

# MODESTO CITY SCHOOLS



## **SAFE SCHOOLS RE-OPENING PLAN: TK-6 ELEMENTARY EDUCATION**



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# INTRODUCTION AND OVERVIEW

The contents of this document are subject to change based on consultation with MCS bargaining units and our parent community. The content WILL change based on updates provided by the California Department of Public Health, Cal/OSHA, California Department of Public Health, and/or Stanislaus County public health officials. The frequent changes and updates to federal, state, and county guidelines present challenges to both planning and implementation for everyone involved. This plan, when finalized, will be posted on the MCS website.

This document is designed to assist in planning for the safer reopening of Modesto City Schools elementary schools for the 2020-2021 school year. We recognize the importance of returning elementary students to school campuses for in-person instruction, as well as the overarching need to protect the health and safety of our students, school staff, and broader community. The goal of this document is to plan for and implement measures to reduce COVID-19 transmission in the school setting while meeting the educational needs of all students. We expect that COVID-19 will be present, to some degree, in our Modesto community throughout the upcoming school year. We expect that MCS schools will likely experience a COVID-19 exposure after they reopen and must be prepared to respond. However, the requirements and recommendations in this document are intended to significantly reduce the risk that other students and staff will be exposed to COVID-19.

Education, just like healthcare and food provision, is essential to our community, and as such, the reopening of school campuses for in-person instruction with strict safety protocols should be prioritized. School closures magnify socioeconomic, racial, and other inequities among students. The students most impacted by school closures are those whose parents comprise a disproportionate share of our community's essential workforce and may be less available to provide instructional support, those without access to technologies that facilitate distance learning, and those with special needs. The health-related risks for children who are not provided in-person instruction are significant, including lower rates of immunization, higher rates of undetected child abuse and neglect, and risk to social/emotional wellbeing.

The safety of teachers and other staff is a critical priority in school reopening guidance and decisions. We have highlighted key safety measures to protect staff and students, and also included measures specific to staff that has been effective in reducing transmission risk in other workplace settings.

The reopening and closing of schools are subject to certain criteria and guidance issued by the California Department of Public Health (CDPH). Currently, the State has directed schools to conduct only distance learning if they are located in a local health jurisdiction in a "purple" tier (widespread risk level). However, elementary schools may apply to their local public health officer for a waiver to fully or partially reopen for in-person instruction. As for school closures after reopening, the State's guidance provides that individual school closures and school district closures should be made in consultation with the local public health officer.

County risk level	New cases	Positive tests
<b>WIDESPREAD</b> Many non-essential indoor business operations are closed	<b>More than 7</b> daily new cases (per 100k)	<b>More than 8%</b> Positive tests
<b>SUBSTANTIAL</b> Some non-essential indoor business operations are closed	<b>4 - 7</b> daily new cases (per 100k)	<b>5 - 8%</b> Positive tests
<b>MODERATE</b> Some indoor business operations are open with modifications	<b>1 - 3.9</b> daily new cases (per 100k)	<b>2 - 4.9%</b> Positive tests
<b>MINIMAL</b> Most indoor business operations are open with modifications	<b>Less than 1</b> daily new cases (per 100k)	<b>Less than 2%</b> Positive tests

# INTRODUCTION AND OVERVIEW

Because the prevalence of COVID-19 in our community can change quickly in a short period of time, we will need to maintain flexibility in our delivery of educational instruction. Schools should be prepared to switch between distance learning and in-person instruction, and vice versa, with little notice. Schools reopening for in-person instruction should also be ready and able to provide distance learning for students who may need to isolate or quarantine, as well as students who are medically fragile or need special accommodations. This document contains a series of expectations, additional measures, and considerations for schools reopening their campuses for in-person instruction modeled on guidance from the Santa Clara County Public Health [“COVID-19 Prepared: Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year.”](#) These should be read in conjunction with all relevant local, State, and federal laws, as well as school reopening requirements and/or guidance from the State and federal government, including but not limited to the California Department of Education’s [“Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools”](#) (June 2020), CDPH’s [“COVID-19 Industry Guidance: Schools and School-Based Programs”](#) (July 17, 2020), CDPH’s [“COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year”](#) (July 17, 2020), CDPH’s [“COVID-19 and Reopening In-Person Learning: Elementary Education waiver Process”](#) (August 3, 2020), [CDPH’s Schools Guidance FAQs](#) (August 3, 2020), [CDPH’s Youth Sports Questions and Answers](#) (August 3, 2020), and [Stanislaus County’s 2020-2021 School Year Planning: A Guide to Address the Challenges of COVID-19](#) (June 5, 2020).

The **Expectations** in this document align to guidance provided by the California Department of Public Health, Centers for Disease Control and Prevention, and the Stanislaus County Health Services Agency, Public Health.

The **Additional Measures** in this document reflect ways that a school/District can further protect the health and safety of students, staff, and the broader community beyond expected actions. Recommendations from federal, state, or local public health officials are distinct from the legal orders or requirements that schools *must* follow. Many portions of the [California Department of Education’s “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools,”](#) CDPH’s [“COVID-19 Industry Guidance: Schools and School-Based Programs,”](#) and CDPH’s [“COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year,”](#) for example, offer general guidance for the entire state, where conditions vary significantly from region to region.

Finally, the **Considerations** in this document provide concrete examples of how the expectations or additional measures can be implemented, and factors that school administrators may want to keep in mind when implementing them.

## SECTION I: MCS LEARNING MODELS

Our goal is to return to face-to-face instruction in our classrooms to the greatest extent possible while also focusing on the health and safety of our students and staff. Based on current State guidelines for physical distancing, Modesto City Schools is still in the planning process on how to reopen TK-6 schools as safely as possible.

### TK-6 Schools – In-Person Learning Model:

- Based on survey and community forum feedback from parents and MCS Staff, the District is considering the following learning model for a phased-in approach to bring students back to in-person instruction, starting with TK-2, then moving to grades 3-6.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A	<b>At School In-Person Learning</b>	<b>At School In-Person Learning</b>	<b>All Online:</b> Teachers conduct small groups (virtual or in-person). Teachers provide feedback for digital learning.	<b>At Home Learning</b>	<b>At Home Learning</b>
B	<b>At Home Learning</b>	<b>At Home Learning</b>	<b>All Online:</b> Teachers conduct small groups (virtual or in-person). Teachers provide feedback for digital learning.	<b>At School In-Person Learning</b>	<b>At School In-Person Learning</b>

### Distance Learning:

It is the District's goal to continue to offer a distance learning model for students to learn from home once in-person learning in classrooms begins. We are committed to doing our best to support those families who are not comfortable returning their student to the classroom.

### Important Note for Students in Grades 7-12:

Stanislaus County is currently only permitted to look at the possibility of reopening of TK-6 schools. Once we receive approval, it is our goal to do this in a safe, responsible manner by phasing in the opening of certain grade levels. When Stanislaus County achieves 14-days of sustaining the "red" tier of COVID case measurement, we will look at the possibility of reopening junior high and high schools, but we are not yet to that point. Prior to secondary schools being reopened, we are going to focus on the safe and successful opening of our TK-6 schools.

## SECTION II: PREVENTION



# ORGANIZING PRINCIPLES FOR PREVENTING COVID-19 TRANSMISSION BY AGE GROUP

Organizing Principle:  
Stable Cohorts

Organizing Principle:  
Physical Distancing/Face Coverings

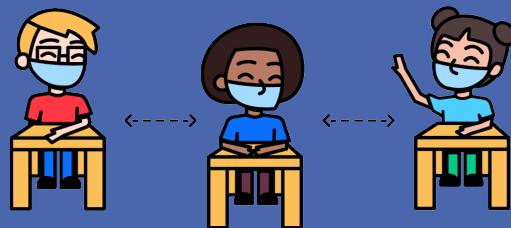


- Less feasible to limit close contact and wear face coverings.
- More feasible to maintain stable cohorts.
- Greater need for in-person and group-based instruction with close contact to support social-emotional and academic development.

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# PHYSICAL DISTANCING

## GENERAL



### Expectations

- Communicate with all staff and families regarding physical distancing requirements and recommendations.
- Train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Post signage reminding students and staff about physical distancing in prominent locations throughout each school campus.
- Allow only necessary visitors on the campus and limit the number of students and staff who come into contact with them.
- For outside organizations utilizing school facilities outside of school hours, ensure that they follow all required health and safety measures.
- Ensure staff maintain six feet or more of distance between one another while on the school campus (when practicable).

### Additional Measures

- Place markings on the ground to facilitate physical distancing of six feet or more (when practicable) at all main school entry and exit points, crosswalks near the school, bus pick-up/drop-off locations at school site, cafeteria, and elsewhere on campus where students or staff are expected to gather or form lines.
- Review emergency plans and drills to facilitate physical distancing, to the extent feasible, during such events.



# PHYSICAL DISTANCING

## ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

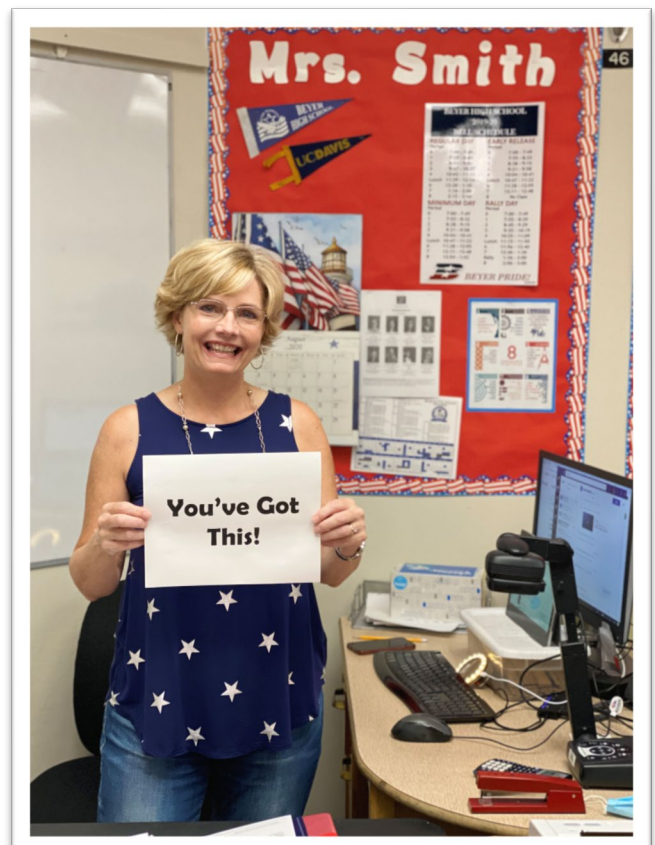


### Expectations

- Minimize close contact between students, staff, families, and the broader community at arrival and departure through the following methods:
  - Utilize as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
  - Designate routes for entry and exit.
  - Instruct parent/guardian/caregiver drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. For exceptions (i.e., special needs students), when in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off a student.
  - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
  - Provide supervision to disperse student gatherings during school arrival and departure.

### Additional Measures

- If crowding of students is occurring during arrival or departure, consider staggering arrival and/or departure times and designating multiple pick-up and drop-off locations to maximize physical distancing while minimizing scheduling challenges for students and families.



# PHYSICAL DISTANCING

## ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL BUS TRANSPORTATION

### Expectations

- Require families to screen students for COVID-19 symptoms **before** they board the school bus.
- Ensure at least six feet of distance (when practicable) or a Plexiglass shield between the bus driver and students when seated. These may include visual cues (e.g., floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus operator).
- Ensure bus drivers and students (grades 3-6) wear face coverings at all times while awaiting and riding on buses.
- Maximize physical distancing between students on the bus by limiting available seats to the extent practicable (e.g., every other row available for seating).
- Instruct students from the same family to sit together whenever possible to minimize exposure to new contacts.
- Thoroughly clean and disinfect buses daily and after transporting an individual who is exhibiting COVID-19 symptoms.

### Additional Measures

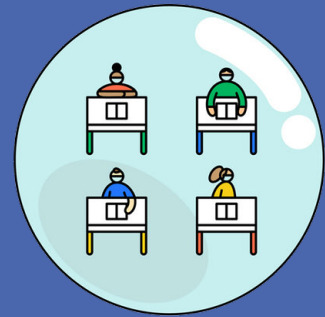
- Increase ventilation on buses by opening windows, to the greatest extent possible.
- Provide bus drivers with extra face coverings for students who lose or forget to bring their face coverings.
- Provide bus drivers with disinfectant supplies and PPE to support disinfection of frequently touched surfaces during the day.
- Buses are being equipped with hand sanitizers and temperature scanners for staff and student use.
- Maximize physical distancing between students at bus stops by placing ground markings at pick-up and drop-off locations at school site.



# PHYSICAL DISTANCING

## CLASSROOM SETTINGS

### SMALL, STABLE COHORTING



## Expectations

- Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day:
  - Students with disabilities and staff providing special education and related services can rotate into general education classrooms for a portion of the day.
  - Students with disabilities may spend a portion of the day in a separate classroom cohort for the provision of special education services.
  - Specialty teachers may rotate into classrooms for specialized instruction (e.g., Computer Literacy and Prep Providers) but must maintain at least six feet of distance from everyone in the cohort (when practicable).
  - Substitute teachers can provide coverage for teachers who are absent. If possible, schools should limit the number of stable cohorts that substitute teachers interact with by assigning certain substitutes to specific schools.
- Students should not mix with other stable classroom cohorts.

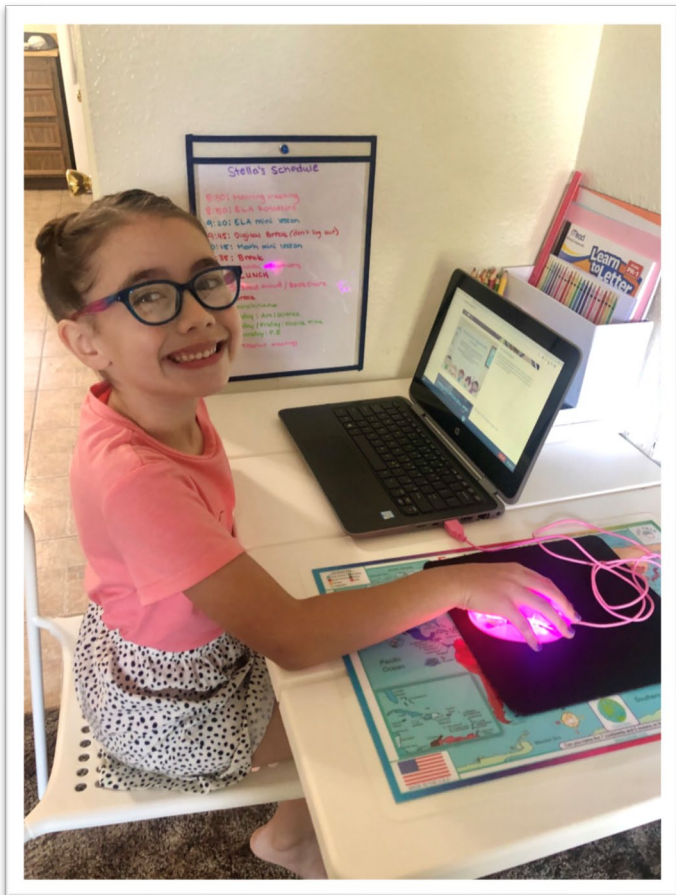
## Additional Measures

- Prioritize stability of stable classroom cohorts over physical distancing or face covering use for 2nd grade and below. Given the social and educational needs of this age group, physical distancing and face coverings would be difficult. Therefore, strict maintenance of a stable classroom cohort, which minimizes the total number of contacts, is the primary mechanism of risk reduction. **However, MCS still strongly recommends and promotes the use of face shields and/or masks, even for younger learners.**
- Class sizes should be as small as practicable.
- Train staff and students to strive to maintain at least six feet of distance from each other as much as possible during educational instruction (e.g., during whole-class instruction, presentation, or lecture).
- Seat students at least six feet apart, if possible, in existing facilities. If that is not possible, consider use of outdoor spaces or non-classroom space to accommodate physical distancing. If use of outdoor space is not feasible, consider placing barriers between student desks or arranging desks in a manner that minimizes face-to-face contact.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.
  - Increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).

# PHYSICAL DISTANCING

## CLASSROOM SETTINGS (CONT.)

### SMALL, STABLE COHORTING



## Additional Measures

- Reduce amount of furniture and equipment in the classroom to facilitate distancing and reduce high-touch surfaces.
- Student desks should be faced in the same direction (and not facing each other) to minimize risk of disease transmission, if feasible.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, electronic devices, etc.) to the extent practicable, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- Keep students' belongings separate so students do not come in contact with other students' possessions.
- Place markings on classroom floors to facilitate physical distancing.
- Limit number of teachers physically present with each student cohort, to the extent possible.

# PHYSICAL DISTANCING NON-CLASSROOM SETTINGS

## Expectations

- *Staff Break Rooms:* Staff are not permitted to eat or loiter in breakrooms.

## Additional Measures

- *Restrooms:* Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.
- *Libraries:* Stagger group use of libraries.
- *Cafeterias:* To avoid crowding of students, consider staggering meal service and/or utilizing alternate serving locations such as classrooms or outdoors, wherever practicable.
- *Physical Education, Playgrounds, and Recess:*
  - o Consider holding activities in separated areas designated by class and/or staggered throughout the day.
  - o Conduct activities outdoors whenever possible, with appropriate physical distancing within groups to the extent practicable.
  - o Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
  - o Cloth face coverings (grades 3-6) must be worn during indoor physical conditioning and training or physical education classes. Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Students should take a break from exercise if any difficulty in breathing is noted and should change their face covering if it becomes wet and sticks to the student's face and obstructs breathing.
- o Have Yard Duty Supervisors and Campus Assistants carry first aid kits that include hand sanitizer, face coverings, and gloves.
- *Hallways:* Minimize crowding of hallways as much as practicable. For example, consider establishing more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.
- *Staff Break Rooms:*
  - o Staff are not permitted to eat or loiter in breakrooms. If break rooms remain open to staff for a purpose other than eating (e.g., making copies, using an appliance, etc.) limit the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.
  - o Encourage or require staff to eat meals outdoors or in large, well ventilated spaces.
- *School Offices:*
  - o Space staff at least six feet apart, where practicable, or provide physical barriers such as approved Plexiglass partitions.
  - o Consider reorganizing workspaces to prevent risk of transmission (e.g., orienting staff away from each other in shared workspaces).
  - o Place markings on the ground to remind students/staff to maintain physical distancing.
  - o Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.

# PHYSICAL DISTANCING NON-CLASSROOM SETTINGS

## Additional Measures (cont.)

- *Equipment for front office staff:*
  - o Install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from visitors and volunteers.
  - o Teachers and other staff with close contact with students may consider wearing face shields *in addition to wearing face coverings*.



# PHYSICAL DISTANCING

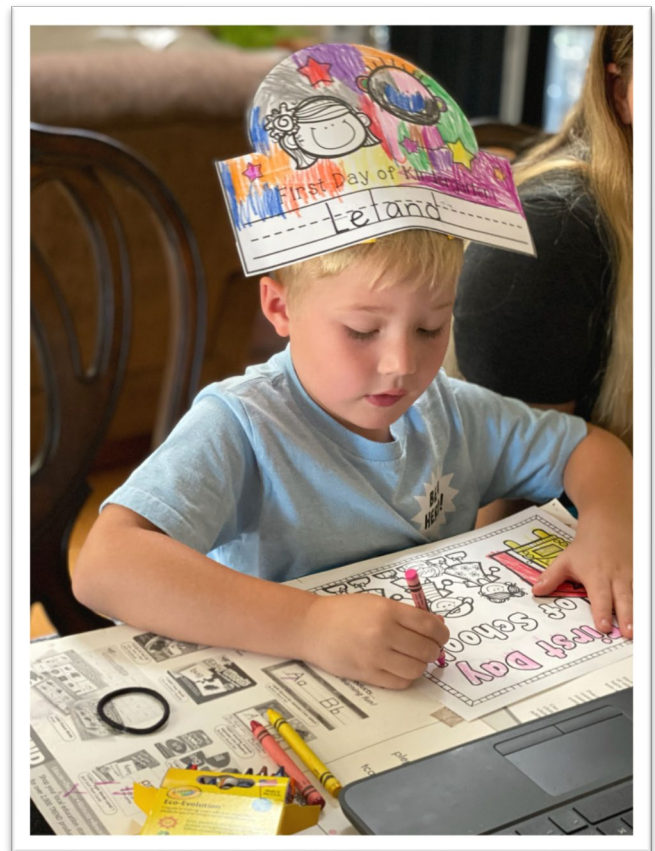
## *ELECTIVES/EXTRA-CURRICULAR ACTIVITIES*

### Expectations

- Do not allow electives and extra-curricular activities in which physical distancing (at least six feet) and face covering use cannot be maintained at all times.
- Do not allow aerosol generating activities, including in-person choir, band, and vocal cheerleading activities (cheers and chants) due to increased risk of disease transmission.

### Additional Considerations

- Consider whether extra-curricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice and performances) or while maintaining stable classroom cohorts.
- In-person choir, band, and vocal cheerleading activities may be conducted if they do not include aerosol-generating activities such as singing, playing of wind and brass instruments, cheering, or chanting. In-person class time can be used for non-aerosol generating activities, such as rhythm study, music theory, music history, composition, and analysis.



# PHYSICAL DISTANCING

## SCHOOL EVENTS

### Expectations

- For elementary schools:
  - At this time, MCS has suspended all field trips, assemblies, and other gatherings. Instead, only “virtual” school events are being held online.

### Additional Measures

- Maximize number of school events that can be held virtually or outside.
- Events involving on-campus visitors interacting with staff or students should be minimized.



# HYGIENE MEASURES

## HEALTHY HYGIENE PRACTICES



### Expectations

- Teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes.
- Post signage in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers (with at least 60 percent ethyl alcohol) for staff and students who can safely use hand sanitizer.
- Minimize sharing of supplies and equipment among staff and students to the extent feasible. When items must be shared, clean and disinfect items between uses.
- Minimize staff and student contact with high-touch surfaces (e.g., propping open building or room doors, particularly at arrival and departure times).

### Additional Measures

- Model, practice, and monitor handwashing, particularly for lower grade levels.
- Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to campus; after using the restroom; after playing outside and returning to the classroom; before and after eating; and after coughing or sneezing.
- Have students and staff wash hands at staggered intervals to minimize congregation around handwashing and hand sanitizer stations.
- Proper handwashing is more effective at preventing transmission, but hand sanitizer is an acceptable alternative if handwashing is not practicable.
- Provide hand sanitizer in each classroom, in any other indoor space used by students or staff, at building entrances/exits, and at locations designated for students or staff to eat.
  - Students under the age of 9 should use hand sanitizer only under adult supervision.
- Suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.



# HYGIENE MEASURES

## FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR



### Expectations

#### Teachers and Staff

- All adults must adhere to the following District guidelines for face coverings:
  - when teaching unless separated by a physical barrier;
  - when interacting with any member of the public in any indoor location;
  - when working in a publicly accessible indoor location, such as an indoor lobby, whether a member of the public is present or not. For open office spaces that include a lobby, the publicly accessible indoor location will be considered the area accessible by the public and extend ten feet back from the front of the counter;
  - when working in any space where food is prepared, packaged, or distributed to others;
  - when working, indoors or outdoors, and 6 feet of separation cannot be achieved between employees;
  - when traveling to or from your desk or office, or when working or walking in common areas, such as hallways, stairways, elevators, restrooms, etc.
- Staff who fall within the CDPH guidelines for individual exemption shall work with Human Resources for reasonable accommodations.
- Supervisors are responsible for ensuring all members of the school community are compliant with these expectations.

### Expectations (cont.)

#### Students

- Students in grades TK-2 should be strongly encouraged, but are not required, to wear a face covering within their stable classroom cohort.
- Students in 3<sup>rd</sup> grade and above **must** use face coverings when in the classroom even if they are in a stable classroom cohort.
  - while arriving and departing from school campus;
  - in any area outside of the classroom (except when eating, drinking, or engaging in physical activity); if elementary students are outside the classroom where they are only with members of their stable cohort, cloth face coverings are not required.
- Students excluded from face covering requirements include: (1) anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance; and (2) students with special needs who are unable to tolerate a face covering.
- Signage will be posted in high visibility areas to remind students and staff of (1) when and where face coverings are required; and (2) appropriate use of face coverings.
- Staff and families will receive communications regarding expectations for use of face coverings at school and how to wash face coverings.
- Students will be educated, particularly younger elementary school students, on the rationale and proper use of face coverings.

# HYGIENE MEASURES

## FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR (CONT.)



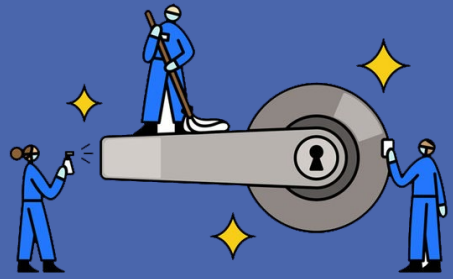
### Additional Measures

- Do not exclude students from the classroom if they occasionally fail to wear a face covering, or if a few students in the classroom are consistently unable to wear a face covering, when required. The small increase in risk of disease transmission does not justify classroom exclusion, but students without face coverings should maintain physical distance to the extent feasible.
- If a student or staff experiences difficulty wearing their face covering, the individual will be allowed to remove their face covering for a short period of time.
- Face coverings will be provided for students and staff who lose their face coverings or forget to bring them to school.
- Face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. However, teachers and other staff may consider using face shields *in combination with face coverings* when in the classroom to further reduce the risk of transmission.
- Teachers may consider using face coverings with clear windows during phonological instruction to enable students to see the teacher's mouth and in settings where a face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.

### Additional Measures (cont.)

- Except as specifically provided in this document, students and staff should use cloth face coverings whenever face coverings are required. Medical masks, such as N95 and surgical masks, are strongly discouraged for general use due to the global shortage of medical masks needed for healthcare professionals. However, schools may use existing inventories of disposable masks, including N95 and surgical masks, for students and staff if reusable cloth face coverings are not available.
- *Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:*
  - o A surgical mask and face shield is recommended when providing services to students which requires repeated close contact interactions (e.g., assistance with activities of daily living) or conducting health assessments (including vision and hearing screening).
  - o Gloves must be worn as recommended for procedures which require universal precautions (e.g., toileting assistance, catheterization, and insulin administration).
  - o PPE for potential aerosol generating procedures (e.g., suctioning of tracheostomy sites and nebulizer treatments) should follow [CDC guidance](#).

# CLEANING & DISINFECTION



## Expectations

- At least daily, and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance. See:
  - [Cleaning and Disinfecting Your Facility](#)
  - [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)

## Additional Measures

- Provide employees MCS cleaning products for use against COVID-19. Train employees on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- After an illness, limit access to areas used by the sick person (e.g., a student's desk or a staff member's office) until cleaned and disinfected.
- Limit use of items that are difficult to clean and sanitize.
- Establish a cleaning and disinfecting schedule to avoid both under- and over-use of cleaning products.

# STAFF TRAINING & FAMILY EDUCATION

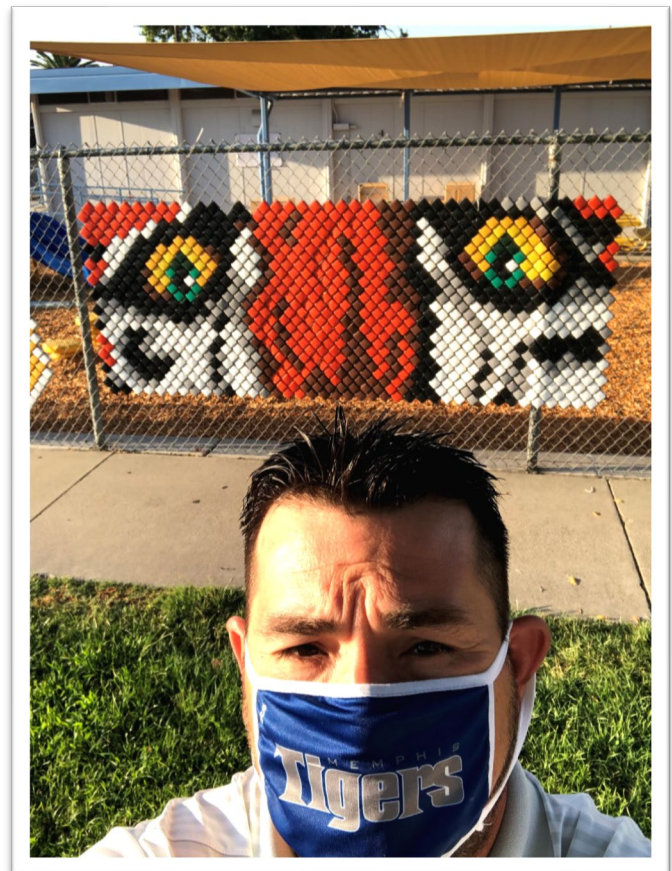


## Expectations

- Enhanced sanitation practices
- Importance of physical distancing guidelines
- Proper use, removal, and washing of face coverings
  - o CDPH Guidance for the Use of Face Coverings
- Screening practices
- How COVID-19 is spread:
  - o Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- COVID-19 specific symptom identification
- Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
- All staff will complete the Health Assessment form once prior to physically returning to work; thereafter, they are expected to stay home and immediately report to their supervisor if anything changes that would result in a “yes” response to the form. Managers must complete the COVID Reportable Incident Form upon being notified by staff of a qualifying incident.
- For workers, COVID-19 specific symptom identification and when to seek medical attention.
- The employer’s plan and procedures to follow when students or adults become sick at school.
- The employer’s plan and procedures to protect employees from COVID-19 illness.

## Additional Considerations

- Conduct training and education virtually, or, if in-person, ensure a minimum of six foot distancing is maintained (when practicable).



# ADDITIONAL SAFETY MEASURES FOR TEACHERS AND OTHER STAFF



## Expectations

- Limit visitors to campus, maximize social distancing between staff and students, do not allow staff to eat together in break rooms.
- All staff must self-screen for symptoms daily. All parents are required to screen their children for symptoms daily as well.
- Conduct all staff meetings, professional development training and education, and other activities involving staff via video or phone conference. If in-person attendance is necessary, conduct such activities outdoors, if feasible, and with appropriate physical distancing.
- Ensure staff maintain six feet or more of distance between one another while on the school campus (when practicable).
- Adopt procedures to ensure staff can maintain six feet or more of distance from any necessary visitors (when practicable).
- Provide adequate training and personal protective equipment to protect custodial staff who will be cleaning and disinfecting areas used by any sick person. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable.
- MCS strongly recommends that students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.

## Additional Measures

- *Staff break rooms/meals:*
  - o Consider closing break rooms or limiting the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.
  - o Encourage or require staff to eat meals outdoors or in large, well ventilated spaces.
- *School offices:*
  - o Space staff at least six feet apart (when practicable) or have approved Plexiglass protective partitions.
  - o Consider reorganizing workspaces to prevent risk of transmission (e.g., orienting staff away from each other in shared workspaces)
  - o Place markings on the ground to remind students/staff to maintain physical distancing.
  - o Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates. (Note: Increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).
- *Equipment for bus drivers:*
  - o Provide bus drivers with extra face coverings for students who lose or forget to bring their face coverings.
  - o Provide bus drivers with disinfectant disposable gloves and hand sanitizer to support disinfection of frequently touched surfaces during the day.

# ADDITIONAL SAFETY MEASURES FOR TEACHERS AND OTHER STAFF (CONT.)

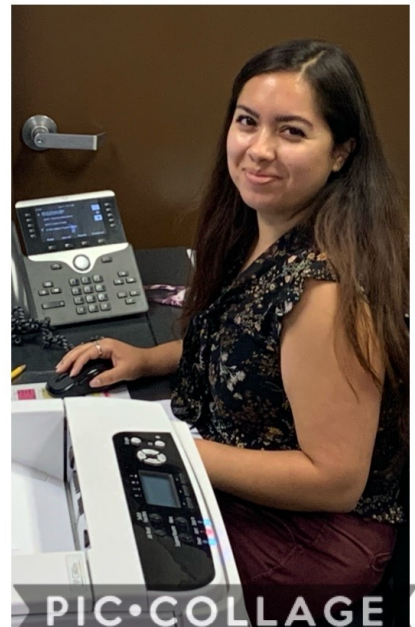
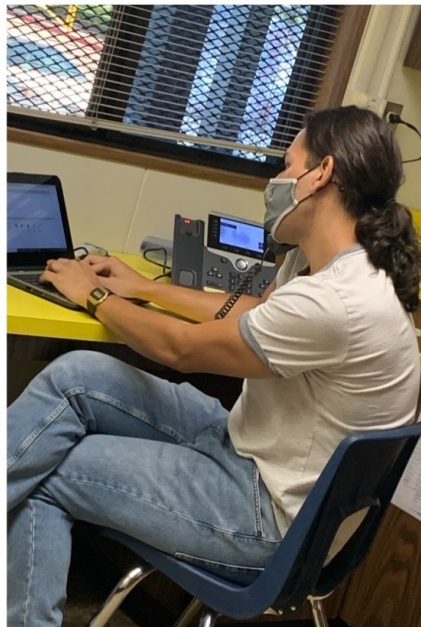
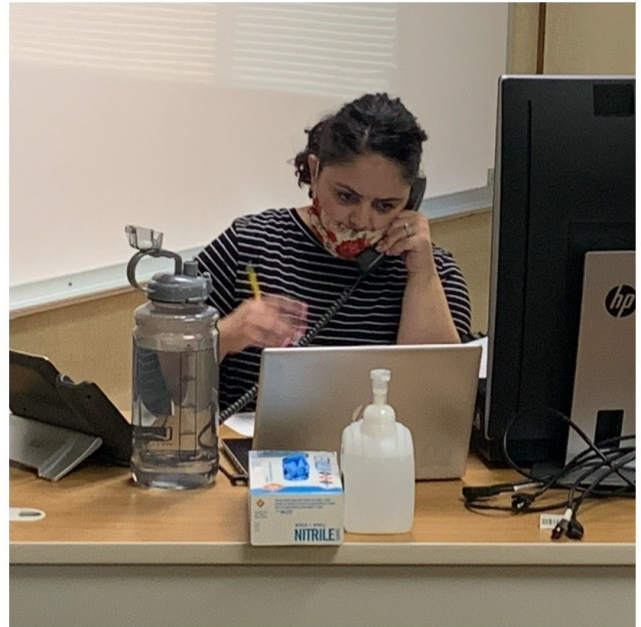
## Additional Measures (cont.)

- *Equipment for front office staff:*
  - o Install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from necessary visitors.
  - o Teachers and other staff with close contact with students may consider wearing face shields in addition to wearing face coverings.
- *Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:*
  - o A surgical mask and face shield is recommended when providing services to students which requires repeated close contact interactions (e.g., assistance with activities of daily living) or conducting health assessments (including vision and hearing screening)
  - o Gloves should be worn as recommended for procedures which require universal precautions (e.g., toileting assistance, catheterization, and insulin administration)
  - o PPE for potential aerosol generating procedures (e.g., suctioning of tracheostomy sites and nebulizer treatments) should follow [CDC guidance](#).

## Additional Considerations

- Hold regular all-staff meetings or send regular communications regarding implementation of the school's COVID-19 prevention plan and strategies.
- Arrange classroom furniture and equipment to maximize physical distance between teachers and students when a teacher is providing whole group instruction to the class and close contact is not necessary to deliver instruction.
- Develop policies that encourage staff and students to stay home when they are sick.
- Minimize the number of teachers physically present with each cohort, for example by having specialty or subject-specific teachers provide remote instruction.

## SECTION III: MONITORING



PIC•COLLAGE

# HEALTH SCREENINGS FOR STUDENTS AND STAFF



## Expectations

- Signs will be posted at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms. COVID-19 symptoms include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, loss of taste or smell, nausea/vomiting or diarrhea.
- All students and staff must be screened for symptoms each day. Staff and the students' parents or guardians can conduct symptom screening at-home, prior to arrival.
- Alternatively, symptom screening can occur on-site via self-reporting, visual inspection, or a symptom screening questionnaire. Symptom screenings do not need to be performed by a nurse or other health professional.
- Temperature screening of students and staff is not required. If temperature screening is performed, contact-less thermometers should be used.
- Students or staff with any identified COVID-19 symptoms and/or a temperature of 100.4 or higher must be sent home immediately until testing and/or medical evaluation has been conducted.
- Screening requirements will be communicated to all staff and families. Provide periodic reminders throughout the school year.

## Additional Measures

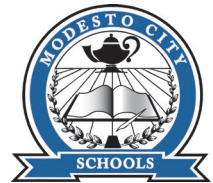
- Any on-campus temperature screening (for students or staff) should be conducted using a contact-less thermometer with a physical barrier in place to separate the screener from individuals screened:
  - Screening stations should be set up at least six feet apart from each other (when practicable).
  - A physical barrier, such as a glass window or clear plastic barrier on a table, for the person taking the temperature to stand behind, should be put in place.
  - If a barrier cannot be put in place, the person measuring temperatures should be trained and wear appropriate PPE (facemask, eye protection, and disposable gloves).
  - When using a non-touch (infra-red) or temporal thermometer, gloves do not need to be changed before the next check if the individual screened was not touched.

# RECOMMENDED HEALTH SCREENING FOR MCS STAFF

**Ask these questions. A person who answers “Yes” to any one of these questions must not be allowed to enter the school facility.**



## Modesto City Schools Appendix A COVID-19 Illness/Health Assessment



All employees are required to complete the COVID-19 Illness/Health Assessment form prior to returning to work for the 2020/21 school year. This assessment is vital to ensure the health and well-being of each employee and our school district.

**NOTE: Employees are required to do a DAILY self-assessment before reporting to work. Should ANY of your responses change to “yes” after the initial completion of this form, you are required to stay home and notify your supervisor immediately.**

1. Are you experiencing any symptoms such as fever (100.4° or higher), cough, shortness of breath or respiratory illness?

\_\_\_\_\_ Comments: \_\_\_\_\_ Date Symptoms Began \_\_\_\_\_

2. Have you been in close contact with anyone who has been diagnosed with COVID-19?

**\*\*CLOSE CONTACT** is defined as: Being within approximately 6 feet of a COVID-19 case for a prolonged period of time; close contact can occur while caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case or having direct contact with infectious secretions of a COVID-19 case (being coughed on).

\_\_\_\_\_ Comments: \_\_\_\_\_ Date of contact \_\_\_\_\_

3. Are you currently in close contact with anyone such as a family member who is experiencing symptoms or has been confirmed as positive for COVID-19?

\_\_\_\_\_ Comments: \_\_\_\_\_

***If yes to any of the above questions you must receive prior approval from your immediate supervisor before commencing your workday.***

# TESTING OF STUDENTS AND STAFF

## Expectations

- Advise students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.
- **Positive test results:**
  - Require parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19, or been in close contact with a COVID-19 case, take actions as required in “Identification and Tracing of Contacts” (page 25-26).
- **Negative test results:**
  - Symptomatic students or staff who test negative for COVID-19 should remain home until at least 24 hours after resolution of fever (if any) and improvement in other symptoms.
  - Asymptomatic non-household close contacts to a COVID-19 case should remain at home for a total of 14 days from date of last exposure even if they test negative.
  - Asymptomatic household contacts should remain at home until 14 days after the COVID-19 positive household member completes their isolation. If COVID-like symptoms develop during the 14-day quarantine period, please contact the MCS Contact Tracing team and your healthcare provider.
  - Documentation of negative test results may be required to return to school.

## Additional Measures

- In lieu of a negative test result, allow symptomatic students and staff to return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Encourage routine monthly testing of all staff. Testing is now widely available at testing sites and through healthcare providers throughout the community.

## Additional Considerations

- Provide parents and staff with information regarding local testing sites.

# IDENTIFICATION AND TRACING OF CONTACTS

## Expectations

### Suspected COVID-19 Case(s) Response:

- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms, such as an outdoor pop-up tent.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.

### Confirmed COVID-19 Case(s) Response:

- *Students:* Parents should immediately report positive COVID cases with their student(s) to the School Site Administration. Confidentiality will be protected as required by state and federal laws. Information concerning student confidentiality can be found [here](#).
- *MCS Employees:* Staff need to notify their direct supervisor of any positive COVID diagnosis. Confidentiality will be protected as required by state and federal laws. The Supervisor will then fill out the reportable incident form via Informed K12. The form is sent to the MCS Contact Tracing team to notify Stanislaus County Public Health and to perform additional tracing to see if more individuals are advised to quarantine due to exposure.
- Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#).
- If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct](#) application of disinfectants using personal protective equipment and ventilation.

## Expectations (cont.)

- No actions need to be taken for persons who have not had close contact (i.e., within 6 feet for 15 or more minutes or direct physical contact) with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
- *For elementary schools and other settings in which stable classroom cohorts have been maintained:* All students and staff within the same classroom cohort as the confirmed COVID-19 case should be instructed to get COVID-19 testing around 5-7 days after the last exposure to the case and remain quarantined at home for 14 days. If COVID-like symptoms develop during the 14-day quarantine period, please contact the MCS Contact Tracing team and your healthcare provider.
- *For all settings:* Provide information regarding close contacts to Aurora Licudine, Chairperson, MCS School Nurses, and she will communicate directly with Stanislaus County Public Health via secure channels.
- No actions need to be taken for persons who have not had close contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.

### Return to Campus after Testing:

#### Positive test results:

- Symptomatic individuals who test positive for COVID-19 can return, at a minimum, 10 days **after** symptoms first appeared AND at least 24 hours with no fever without the use of fever reducing medications AND improvement in other symptoms.
- Asymptomatic individuals who test positive for COVID-19 can return 10 days **after** their positive test result.

#### Negative test results:

- Symptomatic individuals who have not been in close contact with a COVID-19 case, who test negative for COVID-19, can return 24 hours after resolution of fever (if any) and improvement in symptoms.

# IDENTIFICATION AND TRACING OF CONTACTS (CONT.)

## Expectations (cont.)

- In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Individuals who are in close contact to a confirmed COVID-19 case, who test negative at least 5-7 days after exposure, and remain asymptomatic, can return 14 days after the date of last exposure to the case. If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.

## SECTION IV: COMMUNICATION PLAN FOR CASES AND EXPOSURES AT SCHOOL COVID-19 IDENTIFICATION, TRACING, AND TESTING



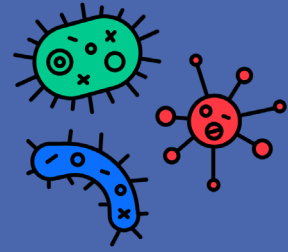
**Table I. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts** *(depending on guidance from Public Health)*

Scenario	Immediate Action	Communications
Scenario 1: A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.4 or above.	<ul style="list-style-type: none"> <li>• Student/staff sent home.</li> <li>• School administration notified.</li> <li>• Student/staff instructed to get tested.</li> <li>• Classroom remains open.</li> </ul>	No action is needed.
Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19.	<ul style="list-style-type: none"> <li>• Student/staff sent home.</li> <li>• School administration notified.</li> <li>• Student/staff instructed to get tested.</li> <li>• Student/staff instructed to quarantine, even if they test negative, for a full 14 days <b>after</b> date of last exposure to COVID-19 case. If COVID-like symptoms develop during the 14-day quarantine period, please contact the MCS Contact Tracing team and your healthcare provider.</li> <li>• Classroom remains open.</li> <li>• If student/staff tests positive during quarantine, see Scenario 3 below.</li> </ul>	<p>Template Letters:</p> <p>Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case</p> <p>AND</p> <p>Letter to Cohort Members (in Cohort Settings)</p>
Scenario 3: A student or staff member tests positive for COVID-19.	<ul style="list-style-type: none"> <li>• Student/staff sent home if not already quarantined.</li> <li>• School administration notified.</li> <li>• Public Health Department notified.</li> <li>• Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 3 days after resolution of fever, without the use of fever reducing medications, AND improvement in symptoms (If never symptomatic, isolate for 10 days after date of positive test.).</li> <li>• School-based close contacts identified and instructed to test &amp; quarantine for 14 days: <ul style="list-style-type: none"> <li>o In stable elementary classroom cohorts: entire cohort.</li> <li>o In other settings: use seating chart, consult with teacher/staff.</li> </ul> </li> <li>• In elementary cohort settings, classroom closes.</li> </ul>	<p>Template Letters:</p> <p>For Cohort Settings Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Cohort Members</p> <p>For Non-Cohort Settings Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Close Contacts</p> <p>AND</p> <p>Letter to All Other Community Members</p>

## Table 2. Steps to Take in Response to a Negative Test Result

Scenario	Immediate Action	Communications
Scenario 1: A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic).	<ul style="list-style-type: none"> <li>Student/staff may return to school 24 hours after resolution of fever and improvement in other symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>Student family/staff may be required bring evidence of negative COVID- 19 test or medical note if testing not performed.</li> </ul>
Scenario 2: A student or staff member tests negative after Scenario 2 (close contact).	<ul style="list-style-type: none"> <li>Student/staff must remain in quarantine for a full 14 days <u>after</u> date of last exposure to COVID-19 case. If COVID-like symptoms develop during the 14-day quarantine period, please contact the MCS Contact Tracing team and your healthcare provider.</li> <li>If a close contact is under isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.</li> </ul>	No action is needed.
Scenario 3: A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case).	<ul style="list-style-type: none"> <li>Student/staff can return to school/work immediately.</li> </ul>	No action is needed.

# TRIGGERS FOR SWITCHING TO DISTANCE LEARNING



## 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 Public 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 positive cases within a 14-day period, depending on the size and physical layout of the school.

The Public 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

## Guidance on District Closure

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.

## When to Close a Class



With public health, consider closing if one or more students or staff members is confirmed to have COVID-19

## When to Close a School



With public health, consider closing if multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases

## When to Close the District



25% or more of schools in a district have closed due to COVID-19.



## When to Re-Open

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

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



Individual school closure is recommended based on the number of cases, the percentage of 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 of when at least 5 percent of the total number of teachers/students/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 from public health investigation or other local epidemiological data.

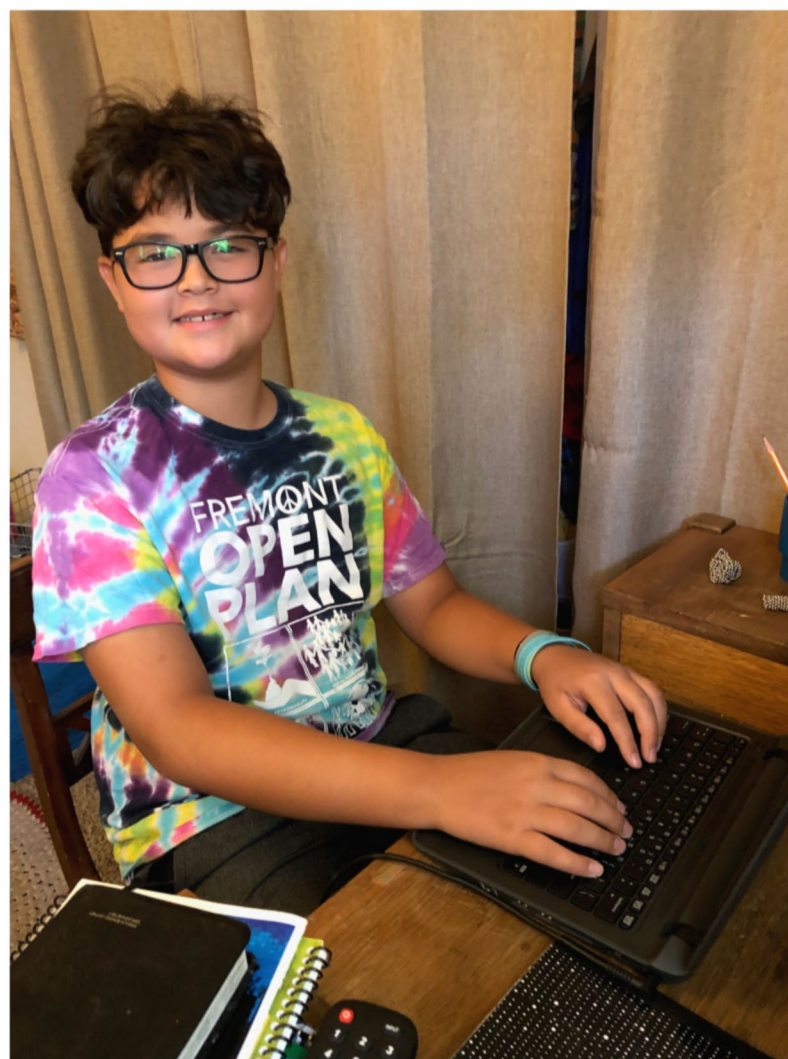
If a student/staff member has symptoms, they should be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the test returns positive, refer to COVID-19 Notification Process flowchart for next steps. If the student/staff member is tested and the results are negative, the student/staff members can return to work 3 days after symptoms resolve.

## WHEN TO CLOSE CLASS/SCHOOL/DISTRICT

Guidance from the CA Department of Public Health

[cdph.ca.gov](https://cdph.ca.gov)

## SECTION V: DISTANCE/REMOTE LEARNING FOR PARTICULAR STUDENTS

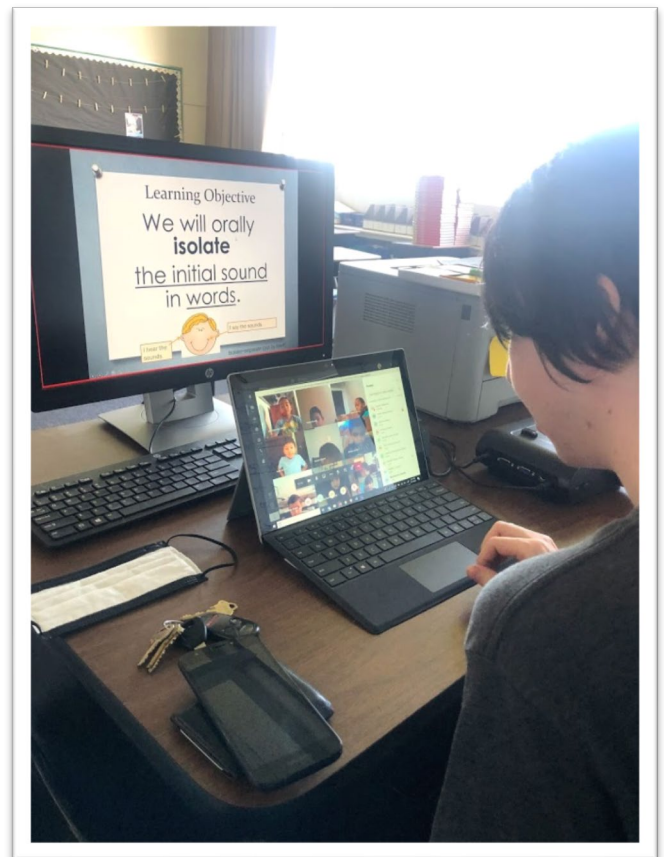


# DISTANCE/REMOTE LEARNING FOR PARTICULAR STUDENTS

Education Code sections 43503 and 43504 address distance/remote learning for the 2020-2021 school year. Education Code section 43504 states that schools in California “shall offer in person instruction to the greatest extent possible.” Education Code section 43503 states, “Distance learning may be offered under either of the following circumstances: (A) On a local educational agency or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer. (B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.”

## Considerations

- Regardless of on-site school conditions, distance/remote learning should be made available for the following students:
  - Students who are medically fragile or would be put at risk by in-person instruction, or who are isolating or quarantining because of exposure to COVID-19.



This is the end of the Modesto City Schools TK-6 Safe Schools Reopening Plan. It is anticipated that the plan will be presented to the Board of Education in mid-October. Once approved by the Board of Education, it will be submitted to Stanislaus County Public Health Officials for the next steps in the approval process.