bathroom.
- ✓ Restroom touch surfaces should be disinfected regularly, at least twice a day or as needed during a school day.
- ✓ Full cleaning and disinfecting of restrooms will occur at the end of school day or prior to school beginning.
- ✓ Keep exterior bathroom doors open as feasible.
- ✓ Place bathroom trash cans by the exit door as possible to encourage the use of a paper towel to open doors.

Student/Staff Campus Arrival

- ✓ When a student arrives at school, the expectation is that the student has already been health-screened by their parent or caregiver.
- ✓ If staff sees a student who does not look well, then they should privately ask the student how they feel. If the student does not feel well, staff should then follow Guideline Student/Staff Illness at School.
- ✓ To reduce the exposure of students and staff to the virus, only students and staff will be allowed on campus during the pandemic emergency. If a visitor has any questions or concerns, they should be directed to the school office.
- ✓ Exceptions to prohibiting visitors on campus may vary; the school administrator will make the determination on allowing the visitor. The visitor shall wear a face covering over their nose and mouth at all times, properly wash their hands, and check in at the office as a visitor.
- ✓ All students and staff should arrive at school with a clean face covering. The school should have a supply of clean face coverings in case a student or staff member does not have one.
- ✓ Students and staff will properly wear a face covering when they arrive at school. There



will be exceptions for students who cannot wear a face covering for emotional or health reasons.

- ✓ Minimize the use of having students line up. When lining up provide 6-feet between students.
- ✓ All students will properly wash or sanitize their hands before going into class or immediately after entering.

Physical Education & Physical Activity It is critical to maintain a balanced curriculum with continued physical education and other learning experiences, rather than an exclusive emphasis on core subject areas. Maintaining physical distancing while participating in playground activities, physical education classes, and sports will be a challenge.

Physical Education & Physical Activity The terms physical education and physical activity are often used interchangeably, but they differ in important ways. Every student needs both a quality PE program and physical activity program. Sunlight Disinfection⁶ A recent simulated sunlight study by the “Journal of Infectious Diseases” (jiaa274, <https://doi.org/10.1093/infdis/jiaa274>, 20 May 2020) showed that SARS-CoV-2 became 90% inactivated in less than 15 minutes when exposed to the equivalent of mid-day sun. The data provided evidence that natural sunlight may be effective as a disinfectant for contaminated non-porous materials. Time of year and cloud cover changed the outcomes. In contrast, no significant decay was observed in darkness over the sixty-minute test duration. Other studies show that approximately 18 to 23 hours under indoor conditions are required for a 90% reduction in infectivity for non-porous stainless steel and plastic surfaces, respectively.

Protective Measures

- ✓ Students and staff should properly wash or sanitize hands prior to engaging in play, physical education, or sports.
- ✓ If physical distancing can be maintained, children should not wear face coverings when playing or doing sports.
- ✓ Keep students with their regular cohort during activities whenever possible.
- ✓ Sports equipment should be cleaned each day.
- ✓ Playground equipment in direct sunlight may be safe to use by each cohort without disinfecting if in direct sunlight for 15 minutes. Otherwise, playground equipment should be disinfected before use by each cohort.
- ✓ When students are touching the same equipment such as balls, frisbees, jump ropes, tether balls, etc., they should be reminded not to touch their face until they have properly washed their hands.
- ✓ Remind students not to touch their faces.



<https://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp# covid19 6>

<https://academic.oup.com/jid/advance-article/doi/10.1093/infdis/jiaa274/5841129>

✓ If students are lining or grouping up for an activity, they should maintain a 6-foot physical distance.

Team Sports All team sports are out until further guidance/pending guidance from the state.

The more people with whom a student or coach interacts, the closer the physical interaction, the more sharing of equipment there is by multiple players, and the longer that interaction, the higher the risk of COVID-19 spread. Therefore, the risk of COVID19 spread can be different, depending on the type of activity. The risk of COVID-19 spread increases in youth sports settings as follows:

Lower Risk: Sports that can be done with physical distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

- Examples: Individual running events (spring) throwing events (shot put, discus), individual swimming (spring), girls golf (fall), boys golf (spring) cross country (fall)

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

- Examples: Basketball (winter) volleyball* (girls -fall/boys-spring), baseball*(spring), softball*(spring), soccer (winter), water polo (fall), tennis* (girls-fall/ boys-spring), swimming relays (spring), pole vault* (spring) high jump* (spring), long jump* (spring) sideline cheer (fall and winter) • *Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. • Examples: Wrestling (winter), football (fall), competitive cheer (spring), dance (all year)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>
[25](#)

Reducing Team Sport Risk

- ✓ Space players at 6-foot intervals when warming up or anytime possible.
- ✓ Spread players at 6-foot intervals when sitting on benches.
- ✓ Wear face coverings when physical distancing cannot be maintained and not engaged in strenuous activities.



- ✓ Coaches should be role models for use of face coverings. Wear a cloth face cover and encourage parents, fans, officials, and sports staff to wear one during practices and games.
- ✓ Encourage individuals to wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- ✓ Provide plentiful supplies of hand sanitizer to be available to individuals as they transfer from place to place.
- ✓ Wipe down weight equipment thoroughly before and after an individual's use of equipment.
- ✓ Wear appropriate clothing/shoes at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces.
- ✓ Cover any equipment such as weight benches, athletic pads, etc. having holes with exposed foam.
- ✓ Encourage students to shower and wash their workout clothing immediately upon returning to home.
- ✓ Clean athletic equipment such as bats, batting helmets and catchers gear between each use. Other equipment, such as hockey helmets/pads, wrestling ear guards, football helmets/other pads, lacrosse helmets/pads/gloves/eyewear should be worn by only one individual and not shared.
- ✓ Do not share athletic towels, clothing or shoes between students.
- ✓ Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.
- ✓ Use personal water bottles and do not allow water bottles to be shared.
- ✓ Focus on individual skill building versus competition.
- ✓ For contact sports, limit the time players spend close to others by playing full contact only in game-time situations.
- ✓ Decrease the number of competitions during the season.
- ✓ Modify practices so players work on individual skills, rather than on competition.
- ✓ Coaches may also put players into small groups (cohorts) that remain together and work through stations, rather than switching groups or mixing groups.
- ✓ Minimize or even prohibit the sharing of equipment (bats, balls, water bottles, towels) and disinfect equipment before being used by another student.
- ✓ Consider decreasing the size of teams.



- ✓ Consider prohibiting visitors, spectators, or volunteers.
- ✓ Limit travel to areas with COVID-19 outbreaks.
- ✓ Ventilate indoor facilities to increase circulation, practice outdoors, and play outdoors.
- ✓ Use prepackaged snacks.
- ✓ Have handwashing stations or hand sanitizers should be available.
- ✓ No spitting.
- ✓ Follow physical distancing requirements when scheduling contests and events for the fall. Physical distancing (as required by state or local health departments) will need to be maintained on buses/vans. CDC video Youth Sports: Tips to Protect Players from COVID-19 <https://youtu.be/LMBzjaVRChY> 27

STAY SAFE ON AND OFF THE FIELD



Stay home if
you are sick.



Bring your own
equipment and gear
(if possible)



Cover your coughs
and sneezes with a
tissue or your elbow.



Wash your hands or
use sanitizer before
and after events and
sharing equipment.



Tell a coach or staff
member if you don't
feel well.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

KEEP YOUTH ATHLETES SAFE

Reduce the Spread of COVID-19 in Youth Sports

Reduce physical closeness between players when possible

- Allow players to focus on building individual skills, like batting, dribbling, kicking, and strength training
- Limit full contact between players to game days (avoid during practice)
- Increase space between players in the practice areas, including on the sideline, dugout, and bench
- Avoid high fives, handshakes, fist bumps or hugs

Minimize sharing of equipment or gear

- Encourage players to bring their own equipment, like gloves, balls, and helmets (if possible)
- Clean and disinfect shared items between use

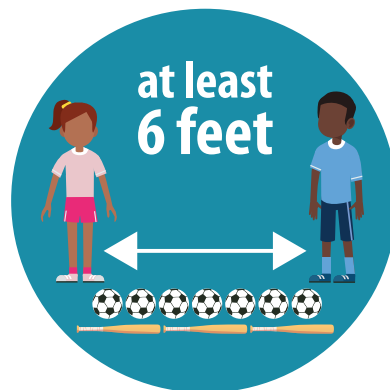
Limit travel outside of your area

- Consider competing against teams in your local area (neighborhood, town, or community)

Identify small groups and keep them together

- Avoid mixing between groups
- Stagger the arrival and drop off of each group to limit interaction
- Have scrimmages within team to limit exposure

Implement plans to **space out spectators by 6 feet** at games or competitions. Limit nonessential visitors, spectators, and volunteers.



Lower Risk



Higher risk



Skill-building drills at home



Within-team competition



Full competition from different areas





Choir, Band, and Drama Classes

The objective is to invite and involve students in music classes in a safe, flexible way to further their education and experience in the Arts while minimizing the risk of illness. There are several case studies of choirs having superspreading events where the majority of members were infected with COVID-19. The act of singing and projecting voices contribute to transmission through greater emission of aerosols. Aerosol distance is affected by loudness of vocalization. No wind or brass instruments played in a group. No drama or musical performances with live audience until further notice. Based upon current guidelines, drama and musical activities would have to be performed with masks. Therefore providing protective measures for choir, band and drama classes is essential. The following will help reduce transmission but will not eliminate all risk:

- ✓ Use distance learning for choir as the preferred approach.
- ✓ Maintain physical distancing as far apart as possible.
- ✓ Actively ventilate the room with fans and air-conditioning.
- ✓ Use outside space when possible with curriculum and weather.
- ✓ Increased ventilation in rooms to move air with fans and open doors.
- ✓ Consider an online approach that provides protection and supports staff and students who are at higher risk for severe illness.
- ✓ Consider practicing in small cohorts that always stay together.
- ✓ Do not allow sharing of printed material. Use projection screens instead or provide printed music for individual students for hands on learning.
- ✓ Perform specialized cleaning and prepping in preparation for checking out equipment.
- ✓ Increase sanitizing of equipment.
- ✓ Prepare additional music equipment planning to and use the usual procedure for check out.
- ✓ Do not share musical instruments, and, if necessary, disinfect them prior to sharing.
- ✓ Place the conductor or others facing the choir as far back as possible, 10 to 20 feet, wearing a mask and shield or behind plexiglass.



<https://www.cdc.gov/mmwr/volumes/69/wr/mm6919e6.htm> 10

https://www.chorusamerica.org/sites/default/files/resources/COVIDRehearsalGuide_Seelig_Final.pdf 11

<https://medicine.uiowa.edu/iowaprotocols/wind-instrument-aerosol-covid-era-covid-19-and-horns-trumpets-trombones-euphoniums-tubas-recorders> 12

https://www.namm.org/sites/www.namm.org/files_public/resources/COVID19%20Instrument%20Cleaning%20Guidelines.pdf

Other advisement for VAPA

- ✓ Record concerts and productions for online audiences.
- ✓ Limit the audience size, if performing before a live audience, prevent the audience from occupying the front rows, and help them maintain physical distancing.
- ✓ Disinfect microphones, microphone stands, music stands, and podiums.
- ✓ Limit porous material such as furniture and props that cannot be easily cleaned.
- ✓ There is not enough information about the risk of wind instruments and aerosol production.
 - ✓ Do not allow spit valves on wind instruments to be emptied on the floor. Instead, musicians should have a disposable rag that is then properly disposed of in a receptacle and the musician washes their hands.

Technology

The District in all plans will be relying on technology to instruct and provide important information. With any distance learning, there are important considerations to assure effectiveness and equity.

- ✓ Hot spots will be checked out to any student or staff member needing it for distance learning.
- ✓ Chromebooks will be checked out to any student or staff member needing it. Issued at one per student. Following the tech protocols to minimize sharing of devices.
- ✓ The Student Information System, Aeries, allows for student tracking of health office visits.
- ✓ Provide increased family support for how to use the technology.



Early Learning and Care

Early Learning program providers will need to be well-resourced with cleaning and medical supplies, paying specific attention to handwashing stations, use of PPE by staff—face coverings at a minimum, and disinfecting procedures for all shared surfaces and materials, including toys and other manipulatives. (See

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Childcare-Decision-Tree.pdf>)

All staff and children should minimally undergo temperature checks at the start of each day and appropriate actions should be taken as health concerns including, but not limited to, a temperature above 99.5 degrees Fahrenheit or known exposures to COVID-19 arise.

Early Learning program providers should also take steps to ensure their ability to maintain reasonable physical distancing prior to reopening, including the following:

- Adhering, to the extent possible, to best practices guidance issued by the [CDSS](#) regarding group size and ratios while also maintaining contractual requirements, unless waived.
- Instituting procedures to ensure children are grouped in the same configuration, with the same staff throughout the day and restrict mixing between groups. This may require reconfiguring the physical space (e.g., deconstructing centers to ensure access to all types of activities for all children) or moving children between physical spaces throughout the day.
- Closing or repurposing communal spaces such as cafeterias and libraries while implementing physical distancing procedures. Such spaces may offer opportunities for reconfiguring to support smaller groups of children.
- Maximizing outdoor time for children in accordance with schedules to rotate use and allow for cleaning of any shared materials or equipment.
- Utilizing head-to-toe placement of children and creating physical barriers, as needed, to protect children and ensure distancing during nap times.
- Staggering arrival and pick-up times to limit direct contact with and between parents and caregivers to the greatest extent possible and creating processes such as curb pick-up or different doors for entering and exiting to the greatest extent possible.

CHILD CARE PROGRAMS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist directors and administrators in making (re)opening decisions regarding child care programs during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



Classroom or School Closure

The school site administrator in collaboration with the Superintendent (or designee) and the County Public Health will determine when to close a classroom(s), or a school either for a few days, long enough to meet the 14-day quarantine period or for a longer period. The decision to close will be guided by the decision matrix and flow chart.

Once a decision has been made to close a classroom or school the following procedure will be used as a guide:

- ✓ A conference call will be held with:
 - School Administrator
 - District Assistant Superintendent
 - County Public Health
- ✓ Determine the timing of the closure, immediate or the following school day.
- ✓ Determine length of time based on time it will take to conduct contact tracing, (48 hours.)
- ✓ Notify school staff.
- ✓ Close classroom until disinfected by custodial staff.

Alternative Academic Instruction During Home Quarantine If a class, classes or a school is temporarily closed to identify the need for a quarantine or for a quarantine the following will be utilized.

School closed for three days or less

- No alternative education will be used.
- Teachers will encourage families to have students spend time reading each day.
- Complete current assignments and homework.

Schools closed from 4 to 14 days Teachers will implement District Distance Learning Model.

Please see current CDPH guidance regarding classroom, school, and district closures:

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

COVID-19 and Reopening In-Person Learning
Framework for K-12 Schools in California, 2020-2021 School Year
July 17, 2020

Overview

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

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

In-Person Re-Opening Criteria

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

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

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

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

Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

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

Who should be tested and how often?

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

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

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

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

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

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

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

Guidance on School Closure

What are the criteria for closing a school?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

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

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

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

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

What are the criteria for closing a school district?

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

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

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

State Resources for Case, Contact & Outbreak Investigations

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

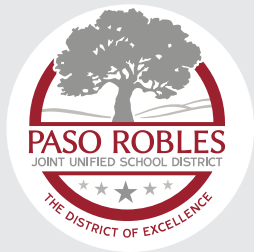
***PRJUSD will work alongside SLO County Public Health in response to positive test cases. Staff testing will be conducted in accordance with CDPH recommendations when there is a confirmed case of COVID-19 as practicable. Additionally, Public Health screening will be supplemented, as needed, by district purchased commercial tests, 200 of which have been ordered to begin random testing of staff as soon as possible.**

Students who are symptomatic will be recommended to visit their private physician or the nearest ready slo testing site using the link below:

<https://www.readyslo.org/en/index.aspx>

Additionally, PRJUSD will follow the CDPH recommendations listed in the COVID 10 and Reopening In-peron learning Framework for K-12 Schools in California , 2020-2021 School Year (Juy 17, 2020).





SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

As we reopen schools in our new normal after COVID-19 school closures, students will have a range of emotions including fear of the unknown, anxiety, and stress. It is important to pay close attention to our children's feelings. These are abnormal times and having different responses are normal reactions to these times. We want our children to know it is okay to feel a mix of emotions and that we are here to support them.

HOW WE WILL SUPPORT ALL STUDENT'S RETURN TO SCHOOL?

Knowing how our students feel is important to us!

- All parents will be asked to complete a survey on their child and how they are feeling about returning to school.
- Students grades 4-12 will also complete a survey during their first week back to school. **STAFF SURVEY LINK** **STUDENT/PARENT SURVEY LINK**
- **STAFF TRAINING:** All staff will be trained on supports and self-care needed to assist our students.

STAFF TRAINING: 3 R's of Concern

- Recognizing signs of stress, anxiety and depression
- Staff: 3 R's of Concern:
 - Recognizing a concern
 - Responding to a Concern
 - Reporting a Concern
- Self-Care



ALL STUDENTS WILL RECEIVE SUPPORTS/TRAINING IN:
Dealing with stress, resiliency, and coping strategies through classroom social-emotional curriculum:
Elementary, Middle and High School.

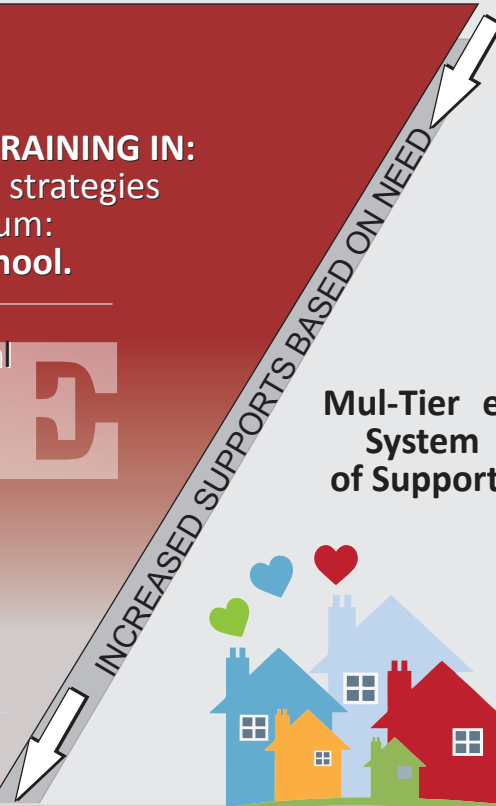


GROUPS: Students who need additional supports, will be provided with group counseling by request or referral.



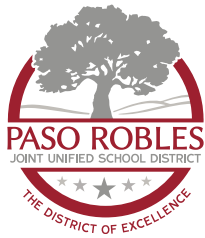
INDIVIDUAL: Students who need more intensive support will be provided with individual counseling and supports by referral by school counselors, mental health therapists, and school psychologists.

Remember: We are all in this together. We will have options for school reopening including traditional school, blended learning, and distance learning options. We will get through this together with your partnership. We have updated all cleaning procedures, we are practicing social distancing and following guidelines from our state government and county departments of health.



Helpful Hints at Home:

- Acknowledge and support children in processing their full range of emotions and concerns while offering calm and reassurance.
- Share with children what you're doing to keep them safe. Help children learn about and practice protective strategies, such as frequent handwashing, to stay healthy.



SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

STAFF TRAINING FOR STUDENT NEEDS

Resource:

<https://childmind.org/>

The FIRST STEP is Recognizing a CONCERN Signs of Anxiety

Inattention and restlessness

When a child is squirming in his seat and not paying attention, we tend to think of ADHD, but anxiety could also be the cause. When kids are anxious in the classroom, they might have a hard time focusing on the lesson and ignoring the worried thoughts overtaking their brains. "Some kids might appear really 'on' at one point but then they can suddenly drop away, depending on what they're feeling anxious about," says Dr. Schuster. "That looks like inattention, and it is, but it's triggered by anxiety."

Attendance problems and clingy kids

It might look like truancy, but for kids for whom school is a big source of anxiety, refusing to go to school is also pretty common. School refusal rates tend to be higher after vacations or sick days, because kids have a harder time coming back after a few days away.

Going to school can also be a problem for kids who have trouble separating from their parents. Some amount of separation anxiety is normal, but when kids don't adjust to separation over time and their anxiety makes going to school difficult or even impossible, it becomes a real problem. Kids with separation anxiety may also feel compelled to use their phones throughout the day to check in with their parents.

Disruptive behavior

Acting out is another thing we might not associate with anxiety. But when a student is compulsively kicking the chair of the kid in front of him, or throws a tantrum whenever the schedule is ignored or a classmate isn't following the rules, anxiety may well be the cause. Similarly, kids who are feeling anxious might ask a lot of questions, including repetitive ones, because they are feeling worried and want reassurance.

Anxiety can also make kids aggressive. When children are feeling upset or threatened and don't know how to handle their feelings, their fight or flight response to protect themselves can kick in — and some kids are more likely to fight. They might attack another child or a teacher, throw things, or push over a desk because they're feeling out of control.

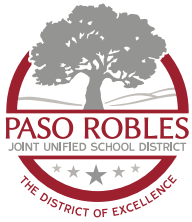
Frequent trips to the nurse

Anxiety can manifest in physical complaints, too. If a student is having unexplained headaches, nausea, stomachaches, or even vomiting, those could be symptoms of anxiety. So can a racing heart, sweaty palms, tense muscles, and being out of breath.

Trouble answering questions in class

Sometimes kids will do perfectly well on tests and homework, but when they're called on in class teachers hit a wall. There are several different reasons why this might happen.

If they do get called on, sometimes kids get so anxious that they freeze. They might have been paying attention to the lesson and they might even know the answer, but when they're called on their anxiety level becomes so heightened that they can't respond.



SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

STAFF TRAINING FOR STUDENT NEEDS

Signs of Teen Depression

SOURCE: <https://www.mayoclinic.org/diseases-conditions/teen-depression/symptoms-causes/syc-20350985>

Teen depression signs and symptoms include a change from the teenager's previous attitude and behavior that can cause significant distress and problems at school or home, in social activities, or in other areas of life. Depression symptoms can vary in severity, but changes in a teen's emotions and behavior may include the examples below.

- Feelings of sadness, which can include crying spells for no apparent reason
- Frustration or feelings of anger, even over small matters
- Feeling hopeless or empty
- Irritable or annoyed mood
- Loss of interest or pleasure in usual activities
- Loss of interest in, or conflict with, family and friends
- Low self-esteem
- Feelings of worthlessness or guilt
- Fixation on past failures or exaggerated self-blame or self-criticism
- Extreme sensitivity to rejection or failure, and the need for excessive reassurance
- Trouble thinking, concentrating, making decisions and remembering things
- Ongoing sense that life and the future are grim and bleak
- Frequent thoughts of death, dying or suicide
- Behavioral changes

Responding to a **OVERALL** student concerns as a **STAFF MEMBER**:

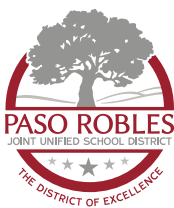
- 1) **Talk with your student**, acknowledge and listen
- 2) Know the **signs of anxiety and depression**
- 3) Know the **supports we have in place** (counseling, mental health, school psychologist)

Modeling Healthy Behaviors

Teachers can use classroom downtimes to model resilience. Being open about what's stressing you out, for example, can help students see the real side of you. Then, talking about and sharing your own stress coping mechanisms can provide a healthy model for students in your class.

Modeling Resilience

Teachers are models for how to cope with stress, setbacks and disputes. Students look to their teachers to learn how they should bounce back in the face of everyday challenges. Developmental psychologist Daniel P. Keating refers to this skill as resiliency. Resiliency helps people counteract stress from all directions. Specifically, resiliency is rooted in a growth mindset.



SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

STAFF TRAINING FOR STUDENT NEEDS

Reporting a Concern

- **Communicate** with parents and support staff the concerns you have
- **Follow up** with the student and administrator

What's normal, and what's not.

It can be difficult to tell the difference between ups and downs that are just part of being a teenager and teen depression.

Talk with a teen. Try to determine whether he or she seems capable of managing challenging feelings, or if life seems overwhelming.

When to see a doctor

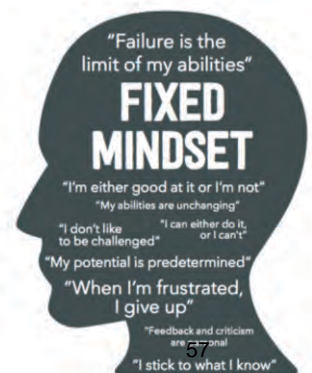
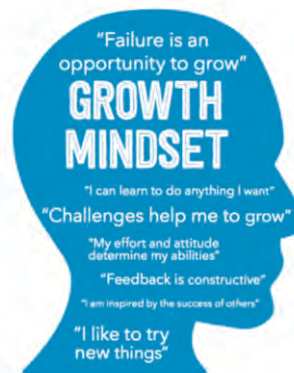
If depression signs and symptoms continue, begin to interfere in a teen's life, or cause you to have concerns about suicide or your teen's safety, talk to a doctor or a mental health professional trained to work with adolescents

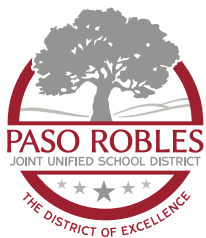
Always report serious concerns and follow District suicide prevention protocols.

GROWTH MINDSET

This mindset means that, with work and discipline, anything can improve and advance. By creating a resilient culture, schools and their staff become more agile while staying focused on their primary goal of providing students with a foundation for lifelong success.

**STEPS FOR STAFF RESPONSES FOR STUDENTS:
RECOGNIZE, RESPOND, REPORT...
GOAL is RESILIENCY!**





SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

SELF-CARE: STAFF TRAINING FOR STAFF Support Coping and Resilience.

IMPORTANT FOR STAFF TO BE TRAINED IN RECOGNIZING THE FOLLOWING ABOUT OUR CURRENT SITUATION:
(Source: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>)

Pandemics can be stressful

The coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. However, these actions are necessary to reduce the spread of COVID-19. Coping with stress in a healthy way will make you, the people you care about, and your community stronger.

Stress during an infectious disease outbreak can sometimes cause the following:

- Fear and worry about your own health and the health of your loved ones, your financial situation or job, or loss of support services you rely on.
- Changes in sleep or eating patterns.
- Difficulty sleeping or concentrating.
- Worsening of chronic health problems.
- Worsening of mental health conditions.
- Increased use of tobacco, and/or alcohol and other substances.

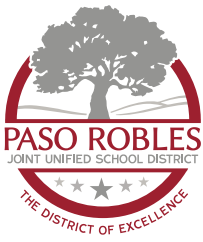
Take care of your mental health.

You may experience increased stress during this pandemic. Fear and anxiety can be overwhelming and cause strong emotions.

Everyone reacts differently to stressful situations

How you respond to the COVID-19 pandemic can depend on your background, your social support from family or friends, your financial situation, your health and emotional background, the community you live in, and many other factors. The changes that can happen because of the COVID-19 pandemic and the ways we try to contain the spread of the virus can affect anyone.





SOCIAL EMOTIONAL SUPPORTS FOR REOPENING SCHOOLS

SELF-CARE: STAFF TRAINING FOR STAFF

Take care of your mental health

Mental health is an important part of overall health and wellbeing. It affects how we think, feel, and act. It may also affect how we handle stress, relate to others, and make choices during an emergency.

People with pre-existing mental health conditions or substance use disorders may be particularly vulnerable in an emergency. Mental health conditions (such as depression, anxiety, bipolar disorder, or schizophrenia) affect a person's thinking, feeling, mood or behavior in a way that influences their ability to relate to others and function each day. These conditions may be situational (short-term) or long-lasting (chronic). People with pre-existing mental health conditions should continue with their treatment and be aware of new or worsening symptoms. If you think you have new or worse symptoms, call your healthcare provider.

Call your healthcare provider if stress gets in the way of your daily activities for several days in a row. Free and confidential resources can also help you or a loved one connect with a skilled, trained counselor in your area.

Take care of **yourself** and your **community**

Taking care of your friends and your family can be a stress reliever, but it should be balanced with care for yourself. Helping others cope with their stress, such as by providing social support, can also make your community stronger. During times of increased social distancing, people can still maintain social connections and care for their mental health. Virtual communication (like phone calls or video chats) can help you and your loved ones feel less lonely and isolated.

Healthy ways to cope with stress:

- Know what to do if you are sick and are concerned about COVID-19. Contact a health professional before you start any self-treatment for COVID-19.
- Know where and how to get treatment and other support services and resources, including counseling or therapy (in person or through telehealth services).
- Take care of your emotional health. Taking care of your emotional health will help you think clearly and react to the urgent needs to protect yourself and your family.
- Take breaks from watching, reading, or listening to news stories, including those on social media. Hearing about the pandemic repeatedly can be upsetting.
- Take care of your body.
- Take deep breaths, stretch, or meditate.
- Try to eat healthy, well-balanced meals.
- Exercise regularly.
- Get plenty of sleep.
- Avoid excessive alcohol use and drug use.
- Make time to unwind. Try to do some other activities you enjoy.
- Connect with others. Talk with people you trust about your concerns and how you are feeling.
- Connect with your community- or faith-based organizations. While social distancing measures are in place, consider connecting online, through social media, or by phone or mail.
- Know the facts to help reduce stress.
- Knowing the facts about COVID-19 and stopping the spread of rumors can help reduce stress and stigma. Understanding the risk to yourself and people you care about can help you connect with others and make an outbreak less stressful.

COMMUNICATION AND SUPPORT
IS KEY TO STAFF SUCCESS

Our District provides
additional resources
through:

Employee Assistance Program: <https://sisc.kern.org/wp-content/uploads/sites/19/2014/02/EAP-brochure-2018.pdf>





Food Services

Many children receive their primary nutrition and meals at school. Providing essential nutrition while minimizing the risk is our goal.

- ✓ Serve individually plated or boxed meals in classrooms or an outside space that keeps the class isolated instead of in a communal cafeteria, while ensuring the safety of children with food allergies.
- ✓ If the cafeteria is used, consider longer lunch to stagger meal times to minimize the number of people inside the cafeteria at one time and keep people 6 feet apart.
- ✓ Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- ✓ If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.
- ✓ Clean and disinfect common surfaces between groups.
- ✓ Continue nutritious meal distribution for students on meal programs.
- ✓ No student or staff member (including food service workers) should enter the kitchen/cafeteria if they are feeling sick.
- ✓ Post signs that discourage touching face after sanitizing and not to enter if you are sick, and proper handwashing.
- ✓ Provide cafeteria staff with PPE (face coverings, gloves) and train on how to properly use.
- ✓ Assure gloves are properly used when handling ready to eat foods, during food preparation and service, when receiving deliveries and when cleaning and sanitizing. Install sneeze guards at checkout counters and self-serve areas, where possible.
- ✓ Have hand sanitizer available at the entry and checkout areas.
- ✓ Sanitize the kitchen prep areas before starting work for the day. Sanitize areas before and after starting every task, this includes table tops and work areas.
- ✓ Clean and disinfect frequently touched surfaces within the kitchen at least daily and in between uses (for example, door handles, sink handles, PIN Pad, countertops).



- ✓ Schedule to allow adequate time for cleaning and disinfecting between groups: wiping down frequently touched surfaces.
- ✓ Provide physical guides as visual cues such as floor decals, colored tape on floors or sidewalks and signs on walls, to ensure safe traffic flow.
- ✓ When possible and safe to do so, doors and/or windows will be open to increase flow of outside air, and to minimize door handles being touched.
- ✓ Print and post all guidelines for food service.
- ✓ Any distance learners could sign up to receive weekly meal kits.
- ✓ Ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
- ✓ Clean and sanitize drinking fountains and encourage staff and students to bring their own water to minimize use and touching of water fountains.
- ✓ Allow only PRJUSD Staff in the kitchen, or delivery area during service. No children, office staff, administration, or vendors may be in the kitchen.
- ✓ When outside deliveries arrive, they must be left at the door. Please accept deliveries verbally at the door, and the vendor can sign off for you. Avoid contact with clipboards, pens, etc. Wear gloves when putting away deliveries and then wash hands
Elementary sites: ALL classes eat in classroom.
- ✓ Serve individually plated meals at desk.
- ✓ Additional garbage bins and service needed.

Elementary sites: In the cafeteria

- ✓ Visit the cafeteria in classroom groups to limit mixing between groups; keep groupings as static as possible.
- ✓ Elementary students should wear a visible name tag with their name and ID number for the cashier to record the transaction rather than a student entering ID PIN.

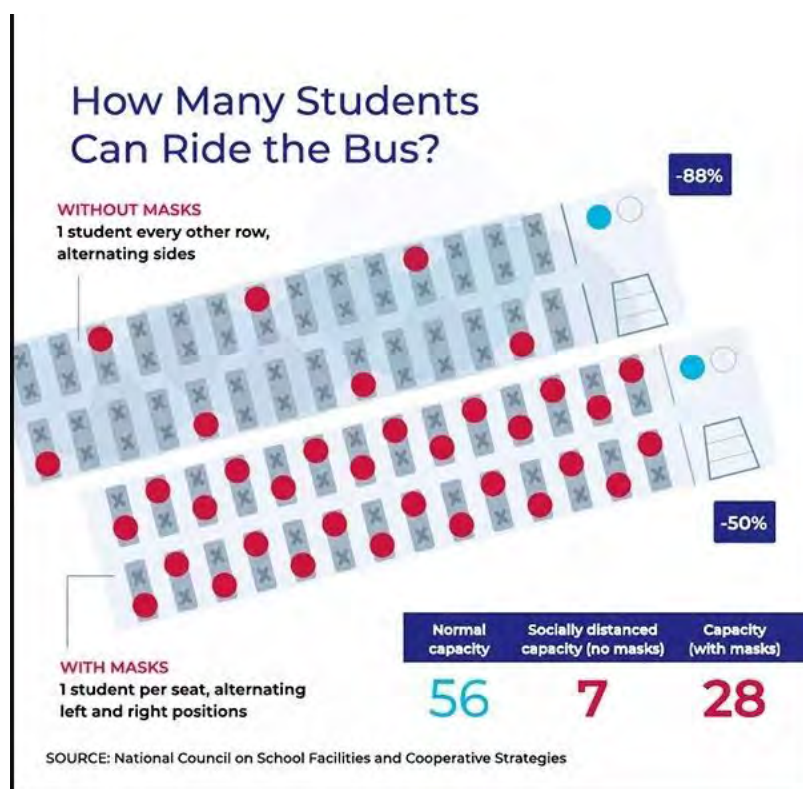
Secondary sites:

- ✓ Offer Delicious Grab & Go Options.
- ✓ Consider additional meal times to allow no more than 50 per kiosk at a time.
- ✓ Offer Breakfast/Snack Grab and Go only (pre-order options or self-serve).
- ✓ Prioritize outdoor seating as much as possible.



School Bus Transportation

Bus Transportation will only be provided for special education students based on the current CDE guidelines of limited bus capacity. In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use. Routing is the responsibility of the transportation providers at local levels. Each LEA or private carrier will need to evaluate the needs of the students that are provided transportation. Transportation providers should be assessing their routes now to determine what will work for their individual area by surveying families and collaborative planning with stakeholders.



Vehicle Cleaning

More information on cleaning practices is available in the [CDC Cleaning and Disinfecting Your Facility Guidelines](#). NOTE: Wear disposable gloves to clean and disinfect. .

- ✓ Buses will be sanitized each morning prior to leaving the bus facility and in the afternoon. This will include wiping down all touch surfaces, such as handrails, seats, backrests, backs of seats, steering wheel and shifter handles, door handles, mirrors, etc.
- ✓ Students should avoid touching surfaces and each other unnecessarily.



- ✓ Hand sanitizers installed on buses will be used by students when entering.
- ✓ Students should sit with siblings when possible.
- ✓ Students should use alternative transportation if possible.
- ✓ Provide physical spacing between the driver and the students on the bus (at least one row).
- ✓ Only students and school staff are permitted on school buses.
- ✓ Students will line up to get on the bus in a safe location. Students will wear face coverings in anticipation of boarding the bus.
- ✓ Require face coverings over the nose and mouth on school buses for all that are able to wear them.



After School Programs

After school services provided by ASES and PRYDE will continue to be an important part of the support provided to families. When school is in session, the after school program models will adjust depending upon which plan the school district selects and/or which model parents choose. ASES and PRYDE will provide services after school, to the programs currently enrolled families, on days when the enrolled student is present on campus. If the district were to provide a complete distance learning program, the role of ASES and PRYDE will be determined by the school district in compliance with each program's contract type. The PRYDE contract may provide full day options for enrolled families during specified times. ASES staff may also provide additional support during distance learning. Alternate local care providers may provide full or part day services to families when PRYDE and ASES cannot.

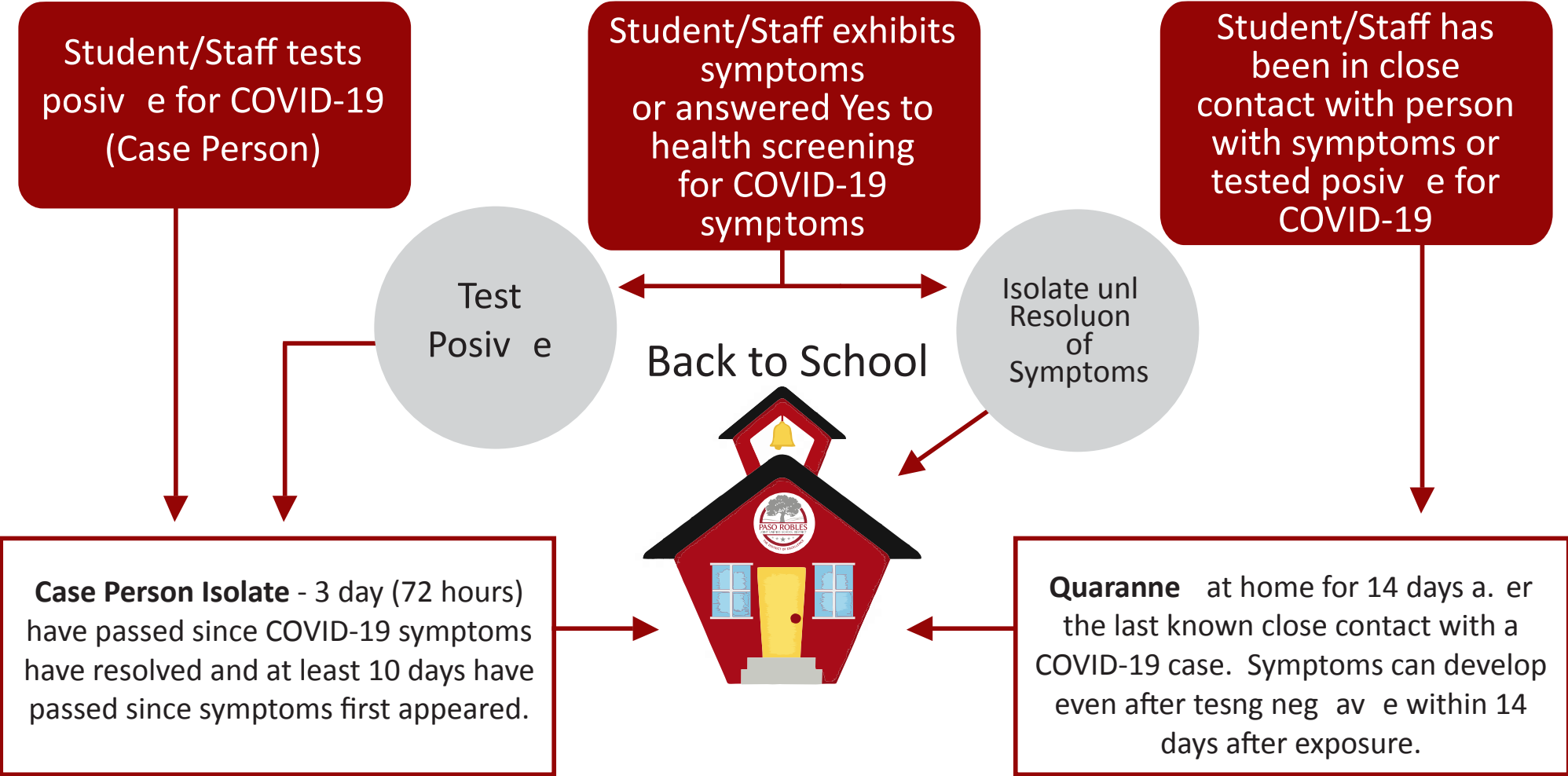
- Staff will conduct an observational well check of each child and incorporate hand washing or sanitizing upon arrival to the program.
- Hand washing or sanitizing will be incorporated into all transitions from location to location and between activities as often as is reasonably possible.
- Students will be encouraged to use safe and proper cleaning procedures of their own work spaces as often as possible.
- Staff will increase frequency of cleaning of common high touch areas such as tables.
- All student personal belongings will be required to be inside students' backpacks and kept either on hooks outdoors or stored in a manner intended to minimize contact. (No toys from home will be allowed)
- Staff and students will wear masks or face shields as designated by the stricter guidance of PRJUSD or contractual agencies.
- Students will be organized into small groups for activities and homework support as often as possible.
- Program manipulatives, materials and toys will be available in small use quantity for easy rotation between small group use.
- Each classroom will have a designated "waiting to be cleaned" area for containers of items which need to be prepared for recirculation.
- Student groups will eat outdoors as often as weather permits, in varied group times when reasonable.
- Staff will wear gloves during snacks and meals, there will be no sharing of food and limited eating outside of regular designated meal times
- No child will be allowed to attend with visible symptoms unless symptoms are from a known cause such as allergies or asthma, confirmed by a medical provider.
- No child will be eligible to attend until fever free for 24 hours.
- Students who become ill while at the program will be sent to the nurse's office for isolation and parent pickup.
- Should a student fall ill after school offices are closed, the student will be isolated. Other students will remain outdoors or utilize a clean space until the classroom can be sanitized and ventilated.

After School Programs



- A student who is not picked up in a timely manner when ill with symptoms may be permanently excused from returning to the program.
- A confirmed COVID19 test could result in unexpected program or classroom closure for 2-5 days.
- Students will use alternating computers while at the lab whenever possible to provide limited social distancing. Staff will clean keyboards and headphones after each group's use.
- Parents will be restricted to the entrance area of the classroom during pick up and asked to observe social distancing.
- Parents with high risk family members may be able to sign a waiver allowing them to call into the classroom and request to be met outside (pending study and staff safety).

Chart A - Acons b y Students/Staff Who are COVID-19 Posiv e, with Symptoms or Close Contact



Definions:

Close contact - A close contact is someone who spent 15 minutes or more within 6 feet of an individual with COVID-19 infecon during their infecous period, which includes, a t a minimum, the 48 hours before the individual developed symptoms.

COVID-19 Symptoms - include fever, chills, shaking chills, cough, difficulty breathing, sore throat, body or muscle aches, loss of taste or smell, loss of appet e, nausea or diarrhea.

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

Isolaon - separates sick people with a contagious disease from people who are not sick.

Overview of Task Force Work by Committee

HEALTH AND SAFETY

Leads: Ashley Aiello, Registered Nurse and Nelson Payton, Director MOT

- Develop and implement strategies to prevent the transmission of COVID-19 and other infectious diseases.
- Teach handwashing and cough and sneeze etiquette at all grade levels and reinforce on an ongoing basis.
- Develop strategies for students who have difficulty with social distancing.

SOCIAL EMOTIONAL SUPPORTS

LEAD: JENNIFER CLAYTON, GUIDANCE SPECIALIST COUNSELOR

- Implement strategies to ensure all students are highly connected to school – make sure all students have a positive, meaningful and dependable contact with at least one employee each week.
- The implementation of Tier 1 social-emotional learning lessons to develop strong coping skills. (This will require curriculum PK-12)
- The implementation of Tier 1 emotional support for all staff and training. (This will require PD time in August)
- Implement systems to identify students who are struggling and to provide appropriate support.

FISCAL SERVICES

LEAD: BRAD PAWLOWSKI, CHIEF BUSINESS OFFICER

- Develop COVID-19 stimulus document for transparency purposes
- Create overview of current budget situation
- Develop COVID-19 resource availability
- Overall District fiscal status

STAFFING

LEAD: JEN GAVIOLA, DEPUTY SUPERINTENDENT

- Will staff be comfortable returning to work and what will make them feel safe in the workplace setting?
- For Employees that are high-risk, what is our process for accommodations and work setting options?
- What training and PPE equipment is needed for staff to return safely to work?
- How will Roles and Responsibilities shift, what MOU's are necessary?
- Communication and assurances to staff, students and community (common messaging).

SPECIAL PROGRAMS

LEADS: NATE MAAS, DIRECTOR OF STUDENT SERVICES AND TERRY HOLLEN, DIRECTOR OF SPECIAL ED

- Free and Appropriate Education and Assessment for students with disabilities and 504's.
- Transportation plan for students with IEPs and students who are homeless.
- Childcare before and after school Safety procedures for students in specialized programs and students included in general education classrooms
- Foster/Homeless Outreach and Communication

FOOD SERVICES

LEAD: JOSEPH VAUGHN, DIRECTOR OF FOOD SERVICES

- Continued Staff training and supports.
- Possible need for additional supervision and other employee supports.
- Proper PPE

Overview of Task Force Work by Committee

EDUCATIONAL SERVICES

Leads: Babette DeCou, Educational Consultant and Erin Haley, Director of Curriculum and Instruction

- Design effective educational models which meet health and safety recommendations and support all students.

TRADITIONAL IN-PERSON SCHOOL

In the Fall of 2020, Paso Robles Joint Unified School will return with Traditional In-person School with extra safety precautions and sanitation procedures. Lunch/recess schedules and logistics will be planned based on local Public Health recommendations. The district will also follow Public Health recommendations in regards to face masks and spacing during class instruction. Guidelines will be established for appropriate co-curricular and extracurricular activities.

- Additional Options for Parents by Request – To support the needs of families in Paso Robles Joint Unified School District, the following options are available by parent request:

BLENDED LEARNING

Blended Learning includes both in-person instruction and distance learning. In-person instruction will be structured to accommodate small group sizes and social distancing and will be designed to offer students a chance to interact in-person with the teacher and small groups of students in specific areas of instruction. The student will also spend time in distance learning platforms and will be able to accomplish this work at their own time and/or pace.

ENHANCED DISTANCE LEARNING

Enhanced Distance Learning is a completely online learning structure that will be influenced by the lessons learned from the Spring 2020 implementation of online learning. Based on survey information, staff and parent interviews, and usage data, Enhanced Distance Learning focuses on improving communication between student/teacher/parent, training for students/staff/and parents in the use of technology as well as alignment of instructional practices and Google classroom platforms across the district and grade-levels.

Initial Focus Area:

- Establish consistency with regard to the use of technology tools and across distance learning platforms which would allow students to move from traditional in-person instruction to distance learning or vice versa (if needed)
- Identify the most critical content standards, assessment measures, and/or experiences for students for the Fall of 2020 with respect to socio-emotional learning (SEL), technology proficiencies, student engagement, and identification of learning gaps
- Design professional development options for teachers, parents and students around the instructional tools (technology, Google, SEL curriculum)
- Establish/communicate common expectations across educational models so that students, parents and staff know the structure and expectations for learning in each model.
- Facilitate collaboration between staff within each educational model to enhance coherence of instruction and equity for students.
- Determine curriculum/structure of implementation to support students who demonstrate learning loss from the spring and summer.

➤ Education and Training

- **Jen Gaviola, Deputy Superintendent, Erin Haley, Director of Curriculum and Instruction, Babette Decou, Educational Consultant**
- Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.
 - Evidence: Staff Training Videos:
 - <https://www.youtube.com/watch?v=dxXspUN5zP4>
 - <https://www.youtube.com/watch?v=Ylcbt1w3Mho&t=3s>
 - [Required Annual Trainings:](#)
- Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.
 - [Family First Coronavirus Response Act: Employee Paid Leave Rights](#)
 - Evidence [PRJUSD Reopen Guide](#) (page 19)
- Teach the importance of handwashing with soap and water for at least 20 seconds.
 - Evidence: [PRJUSD Reopen Guide](#) (page 20-21) and staff training video provided by CDC: <https://www.cdc.gov/handwashing/videos.html>
- Teach the importance of social distancing and staying with small groups, if applicable.
 - Evidence: [PRJUSD Reopen Guide](#) (page and District training
- Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on:
 - Children younger than 2 years old Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help. Provide information on proper use, removal, and washing of cloth face coverings. Train staff on all safety protocols.
 - Evidence: [PRJUSD Reopen Guide](#)
 - <https://www.youtube.com/watch?v=dxXspUN5zP4>
 - <https://www.youtube.com/watch?v=Ylcbt1w3Mho&t=3s>
- Conduct training virtually or maintain social distancing during training.
 - Evidence: [PRJUSD Reopen Guide](#) (page 7, 9, and 22) also entire district [reminder and training regarding masks August 5, 2020:](#) <https://www.youtube.com/watch?v=vMCS6gT8SzQ>

➤ HEALTH AND SAFETY

- **LEADS: Ashley Aiello, Registered Nurse and Nelson Payton Director of MOT**

➤ Initial Focus areas:

- Develop and implement strategies to prevent the transmission of COVID-19 and other infectious diseases.
- Teach handwashing and cough and sneeze etiquette at all grade levels and reinforce on an ongoing basis.
- Develop strategies for students who have difficulty with social distancing

Cleaning

Communication

Public Health Guidance

Change Adult/Child Behavior

COMMITTEE MEMBERS

Kelly Ward	Tim Vincent	
Terry Hollen	James Lynett	Holly Moore
Shanna Ray	Jenn Dineen	Officer Ruiz
Officer Virgil	Kelly McNeal	Tom Harrington
Kelly Stainbrook	Joseph Vaughn	Stuart Hamill
Erika Tidwell	Brian Cisneros	Ann Michellic
Gina Lynch	Gabriela Volle	

➤ CONSIDERATIONS FROM THE TASK FORCE:

- Schedule time and structure routines for handwashing at the start of each class period.
- Schedule frequent disinfection of high-touch surfaces.
- Are we prepared to implement social distancing in all settings?
- Do we have a plan to ensure all students and staff wear face coverings if required?
- Are we prepared to screen children and adults entering campuses for symptoms, if required?
- How will home-to-school transportation be modified while adhering to the social distancing requirement?
- Does the district have ample PPE supplies to provide protection for students and staff?
- Create and implement plans to limit symptomatic and asymptomatic spread.
- Restrict nonessential visitors, volunteers and activities involving other groups at the same time.
- Close communal spaces such as break rooms if possible
- Limit sharing of foods, tools, equipment or supplies.
- Develop a procedure that outlines what the District will do if there is a positive COVID19 case in the school setting.

➤ STAFFING

○ **Lead: Jen Gaviola, Deputy Superintendent**

● Staffing Focus:

- Will staff be comfortable returning to work and what will make them feel safe in the workplace setting?
- For Employees that are high-risk, what is our process for accommodations and work setting options?
- What training and PPE equipment is needed for staff to return safely to work?
- How will Roles and Responsibilities shift, what MOU's are necessary?
- Communication and assurances to staff, students and community (common messaging).

Debi Weber

BreAnne Cerda

Marcy Garcia

Yvette Reynoso

Jeannine Manninger

Jim Lynett

Ashley Aiello

● CONSIDERATIONS FROM THE TASK FORCE:

- Will staff resist the idea that it is safe to return to work so soon after the apex of this crisis? If so, what messaging will the district provide?
 - Protocols and Procedures to consider: (Use the same language in messaging to parents and staff)
- What special accommodations do we need to protect vulnerable students and employees?
 - When possible and appropriate, assign teachers in high-risk groups to independent study programs.
 - When possible and appropriate, assign classified employees in high-risk groups to roles and environments where social distancing can be maintained.
 - Consider equity of workload for those staff working in alternative settings.
 - Consider the installation of physical barriers in reception areas and work spaces where the environment cannot accommodate social distancing. Have we prepared our employees to return? Have we identified all their concerns and are we prepared with responses?
 - Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Prepare for the possibility that the start of the 2020-21 school year may need to be delayed if another surge should occur.
 - Student calendars need to be adjusted accordingly. If school start dates are in July, this possibility could be more likely than those starting in mid-August.
- Create plans to restore operations in phases.

SOCIAL EMOTIONAL SUPPORTS

Lead: Jennifer Clayton, Guidance Specialist Counselor

➤ **Initial Focus areas::**

- Implement strategies to ensure all students are highly connected to school – make sure all students have a positive, meaningful and dependable contact with at least one employee each week.
- The implementation of Tier 1 social-emotional learning lessons to develop strong coping skills. (This will require curriculum PK-12)
- The implementation of Tier 1 emotional support for all staff and training. (This will require PD time in August)
- Implement systems to identify students who are struggling and to provide appropriate support.

Mario Holland

Suzanne Balderama

Megan Healy

Katrina Bradshaw

Michelle Diasparra

Jessica Munoz

Louis Ramos

Anusheh Agha

Tina Lessi

Monica Young

Laura Esquivel

● **CONSIDERATIONS FROM THE TASK FORCE:**

- Develop plans to support the mental health of students and families.
 - Implement social emotional learning lessons to develop strong coping skills.
 - Implement strategies to ensure all students are highly connected to the school.
- Make sure all students have a positive, meaningful and dependable contact with at least one employee each week.
 - Implement systems to identify students who are struggling and to provide appropriate support.
 - Ensure mental health supports are appropriate for students who have known challenges.
 - Incorporate regular check-ins with parents and offer supports and resources appropriate to their needs.
- Identify critical content, assessments and/or experiences for students for the Fall of 2020 for socio-emotional learning (SEL), technology availability and use, students engagements, and identifying learning gaps.

FOOD SERVICES/NUTRITION

- **Lead: Joseph Vaughn, Director of Food Services**

Mary Gentry
Jon Asador

Pam Reynolds
Pauline Dodd

Linda Ramsey

- **Food Services/Nutrition Focus:**

Working with school sites regarding possible staggered lunches.

- Continued Staff training and supports.
- Possible need for additional supervision and other employee supports.
- Proper PPE

CONSIDERATIONS FROM THE TASK FORCE:

- Develop plans to provide access to school meal programs for qualifying students who are impacted.
- Develop procedures that allow a parent or an adult designated by the parent to pick-up meals for children who are absent due to illness or who are required to self-isolate.
- If classroom and distance learning will be blended, include procedures to allow qualifying students to take home meals for the days they will not be on campus.
- Develop procedures to provide access to meals for qualifying students enrolled in full time independent study programs.

SPECIAL PROGRAMS

- **Lead: Nate Maas, Director of Student Services and Terry Hollen, Director of Special Education**
- **Special Programs Focus:**
 - Free and Appropriate Education and Assessment for students with disabilities and 504's
 - Transportation plan for students with IEPs and students who are homeless
 - Childcare before and after school Safety procedures for students in specialized programs and students included in general education classrooms
 - Foster/Homeless Outreach and Communication

Damien Capalare	Katie Johnson	Brent Chancellor
Jessica Shaffer	Christina Reid	Mick DeLeon
Maggie Tatman	Kelly Stainbrook	Audra Carr
Andrew Wortman	Dan Sharon	Tara Quinn
Kim Gaspar	Luke Draper	Trina Nichols
Bernadette Boddington		

CONSIDERATIONS FROM THE TASK FORCE:

Consider the precautions necessary to protect students and staff with special needs relative to the threat posed by COVID-19.

- What does a free and appropriate education look like for students who are immunosuppressed or who have significant health challenges?
- What special procedures will be necessary to protect students and staff in classrooms that serve severely handicapped students?
- What is our plan for determining appropriate placements, services, and accommodations for:
 - Students supported by Individualized Education Programs (IEPs)
 - Students supported by 504 plans
 - Students supported by medical plans
- Develop procedures to identify and assist students who are experiencing homelessness.
 - Develop strategies to mitigate the impact that site/office closures, limitations on walk-ins, and limited office hours, has on a school's ability to identify children who are eligible for
- McKinney-Vento support and protections.
 - Develop procedures for regular contact with parents experiencing homelessness to prepare them for each shift in school operations.
 - Consider transportation if required under federal mandate for students.
- How will the layout of a classroom, cafeteria/MPR, playground be designed while adhering to the social distancing requirements?
- Will staggered or alternating schedules be required to accommodate?
- Create plans to assess and respond to the uneven outcomes created by school closures. (work with Ed Services LEADS)
 - What formative assessment tools can we use to understand the individual and collective needs of our students? What is our plan to accelerate learning and close gaps? What

process will we use to access and remedy impacts to students with specific learning needs:

- Students supported by IEPs
- Students supported by 504 plans
- English learners
- Foster Youth
- Homeless students
- Migrant
- Socio-Economic disadvantaged

EDUCATIONAL SERVICES

- **Lead: Babette DeCou, Educational Consultant and Erin Haley, Director of Curriculum and Instruction**

Ronalee Andersen	Anthony Overton	Yvette Reynoso
Celia Moses	Meg Guffey	Nate Maas
Stephanie Lowe	Stacy Summers	Stephanie Walker
Susan Young	Maggie Tatman	Gabby Clark
Sabrina Hamilton	Matt Carroll	Kelly Roth
Kersten Rikkenbach	Fred Kloepper	Monica Pafumi
Nicole Delbar	Rita Koski	Lauren Handley
Jon Scribner	Kevin Hooge	Jeannine Romero
Christy Holman	Kelly Ward	

- **Educational Services Focus:** Design effective educational models which meet health and safety recommendations and support all students.

In the Fall of 2020, Paso Robles Joint Unified School will return with Traditional In-person School with extra safety precautions and sanitation procedures. Lunch/recess schedules and logistics will be planned based on local Public Health recommendations. The district will also follow Public Health recommendations in regards to face masks and spacing during class instruction. Guidelines will be established for appropriate co-curricular and extracurricular activities.

Additional Options for Parents by Request

To support the needs of families in Paso Robles Joint Unified School District, the following options are available by parent request:

Blended Learning. Blended Learning includes both in-person instruction and distance learning. In-person instruction will be structured to accommodate small group sizes and social distancing and will be designed to offer students a chance to interact in-person with the teacher and small groups of students in specific areas of instruction. The student will also spend time in distance learning platforms and will be able to accomplish this work at their own time and/or pace.

Enhanced Distance Learning. Enhanced Distance Learning is a completely online learning structure that will be influenced by the lessons learned from the Spring 2020 implementation of online learning. Based on survey information, staff and parent interviews, and usage data, Enhance Distance Learning focuses on improving communication between student/teacher/parent, training for students/staff/and parents in the use of technology as well as alignment of instructional practices and Google classroom platforms across the district and grade-levels.

- Establish consistency with regard to the use of technology tools and across distance learning platforms which would allow students to move from traditional in-person instruction to distance learning or vice versa (if needed)
- Identify the most critical content standards, assessment measures, and/or experiences for students for the Fall of 2020 with respect to socio-emotional learning (SEL), technology proficiencies, student engagement, and identification of learning gaps
- Design professional development options for teachers, parents and students around the instructional tools (technology, Google, SEL curriculum)
- Establish/communicate common expectations across educational models so that students, parents and staff know the structure and expectations for learning in each model.
- Facilitate collaboration between staff within each educational model to enhance coherence of instruction and equity for students.
- Determine curriculum/structure of implementation to support students who demonstrate learning loss from the spring and summer.

CONSIDERATIONS FROM THE TASK FORCE:

Develop plans for traditional instruction to meet health and safety guides and for blended instruction and distance learning as an alternative for parents (or school closures).

- Evaluate data from parent survey with regard to preference for learning model in the Fall
- Identify the best educational models to meet health and safety recommendations and budget

- Establish consistent grade-level technology tools and distance learning platforms and virtual meeting spaces that will allow students to move from traditional in-person instruction to distance learning if needed.
- Establish professional development options for teachers, parents and students regarding technology tools, distance learning platforms and socio-emotional SEL.
- Set common expectations for all forms of educational models so that students, parents and staff know what role they play in each form of educational model.
- Facilitate collaboration between staff within each educational model to enhance coherence of instruction and equity for students.
- Determine curriculum/structure to provide assistance to students who experienced learning loss during the spring and summer.

➤ **FISCAL SERVICES**

- **Lead: Brad Pawlowski**

Catherine Eckland

Diana Larsen

● **Fiscal Services Considerations:**

- Develop COVID-19 stimulus document for transparency purposes
- Create overview of current budget situation
- Develop COVID-19 resource availability
- Overall District fiscal status

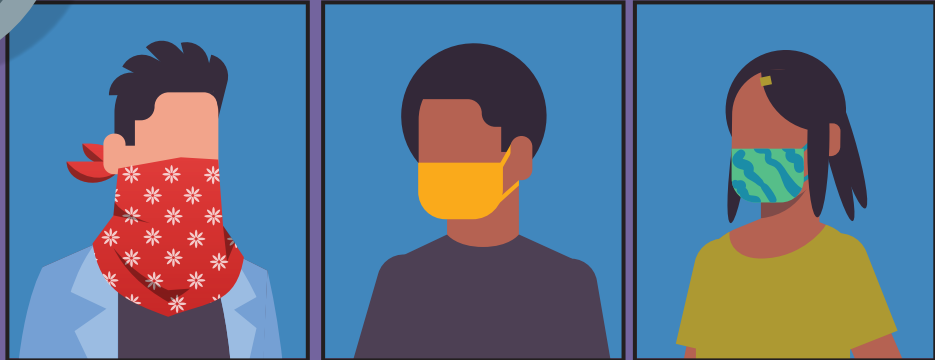
➤ **LINKS FOR REFERENCES**

- CALIFORNIA ROADMAP: <https://covid19.ca.gov/roadmap/#top>
- San Luis Obispo County Guidance: <https://www.readyslo.org/en/index.aspx#>
- California Department of Education : <https://www.cde.ca.gov/ls/he/hn/covid-19sspcom.asp>
- Center for Disease Control: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- California Department of Education Decision Tree:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>
- California Department of Education Reopen Schools Guide:
https://laist.com/2020/06/08/california_schools_reopening_guidance.php

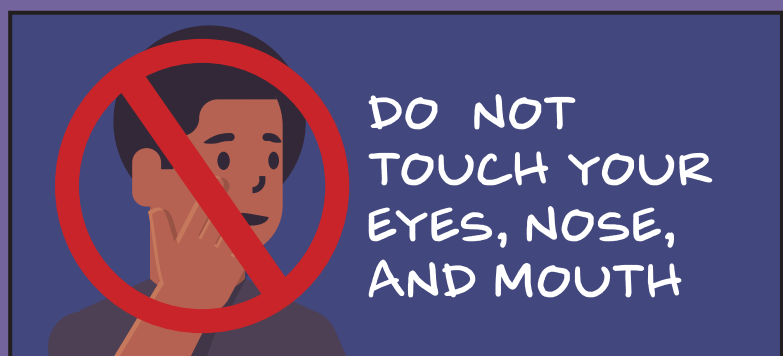
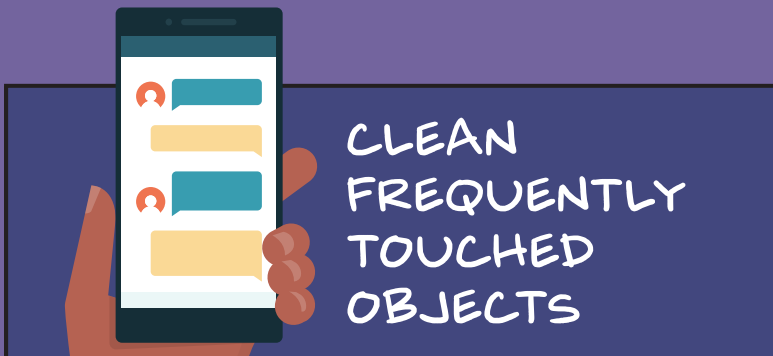
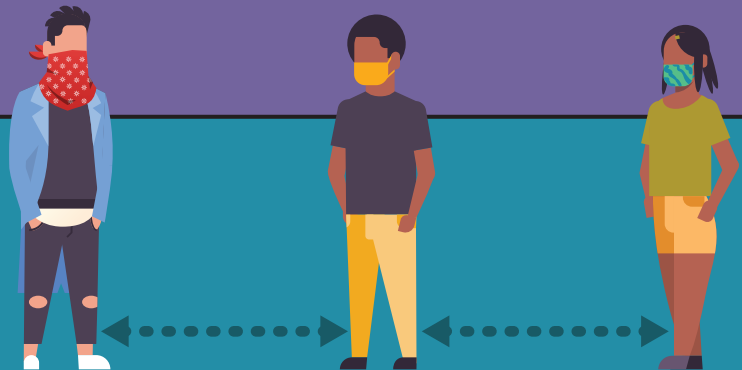
Slow the Spread of COVID-19



WHEN OUT WITH YOUR FRIENDS,
WEAR A CLOTH FACE COVERING



AND STAY
6 FEET APART
FROM OTHERS



cdc.gov/coronavirus

What You Can do if You are at Higher Risk of Severe Illness from COVID-19

Are You at Higher Risk for Severe Illness?



Based on what we know now, those at higher risk for severe illness from COVID-19 are:

- Older adults

People of any age with the following :

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

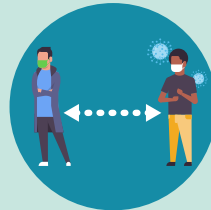
Here's What You Can do to Help Protect Yourself



Limit contact with other people as much as possible.



Wash your hands often.



Avoid close contact (6 feet, which is about two arm lengths) with people who are sick.



Clean and disinfect frequently touched surfaces.



Avoid all cruise travel and non-essential air travel.

Call your healthcare professional if you are sick.

For more information on steps you can take to protect yourself, see CDC's [How to Protect Yourself](#).



cdc.gov/coronavirus



CDE HEALTH AND SAFETY CHECKLIST

CDC DECISION-MAKING TREE

Visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf> for guidance on reopening decisions.

CAMPUS ACCESS

- [CDC: What to Do If You Are Sick](#)
- [CDC: People Who Are at Higher Risk for Severe Illness](#)

HYGIENE AND PPE

- [CDC: Hygiene Practices](#)
- [CDC: Using Personal Protective Equipment \(PPE\)](#)
- [CDC: Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

CLEANING AND DISINFECTING

- [EPA: 6 Steps for Safe and Effective Disinfectant Use](#)
- [EPA: List N - Disinfectants for Use Against SARS-CoV-2](#)

EMPLOYEE ISSUES

Information for Staff Training

- [Healthy Schools Act](#)
- [CDPR: California School & Child Care Integrated Pest Management \(IPM\)](#)
- [CDC: Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 \(COVID-19\) in Healthcare Settings](#)

Protect and Support Staff Who Are at Higher Risk for Severe Illness

- [CDC: People Who Are at Higher Risk for Severe Illness](#)

Communication with Students, Parents, Employees, Public Health Officials, and the Community

- [CDC: Criteria to Discontinue Home Isolation](#)
- [CDC: Public Health Recommendations for Community-Related Exposure](#)



RESOURCES

Instructional Programs

COLLABORATION AND ASSESSMENTS

Multi-Tiered System of Support

For more information, please visit the California Department of Education's Multi-Tiered System of Support (MTSS) web page at <https://www.cde.ca.gov/ci/cr/ri/>.

Grade Two Diagnostic Assessments

The Grade Two Diagnostic Assessments web page at <https://www.cde.ca.gov/ta/tg/da/> provides more information about the optional diagnostic assessments for students in grade level two for English Language Arts (ELA) and mathematics that meet the requirements of California *Education Code*, Section 60644.

Grade K–8 Assessments

All instructional materials adopted by the State Board of Education include assessments for measuring what students know and are able to do, and also advise teachers how to use assessment results to guide instruction. Thus, if the district is utilizing SBE-adopted materials, standards-based assessments are provided in the instructional materials.

Tools for Teachers

A preview release of Tools for Teachers, the new Smarter Balanced formative assessment component of its system, is scheduled to be available June 16, 2020, at <http://www.smarterbalanced.org/tools-for-teachers/>. Tools for Teachers provides subject- and grade-specific resources intended to help educators apply the formative assessment process during daily instruction.

Curriculum Frameworks

All of the curriculum frameworks discuss the use of assessment of learning. Screening assessments identify students who may need additional supports or instruction, diagnostic assessments provide specific information about the difficulties, and progress-monitoring assessments provide feedback on whether planned interventions to address the difficulties are effective. These assessments can operate in short or medium cycles.

To access the various frameworks, please visit the CDE Curriculum Frameworks and Instructional Resources page at <https://www.cde.ca.gov/re/di/or/cfird.asp>.

Progress Monitoring: Interim Assessments Resources

For resources to support progress monitoring, please see the CDE Smarter Balanced Interim Assessments for ELA and mathematics web page at <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

- More than 160 interim assessments are scheduled to be available August 20, 2020.
- Although developed for grade levels three through eight and high school, the Smarter Balanced Interim Assessments can be administered to students at any grade level (i.e., K-12).
- Results from these assessments will be electronically available to educators within 20 minutes of administration after a school or district coordinator creates the student groups for teachers to access these results.



For practice or training resources visit the California Assessment of Student Performance and Progress (CAASPP) web page at <http://www.caaspp.org/practice-and-training/> or the English Language Proficiency Assessments for California (ELPAC) Practice and Training Tests web page at <https://www.elpac.org/resources/online-practice-and-training-test/>.

For additional information or support for distance learning instructional strategies and learning acceleration, please contact the Curriculum Frameworks and Instructional Resources Division at distancelearning@cde.ca.gov.

For additional information or support for assessments, please contact the Assessment Development and Administration Division at caaspp@cde.ca.gov for CAASPP; elpac@cde.ca.gov for ELPAC; and pft@cde.ca.gov for Physical Fitness Test.

SOCIAL–EMOTIONAL LEARNING

- [CDE SEL and Distance Learning web page](#)
- *California's Social and Emotional Learning Guiding Principles* ([full version](#) and [summary](#)) and social and emotional learning [resource guide](#)
 - To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/socialemotionallelearning.asp>

ENGLISH LEARNERS

The CDE English Learners web page at <https://www.cde.ca.gov/sp/el/> contains state and federal guidance, resources, webinars, program models, and newsletters to assist LEAs with implementing distance learning and the transition to reopening schools. This web page includes:

- Guidance
 - US Department of Education Guidance
 - English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Guidance
 - State Seal of Biliteracy Guidance
 - Distance Learning FAQs
- Resources
 - This section includes resources to support English learners; newcomers; multilingual students; and immigrant, refugee, and migratory students during distance learning and the transition to schools reopening, including supporting their social–emotional needs and physical health.
- Webinars or Models
 - Language Acquisition Programs; Dual Language
 - Distance Learning Designated/Integrated ELD
- English Learner Support Division (ELSD) and Parent Newsletters

The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.



CAREER TECHNICAL EDUCATION

- The Guiding Principles and the 12 essential elements are located at the [Workforce Pathways Guiding Policy Principles page](#)
- [CDE Career Technical Education page](#) as a starting point for how current CTE students are being served
- [Resources for CTE distance learning](#)
- [California CareerZone](#)
- [California Career Center](#)
 - [California Career Center Mobile Applications page](#) featuring Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments
- [Cal/OSHA Industry Guidance](#)

EXPANDED LEARNING

- [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)
- [Science of Learning and Development Alliance resources](#)

Professional Relationships and Learning

- [CDE Quality Professional Learning Standards](#)

MODELS AND BEST PRACTICES

- [CDE Quality Professional Learning from a Distance](#)
- [CDE Distance Learning Guidance](#)
- [CDE COVID-19 Webinars](#)
- [Learning Forward: Tips for Leading Professional Learning Online](#)
- [Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)
- [Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)
- [Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)

Mental Health and Well-Being of All

- [CalSCHLS Learning from Home Survey](#)
- [CDE Resources for Students in Crisis](#)

Early Learning and Care

During the state of emergency, the ELCD released Management Bulletins to guide contractors through the COVID closures. This guidance was developed by ELCD in coordination with CDSS Community Care Licensing Division (CCL), CDE Nutrition Services Division, and the California Head Start State Collaboration Office.

- [MB 20-11](#) COVID-19 Guidance: Emergency Closures
- [MB 20-09](#) COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements



- Please see the following associated webpage:
 - ▶ [Early Learning and Care Resources for Family Engagement and Professional Development](#)
- [MB 20-08](#) COVID-19 Guidance on Procurement and Audits
- [MB 20-06](#) COVID-19 Guidance Regarding Emergency Childcare Services for Essential Workers and At-Risk Populations
 - Please see the following associated forms:
 - ▶ [COVID-19 Self-Certification Form](#) (PDF)
 - ▶ [COVID-19 2020 Confidential Application for Emergency Childcare Services](#) (PDF)
 - ▶ [COVID-19 Temporary Waiver Request](#) (PDF)
- [MB 20-05](#) COVID-19 Guidance on Temporary Waiver of Family Fees
- [MB 20-04](#) COVID-19 Guidance on Apportionment, Attendance, and Reporting Requirements

The links below provide access to guidance documents.

CDSS AND CCL

- [PIN 20-06-CCP](#) (PDF) Social and Physical Distancing Guidance and Healthy Practices for Child Care Facilities in Response to the Global Coronavirus (COVID-19) Pandemic Written in Collaboration with the California Department Education

US DEPARTMENT OF HEALTH AND HUMAN SERVICES

HHS Administration for Children and Families Early Childhood Development [Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education](#)

School Services

TRANSPORTATION

[Cal/OSHA Guidance for Transportation](#)

Vehicle Cleaning

- [CDC: Cleaning and Disinfecting Your Facility Guidelines](#)

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

Carriers and drivers need to look closely at each Vehicle Inspection Approval Certificate (CHP 292) in accordance with [Title 13 CCR 1231 Vehicle Inspection Approval Certificate](#).

Carriers and drivers need to make sure the vehicle's certificate is still valid and that 13 months from the last inspection have not been exceeded in accordance with [Vehicle Code 2807 Lawful Orders and Inspections](#).

STUDENT MEALS

[Cal/OSHA Guidance for Restaurants](#)



FREQUENTLY ASKED QUESTIONS (FAQS): SAFE REOPENING OF SCHOOL DISTRICTS

1. What will LEAs do if a teacher has an underlying health condition?

LEAs should work with the teacher to obtain a medical note and may need to consider providing these teachers with accommodations, such as telework or negotiated change in classification or duties.

2. What will the plan be for nonteaching staff with underlying health conditions?

LEAs may need to provide these employees with the ability to work remotely. There may need to be some reassignment of duties that lends to these staff being able to work remotely, or in some other way that meets their need for accommodations, for example, a parent engagement liaison assisting parents with technical support.

3. If students have underlying health conditions or parents/family members have underlying health conditions, what accommodations will LEAs make?

LEAs will likely need to consider providing these students with the option to distance learn so as to protect students and families with compromised health systems from being in harm's way.

4. How will LEAs arrange students and staff to accommodate physical distancing conditions?

LEAs will likely have to maintain small class sizes and limit the number of students in hallways and common spaces. There may need to be a morning session and afternoon session at each school so as to accommodate all students arranged into small class sizes and to offset space limitations.

5. How will LEAs work with early-grade students who, because of their age, may struggle with maintaining physical distance or wearing a mask?

If students from early grades participate in in-person instruction, LEAs may need to arrange them in small groups and may need to increase the number of staff who work with the students in classrooms to help keep students separated in physical distancing ways.

6. How will you manage school spaces (hallways, common areas, etc.) to accommodate physical distancing needs?

Staff will likely need to remind students in hallways and common spaces to maintain physical distancing. LEAs will need to have signage throughout the campus communicating physical distancing requirements.

7. How will you handle requests from parents who state a preference for distance learning instead of in-person instruction for their children?

There are families that may request distance learning and LEAs should consider providing parents, who request it, with the option to learn through distance learning.

8. How will LEAs handle physical education considering the need for physical distancing?

LEAs may need to consider providing physical education through instruction provided to students in small groups or through distance learning where students complete assignments independently.



9. How will LEAs manage meals during school hours?

LEAs may need to consider serving meals utilizing different spaces on campus for health and safety reasons. For those with staggered start times, this could be accomplished in ways such as providing “grab-and-go” meals as students who attended a morning session ending by lunch time leave campus.

10. How will LEAs handle physical distancing guidelines during bus transport?

LEAs will need to consider how transportation can best support their chosen instructional model. LEAs may need to consider deploying more buses or bringing students to schools in shifts in order to maintain physical distances on buses. Buses will have to be fully sanitized between each run. CDE recommends that students should wear cloth face coverings and maintain 6 feet of physical distance while on buses.

11. What will LEAs do if students forget to bring a mask or do not have one?

LEAs will likely have to maintain a supply of masks at school for students and staff who forget to bring one.

12. What, if any, temperature-taking procedures will LEAs utilize?

LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students. This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.

13. How will LEAs address hand sanitizing procedures for students?

LEAs may have to establish hand sanitizing stations at all school entrances and on playgrounds so that students and staff can sanitize their hands upon entering and exiting the campus and classrooms.

14. How will LEAs address campus cleaning and sanitizing?

Campuses will have to deploy deep-cleaning schedules at campuses at least daily, frequently disinfecting door handles, handrails, sink handles, restroom surfaces, playground equipment, and shared items. Considerations will need to be made for longer breaks within the instructional day to accommodate handwashing. Occupational safety guidelines should be consulted to determine the interval and the ingredients needed to ensure that desks and surfaces are properly sanitized.

15. How will LEAs handle after-school program needs?

If LEAs offer after-school programs, physical distancing guidelines will have to be followed at all times. School and after-school program staff ratios will need to be adjusted (more staff and smaller student group sizes).

16. How will LEAs address sports and extracurricular activities?

LEAs will need to consult public health experts for when these activities may be safely resumed. LEAs are encouraged to be in touch with their local lead of the California Interscholastic Federations.



17. How will LEAs ensure consistency of instruction across classes and schools in each district? Given that during distance learning the amount and nature of work varied from class to class, how will LEAs promote consistency in districts where there is a blended form of instruction (i.e., in-person instruction and distance learning)?

LEAs will need to engage in a collaborative planning process with teachers to develop a scope and sequence for learning and a continuity of learning plan should future school building closures be necessary.

18. How will locker rooms be sanitized and managed?

These facilities will need to be sanitized daily and possibly after each physical education class or activity.

19. How will students with special needs be served (for example, students with moderate/severe special needs and students who are assigned with a 1:1 paraprofessional)?

LEAs will need to engage in a collaborative Individual Education Plan meeting that provides accommodations for the instructional program model that best meets the needs of the student. This could include how a student would access the support of a 1:1 paraprofessional in a blended learning model or a distance learning model.

Posters

Face Covering – English & Spanish

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance-sp.pdf>

Symptoms of COVID-19 – English & Spanish

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-sp.pdf>

Stop the Spread– English & Spanish

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-sp.pdf>

Wash Your Hands– English & Spanish

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-spanish-508.pdf>

CHECKLIST FOR COACHES

Protect Players from COVID-19

- ☐ Send a welcome email or call parents and/or players. Inform them about **actions that the sports program will take to protect players**. Remind them to stay home if sick or if they have been around someone who is sick.
- ☐ Be a role model. **Wear a cloth face cover** and encourage parents, fans, officials, and sports staff to wear one during practices and games.
- ☐ Provide **hand sanitizer with at least 60% alcohol** to players before and after practice/game, or encourage them to wash their hands with soap and water.
- ☐ Educate players about **covering coughs and sneezes** with a tissue or their elbow. Discourage spitting.
- ☐ Remind players about **social distancing** and identify markers (signage or tape on floor, if applicable). Encourage your players to focus on building their individual skills and cardiovascular conditioning, so they can limit close contact with other players.
- ☐ Check with your sports administrator to make sure they are following **cleaning and disinfection** recommendations.
 - Cleaning and disinfecting frequently touched surfaces on field, court, or play surface (e.g. drinking fountains) at least daily or between use.
 - Cleaning and disinfecting shared equipment



Lower Risk

Higher risk



Skill-building drills at home



Within-team competition



Full competition from different areas





To: CIF Central Section Superintendents, Principals and Athletic Directors

From: Ryan Tos, CIF Central Section Commissioner

SUBJECT: 2020-2021 Sport Calendar and Season of Sport Updates

Date: July 20, 2020

I hope that you and your families are physically and mentally healthy. Here is the latest information regarding the 2020-2021 sports calendar and related topics.

For the past several months section commissioners and state office leadership have been working on several different scenarios and contingency plans for the 2020-2021 sport calendar. Obviously, the situation we have all been in has been constantly changing and therefore these plans have also changed as the weeks and months have passed. As a new commissioner I have a debt of gratitude to the other section commissioners and state office staff that have been working on this long before I transitioned into this position. This process has resulted in the plan that is being released today. Besides the plan and the important dates, I will also try to include some clarifications and explanations for various issues related to this plan. I want to thank section staff and executive committee members for their thoughtful input.

From today forward, I hope we focus on the opportunities that this plan provides for our student-athletes. The upcoming school year will test the resolve, adaptability and determination of all involved. At the end of this process this is the plan that provides the most opportunities for the most student-athletes.

Statewide Changes for the 2020-2021 School Year

CIF Bylaws 600-605

CIF Executive Director Ron Nocetti has made the decision to enact CIF Bylaw 1108.A, which states, "In emergency situations, the State CIF President or Executive Director or his/her authorized designee may act for the Federated Council in the best interests of the organization. The action will be reviewed by the Executive Committee." Therefore, a decision has been made that CIF Bylaws 600-605 will be suspended for the 2020-2021 school year. The thought behind this decision was it would not be a realistic expectation, with the major adjustments of our sports seasons, that we would still prohibit students from participating in contests for outside teams during the high school season of sport.

Summer Period – Extended

It has been decided that Summertime Rules will be extended from when the school year begins in August/September through December and the beginning of Fall sports. As schools open and students return, provided state and local health authorities deem it safe to do so, schools can begin their pre-season preparations as they see fit, depending on what is allowed by health authorities during that time period. The easiest way to think of this is that any activity that previously was allowed during the summer will now be allowed during August – November.

Why are there only two seasons (instead of 3 shortened seasons)?

After much consideration the decision was made to change from the traditional three season format to a two-season format. It became clear that trying to condense three seasons into six months did not provide as many opportunities as the two-season model. The overlap between the seasons in a three-season model would have been very challenging for three sport athletes while also dramatically shortening the seasons for those students that only play one or two sports.

Do we have to eliminate any contacts?

A positive aspect of the two-season model is that even though the season may be a little shorter than a traditional season it still allows schools to schedule and play as many contacts as they choose to within the framework that Bylaw 1206 provides.

Are section championships being eliminated or shortened?

This schedule also allows for normal section championship experiences and opportunities in all sports. The only exception is that football playoff brackets will be 8 team brackets as this allows schools to maintain an 11-week regular season to play 10 contests. We will be working on a plan for football playoffs that will not eliminate any teams from the playoffs and will add divisions if necessary.

What about regional and state championships?

The state office has made the decision to streamline all regional and section championships into a one week time period. More information will be available from the state office in the months ahead.

The 2020-2021 school year is sure to be one that we will remember for years to come. Please join me in doing everything possible so that we can remember this year for the challenges that we have overcome together.

Stay safe – stay healthy.

Ryan Tos



CIFCS Sport Calendar 2020-2021

Sport	"Summer Period"	Off-Season or Outside Agency Period	Preseason Conditioning Period	Practice Start Date	First Contest Date	Sit Out Period Date	Last League Contest Date	Post-Season Dead Period
Fall								
Cross Country	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Feb. 2	March 11	2 weeks after last contest
Water Polo	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Jan. 26	Feb. 25	
Volleyball (B&G)	July 20 - Dec. 12	NA	NA	Dec. 14	Dec. 28	Jan. 26	Feb. 25	
Football	July 20 - Dec. 12	NA	NA	Dec. 14	Jan. 7	Feb. 11	March 19	
Spring								
Badminton	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 7	May 8	NA
Soccer	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 10	May 13	NA
Tennis (B&G)	July 20 - Dec. 12	Dec. 14 - Feb. 6	Feb. 8 - Feb. 20	Feb. 22	March 8	April 12	May 15	NA
Swim & Dive	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 20	May 21	NA
Wrestling	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 20	May 22	NA
Basketball	July 20 - Dec. 12	Dec. 14 - Feb. 20	Feb. 22 - March 6	March 8	March 20	April 23	May 27	NA
Baseball	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Softball	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Golf (B&G)	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 3	NA
Track & Field	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 27	April 30	June 4	NA
Lacrosse	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 29	May 3	June 5	NA
Competitive Sport Cheer	July 20 - Dec. 12	Dec. 14 - Feb. 27	March 1 - March 13	March 15	March 29	TBD	TBD	NA

** NOTE: Prior to competition a student must have 10 days of practice in that sport. If they played a sport in the preceding season they only need 5 days of practice.

** NOTE: Football players must complete the 5 day acclimation period

Definitions:

Summer Period

all activities during this time period shall be under the authority of each school district

**Football - contact practices are not allowed in the offseason (CIF Bylaw 2001.C , CA Ed Code 35179.5, AB 2127)

Off-Season or Outside Agency

Programs must choose between utilizing the off-season option or outside agency option.

Conditioning Period

The only activities allowed during this time are non-sport specific conditioning and weight training, along with no use of specific equipment including balls.

Practice Start Date

First allowable day to begin practice.

First Contest Date

First allowable day for interscholastic competition.

Sit-Out Period Date

The date that a student may participate in competition after being granted an "SOP" due to transferring.

Last League Contest Date

This is the last allowable date for a league contest.

Post Season Dead Period

Immediately following each schools completed season of sport, there will be a two-week dead period with no contact between players and coaches of the just completed sports season.

Updated 7/20/20

Contact List

Organization/Agency	Name	Number	Email
San Luis Obispo County Public Health Officer and Director	Penny Borenstein, MD	805-781-5519	pborenstein@co.slo.ca.us
San Luis Obispo County Public Health	EMS Duty Officer (24 hour)	805-380-3411	vpierucci@co.slo.ca.us
County Office of Emergency Services (OES)	Duty Officer (24 hour)	805-781-1144	oesduty@co.slo.ca.us
County Office of Emergency Services (OES)	State Warning Center	916-845-8911	
San Luis Obispo County Office of Education	Superintendent, James Brescia, Ed.D	805-543-7732	https://www.slocoe.org/4502-2/
PRJUSD Superintendent	Dr. Curt Dubost	805-769-1000	cdubost@pasoschools.org
PRJUSD Deputy Superintendent	Jen Gaviola	805-769-1000	jjgaviola@pasoschools.org
PRJUSD Director of Food Services	Joseph Vaughn	805-769-1133	jkvaughn@pasoschools.org

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

2020-2021 Academic Calendar

Board approved: 2/11/2020

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						0

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					8

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						15

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						18

March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						15

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						8

IMPORTANT DATES						
7/3 - Independence Day Observed						
8/10-8/14-New Teachers PD						
8/17 Staff PD						
8/18 Staff PD						
8/19- Teacher Work Day						
8/20 - FIRST DAY OF SCHOOL						
9/7 - Labor Day Holiday						
10/12 -No School - PD						
11/11- Veteran's Day Holiday						
11/23 - 11/27 Thanksgiving Break						
11/26 - Thanksgiving Holiday						
11/27 - Day after Thanksgiving Holiday						
12/18 - Minimum Day						
12/21 - 1/1 Winter Break						
12/24-Christmas Eve Holiday						
12/25 - Christmas Holiday						
12/31 - New Year's Eve Holiday						
1/1 - New Year's Day Holiday						
1/4 - No School (*PSPS or PD)						
1/18 - Martin Luther King Holiday						
2/12 - Lincoln's Birthday Holiday						
2/15 - President's Day Holiday						
3/5 - No School (*PSPS or PD)						
4/2 - 4/9- Spring Break						
4/12 - No School (*PSPS or PD)						
5/31 - Memorial Day Holiday						
6/10- LAST DAY OF SCHOOL						
6/10- Minimum Day						
6/11 - PRHS Graduation						
6/11 - Teacher Workday						

*

PSPS =Public Safety Power Shutoff
PD = Professional Development

IMPORTANT DATES:

Elementary Trimesters:

1st 8/20/20 - 11/13/20
2nd 11/16/20- 3/4/21
3rd 3/8/21 - 6/10/21

Middle/ High School Quarters:

1st ends 10/16/20
2nd ends 12/18/20
3rd ends 3/19/21
4th ends 6/10/21

Elementary School Conferences

October 19 - October 23 (minimum days)
February 22 - February 26 (minimum days)

Middle School Conferences

October 22, 2020
February 24, 2021

Middle/High School Progress Report Dates:

9/18/20, 11/13/20, 2/5/21, 4/30/21



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Tel: 805.769-1000 FAX: 805.237-3339

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COVID-19

CORONAVIRUS DISEASE

BE INFORMED:

Know Your Risk During COVID-19

On a scale of 1 to 10, how risky is...

Ranked by physicians from the TMA COVID-19 Task Force and the TMA Committee on Infectious Diseases.

Please assume that participants in these activities are following currently recommended safety protocols when possible.

