

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **ELK GROVE UNIFIED SCHOOL DISTRICT**

Name of Bargaining Unit: **California School Employees Association (CSEA)**

Certificated, Classified, Other: **CLASSIFIED NON-MANAGEMENT**

The proposed agreement covers the period beginning: **JULY 1, 2020** and ending: **JUNE 30, 2021**

(date)

(date)

The Governing Board will act upon the agreement on: **MARCH 23, 2021**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

| Compensation | | Annual | Fiscal Impact of Proposed Agreement | | |
|--------------|--|-------------------------------------|-------------------------------------|-------------------------------|-------------------------------|
| | | Cost Prior to Proposed Agreement | Year 1 Increase (Decrease) | Year 2 Increase (Decrease) | Year 3 Increase (Decrease) |
| | | FY 2020-21 | FY 2020-21 | FY 2021-22 | FY 2022-23 |
| 1 | Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6) | \$29,982,167.00 | \$299,822.00 | \$0.00 | \$0.00 |
| | | | 1.00% | 0.00% | 0.00% |
| 2 | Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc. | \$0.00 | \$0.00 | | |
| | | | #DIV/0! | #DIV/0! | #DIV/0! |
| | Description of other compensation: | \$0.00 | | 0 | 0 |
| 3 | Statutory Benefits - STRS, PERS, FICA WE, UL, Medicare, etc. | \$9,414,400.00 | \$32,081.00 | | |
| | | | 0.34% | 0.00% | 0.00% |
| 4 | Health/Welfare Plans | \$12,641,491.00 | | | |
| 5 | Total Compensation - Add Items 1 through 4 to equal 5 | \$52,038,058.00 | \$331,903.00 | \$0.00 | \$0.00 |
| | | | 0.64% | 0.00% | 0.00% |
| 6 | Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1 | \$598,446.00 | | | |
| 7 | Total Number of Represented Employees (Use FTEs if appropriate) | 1,059.0230 | | | |
| 8 | Total Compensation <u>Average</u> Cost per Employee | \$49,137.80 | 313.40 | 0.00 | 0.00 |
| | | | 0.64% | 0.00% | 0.00% |

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

This agreement is for a one-time off-schedule payment therefore there is no impact to future years.

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No.

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Due to the pandemic, extraordinary work conditions have ensued, as such unit members have adapted to and will be participating in additional duties and practices for the 2020-2021 school year.

12 . Does this bargaining unit have a negotiated cap for Health & Welfare Yes | No

If yes, please describe the cap amount.

All bargaining unit members pay 20% toward the district low cost plan and can buy up to other offered plans with the option to receive a 5% rebate of district's low cost plan upon completion of a wellness appointment.

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The agreement includes the best options for both students and staff to allow everyone to return to school in a safe manner as we navigate the variables related to the pandemic.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

As conditions change it is agreed both parties will reconvene to negotiate the impact(s).

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will not create deficit spending in the current year and it is planned on using existing reserves for the one-time payment.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

**G. Source of Funding for Proposed
1. Current Year**

The one-time payment will be funded from undesignated unrestricted general fund reserves.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This agreement expires 6/30/2021 and only includes a one-time off-schedule payment therefore there is not an impact to future years.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

This is not a multi-year agreement and will expire 6/30/2021.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|--|---------------------------------------|-----------------|--------------------------------------|
| | Latest Board - Approved Budget Before Settlement (As of 12/15/2020) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | \$589,949,459 | | | \$589,949,459 |
| Remaining Revenues (8100-8799) | \$15,141,329 | | | \$15,141,329 |
| TOTAL REVENUES | \$605,090,788 | \$0 | \$0 | \$605,090,788 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | \$255,347,883 | \$0 | | \$255,347,883 |
| Classified Salaries (2000-2999) | \$64,430,150 | | | \$64,430,150 |
| Employee Benefits (3000-3999) | \$132,333,402 | | | \$132,333,402 |
| Books and Supplies (4000-4999) | \$22,356,037 | | | \$22,356,037 |
| Services, Other Operating Expenses (5000-5999) | \$30,003,461 | | | \$30,003,461 |
| Capital Outlay (6000-6999) | \$1,703,686 | | | \$1,703,686 |
| Other Outgo (7100-7299) (7400-7499) | \$1,618,889 | | | \$1,618,889 |
| Direct Support/Indirect Cost (7300-7399) | -\$9,373,790 | | | -\$9,373,790 |
| Other Adjustments | | | | \$0 |
| TOTAL EXPENDITURES | \$498,419,718 | \$0 | \$0 | \$498,419,718 |
| OPERATING SURPLUS (DEFICIT) | \$106,671,070 | \$0 | \$0 | \$106,671,070 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | | | | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | -\$229,770 | | | -\$229,770 |
| CONTRIBUTIONS (8980-8999) | -\$107,466,953 | | | -\$107,466,953 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$1,025,653 | \$0 | \$0 | -\$1,025,653 |
| BEGINNING BALANCE | \$90,572,575 | | | \$90,572,575 |
| Prior-Year Adjustments/Restatements (9793/9795) | | | | \$0 |
| CURRENT-YEAR ENDING BALANCE | \$89,546,922 | \$0 | \$0 | \$89,546,922 |
| COMPONENTS OF ENDING BALANCE: | | | | |
| Reserved Amounts (9711-9740) | \$726,940 | | | \$726,940 |
| Reserved for Economic Uncertainties (9789) | \$16,200,000 | | | \$16,200,000 |
| Designated Amounts (9775-9780) | \$3,732,378 | | | \$3,732,378 |
| Unappropriated Amounts (9790) | \$68,887,604 | \$0 | \$0 | \$68,887,604 |

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|--|------------------------|---|
| | Latest Board - Approved Budget Before Settlement (As of 12/15/2020) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | \$2,165,634 | | | \$2,165,634 |
| Remaining Revenues (8100-8799) | \$187,380,495 | | | \$187,380,495 |
| TOTAL REVENUES | \$189,546,129 | \$0 | \$0 | \$189,546,129 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | \$63,042,343 | | | \$63,042,343 |
| Classified Salaries (2000-2999) | \$44,392,288 | | | \$44,392,288 |
| Employee Benefits (3000-3999) | \$81,543,353 | | | \$81,543,353 |
| Books and Supplies (4000-4999) | \$60,573,553 | | | \$60,573,553 |
| Services, Other Operating Expenses (5000-5999) | \$32,031,332 | | | \$32,031,332 |
| Capital Outlay (6000-6999) | \$15,003,175 | | | \$15,003,175 |
| Other Outgo (7100-7299) (7400-7499) | \$2,601,113 | | | \$2,601,113 |
| Direct Support/Indirect Cost (7300-7399) | \$7,806,660 | | | \$7,806,660 |
| Other Adjustments | | | | \$0 |
| TOTAL EXPENDITURES | \$306,993,817 | \$0 | \$0 | \$306,993,817 |
| OPERATING SURPLUS (DEFICIT) | -\$117,447,688 | \$0 | \$0 | -\$117,447,688 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | | | | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | | | | \$0 |
| CONTRIBUTIONS (8980-8999) | \$107,466,953 | | | \$107,466,953 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$9,980,735 | \$0 | \$0 | -\$9,980,735 |
| | | | | |
| BEGINNING BALANCE | \$43,505,766 | | | \$43,505,766 |
| Prior-Year Adjustments/Restatements (9793/9795) | | | | \$0 |
| CURRENT-YEAR ENDING BALANCE | \$33,525,031 | \$0 | \$0 | \$33,525,031 |
| COMPONENTS OF ENDING BALANCE: | | | | |
| Reserved Amounts (9711-9740) | \$33,525,031 | | | \$33,525,031 |
| Reserved for Economic Uncertainties (9789) | | | | \$0 |
| Designated Amounts (9775-9780) | | | | \$0 |
| Unappropriated Amounts (9790) | \$0 | \$0 | \$0 | \$0 |

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|--|------------------------|---|
| | Latest Board - Approved Budget Before Settlement (As of 12/15/2020) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | \$592,115,093 | \$0 | \$0 | \$592,115,093 |
| Remaining Revenues (8100-8799) | \$202,521,824 | \$0 | \$0 | \$202,521,824 |
| TOTAL REVENUES | \$794,636,917 | \$0 | \$0 | \$794,636,917 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | \$318,390,226 | \$0 | \$0 | \$318,390,226 |
| Classified Salaries (2000-2999) | \$108,822,438 | \$0 | \$0 | \$108,822,438 |
| Employee Benefits (3000-3999) | \$213,876,755 | \$0 | \$0 | \$213,876,755 |
| Books and Supplies (4000-4999) | \$82,929,590 | \$0 | \$0 | \$82,929,590 |
| Services, Other Operating Expenses (5000-5999) | \$62,034,793 | \$0 | \$0 | \$62,034,793 |
| Capital Outlay (6000-6999) | \$16,706,861 | \$0 | \$0 | \$16,706,861 |
| Other Outgo (7100-7299) (7400-7499) | \$4,220,002 | \$0 | \$0 | \$4,220,002 |
| Direct Support/Indirect Cost (7300-7399) | -\$1,567,130 | \$0 | \$0 | -\$1,567,130 |
| Other Adjustments | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$805,413,535 | \$0 | \$0 | \$805,413,535 |
| OPERATING SURPLUS (DEFICIT) | -\$10,776,618 | \$0 | \$0 | -\$10,776,618 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | \$0 | \$0 | \$0 | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | -\$229,770 | \$0 | \$0 | -\$229,770 |
| CONTRIBUTIONS (8980-8999) | \$0 | \$0 | \$0 | \$0 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$11,006,388 | \$0 | \$0 | -\$11,006,388 |
| | | | | |
| BEGINNING BALANCE | \$134,078,341 | | | \$134,078,341 |
| Prior-Year Adjustments/Restatements (9793/9795) | \$0 | | | \$0 |
| CURRENT-YEAR ENDING BALANCE | \$123,071,953 | \$0 | \$0 | \$123,071,953 |
| COMPONENTS OF ENDING BALANCE: | \$0 | | | |
| Reserved Amounts (9711-9740) | \$34,251,971 | \$0 | \$0 | \$34,251,971 |
| Reserved for Economic Uncertainties (9789) | \$16,200,000 | \$0 | \$0 | \$16,200,000 |
| Designated Amounts (9775-9780) | \$3,732,378 | \$0 | \$0 | \$3,732,378 |
| Unappropriated Amounts - Unrestricted (9790) | \$68,887,604 | \$0 | \$0 | \$68,887,604 |
| Unappropriated Amounts - Restricted (9790) | \$0 | \$0 | \$0 | \$0 |
| Reserve for Economic Uncertainties Percentage | 2.0% | | | 2.0% |

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | 2020-21 | 2021-22 | 2022-23 |
|---|--|---|--|
| | Total Current Budget After Settlement | First Subsequent Year After Settlement | Second Subsequent Year After Settlement |
| REVENUES | | | |
| Revenue Limit Sources (8010-8099) | \$589,949,459 | \$589,215,688 | \$589,216,212 |
| Remaining Revenues (8100-8799) | \$15,141,329 | \$15,030,164 | \$15,030,164 |
| TOTAL REVENUES | \$605,090,788 | \$604,245,852 | \$604,246,376 |
| EXPENDITURES | | | |
| Certificated Salaries (1000-1999) | \$255,347,883 | \$254,437,482 | \$255,580,586 |
| Classified Salaries (2000-2999) | \$64,430,150 | \$62,238,010 | \$62,356,231 |
| Employee Benefits (3000-3999) | \$132,333,402 | \$135,993,005 | \$147,963,288 |
| Books and Supplies (4000-4999) | \$22,356,037 | \$18,098,616 | \$18,317,166 |
| Services, Other Operating Expenses (5000-5999) | \$30,003,461 | \$29,451,350 | \$29,790,841 |
| Capital Outlay (6000-6999) | \$1,703,686 | \$0 | \$0 |
| Other Outgo (7100-7299) (7400-7499) | \$1,618,889 | \$1,618,889 | \$1,618,889 |
| Direct Support/Indirect Cost (7300-7399) | -\$9,373,790 | -\$9,234,128 | -\$9,423,848 |
| Other Adjustments | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$498,419,718 | \$492,603,224 | \$506,203,153 |
| OPERATING SURPLUS (DEFICIT) | \$106,671,070 | \$111,642,628 | \$98,043,223 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | \$0 | \$0 | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | -\$229,770 | -\$229,770 | -\$229,770 |
| CONTRIBUTIONS (8980-8999) | -\$107,466,953 | -\$112,504,323 | -\$116,772,348 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$1,025,653 | -\$1,091,465 | -\$18,958,895 |
| | | | |
| BEGINNING BALANCE | \$90,572,575 | \$89,546,922 | \$88,455,457 |
| CURRENT-YEAR ENDING BALANCE | \$89,546,922 | \$88,455,457 | \$69,496,562 |
| COMPONENTS OF ENDING BALANCE: | | | |
| Reserved Amounts (9711-9740) | \$726,940 | \$726,940 | \$726,940 |
| Reserved for Economic Uncertainties - Unrestricted (9770) | \$16,200,000 | \$16,000,000 | \$16,500,000 |
| Reserved for Economic Uncertainties - Restricted (9770) | \$0 | \$0 | \$0 |
| Board Designated Amounts (9775-9780) | \$3,732,378 | \$3,732,378 | \$3,732,378 |
| Unappropriated Amounts - Unrestricted (9790) | \$68,887,604 | \$67,996,139 | \$48,537,244 |
| Unappropriated Amounts - Restricted (9790) | \$0 | \$0 | \$0 |

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | 2020-21 | 2021-22 | 2022-23 |
|---|--|---|--|
| | Total Current Budget After Settlement | First Subsequent Year After Settlement | Second Subsequent Year After Settlement |
| REVENUES | | | |
| Revenue Limit Sources (8010-8099) | \$2,165,634 | \$2,236,234 | \$2,298,849 |
| Remaining Revenues (8100-8799) | \$187,380,495 | \$190,084,227 | \$192,475,412 |
| TOTAL REVENUES | \$189,546,129 | \$192,320,461 | \$194,774,261 |
| EXPENDITURES | | | |
| Certificated Salaries (1000-1999) | \$63,042,343 | \$64,903,672 | \$66,847,490 |
| Classified Salaries (2000-2999) | \$44,392,288 | \$44,775,654 | \$45,159,782 |
| Employee Benefits (3000-3999) | \$81,543,353 | \$84,897,755 | \$87,310,096 |
| Books and Supplies (4000-4999) | \$60,573,553 | \$60,573,553 | \$60,573,553 |
| Services, Other Operating Expenses (5000-5999) | \$32,031,332 | \$32,308,356 | \$32,595,076 |
| Capital Outlay (6000-6999) | \$15,003,175 | \$8,868,385 | \$8,868,385 |
| Other Outgo (7100-7299) (7400-7499) | \$2,601,113 | \$2,601,113 | \$2,601,113 |
| Direct Support/Indirect Cost (7300-7399) | \$7,806,660 | \$7,666,998 | \$7,856,718 |
| Other Adjustments | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$306,993,817 | \$306,595,486 | \$311,812,213 |
| OPERATING SURPLUS (DEFICIT) | -\$117,447,688 | -\$114,275,025 | -\$117,037,952 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | \$0 | \$0 | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | \$0 | \$0 | \$0 |
| CONTRIBUTIONS (8980-8999) | \$107,466,953 | \$112,504,323 | \$116,772,348 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$9,980,735 | -\$1,770,702 | -\$265,604 |
| | | | |
| BEGINNING BALANCE | \$43,505,766 | \$33,525,031 | \$31,754,329 |
| CURRENT-YEAR ENDING BALANCE | \$33,525,031 | \$31,754,329 | \$31,488,725 |
| COMPONENTS OF ENDING BALANCE: | | | |
| Reserved Amounts (9711-9740) | \$33,525,031 | \$31,754,329 | \$31,488,725 |
| Reserved for Economic Uncertainties - Unrestricted (9789) | \$0 | \$0 | \$0 |
| Reserved for Economic Uncertainties - Restricted (9789) | \$0 | \$0 | \$0 |
| Board Designated Amounts (9775-9780) | \$0 | \$0 | \$0 |
| Unappropriated Amounts - Unrestricted (9790) | \$0 | \$0 | \$0 |
| Unappropriated Amounts - Restricted (9790) | \$0 | \$0 | \$0 |

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit: California School Employees Association (CSEA)

| | 2020-21 | 2021-22 | 2022-23 |
|---|--|---|--|
| | Total Current Budget After Settlement | First Subsequent Year After Settlement | Second Subsequent Year After Settlement |
| REVENUES | | | |
| Revenue Limit Sources (8010-8099) | \$592,115,093 | \$591,451,922 | \$591,515,061 |
| Remaining Revenues (8100-8799) | \$202,521,824 | \$139,429,066 | \$141,324,367 |
| TOTAL REVENUES | \$794,636,917 | \$730,880,988 | \$732,839,428 |
| EXPENDITURES | | | |
| Certificated Salaries (1000-1999) | \$318,390,226 | \$318,904,517 | \$322,022,776 |
| Classified Salaries (2000-2999) | \$108,822,438 | \$104,564,931 | \$105,064,674 |
| Employee Benefits (3000-3999) | \$213,876,755 | \$218,771,914 | \$232,857,106 |
| Books and Supplies (4000-4999) | \$82,929,590 | \$32,244,724 | \$32,463,274 |
| Services, Other Operating Expenses (5000-5999) | \$62,034,793 | \$53,772,450 | \$54,398,453 |
| Capital Outlay (6000-6999) | \$16,706,861 | \$0 | \$0 |
| Other Outgo (7100-7299) (7400-7499) | \$4,220,002 | \$4,220,002 | \$4,220,002 |
| Direct Support/Indirect Cost (7300-7399) | -\$1,567,130 | -\$1,476,830 | -\$1,476,830 |
| Other Adjustments | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$805,413,535 | \$731,001,708 | \$749,549,455 |
| OPERATING SURPLUS (DEFICIT) | -\$10,776,618 | -\$120,720 | -\$16,710,027 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | \$0 | \$0 | \$0 |
| TRANSFERS OUT & OTHER USES (7610-7699) | -\$229,770 | -\$229,770 | -\$229,770 |
| CONTRIBUTIONS (8980-8999) | \$0 | | |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | -\$11,006,388 | -\$350,490 | -\$16,939,797 |
| | | | |
| BEGINNING BALANCE | \$134,078,341 | \$123,071,953 | \$122,721,463 |
| CURRENT-YEAR ENDING BALANCE | \$123,071,953 | \$122,721,463 | \$105,781,666 |
| COMPONENTS OF ENDING BALANCE: | | | |
| Reserved Amounts (9711-9740) | \$34,251,971 | \$28,725,247 | \$31,342,989 |
| Reserved for Economic Uncertainties - Unrestricted (9789) | \$16,200,000 | \$14,800,000 | \$15,100,000 |
| Reserved for Economic Uncertainties - Restricted (9770) | \$0 | \$0 | \$0 |
| Board Designated Amounts (9775-9780) | \$0 | \$0 | \$0 |
| Unappropriated Amounts - Unrestricted (9790) | \$72,619,982 | \$79,196,216 | \$59,338,677 |
| Unappropriated Amounts - Restricted (9790) | \$0 | \$0 | \$0 |

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

| | | 2020-21 | 2021-22 | 2022-23 |
|----|---|---------------|---------------|---------------|
| a. | Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) | \$805,183,765 | \$730,771,938 | \$749,319,685 |
| b. | State Standard Minimum Reserve Percentage for this District 2%: | 2% | 2% | 2% |
| c. | State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000 | \$16,103,675 | \$14,615,439 | \$14,986,394 |

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

| | | | | |
|----|--|--------------|--------------|--------------|
| a. | General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789) | \$16,200,000 | \$14,800,000 | \$15,100,000 |
| b. | General Fund Budgeted Unrestricted Unappropriated Amount (9790) | \$72,619,982 | \$79,196,216 | \$59,338,677 |
| c. | Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789) | \$0 | \$0 | \$0 |
| d. | Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790) | \$0 | \$0 | \$0 |
| g. | Total Available Reserves | \$88,819,982 | \$93,996,216 | \$74,438,677 |
| h. | Reserve for Economic Uncertainties Percentage | 11.0% | 12.9% | 9.9% |

3. Do unrestricted reserves meet the state minimum reserve amount?

| | | | | |
|----|-----|-------------------------------------|----|--------------------------|
| FY | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| FY | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| FY | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: The 1% off-schedule one-time payment to employee groups was included in the revised budget approved by our Board of Education December 15, 2020.

6. Please include any additional comments and explanation of Page 4 if necessary: N/A

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

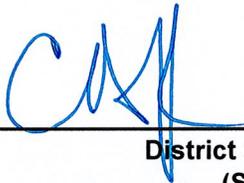
The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Elk Grove Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the California School Employees Association (CSEA) bargaining unit, during the term of the agreement from July 1, 2020 to June 30, 2021.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

| <u>Budget Adjustment Categories:</u> | <u>Budget Adjustment Increase (Decrease)</u> |
|---|--|
| <u>Revenues/Other Financing Sources</u> | <u>0</u> |
| <u>Expenditures/Other Financing Uses</u> | <u>0</u> |
| <u>Ending Balance Increase (Decrease)</u> | <u>0</u> |

(No budget revisions necessary)



District Superintendent
(Signature)



Date



Chief Business Officer
(Signature)



Date

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LCFF

| | |
|---|-------------------------------|
| (a) Current-Year LCFF per ADA: | \$ <u>9720.02</u> (Estimated) |
| (b) Prior-Year LCFF per ADA: | \$ <u>9728.25</u> (Actual) |
| (c) Amount of Current-Year Increase: (a) minus (b) | \$ <u>-8.23</u> |
| (d) Percentage Increase in BRL per ADA: (c) divided by (b) | -0.08% % |
| (e) Deficit: | <u>0</u> % |
| (f) Percentage Increase in LCFF after deficit: | <u>0</u> % |
| (g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1) | 0.64% |

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Shannon Hayes
Contact Person

916-686-7744
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on March 23, 2021, took action to approve the proposed Agreement with the California School Employees Association (CSEA).

President (or Clerk), Governing Board
(Signature)

Date

**Memorandum of Understanding
between
Elk Grove Unified School District
and the
California School Employees Association
and its
Elk Grove Chapter #831**

2020-2021 RESPONSE TO COVID-19

January 26, 2021

This is a Memorandum of Understanding (“MOU” or “Agreement”) between the Elk Grove Unified School District (“District”) and the California School Employees Association, and its Elk Grove Chapter #831 (“CSEA”), collectively referred to hereinafter as “the Parties” concerning the 2020-2021 school year consistent with District, State and Local County Public Health Orders.

Recitals

1. This Agreement sets forth the 2020-2021 protocols and terms that the District and CSEA have agreed upon regarding working conditions for CSEA bargaining unit members supporting students during the COVID-19 public health emergency.
2. The District and CSEA recognize the importance of maintaining safe learning opportunities and services for the benefit of the students and communities served by the District, certificated staff, and classified staff.
3. The Parties agree that the State of California has determined that educational institutions, including public K-12 schools provide essential government services for students including the provision of educational services, student meals, as well as the performance of other essential functions. As a result of this pandemic, the Parties agree that for the period of this Agreement, exigent and emergency circumstances exist.
4. California Senate Bill (“SB”) 98 provides statutory direction regarding the re-opening of schools for “in-person” instruction, and when “distance learning” may be provided. SB 98 was impacted by the California Department of Public Health (“CDPH”) Covid-19 Industry Guidance, and the attached January 14, 2021 “COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year”, which is subject to change as a result of State, Local and Federal orders.

AGREEMENT

Accordingly, in the interest of complying with California and County Department of Public Health Guidance and the Governor's Orders during the 2020-2021 school year and in order to address the working conditions of CSEA unit members, the Parties agree to all of the following:

A. School Closures and Openings

1. The Parties agree that the District shall have the sole and exclusive discretion working in consultation with the State and County Health officials and in compliance with State and County Health orders to determine whether a school is closed, opened under an In-Person/Concurrent, Pre-Transitional/Small Group, Transitional, and Full In-Person Instructional models or reopened after closure.

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

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

- a. Student instruction and services through the Distance Learning Model consistent with this Agreement; and
- b. Student instruction and services through any In-Person/Concurrent, Pre-Transitional/Small Group or Transitional Learning models consistent with this Agreement; and
- c. Student instruction and services through the full In-person Reopen Model consistent with this Agreement.

B. Safety and Mitigation

1. COVID-19 District Safety and Mitigation Guidelines. The District will inform and train, when applicable, its employees in public health measures, hygiene, and sanitation to help prevent the spread of the virus and will take reasonable measures to ensure that its facilities have the necessary supplies for preventive sanitation measures (such as soap and water, disposable towels, or tissues, and hand sanitizer). The Parties recognize that there have been severe shortages throughout California of supplies recommended by Public Health Agencies, but the District will make all reasonable efforts to obtain the appropriate supplies. The Parties agree that this MOU addresses with mitigation protocols as required by Federal, State, and health officials in order to prevent the spread of illness arising from the coronavirus during the 2020-2021 school

year, and/or for the duration of any orders from public agencies with jurisdiction over the District.

2. Personal Protective Equipment. The Parties agree that the District shall provide District-approved applicable personal protective equipment (“PPE”) to ensure that the unit member maintains his or her safety. Absent a State authorized exemption, State-mandated face coverings are required when on all District sites. PPE may include gloves, shields and masks, as is necessary and requested by staff. Physical distancing protocols shall be followed to the greatest extent possible.

3. Compliance with Safety Orders. The Parties agree that State and County safety orders and guidelines continue to adapt to the conditions of the pandemic. The District shall adopt and implement procedures in accordance with federal, state, and Sacramento County Health Department orders including, but not limited to, the CDPH January 14, 2021 “COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year”, which is subject to change as a result of State, Local and Federal orders, included in Attachment “A” and the 2020 Sacramento County Public Health Protocols outlined in Attachment “B”.

- a. The District shall provide PPE to unit members each day they are on site.
- b. In-lieu of using District-provided PPE, unit members may use their own PPE so long as the PPE complies with public health guidelines and provides equivalent protection to the PPE provided by the District.
- c. The Parties agree to meet as soon as possible to negotiate any impacts and/or effects of any revisions or updates to public health and safety guidelines issued by the State and Local County.

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

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

6. The Parties agree that Article 19 regarding safety shall apply during this pandemic. Consistent with Article 19.2, the Parties agree that it shall be the responsibility of the employee to report to their immediate supervisor any conditions deemed unsafe. For COVID related unsafe conditions, employees should report these concerns immediately to his/her supervisor. If the supervisor is unable to address the concern immediately, the supervisor may allow the employee to utilize available paid leave or be temporarily reassigned to a different site until confirmed safety concerns are addressed. Also, if the safety concern is unable to be addressed immediately, the supervisor shall, within

approximately two (2) working days, respond verbally and in writing to the employee, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why.

7. The District agrees to continue to update and provide safety and PPE guidelines training related to COVID-19 and consistent with District, Local County and State orders.

8. COVID-19 District Safety and Mitigation Guidelines.

a. The Parties agree that this MOU addresses the implementation of the In-Person/Concurrent Instructional Model in accordance with mitigation protocols as required by federal and State health officials in order to prevent the spread of illness arising from the coronavirus during the 2020-2021 school year, and/or for the duration of any orders from public agencies with jurisdiction over the District.

b. EGUSD COVID-19 Testing Plan. The District has partnered with Sacramento County Public Health with multiple locations throughout the county. The District commits to remaining a partner in this program for the duration of time that the Sacramento County Public Health continues to offer the program.

It is recommended that all employees who work closely with students sign-up for COVID-19 testing every two (2) months. Due to contact or exposure at work to COVID-19, employees may undergo COVID-19 testing during contracted hours consistent with Cal-OSHA requirements. Locations and scheduling procedures are available on the District's website and will be shared with all employees.

Examples of available testing options for EGUSD employees:

- Sacramento County Public Health testing sites including an Elk Grove testing site (Seneca Testing Center, 9121 E. Stockton Blvd., Elk Grove, CA 95624)
- Kaiser Permanente for Kaiser Members

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

C. Leaves

1. Use of Leaves. The parties agree that unit members who are unable to meet the expectations included in this MOU regarding the performance of unit member duties and availability during contractual hours shall use any sick leave or personal necessity leave entitlement (including FFCRA emergency paid sick leave and expanded family & medical leave) that they may be eligible for consistent with law and the parties' collective bargaining agreement.

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

On a case by case basis, unit members who are on an existing or scheduled approved paid leave, who are able to fulfill the requirements of this MOU may contact Human Resources to determine their eligibility to return to work.

2. Federal Families First Coronavirus Response Act (“FFCRA”). At the time of the execution of this Agreement, the FFCRA has expired. If the FFCRA is renewed or extended in accordance with law, this section of this Agreement shall apply, but shall be modified consistent with any new legal requirements. The Parties acknowledge that subject to subsequent legislation, the FFCRA includes several qualifying reasons for Leave as outlined in Attachment “D” regarding FFCRA.

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

- i. Is subject to a Federal, State, or local quarantine or isolation order related to COVID-19*;
- ii. Has been advised by a health care provider to self-quarantine related to COVID-19*;
- iii. Is experiencing COVID-19 symptoms and is seeking a medical diagnosis; is caring for an individual subject to an order described in (i.) or self-quarantine as described in (ii.) above;
- iv. Is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19; or
- v. Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

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

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

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

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

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

5. Additional COVID-Related Leave. Effective January 1, 2021, the Parties agree to the following "Additional COVID-Related Leave".

Pursuant to Section B(4) of this MOU, titled Compliance with Safety Mitigation Orders: The Parties agree that unit members shall comply with all of the safety mitigation orders from State and County Public Health regarding COVID-19. In addition, the Parties agree that unit members shall comply with the attached COVID-19 District Safety and Mitigation Guidelines.

Unit members shall be provided with up to 10 days of additional leave consistent with the criteria i, ii, and iii listed in Section C(2) of this MOU, FFCRA. Eligibility for this leave will be based on the following and granted at the discretion of the Human Resources division:

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

6. Cal-OSHA Emergency Temporary Standards ("ETS") Exclusion Pay. Consistent with Cal-OSHA regulations and laws regarding eligibility for and implementation of Cal-OSHA exclusion pay, the parties agree to the following:

Unit members who are both (i) otherwise able and available to work and (ii) who are excluded from in-person work in District schools and/or sites due to exposure at work to the COVID-19 virus resulting in a positive COVID-19 case and/or due to exposure at work to a COVID-19 case, are eligible for Cal-OSHA exclusion pay during the period of

exclusion, which could be up to fourteen days. Prior to access to Cal-OSHA exclusion pay, the unit member shall be required to first use all District provided COVID leave, sick leave, vacation or other available leaves.

D. Calendar and Transitions

1. Work Calendars. The Parties agree that all unit members shall be required to work their assigned work calendar for the 2020-2021 school year (Year-Round, Traditional and Modified Traditional).

2. Transitions between Models. The Parties agree that due to safety conditions and/or Federal, State or local orders, movement amongst the following learning models may occur:

- Full Distance Learning.
- In-Person/Concurrent Instructional Model: The Parties agree that the In-Person/Concurrent Instructional Model is defined as an instructional model available through the school of enrollment in which distance learning platforms are maintained and remain the primary mode of instruction. All students remain with their teacher/s of record. Within the In-Person/Concurrent Instructional Model there are two options for students:
 - i. Distance learning five days per week
 - ii. A partial return to school: Two days per week either (Tuesday/Thursday) or (Wednesday/Friday) and the remaining three days Distance Learning from home
- A teacher's classroom may have students that experience distance learning five days a week as well as students who attend school two days a week with three days of distance learning. Students at home and in school will be learning synchronously through distance learning platforms. The number of students in classrooms will be determined by the size of the room and maintaining social distancing guidelines.
- Transitional: The "Transitional Model" is defined as an instructional model available through the school of enrollment. This program is a combination of in-person instruction and distance learning.
- Pre-Transitional/ Small Group: The "Pre-Transitional/ Small Group Model" entails targeted groups of students receiving in-person instruction including, but not limited to, foster and homeless youth, students with disabilities, and English Learners.
- Full In-Person.

E. Evaluation and Supervision

1. Evaluation Timelines. The Parties agree that current collectively bargained timelines and processes for evaluations shall apply for the 2020-2021 school year. Evaluations that were not completed during the 2019-2020 school year, will be completed during the 2020-21 school year. At the unit member supervisors' discretion, evaluations planned for the 2020-2021 school year will be completed during the 2021-2022 school year.

2. Since Distance Learning, Pre-Transitional/Small Group, Transitional, and In-Person Concurrent Instructional Models are new to all unit members, consideration shall be given to the fact that unit members will be learning new modalities of instructional services. The intent of evaluation is to improve instruction; with that in mind Administration will provide the time and support necessary for appropriate growth.

F. Working Conditions

1. Working Conditions. The Parties agree that unit member working conditions, shall be consistent with (1) California law and local County orders (including SB 98, SB 820, and any other subsequently adopted state law or order), (2) the applicable Instructional Model (Distance, Partial In-person, or Full In-Person), and (3) this MOU.

The District is committed to providing unit members with workspaces that are conducive to high quality instruction and support. If issues arise regarding workspaces and the ability to ensure social distancing, administrators will work with unit members to address any issues in a reasonable amount of time.

2. The Parties agree that consistent with Paraeducator job descriptions, Paraeducators will be assisting teachers with the implementation of student instruction and services consistent with the applicable instructional model including but not limited to the full distance learning model, the partial in-person model (In-Person/Concurrent, Pre-Transitional/Small Group, and Transitional), and the full in-person instruction model.

3. During the implementation of Distance Learning Model, Paraeducators will be provided access to Google Classrooms, and they will assist teachers with small group and individual synchronous instruction and guided support, particularly in "breakout rooms" in virtual mediums like Zoom and Google Meet. Paraeducators will also assist teachers with the creation of lessons, materials, and activities.

4. The District and CSEA acknowledge that California Education Code section 45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature for the current conditions CSEA and the District recognize that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description. The District and CSEA agree this is a temporary solution to a current need and shall not be considered a waiver of CSEA's rights to negotiate the transfer or expansion of duties as required by law. This also shall not be considered precedent setting for either party. Upon request

by either party, all temporary transfer or expansion of duties shall be negotiated and may include appropriate training, if applicable. In addition, such temporary transfer or expansion of duties shall not be assigned after the 2020-2021 fiscal year unless mutually agreed otherwise. The parties agree to notify and discuss temporary transfer or expansion of duties during their regularly scheduled bi-monthly meetings.

5. In the partial in-person (In-Person/Concurrent, Pre-Transitional/Small Group, and Transitional) and full in-person instructional and service models, unit members will be required to report in-person to their work sites, pursuant to the terms of this agreement, to meet the needs of the students and the District.

When working on school and district sites, social distancing protocols and PPE will be required. For example, face masks will be worn and six feet of distancing will be maintained to the greater extent possible.

The Parties agree that In-Person/Concurrent, Pre-Transitional/Small Group and Transitional services shall be provided under the physical in-class supervision of a Certificated Employee. This does not pertain to day camp scenarios such as the ASES program.

6. The Parties agree a unit member shall have the option to work remotely during the time that the Full Distance Learning Instructional Model is implemented by the District or on Distance Learning only days, such unit members shall use their own technology to work remotely. If a unit member does not have the ability to work remotely with his/her own technology, the unit member shall notify their supervisor and the supervisor will provide the technology in a space on a school site to enable the unit member work from the school site or, if available, provide the unit member with the appropriate technology to work remotely.

7. The District shall provide ongoing professional learning opportunities for the purposes of delivering student instruction and support. If the training is mandated, then the training shall occur during a unit members' contracted days and hours.

8. The Parties agree that the option for unit members to work remotely under the Full Distance Learning Model is not available for unit members during the, Pre-Transitional/Small Group, Transitional Instructional Models and the Full In-Person Instructional Model. Depending on the Interactive Process, the Parties agree that reassignments may be considered during the Pre-Transitional/Small Group and Transitional Instructional Models to provide reasonable accommodations to employees with healthcare restrictions.

9. Paraeducators-Virtual Distance Learning. The Parties agree that certificated unit members shall be responsible for creating the student invitations for and initiating virtual distance learning meetings/classes with students. Under the supervision of a certificated unit member, the Parties agree that CSEA unit members shall participate and provide student support during Distance Learning meetings and classes through virtual online platforms (Zoom and Google Meet) as invited by and arranged by a

certificated unit member. For example, a certificated unit member may assign a Paraeducator to a Zoom breakout room to work with a small group of students on an assignment. The parties agree this provision may be revisited by mutual interest between the parties.

10. Childcare. The parties understand the COVID-19 Pandemic has presented unprecedented challenges to employees with childcare responsibilities and their ability to balance those responsibilities with the operational services of the District. The Parties agree to meet and confer to further consider ways to meet the challenges on a case by case basis.

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

b. In unique situations, when feasible, where school-age childcare is an issue for unit members due to the pandemic and the child(ren) are EGUSD students, the District will consider several factors including but not limited to available work spaces, social distancing considerations, and will explore the option for EGUSD students to attend their assigned EGUSD class for more than 2 days per week, space permitting. Such arrangement will need approval from the Associate Superintendent, or designee.

c. Unit members will not be responsible for the care and/or supervision of children who are not EGUSD students or students who do not fall under their current assignment.

G. Hours and Schedules

The Parties agree that all unit members shall report to work consistent with their regularly contracted work hours and consistent with in the Parties' collective bargaining agreement.

H. Mandatory Training

The Parties agree that unit members shall fully participate in and complete the District's Mandatory Training consistent with the deadlines provided by Human Resources. Mandatory training shall occur during a unit member's contracted days & hours.

I. Reassignment / Transfers

1. Reassignment and Transfers. The Parties agree that the District in order for the District to adapt to the different learning models in listed in this MOU, that adjustments to staffing levels and unit member assignments/reassignments within programs and classes may be necessary.

2. Transfer and Reassignment of Paraeducators. The following Paraeducator transfer and/or reassignment process included in this MOU shall apply during the period of time that the District is implementing the Distance Learning, In-Person/Concurrent, Pre-Transitional/Small Group, and Transitional Instructional Models as a result of the pandemic.

The Parties agree that if there are more Paraeducators assigned to a classroom than the number of Paraeducators that are required for the classroom (Surplus), then the following process shall be implemented:

- a. The District shall first determine whether there are Paraeducators who are willing to volunteer for the reassignment/transfer.
- b. If there are no volunteers, consistent with programmatic needs, the District will attempt to keep Paraeducators assigned to positions within their job strand. (e.g. PALSS to PALSS assignments).
 - i. If a reassignment/transfer is necessary, the least senior Paraeducator in the job strand will be selected provided it is consistent with programmatic needs.
- c. When feasible and when determining transfers and reassignments, geographic proximity to the Paraeducator's then current assignment shall be one factor.
- d. If multiple Paraeducators are interested in a particular assignment, provided that all other qualifications are equal, seniority shall apply when determining which Paraeducator shall be transferred or reassigned.
- e. Paraeducators shall not lose contracted days and hours as a result of a reassignment/transfer.
- f. Once the full in-person learning models are implemented, all reassigned/transferred Paraeducators shall return to their original assignment unless there is a mutual interest between the employee and the District to remain, or if the original position is no longer available due to a change in student needs.

3. ASES Day Program Paraeducators

a. During the period of time that the District is implementing the Distance Learning Instructional Model as a result of the pandemic, Paraeducators may volunteer to be reassigned to the ASES Day Program Paraeducator positions.

b. Moderate Severe Paraeducators Serving in the ASES Day Program

The Parties agree that Moderate Severe Paraeducators Serving in the ASES Day Program shall retain their current (Moderate Severe Paraeducator) hourly rate when working in the ASES program.

c. Non-Moderate Severe Paraeducators Serving in the ASES Day Program

The Parties agree that Non-Moderate Severe Paraeducators shall be paid a differential rate when working in the ASES Day Program based upon the Moderate/Severe Paraeducator range, CSEA Salary Schedule #23.

Paraeducators will retain the corresponding step and training class from their current assignment in the transition to the Moderate Severe classification range. (i.e. A Paraeducator who is currently placed on the Mild Moderate Paraeducator classification step 3 and range #305 will be placed on step 3 and range #355 on the Moderate Severe Paraeducator classification when assigned to the ASES Day Program.)

d. The Parties agree that the District may assign Yard Duty Supervisors, and other support staff working in different bargaining units to work in various capacities in the ASES Program.

e. ASES Day Program Paraeducators shall fulfill the duties required by the ASES Day Program.

J. Compensation

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

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

K. General Terms

1. Alternative School Requirements. In the event that the State of California mandates alternative requirements for schools in response to COVID-19, the Parties agree to immediately initiate negotiations on the impacts and effects.
2. Complete Agreement. The Parties agree that this is the complete agreement between the Parties regarding the District's response to COVID-19 and that there are no other verbal or written understandings in addition to this Agreement, dated prior to the date of this Agreement.
3. Severability. If any provision of this Agreement is held to be void, voidable, or unenforceable, the remaining portions of the Agreement shall remain in full force and effect.
4. Interpretation. This Agreement shall not be construed against any one party but shall be construed as if jointly prepared by both parties. Any uncertainty or ambiguity shall not be interpreted against any one party.
5. Disagreements. The Parties agree to meet and confer regarding disagreements arising from the enforcement of this MOU.
6. Expiration. The Parties agree this Agreement shall not create a precedent for any purpose and expire on June 30, 2021 but may be extended by mutual written Agreement.

For CSEA

Kari Balloz

[Signature]

Dated: 1/28/2021

For EGUSD

[Signature]

Dated: 1/28/21

**COVID-19 and
Reopening In-Person
Instruction Framework
& Public Health
Guidance for K-12
Schools in California,
2020-2021 School Year**

January 14, 2021

**CALIFORNIA
ALL**

**Your Actions
Save Lives**



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Overview

The California Department of Public Health (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. This document is rooted in the [scientific evidence](#) available to date and supports twin goals: **safe** and **successful** in-person instruction.

Understanding and evidence about the transmission and epidemiology of SARS-CoV-2, the virus that causes COVID-19, has evolved significantly over the course of the pandemic. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions.

Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate.

Information about the latest science of COVID-19 transmissions, including evidence regarding the lower risk of transmission for elementary aged students compared to middle and high-school aged students, is available [here](#) as an evidence summary. However, 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 latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

This document is intended to provide an update to the *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020) guidance*. This document also provides a consolidation of content from other CDPH COVID-19 and school-related guidance and supersedes previous CDPH COVID-19 and Cal/OSHA school guidance.

AUTHORITY

This guidance is a public health directive that applies to all public and private schools operating in California. Under operative [executive orders](#) and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant

local health departments (LHDs) to limit the spread of COVID-19 and protect public health.

Governmental and non-governmental entities at all levels have issued guidance and directives relating to the safe reopening of schools for in-person instruction. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are not weaker than or inconsistent with state and local public health directives.

This updated directive also incorporates two other public health directives issued January 14, 2021, related to: (1) reporting details of any positive case of a person who has been on campus to LHDs and (2) reporting to CDPH whether and to what degree all public and private schools have reopened to serve students in-person on campus. These directives are attached as Appendices 3 and 4.

SUMMARY OF CHANGES AND ADDITIONS

CDPH developed this comprehensive framework to support school communities as they determine how to implement in-person instruction for the remainder of the 2020-2021 school year.

This document is intended to consolidate and update prior state public health guidance and orders related to schools. Specifically, this document supersedes the following guidance, orders, and frequently asked questions:

- *COVID-19 Industry Guidance: Schools and School-Based Programs* (first published in May 2020; last updated August 3, 2020).
- *The COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020).
- The Elementary Education Waiver process and the associated School Waiver Letter and Cover Form and Local Health Officer Waiver Notice Form (all issued on August 3, 2020).
- CDPH Schools Frequently Asked Questions (first issued August 3, 2020; last updated October 20, 2020).

This update provides both K-12 schools and LHDs additional guidance for providing in-person instruction, including:

1. Criteria and processes for school reopenings under the [Blueprint for a Safer Economy](#) framework.
2. Considerations intended to help school community leaders plan for and prepare to resume in-person instruction including steps to take when a

- student or staff member is found to have COVID-19 symptoms during the school day and while participating in before and after school programs.
3. Response to confirmed COVID-19 infections when:
 - a. a case of COVID-19 is confirmed in a student or staff member; and
 - b. a cluster or outbreak of COVID-19 at a school is being investigated.
 4. Physical distancing in classrooms.
 5. Implementation of stable groups of students and staff.

This document does not modify or supersede the [Guidance Related to Cohorts for Children and Youth](#) (first issued on August 25, 2020; last updated September 4, 2020), which applies to groups of children and youth in controlled, supervised, and indoor environments. The Cohort Guidance continues to allow schools that are not permitted to reopen under state or local public health directives and schools (and any grades at schools) that have not yet reopened if permitted to do so to serve students in-person in small, stable cohorts, as specified in the Cohort Guidance.

DEFINITIONS

Schools and Local Educational Agencies (LEAs): As used throughout this document, refer to county offices of education or their equivalent, school districts, charter schools, and the governing authorities of private schools (including nonpublic nonsectarian schools).

Transitional Kindergarten: Means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. As used throughout this document, “kindergarten” is inclusive of transitional kindergarten.

Cohorts: In this document, “cohorts” has a specific meaning, which are groups of students who are meeting for targeted supports and intervention services, under the direction of an LEA, while the school is closed to in-person instruction and in addition to distance learning. Sometimes these groups are also called “learning hubs” or “pods.” Regardless of the name, all of the provisions in the [Cohorting Guidance](#) must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers, as a maximum of 16 individuals (students and staff). In this document, “cohort” does not refer to the more general “stable groups” that are described in the Stable Group Guidance section below.

Reopen for in-person instruction:

What does it mean to be “open” or “reopened”? The term “open” or “reopen” refers to operations for at least one grade at the school that are permitted only

if the county satisfies the eligibility requirements for schools to “open” or “reopen.” Specifically, the school must have given all students in at least one grade the option to return for in-person instruction for at least part of the school-week to be considered to “open” or “reopen.” This includes a school that has offered all students in at least one grade the option of receiving in-person instruction for only certain days during the week (commonly referred to as a “hybrid” model). Schools that were operating only in the manner permitted under the Cohorting Guidance are therefore not “open” or “reopened.”

In addition, if only some students were being served in-person in a school in a county in the Red Tier or lower (e.g., only students with disabilities) and all students in at least one grade did **not** have the option to return in-person as described above, the school has not “opened” or “reopened.” In such circumstances, if the school is located in a county that shifts to the Purple Tier, the school may continue serving the students in-person as it did while in the Red Tier, but it may not bring additional students back for in-person instruction and services, unless it adheres to the Cohort Guidance for the students newly brought back in-person.

Is a school “reopened” if it was previously permitted to reopen but became ineligible to reopen before actually reopening? No. Schools must have actually reopened for in-person instruction (using the definition above) while the county was in the Red Tier in order to remain open if the county moves back to Purple Tier. If the county is in the Purple Tier on the day the school plans to reopen for in-person instruction, the school must wait until it is eligible again.

If a school was implementing a phased reopening (e.g., only opened grades 9-10 for in-person instruction with set plans to phase in grades 11 and 12) while the county was in the Red Tier, the school site may continue their phased reopening if the county reverts back to the Purple Tier, if authorized by local health officer (LHO). This is only applicable to individual school sites. If a school district has a phased reopening of their schools, the schools in that district that did not open for in-person instruction may not re-open until the county meets the reopening criteria.

This also applies to schools subject to the updated Elementary Reopening Process (see below) applicable to the Purple Tier. Even if the school previously received a waiver under the former Elementary Education Waiver Process or meets the conditions to reopen under the updated Elementary Reopening Process, if it has not yet reopened and the county case rate (CR) exceeds the criteria described below, the school must delay reopening until the county case rate drops below the threshold.

In-Person School Reopening

The two subsections below describe the requirements for all schools, including those that have already reopened and those that have not. The Blueprint for a Safer Economy continues to inform the school reopening process. The Blueprint for a Safer Economy is based on Tiers, defined using the CR, the 7-day average of daily COVID-19 cases per 100,000 population, and the test positivity in a county. This Schools Framework uses the adjusted case rate, as described in the Blueprint.

Under this updated guidance, all schools must complete and post to their website homepages a COVID-19 Safety Plan (CSP), described below in COVID-19 Safety Plan for In-person Instruction section (page 10) prior to reopening for in-person instruction. Schools that have already reopened are required to post their CSPs by February 1, 2021. The CSP is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Of note, the Cal/OSHA Emergency Temporary Standards require a written plan called the Cal/OSHA COVID-19 Prevention Program (CPP) (see the COVID-19 Safety Plan for In-person Instruction for more information); therefore, schools are expected to have already created this written plan. In order to align with Cal/OSHA standards and minimize burden to schools, the CPP for the school is the first component of the CSP.

As described below, under the updated Elementary Reopening Process, schools must also submit a copy of the CSP to the LHD and the State Safe Schools for All Team before they reopen elementary schools if they are operating within a jurisdiction or county that is in the Purple Tier.

REQUIREMENTS FOR SCHOOLS THAT HAVE ALREADY REOPENED

The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020 Framework) permitted schools to reopen for in-person instruction at all grades if they are located in counties in the Red, Orange, or Yellow Tiers under the Blueprint for a Safer Economy. Operations for schools that are already open must adhere to the School Reopening Guidance section below.

Schools that have already reopened for in-person instruction must, by February 1, 2021, complete and post a COVID-19 Safety Plan (CSP) to their website homepage or, in the case of schools that do not maintain websites, in another

publicly accessible manner, to continue operating in-person instruction, as described in the Covid-19 Safety Plan for In-Person Instruction section.

Schools that have reopened are not required to close if the county moves to the Purple Tier or goes over a CR of 25 per 100,000 population. See School Closure Determinations below for more information.

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

Red, Orange, and Yellow Tiers. Consistent with the July 17 Framework, schools may reopen at all grades if they are located in counties in the Red, Orange or Yellow Tiers under the Blueprint for a Safer Economy. Operations once reopened must adhere to the updated Sector Guidance for School and School-Based Program reflected in this document (see below). Schools that reopen under this paragraph must complete and post a CSP to their website homepage before reopening for in-person instruction, as described in the CSP Posting and Submission Requirements for In-Person Instruction [section](#).

Purple Tier. Schools may not reopen for grades 7-12 if the county is in Purple Tier. Subject to the limitation in the bullet immediately below, schools serving grades K-6 may reopen for in-person instruction in the Purple Tier, including during a State of California Regional Stay at Home Order, if they complete and post a CSP to their website homepage and submit the CSP to their local health officer (LHO) and the State Safe Schools for All Team and there are no identified deficiencies, as described in the Covid-19 Safety Plan (CSP) Posting and Submission Requirements for In-Person Instruction [section](#) below.

- **K-6 schools in counties in Purple Tier with CR>25:** Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a CSP, but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects [recommendations](#) from the Harvard Global Health Institute analysis of safe school reopening policy. Please find additional information on how the adjusted CR is calculated [here](#). Recognizing that re-opening for in-person instruction takes time to routinize and improve safety, and that some schools may have already been conducting in-person learning successfully and had time to optimize all their policies and procedures to support minimal disease transmission on-site and detect new cases, schools who have already opened, as defined above, with minimal or no in-school transmission, may remain open and may consider increasing testing per CDPH supported testing [framework](#).

These new criteria and the requirements below replace the Elementary Education Waiver (issued August 3) that allowed LHOs to grant a waiver to school applicants for grades K-6 if specific criteria were satisfied. All waivers approved prior to this date remain valid.

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

The COVID-19 Safety plan (CSP) consists of two parts: (1) the Cal/OSHA COVID-19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist.

Cal/OSHA Prevention Program (CPP)

On December 1, 2020, Cal/OSHA's Emergency Temporary Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers, including schools, establish and implement a written CPP to address COVID-19 health hazards, correct unsafe or unhealthy conditions, and provide face coverings. Employers can also create a written CPP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA has posted FAQs and a one-page fact sheet on the regulation, as well as a model COVID-19 prevention program.

- Cal/OSHA [Frequently Asked Questions](#)
- Cal/OSHA [Fact Sheet](#)
- Cal/OSHA Prevention Program Template - [Example](#)

COVID-19 School Guidance Checklist

In addition to the CPP, a COVID-19 School Guidance Checklist must be included and be posted online and submitted as outlined below.

COVID-19 SAFETY PLAN (CSP) POSTING AND SUBMISSION REQUIREMENTS FOR IN-PERSON INSTRUCTION

The Tiers from the Blueprint for a Safer Economy Framework inform the process needed for submission of CSPs for maintaining and/or resuming in-person instruction as described below and in Table 1.

Yellow (Tier 4/Minimal), Orange (Tier 3/Moderate), and Red (Tier 2/Substantial):

- For schools that have already reopened and are located in a county that is in the Yellow, Orange, or Red Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- For those schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for 5 consecutive days before the school may reopen.
- For schools that have not reopened, the LEA must complete and post the CSP publicly on its website homepage at least 5 days prior to providing in-person instruction.
- While developing and prior to posting a CSP, it is strongly recommended that the LEA (or equivalent) consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services, or provide family support.

Purple (Tier 1/Widespread):

- For schools that have already reopened and are located in a county or LHD that is in the Purple Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- Schools serving grades K-6 not already open, may reopen for in-person instruction if the LEA completes and posts a CSP to its website homepage and submits the CSP to their LHD and the State Safe Schools for All Team and does not receive notification of a finding that the CSP is deficient within 7 business days of submission. Under these circumstances, schools serving grades K-6 may only reopen for their K-6 grade students, even if their school serves non-K-6 grade students (e.g., a 6-8 school).
 - While developing and prior to submitting a CSP, the LEA must consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services or provide family support.
 - The COVID-19 School Guidance Checklist requires that the LEA provide evidence of consultation with labor, parent, and community organizations.
 - The LEA must sign an attestation confirming the names and dates that the organizations were consulted. If school staff are not represented by a labor organization, then the applicant must describe the process by which it consulted with school staff.

- The LEA must confirm publication of the CSP on the website of the LEA.
- The LEA must submit the CSP on behalf of all schools within their direct administrative authority, with site-specific precautions noted within the CSP to address considerations unique to specific school sites, as applicable. For example, a school district must submit a consolidated CSP for every school under its direct administrative authority, and must outline site-specific precautions insofar as there are features unique to the site that raise greater risks of COVID-19 transmission.
- If a group of private, faith-based, or charter schools within a single county are subject to the same governing authority (e.g., an archdiocese, charter management organization, etc.), the governing authority may submit the CSP on behalf of those schools, but must address site-specific considerations consistent with the bullet above. Otherwise, independent, private, faith-based, or charter schools that are affiliated with a broader network should post and submit the CSP for each school.
- LHDs and the State Safe Schools for All Team have 7 business days to provide feedback to the LEA regarding deficiencies in the CSP.
- The school may reopen on the eighth business day after submitting the CSP if the LHD and/or State Safe Schools for All Team do not provide notification that the CSP is unsafe within 7 business days of submission.
- If the LHD and/or State Safe Schools for All Team identify any deficiencies during the 7-business-day review period, the LEA will receive feedback on what they need to improve in order to be able to reopen for in-person instruction.
- After the LEA responds to feedback and re-submits the plan, the entity that identified the deficiency will have 7 business days to review revisions.
- If the LHD has noted a deficiency in a submitted CSP and has required a response prior to opening for in-person instruction, the LHD must notify the State Safe Schools for All Team.
- The school may reopen on eighth business day after submitting the revisions if the LHD and the State Safe Schools for All Team do not provide additional feedback.
- As noted above, schools serving grades K-6 may not reopen for in-person instruction in jurisdictions with CR above 25 cases per 100,000 population per day.

| Table 1. School reopening actions for in-person instruction, by Tier | | | |
|--|--|--|---|
| Yellow CR <1.0* TP <2% | Orange CR 1-3.9* TP 2-4.9% | Red CR 4-7* TP 5-8% | Purple CR >7* TP >8% |
| - CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. | - CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. | - CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening. | - <u>Already reopened</u> : CSP posted publicly by 02/01/21. - <u>Not previously open</u> : - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7 th -12 th grade reopening not permitted if CR>7*. - K-6 th grade reopening not permitted if CR>25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance. |

*Adjusted case rate.

While not required, LEAs are strongly encouraged to post on their website, along with the CSP, the detailed plans describing how they will meet the requirements outlined in the CSP elements. This can provide transparency to school community members making decisions about participation in in-person learning.

The email address for submission of the CSP to the State Safe Schools for All Team is: K12csp@cdph.ca.gov.

Cohorting Guidance for Specialized Services

This updated guidance does not modify or supersede the applicability of the [Cohorting Guidance](#) to school settings. More information regarding the minimum health and safety guidelines that must be followed to provide in-person services and supervision to children and youth in cohorts is set forth in the Cohorting Guidance, which applies across multiple sectors serving youth, including childcare and schools that are not reopened for in-person instruction.

The stable groups described in the Cohorting Guidance, and described below in the Stable Group Guidance decreases opportunities for exposure to or transmission of the virus; reduces the numbers of exposed individuals if COVID-19

is introduced into the cohort; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a single cohort instead of potential schoolwide closures in the event of a positive case or cluster of cases.

The Cohorting Guidance provides a way for schools not yet permitted to reopen under state and local public health directives or that have not yet reopened even though permitted to reopen to provide in-person supervision, instruction, targeted support services, and facilitation of distance learning for some students, especially high-need student groups and students who may not be able to benefit fully from distance learning offerings.

Existing state law requires public schools to provide in-person instruction to the greatest extent possible (Education Code section 45304(b)). State law further requires that distance learning ensure access to connectivity and devices that allow students to participate in the educational program and complete assigned work. In addition, state law requires that students with disabilities and English learners receive educational and related services to which they are entitled under the law, among other requirements (Education Code section 45303(b) (1), (4) & (5)). The Cohorting Guidance therefore provides an important avenue for schools that have not yet reopened under this guidance to provide supervision, instruction and support to small cohorts of students to ensure students receive necessary services even while students are generally participating in distance learning.

ADDITIONAL REOPENING CONSIDERATIONS

Availability of Distance Learning for Students Who Request It. Schools should continue to offer distance learning for students who request it.

Thoughtful, Phased Implementation. K-12 school sites should employ a phased-in model as a part of their reopening plan. Phased reopening plans for in-person instruction may include, but are not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.

If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

Staff Access to Campus if Not Reopened for In-Person Instruction. Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

Boarding Schools. Residential components of boarding schools are to remain closed (with the exception of residential components of boarding schools that are currently operating with the permission of local health authorities, and those serving wards or dependents of the juvenile courts) regardless of the Tier status of their county until further guidance is issued. The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the same guidelines as other K-12 schools.

School Reopening Guidance

All guidance, as schools plan and prepare to resume in-person instruction, should be implemented as outlined in the In-Person School Reopening section, including the development of a CSP.

LAYERS OF SAFETY: INFECTION MITIGATION STRATEGIES

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools plan for and implement safety measures for in-person instruction, is the layering of mitigation strategies. Each strategy (face coverings, stable groups, distancing, etc.) decreases the risk of in-school transmission; but no one layer is 100% effective. It is the combination of layers that are most effective and have been shown to decrease transmissions.

As schools plan for reopening for in-person instruction and as they continue to work on operations once open, it may be helpful to understand the mitigation strategies with stronger evidence supporting their use. We have ordered the list below such that the interventions known at this time to be more effective in reducing the risk of transmission appear before the ones that are helpful but may have a potentially smaller effect or have less evidence of efficacy. Of note, though scientific comparative assessments are limited, the top three items are likely of similar importance:

1. Face coverings.
2. Stable groups.
3. Physical distancing.
4. Adequate ventilation.
5. Hand hygiene.

6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Surveillance or screening testing.

Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID-19 transmission. Disinfection with specified products (see [Cleaning and Disinfection section](#)), is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator). Please see [Cleaning and Disinfection section](#) for additional details.

Of note, adults (>18 years old) appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas). Specific messaging and support to staff to prevent this scenario are strongly recommended.

The following sections outline specific actions school sites should take to keep students and staff safe.

GENERAL MEASURES

Establish and continue communication with local and state authorities to determine current disease levels and control measures in your community. For example:

- Consult with your LHO, or designated public health staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
- Collaborate with other schools and school partners in your region, including the county office of education.
- Access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, available on the [Safe Schools for All Hub](#).
- Regularly review updated guidance from state agencies, including [CDPH](#) and [California Department of Education](#).

Per Cal/OSHA requirements noted above, establish a written CPP at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.

FACE COVERINGS

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines.

- Information contained in the [CDPH Guidance for the Use of Face Coverings](#) should be provided to staff and families of students. The face covering guidance applies to all settings, including schools. The guidance discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices employers have adopted to ensure the use of face coverings.
- Teach and reinforce use of [face coverings](#), or in limited instances, [face shields with drapes](#).
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal, and washing of cloth face coverings](#).
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.
- **Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless [exempted](#).**
 - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Participants in youth and adult sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons. People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

- Schools must develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- Schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under [CDPH guidelines](#) and refuse to wear one provided by the school.
- Employers must provide and ensure staff use face coverings and all other required personal protective equipment in accordance with CDPH guidelines.
- The California Governor's Office of Emergency Services (CalOES) and CDPH are and will be working to support procurement and distribution of face coverings and needed personal protective equipment to schools. Additional information can be found [here](#).
- The Department of General Services negotiated statewide master contracts, which LEAs may leverage to reduce costs and secure supply chains. Additional information can be found [here](#).
- Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.
- Classrooms, school buses, and shared school office spaces used by persons who cannot tolerate face coverings are less safe for others who share that environment. Schools may want to consider notifying others who share spaces with unmasked or sub-optimally masked individuals about the environment. Also consider employing several additional mitigation strategies (or fortifying existing mitigation strategies) to optimize safety. These may include increasing the frequency of asymptomatic tests offered to unmasked or sub-optimally masked individuals, employing longer social distances, installing clear physical barriers, reducing duration of time in shared environments, and opting for either outdoor or highly-ventilated indoor educational spaces, as possible.

Staff

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- For staff who come into routine contact with others, CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

STABLE GROUP GUIDANCE CONSIDERATIONS BY GRADE LEVEL

Stable groups provide a key mitigation layer in schools. A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities.

Guidance from other agencies, including the federal Centers for Disease Control and Prevention (CDC), sometimes refers to them as “cohorts”¹ or “pods.”

Implementing stable groups of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.

How can an elementary school create stable groups?

- Students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they should ideally be assigned to only one group or conduct their classes / counseling virtually.

¹ The CDC’s use of the term is different from the use of “cohort” within California’s guidance. “Cohort” is specifically defined in the Cohort Guidance as a group no larger than 16 individuals. To avoid any confusion, this guidance uses “stable group” instead of “cohort” for this concept.

- Students should eat lunch and go to recess with their group at times that are staggered and separated from other groups.
- There are different approaches to organizing stable groups. Students can be divided into smaller groups that attend school in person on a rotating schedule. Here are a few examples:
 - A group of students comes to school for in-person instruction on Monday and Tuesday. Another attends on Thursday and Friday.
 - On the alternating days, they learn remotely.
 - Some LEAs or schools have students attend school in-person during alternating weeks.
 - Other LEAs or schools have one group of students attend school in person in the morning and another group attend school in person in the afternoon.

These approaches create even smaller groups that stay together and do not mix with one another. Electives or counseling can be conducted virtually to limit the number of staff in direct contact with any given stable group.

How can a middle or high schools school create stable groups?

- Students can be placed into groups that remain together all day during in-person instruction. Middle or high school groups are often larger than elementary school groups. Because middle and high school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. The following guidance provides examples of approaches to minimizing crossover of staff across stable groups of students.
- The CDC guidance notes that schools may keep a single group together in one classroom and have educators rotate between groups, or have smaller groups move together in staggered passing schedules to other rooms they need to use (e.g., science labs) without allowing students or staff to mix with others from distinctive groups.
- Teachers and supports staff from different content areas can work in teams that share students, preferably in a dedicated space, separate from others. For example: math, science, English, and history teachers might work as a team with a set group of students they share.
- When combined with block schedules that reduce the number of courses students take in any one day, the number of educators and students who interact can be minimized further.
- It is also possible to keep students in one stable group that stays together with one or two instructors who teach them directly part of the day and

support their instruction from others who teach them virtually during other parts of the day.

- Electives can be offered virtually or organized so that no group of students takes more than one elective in a term and the elective teachers do not work with more than one or two groups.
- Stable groups could switch schedules or even membership after a break at the quarter, trimester, or semester in ways that support students being able to take additional classes without substantial group mixing.
- The school year can be divided into even smaller time units – 4 to 8 weeks for example – in which students study one or two subjects intensively, completing all of the work they might normally have completed in a semester or a year. They stay in stable groups with only 1 or 2 teachers during this time. At the end of unit, they switch schedules and groups to take 1 or 2 other courses, and so on throughout the year.
- Additional examples of approaches to creating stable groups of students that limit the risk of transmission across large groups of students are available [here](#).

OTHER CONSIDERATIONS:

- **Schedule for Access and Inclusion:** The construction of stable groups can increase or decrease equity or segregation across the school campus, so consider how to support inclusion and access for all student populations as you organize students for learning.
- **Schedules as Tools for Physical Distancing:** To the extent possible, schools should think about how to reconfigure the use of bell schedules to streamline foot traffic and maintain practicable physical distancing during passing times and at the beginning and end of the school day. Create staggered passing times when students must move between rooms minimize congregated movement through hallways as much as is practicable.
- **Restructure Electives:** Elective teachers who move in and out of stable groups can become points of exposure for themselves and the students they work with. Some models have made elective teachers part of middle and high school stable groups, while others have used them only for remote instruction. Other options include ensuring elective teachers maintain longer distance from students (e.g., 12 feet).

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Space

- Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks.



Figure 1. Classroom with adequate spacing between students

Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good-faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models. Please reference Figures 1 and 2 for examples of adequate and inadequate spacing. Under no circumstances should distance between student chairs be less than 4 feet. If 6 feet of distance is not possible, it is recommended to optimize ventilation and consider using other separation techniques such as



Figure 2. Classroom without adequate spacing between students

partitions between students or desks, or arranging desks in a way that minimizes face-to-face contact.

- Short-term exposures of less than 6 feet between students and staff are permitted (e.g., a teacher assisting a student one-on-one), but the duration should be minimized and masks must be worn.

- Consider redesigning activities for smaller groups and rearranging

furniture and play spaces to maintain separation.

- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Prioritize the use and maximization of outdoor space for activities where possible.
- Activities where there is increased likelihood for transmission from contaminated exhaled aerosols such as band and choir practice and performances are permitted outdoors only, provided that precautions such as physical distancing and use of face coverings are implemented to the maximum extent (see below in Non-classroom spaces).
- Consider using cleanable privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time. School tours are considered a non-essential activity and increase the risk of in-school transmission.
- Limit communal activities. Alternatively, stagger use, properly space occupants and clean in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and use visual reminders on the floor

that students can follow to enable physical distancing while passing and waiting in line. In addition, schools can consider eliminating the use of lockers, which can become congregating areas.

- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their stable groups, ensure physical distancing, hand hygiene before and after eating, and consider assigned seating. If indoor meal times are paired with recess or outdoor time, consider having half of a stable group of students eat while the other half is outdoors and then switch. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by group.
- School athletic activities and sports should follow the [CDPH Outdoor and Indoor Youth and Adult Recreational Guidance](#). Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

VENTILATION

- Ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) [guidance](#) on ventilation.
 - Contact a mechanical engineer, heating, ventilation, and air conditioning (HVAC) design professional, or mechanical contractor in order to evaluate your ventilation system in regards to the ASHRAE guidance.
 - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons in the

- facility, consider alternatives. For example, maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 13.
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
 - If not able to properly ventilate indoor instructional spaces, outdoor instruction is preferred (use caution in poor air quality conditions).
- Ventilation considerations are also important on school buses; use open windows as much as possible to improve airflow.
 - Specific practices to avoid:
 - Classrooms or buses with no ventilation.
 - Classrooms or buses with increased airflow across occupants (e.g., air conditioners or fans blowing into the classroom or overhead fans creating air currents across occupants).

PROMOTE HEALTHY HAND HYGIENE PRACTICES

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze into a tissue or their elbow.
 - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
 - Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into

- hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
- Isopropyl alcohol-based hand sanitizers are more toxic when ingested or absorbed into skin.
- Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
 - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout the school site and near classrooms to minimize movement and congregating in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- 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 children who can safely use hand sanitizer.

CLEANING AND DISINFECTION

The section below provides recommendations for cleaning and disinfection. “Cleaning” involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks. “Disinfection” kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator’s office if an administrator) should be disinfected. Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

- Staff should clean frequently-touched surfaces at school and on school buses daily.
- Buses should be thoroughly cleaned daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided cleaning materials, including but not limited to wipes and disposable gloves, to support cleaning of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Sink handles.

- Shared tables, desks, or chairs.
 - If a school has morning and afternoon stable groups, the desks and tables are considered shared and should be cleaned before the next group arrives.
 - Desks or chairs do not need daily cleaning if only used by one individual during the day.
- Door handles.
- Shared technology and supplies.
- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified (see “What to do if there is a case of COVID-19 in a School”), use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)- approved list “N”](#) and follow product instructions.
 - To [reduce the risk of asthma](#) and other health effects related to disinfection, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthmatic attacks.
 - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer’s directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
 - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of the reach of children and stored in a space with restricted access.
 - Establish a cleaning schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.

- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible for example by opening windows where practicable. When disinfecting, air out the space before students arrive; disinfection should be done when students are not present.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

CHECK FOR SIGNS, SYMPTOMS AND EXPOSURES

- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement symptom and exposure screening for all staff and students at home each day before leaving for school.
- Students or staff exhibiting symptoms of COVID-19 at school (fever of 100.4 degrees or higher, cough, difficulty breathing, or other [COVID-19 symptoms](#)) must be immediately isolated in a private area until they can leave school or be picked up by a parent or guardian. Ill students and staff should be recommended to be tested for COVID-19 as soon as possible.
- Policies should not penalize students for missing class.

Symptom and Exposure Screening

Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

CDPH recommends that:

1. Parents be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

Note: If a student or staff member has chronic allergic or asthmatic

symptoms (e.g., cough or runny nose), then a change in their symptoms from baseline would be considered a positive symptom.

Implementation of home symptom and exposure screening

- There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

Symptoms at School

- Identify an isolation room or area to separate anyone who exhibits 1 or more symptoms of COVID-19 while at school.
- Staff and students should self-monitor throughout the day for signs of illness; staff should observe students for signs or symptoms of illness to support students who are less able to self-monitor or less likely to self-report.
- Any students or staff exhibiting 1 or more symptoms should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- If a student is exhibiting 1 or more symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Unless the LHD recommends otherwise, there is no need to exclude asymptomatic contacts (students or staff) of the symptomatic individual from school until test results for the symptomatic individual are known.

Return to school after exclusion for symptoms at home or in school:

- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Testing of symptomatic students and staff can be conducted through local health care delivery systems or other testing resources, as fits the context of the local health jurisdiction. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met [CDPH criteria](#) to discontinue home isolation for those with symptoms:

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

STAFF-TO-STAFF INTERACTIONS

- Ensuring staff maintain physical distancing of six feet from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with [CDPH guidelines](#) and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a distance learning context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, outside, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings. Try to provide space outside whenever possible.

LIMIT SHARING

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Limit use and sharing of objects and equipment, items such as electronic devices, clothing, toys, games, and art supplies to the extent practicable, or limit use of supplies and equipment to one group of children at a time and clean between uses.
 - Cleaning shared objects between uses (for example with microfiber cloths or baby wipes) can help to physically remove germs on surfaces.
 - Ensure adequate supplies to minimize sharing of high-touch materials.

- Keep each student's individual belongings separated and in individually labeled storage containers, cubbies or areas.

TRAIN ALL STAFF AND EDUCATE FAMILIES

- Train all staff and provide educational materials to families in the following safety actions:
 - [Proper use, removal, and washing of face coverings](#).
 - Physical distancing guidelines and their importance.
 - Symptoms screening practices.
 - COVID-19 specific [symptom](#) identification.
 - How COVID-19 is spread.
 - Enhanced sanitation practices.
 - The importance of staff and students not coming to work they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID-19.
 - For staff, COVID-19 specific [symptom](#) identification and when to seek medical attention.
 - The employer's plan and procedures to follow when staff or students become sick at school.
 - The employer's plan and procedures to protect staff from COVID-19 illness.

Consider conducting the training and education virtually, or, if in-person, outdoors, and ensure a minimum of six-foot distancing is maintained.

MAINTAIN HEALTHY OPERATIONS

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor symptoms among your students and staff on school site to help isolate people with symptoms as soon as possible.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Other staff should know who the liaisons are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible manner. This will support local health department contact tracing efforts.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by

FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).

- Consult with [CDPH K-12 School Testing Guidance](#) if routine testing is being considered by a LEA.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as distance learning.

What to do if there is a Confirmed or Suspected Case of COVID-19 in a School

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 with school community |
|----|--|--|--|
| 1. | COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19 . | <ul style="list-style-type: none"> • Send home if at school. • 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 if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open. | <ul style="list-style-type: none"> • Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting. |
| 3. | Confirmed COVID-19 case infection. | <ul style="list-style-type: none"> • Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts (†), inform the LHD of identified contacts, and exclude | <ul style="list-style-type: none"> • School community notification of a known case. • Notification of persons with |

| | | | |
|----|---|--|---|
| | | <p>contacts (possibly the entire stable group (††)) from school for 10 days after the last date the case was present at school while infectious.</p> <ul style="list-style-type: none"> • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. | <p>potential exposure if case was present in school while infectious</p> |
| 4. | <p>Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.</p> | <ul style="list-style-type: none"> • May return to school after 24 hours have passed without fever and symptoms have started improving. • 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 within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) See Stable Group Guidance for definition of a stable group. In some situations, (e.g., when seating charts are used, face covering is well adhered to, and teachers or staff have observed students adequately throughout the day), contact tracing and investigation may be able to determine more precisely whether each stable group member has been exposed. In this situation, those who were not close contacts could continue with in-person instruction.

CONFIRMED COVID-19 CASE

Although the LHD may know of a confirmed or probable case of COVID-19 in a student or staff member before the school does, it is possible that the school may be made aware of a case before the LHD via a parent or staff member report.

The following are the interim COVID-19 case definitions from the Council of State and Territorial Epidemiologists'.

Confirmed case: Meets confirmatory laboratory evidence (detection of SARS-CoV-2 RNA in a clinical or autopsy specimen using a molecular amplification test).

Probable case: Meets clinical criteria AND epidemiologic linkage(‡) with no confirmatory lab testing performed for SARS-CoV-2; OR meets presumptive laboratory evidence (detection of SARS-CoV-2 by antigen test in a respiratory specimen); OR meets vital records criteria with no confirmatory laboratory evidence for SARS-CoV-2.

(‡) Epidemiologically-linked cases include persons with close contact with a confirmed or probable case of COVID-19 disease; OR a member of a risk stable group as defined by public health authorities during an outbreak. This includes persons with identifiable connections to each other such as sharing a defined physical space e.g., in an office, facility section or gathering, indicating a higher likelihood of linked spread of disease than sporadic community incidence.

Local Health Department Actions

1. Interview the case to identify the infectious period and whether case was infections while at school; identify household and community close contacts, particularly any close contacts at school.
2. It may be necessary to consider the entire class or members of the case's stable group exposed, as it can be challenging to determine who may have had contact with the case within 6 feet for at least 15 cumulative minutes in a 24-hour period. In some situations, case investigations may be able to determine individual members of a stable group are close contacts, and allow those who are not identified as close contacts to continue in-person instruction.
3. Notify the school COVID-19 coordinator or point person at the school that a case of COVID-19 in a student or staff member has been reported and provide guidance to identify and generate a line list of close contacts at the school.
4. Notify all close contacts at the school and instruct them to follow [CDPH COVID-19 Quarantine Guidance](#). (or follow LHO orders, if relevant and/or more stringent).
5. Recommend that all close contacts be tested; symptomatic contacts should be prioritized for immediate testing, and asymptomatic contacts should be recommended to be tested 5-7 days from last exposure.
6. Contacts who test negative must still complete the required quarantine as defined in the [CDPH guidance](#).
7. Contacts who test positive are required to isolate until at least 10 days

have passed since symptom onset; and at least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and other symptoms have improved. If asymptomatic, cases should be isolated for 10 days after the specimen collection date of their positive test.

8. Investigate COVID-19 cases in school students and staff to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of infection. Assist schools to update protocols as needed to prevent additional cases.

School Actions

1. Schools must adhere to required reporting requirements and notify, as indicated, the LHD of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case.
2. If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test.
3. Send a notice, developed in collaboration with the LHD, to parents and staff to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people. (see sample notification #1 in Appendix 2).
4. Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time (see Cleaning and Disinfection above for recommendations). This does not need to be done until students and staff in the area have left for the day.
5. Implement online/distance learning for student cases if they are well enough to participate.

School closure determinations should be made in consultation with the LHO according to the section “School Closure Determinations.” A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the LHO agrees that the school can remain open.

MEASURES FOR WHEN A CLUSTER OR OUTBREAK IS BEING INVESTIGATED AT A SCHOOL

When either a school or LHD is aware that an [outbreak](#) may be underway, the LHD should investigate, in collaboration with the school, to determine whether

these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school [outbreak](#) as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting).

The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school. In addition, the investigation will attempt to ascertain whether the cases had a common exposure at school (e.g., a common class or teacher, bus ride, or other common exposures in the school setting). The investigation may also reveal common exposures outside of the school setting.

As noted above, an outbreak investigation is also an opportunity to understand the circumstances that may have allowed for transmission in the school setting. It is recommended that investigations determine whether there is adherence to key mitigation strategies to prevent school transmission. If gaps are identified, schools should take steps to strengthen strategies to prevent future outbreaks.

Local Health Department Actions

1. Review interviews (or re-interview as needed) of clustered cases to identify common exposures and determine whether the cluster suggests an outbreak with transmission at the school. If data suggest an outbreak, then notify the school about starting an investigation.
2. Provide the school with guidance on identifying and creating a line list of all school cases and contacts, including illness onset date, symptoms, date tested, test results, etc. (see sample data collection notification in Appendix 2).
3. Consult with CDPH as needed for technical assistance, testing, and other resources.
4. Form an outbreak investigation team with a lead investigator and including one or more school staff members to assist with the investigation.
5. Identify all potential exposures and close contacts and implement testing of contacts, prioritizing symptomatic contacts for testing.
6. Testing may be recommended for those who were not identified as close contacts but could potentially have been exposed; the fastest pathway to get test results rapidly should be used.
7. All symptomatic contacts should be considered probable cases and be

interviewed to identify prioritized close contacts and exposures while awaiting their test results.

8. Implement isolation of all cases and symptomatic contacts and quarantine of all asymptomatic contacts of confirmed and probable cases.
9. Investigate to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of transmission. Assist schools to update and strengthen protocols as needed to prevent additional cases.
10. Determine, in collaboration with the school, whether the school meets closure criteria. See School Closure Determinations (page 36).
11. Determine, in collaboration with the school, when the school should be closed for 14 days even if the conditions outlined in School Closure Determinations below have not been reached. This may be when: 1) the investigation shows that cases or symptomatic students or staff members continue to be identified and school-based transmission of SARS-CoV2 is likely ongoing despite implementation of prevention and control measures; or 2) other local epidemiologic data support school closure.

School Actions

1. Notify parents/guardians and school staff of a cluster/outbreak investigation related to the school and encourage them to follow public health recommendations (see sample notification #2 in Appendix 3).
2. Identify, as part of the CSP, one or more school staff member who can liaise with the LHD regarding the cluster/outbreak investigation by confirming which classes and stable groups included confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
3. Identify absenteeism among those in affected classes or stable groups, and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
4. Coordinate with the LHD to share a line list of cases and contacts with dates present at or absent from school.
5. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
6. Coordinate with the LHD on notifications to the school community, including specific notifications of stable groups or classrooms regarding their exclusion status and instructions.
7. Coordinate with the LHD on whether and when the school should be

closed and reopened.

8. Notify the school community if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community, and repeat recommendations for prevention and control measures (see sample notification #3 in Appendix 2).
9. Implement online/distance teaching and learning during school closure.
10. Arrange for cleaning and disinfection of entire school before reopening in the case of closure.

School Closure Determinations

What are the criteria for closing a school to in-person learning?

Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure:

- Within a 14-day period, an [outbreak](#) has occurred in 25% or more stable groups in the school.
- Within a 14-day period, at least three [outbreaks](#) have occurred in the school AND more than 5% of the school population is infected.
- The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure: 14 days, or according to a decision made in consultation with the LHO.

The State Safe Schools for All Technical Assistance teams (TA teams), comprised of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

If a school is closed, when may it reopen?

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

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

What are the criteria for closing a LEA?

A school district should close if 25% or more of schools in a district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.

If a LEA is closed, when may it reopen?

LEAs may typically reopen after 14 days, in consultation with the LHD.

K-12 School Testing

OVERVIEW

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission. A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

There are several circumstances under which a student or staff member might undergo testing. Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

DEFINITIONS

Symptomatic testing: This testing is used for individuals with symptoms of COVID-19, either at home or at school. In this situation, the school guidance requires that these individuals stay home and isolate in case they are infectious. The Guidance includes the possibility of return to school in the case of a negative test for SARS-CoV-2 and 24 hours after fever is resolved and symptoms are improving.

Response testing: This testing is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.

Asymptomatic testing: This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than

surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students).

TESTING STRATEGY APPROACH

Asymptomatic testing considerations

The science regarding the extent to which asymptomatic testing will achieve the goal of safe and successful schools is still under development. Empirically, schools that have successfully implemented the core mitigation strategies outlined in the School Guidance are operating safely, with limited or no in-school transmission, under a range of asymptomatic testing approaches. The approaches range from no additional asymptomatic [testing](#), to testing a sample of staff and students [monthly](#), to testing all students and staff [every other week](#). Modeling studies show that masking alone and cohorting alone can decrease symptomatic infections more than weekly testing of students and school staff. Taken together, these data suggest that a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.

The state of California has put into place support for the testing cadences in Table 3, through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement.

The increased levels of testing in the higher Tiers in Table 3 reflect the higher likelihood that someone in the school community might be infected due to higher levels of circulating virus in the surrounding community. For the purposes of the testing cadence differences, the Deep Purple Tier begins at a CR of >14.

Table 3. Testing Cadences with Support from the State of California for K-12 schools

| | Yellow CR <1.0* TP <2% | Orange CR 1-3.9* TP 2-4.9% | Red CR 4-7* TP 5-8% | Purple CR >7-13.9* TP >8% | Deep Purple CR >14* |
|--------------|-------------------------------------|---|------------------------------------|--|------------------------------------|
| Staff | Symptomatic and response testing. | Symptomatic and response testing. | Symptomatic and response testing + | Symptomatic and response testing + | Symptomatic and response testing + |

| | | | | | |
|----------------------|-----------------------------------|-----------------------------------|--|--|---|
| | | | Every 2 weeks asymptomatic testing. | Every 2 weeks asymptomatic testing. | Weekly asymptomatic (PCR or twice weekly antigen testing)**. |
| Students K-12 | Symptomatic and response testing. | Symptomatic and response testing. | Symptomatic and response testing + Every 2 weeks asymptomatic testing. | Symptomatic and response testing + Every 2 weeks asymptomatic testing. | Symptomatic and response testing + Weekly asymptomatic (PCR or twice weekly antigen testing)**. |

TP = test positivity

* The case rates above are adjusted case rates.

** Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing.

Any school currently open is subject to the minimum testing requirement standards established by [Cal/OSHA](#). These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA [guidance](#) for complete details.

Vaccines for K-12 Schools

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.

In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community.
- Reduce demands on health care facilities.

- Decrease illnesses that cannot be readily distinguished from COVID- 19 and would therefore trigger extensive measures from the school and public health authorities.

Because vaccine implementation for schools is rapidly evolving, we are providing a separate vaccine guidance document that will be available on the Safe Schools for All Hub [here](#).

Appendix 1: Resources

SCHOOL RESOURCE LINKS

- [Safe Schools for All Hub](#)
- [Testing Guidance](#)

Appendix 2: Sample Notifications

SCHOOL EXPOSURE TO A CASE OF COVID-19 NOTIFICATION

K-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians,

We would like to inform you that we have been notified about a confirmed case of COVID-19 (Coronavirus Disease 2019) in a member of our school community. The individual who tested positive (the “case”) was last on school premises on [DATE]. All school areas where the case spent time will be cleaned and disinfected before they are in use again.

Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with the case and will reach out to all persons who are identified as having had close contact with the case to recommend home quarantine and COVID-19 testing. If you or your child are not contacted, it means that you or your child were not identified as exposed to the case.

Please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

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

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

COVID-19 SCHOOL OUTBREAK NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We would like to inform you that we are working with the [LOCAL HEALTH DEPARTMENT] on their investigation of a COVID-19 outbreak in our school community. Our school is working with the [LOCAL HEALTH DEPARTMENT] to follow up with all cases and symptomatic contacts to identify all exposed persons and recommend home quarantine and testing. If you or your child are not contacted, it means that you or your child were not exposed to either a case or a symptomatic contact.

If you are a parent/guardian, please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

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

Anyone with COVID-19 symptoms should be tested. However, many infected people do not develop symptoms, which is why it is recommended that exposed people be tested whether they have symptoms or not.

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

SCHOOL CLOSURE DUE TO COVID-19 NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing our school, starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the [LOCAL HEALTH OFFICER], we have been advised that the school should be closed for 14 days to prevent further transmission of COVID-19 and to clean and disinfect the school before reopening on [DATE].

During school closure, the school will switch to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The [LOCAL HEALTH DEPARTMENT] will also continue to follow-up with cases and contacts during school closure to ensure isolation and quarantine and testing.

If upon school reopening, your child is feeling ill or having a fever or symptoms of COVID-19, even if symptoms are very minor, please do not send your child to school and consider getting your ill child tested for COVID-19. If your child is well without any symptoms, please remind your child before going back to school to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds. School staff should call in sick and stay home if having a fever or symptoms of COVID-19 and consider getting tested.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:

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

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,



Appendix 3: Public Health Directive

REPORTING DETAILS OF POSITIVE CASES

Required COVID-19 Case Reporting By Schools

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (“CDPH”) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Public and private K-12 schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission coupled with the experiences of schools both nationally and internationally demonstrates that schools, particularly elementary schools, can operate in-person instruction safely with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for K-12 schools (including public, private, and charter) to support school re-openings and safe implementation of in-person instruction for students and staff.

Under current guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools are expected to reopen under the forthcoming K-12 school guidance. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, a comprehensive and coordinated approach for the secure sharing of vital data and information regarding COVID-19 infections among school employees and students is necessary, especially in light of current epidemiological conditions.

The sharing of identified case information data with public health professionals is therefore necessary to ensure that state and local public health experts can respond to confirmed cases of COVID-19 who have been present at a school site, to track and understand the extent of disease transmission within the state, and to support communities with appropriate prevention strategies and support. Accordingly, to monitor and prevent the spread of COVID-19, it is necessary for CDPH and local health jurisdictions to have accurate information about COVID-19 infections among school employees and students. Specifically, the prompt, secure, and confidential sharing of information about individuals within the school community who have tested positive for COVID-19 is critical to ensure that public health authorities can rapidly respond by:

1. Instituting necessary case investigation and contact tracing;
2. Focusing public health resources to effectively provide comprehensive support to the affected schools related to further investigation, mitigation strategies, and operational plans;
3. Assessing and monitoring the practices and activities that may have led to the infection or transmission of COVID-19;
4. Taking appropriate measures to protect the health of both the school community and population-at-large; and
5. Ensuring that CDPH and local health jurisdictions have the information necessary to accurately assess the impact of school reopening on COVID-19 transmission and case rates to effectively update operative public health guidance and directives as necessary.

Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).) In response to the COVID-19 pandemic, California has been under a State of Emergency since March 4, 2020. California continues to see the dire effects of this pandemic through limited ICU capacities and new cases and deaths each day. The COVID-19 pandemic poses an extreme threat to the health and safety of all Californians. Even with protocols in place to mitigate the transmission of COVID-19, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus. Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 public or private school campus is necessary to protect the health and safety of students and

employees present on the campus. California law (17 C.C.R. section 2508) also requires anyone in charge of a K-12 public or private school kindergarten to report at once to the local health officer the presence or suspected presence of any of the communicable disease, which includes COVID-19.

Accordingly:

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. Specifically, the local educational agency or private school shall report the following information:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.
- This reporting shall continue until this directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual.

This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.



Appendix 4: Public Health Directive

REPORTING DETAILS OF IN-PERSON INSTRUCTION

COVID-19 School Reopening Status Reporting

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (CDPH) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission and experience nationally and internationally demonstrate that schools, particularly elementary schools, can operate safely for in-person instruction with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for public and private K-12 schools to support school reopenings and safe implementation of in-person instruction for students and staff.

Under the guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools will reopen through the early spring. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, it is necessary for CDPH and local health jurisdictions to have accurate information about which school sites are serving students in-person and to which degree such in-person services are being provided, especially in light of evolving epidemiological conditions.

This information will assist public health authorities maintain awareness of possible locations where case transmission may occur and can rapidly respond

to any confirmed positive cases of individuals who have been on-site at schools offering in-person instruction and services. It is also necessary to focus public health resources to support schools, including COVID-19 testing support, contact tracing, and technical assistance related to mitigation strategies and operational plans, to make the most efficient and effective use of those resources. Finally, this information will assist CDPH and local health jurisdictions to accurately assess the impact of school reopening on COVID-19 and update operative public health guidance and directives as necessary.

Accordingly:

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify the California Department of Public Health whether it is serving students in-person. Specifically, the local educational agency or private school shall report the following information:
 - In-person instruction is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
 - No in-person instruction and services are provided (distance learning only).

- This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded.

- This information shall be reported via a web form that will be made available by the California Department of Public Health.

- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the Safe Schools For All Hub website.



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

DEFINITIONS

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

COVID-19 Symptoms include:

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

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

- Supervisor must inform their school nurse or health coordinator if at administrative facilities.
- School nurse/health coordinator will notify the family/staff member when they need to quarantine.
- Site school nurse will then notify the appropriate Lead COVID Nurse
 - School sites on the West side of 99 freeway = Liz Coveau, School Nurse (Lead COVID Nurse)
 - School sites on the East side of 99 freeway = Alyson Gonda, School Nurse (Lead COVID Nurse)
 - Administrative facilities = Tami Elmatari, Health Coordinator
- Lead COVID Nurse or Health Coordinator will notify:
 - Appropriate members of COVID-19 Case Response Team (CCRT)
 - Custodial Manager for deep cleaning at site, when appropriate

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

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

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

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



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

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

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

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

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

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

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

- Scenario A (low risk) - Precautionary Notification

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

- Scenario B (moderate risk) - Cautionary Notification

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

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

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

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

COVID-19 Illness and Quarantine Guidelines

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

PERSON A



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

With symptoms:

Isolation until the following requirements have been met:

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

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

Without symptoms (Asymptomatic):

Quarantine for 10 days from test date:

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

PERSON B



Any person who lives in the same household with Person A

NO symptoms:

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

PERSON C

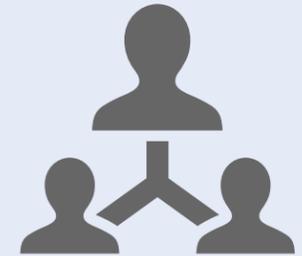


Any person with close contact to Person A (>15 min, < 6 feet)

Quarantine for 14 days following date of last exposure

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

PERSON D



Any person who has had exposure to Person B or C

NO QUARANTINE OR ACTION REQUIRED *unless:*

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

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



Recovered and Released

Definitions:

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

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

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

COVID-19 Illness and Quarantine Guidelines

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

PERSON A



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

With symptoms:

Isolation until the following requirements have been met:

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

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

Without symptoms (Asymptomatic):

Quarantine for 10 days from test date:

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

PERSON B



Any person who lives in the same household with Person A

NO symptoms:

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

PERSON C

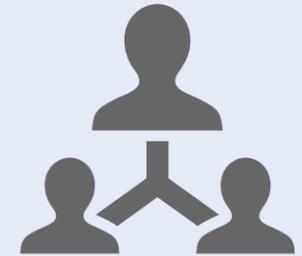


Any person with close contact to Person A (>15 min, < 6 feet)

Quarantine for 14 days following date of last exposure

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

PERSON D



Any person who has had exposure to Person B or C

NO QUARANTINE OR ACTION REQUIRED *unless*:

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

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



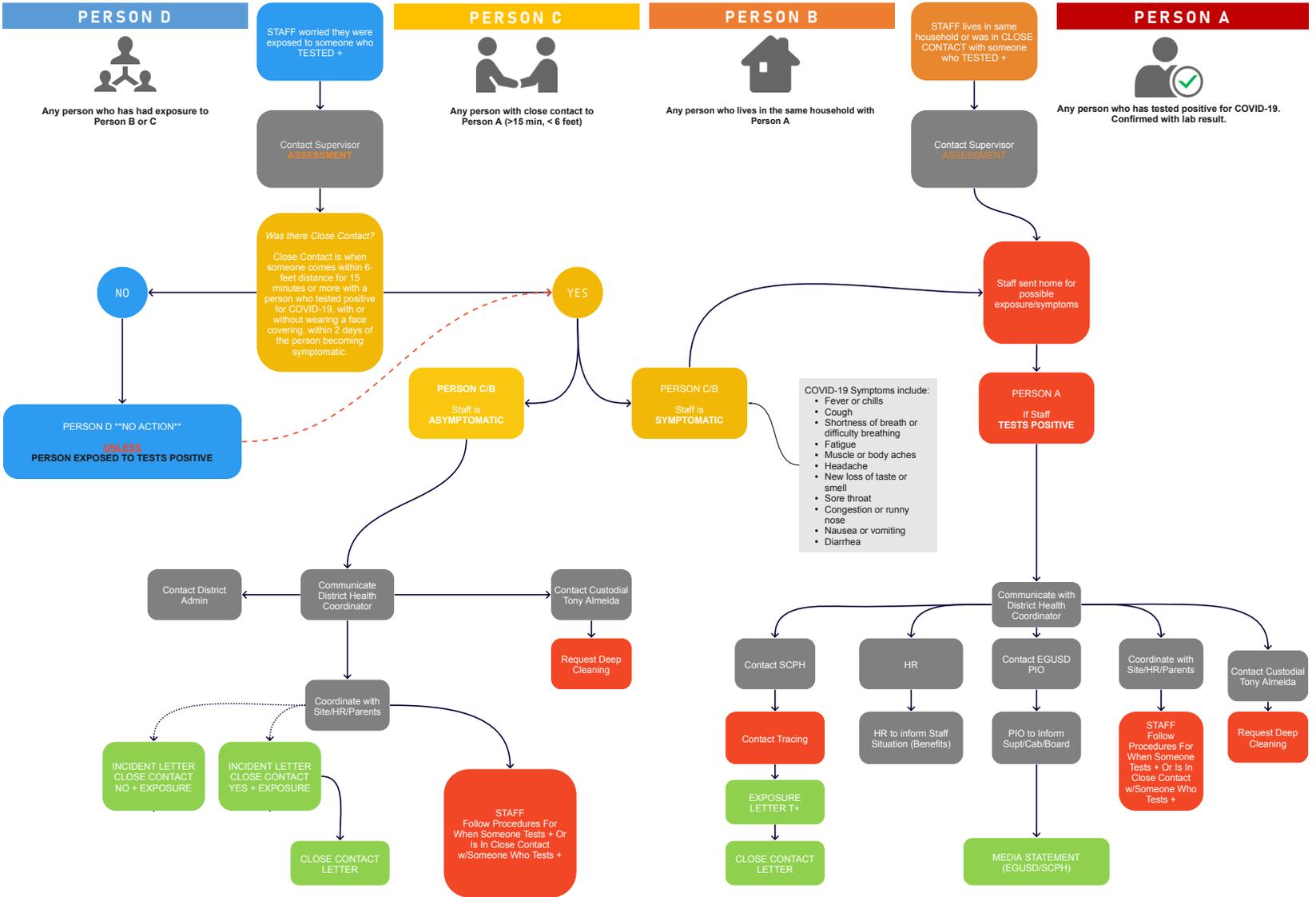
Recovered and Released

Definitions:

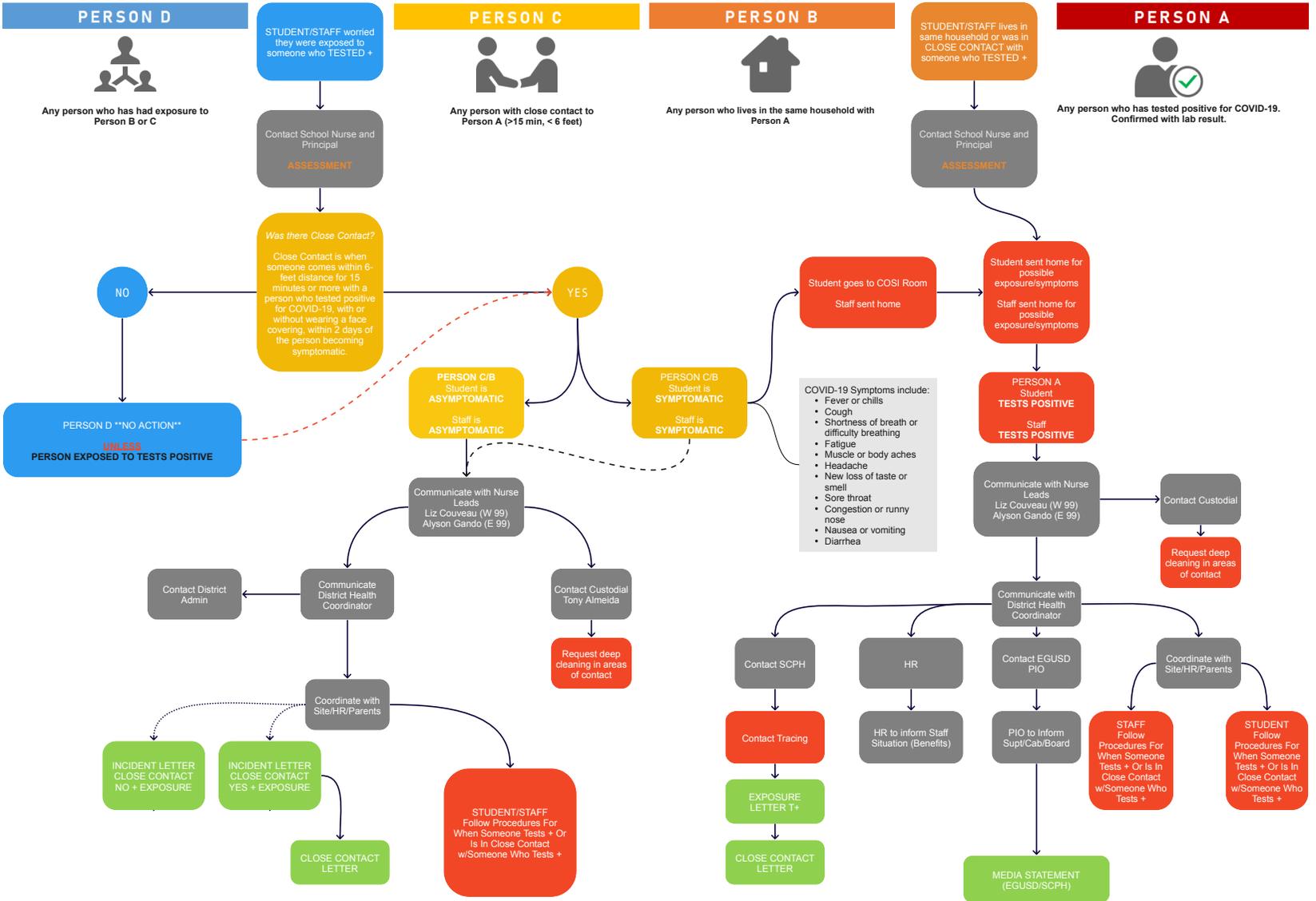
Isolation separates infected people with a contagious disease from people who are not sick.

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

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



WHEN SOMEONE TESTS POSITIVE OR SOMEONE HAS CLOSE CONTACT WITH SOMEONE WHO TESTS POSITIVE



PERSON C/B LETTER

(DATE)

Dear Staff,

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

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

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

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

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

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

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

Sincerely,

(Principal/Supervisor)

PERSON A (EMPLOYEE) LETTER

(Date)

Dear Staff,

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

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

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

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

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

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

Sincerely,

(Signature(s))

CLOSE CONTACT EXPOSURE LETTER

{DATE}

[NAME]

[ADDRESS]

{CITY, STATE ZIP}

Dear [NAME],

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

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

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

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

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

Sincerely

PERSON A LETTER TO PARENTS

(Date)

Dear Parents/Guardians,

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

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

Symptoms of COVID-19 may include:

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

Prevention tips:

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

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

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

Sincerely,

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

PERSON A LETTER TO PARENTS

(DATE)

Dear Parents/Guardians,

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

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

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

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

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

Sincerely,

(Signature(s))

Who and When to Wear a Face Mask?

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

Who needs a mask?

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

Who shouldn't wear a mask?

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

When should you wear a mask?

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

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

When can you take off your mask?

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

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

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

Social Distancing

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

Do NOT Come to Work When Sick

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

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

COVID-19 DAILY CHECKLIST

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

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

- Yes
No

Loss of Smell or Taste?

- Yes
No

Muscle Aches?

- Yes
No

Sore Throat?

- Yes
No

Cough?

- Yes
No

Shortness of Breath?

- Yes
No

Chills?

- Yes
No

Headache?

- Yes
No

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

- Yes
No

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

- Yes
No

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

- Yes
No





Drop Off & Pick Up Location A Frame



(2 each)

Entrance Gate Signs



(3 each)



(3 each)

Lawn Signs



(15 each)

Office and Staff Areas

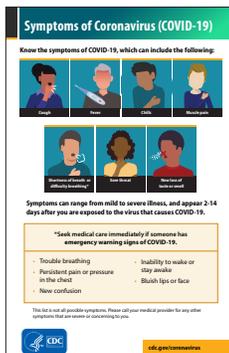


18x24 laminated posters (10 each)

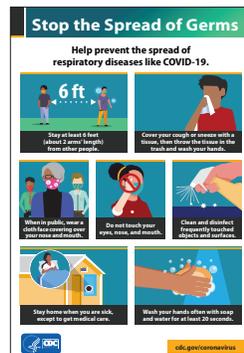
8.5 x 11 laminated posters (100 each)



18x24 laminated posters (5 each)



18x24 laminated posters (1 each)



18x24 laminated posters (10 each)



Floor Decal (non carpet) (10 each)

Floor Decal (carpet) (5 each)

Bathroom/Sink Signs



18x24 laminated posters (6 each)

8.5 x 11 laminated posters (75 each)

**Drop Off & Pick Up Location
A Frame**



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

Entrance Gate Signs



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



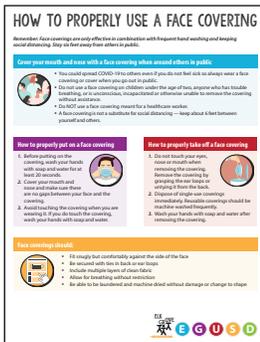
(5 each) Middle School
(6 each) High School

Lawn Signs



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

Office and Staff Areas

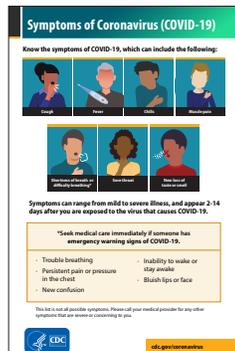


18x24 laminated posters
(10 each) Middle School
(10 each) High School

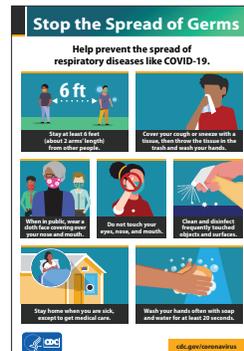
8.5 x 11 laminated posters
(100 each) Middle School
(100 each) High School



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



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



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



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

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

Bathroom/Sink Signs



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

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