

Fall 2020-2021

Consultation and guidance provided by  
the San Luis Obispo County of Public  
Health Office (CPHO).

*Bellevue-Santa Fe*  
*Charter School*  
Reopening Plans

Version:  
Nov. 2, 2020

CPHO Review:  
October 7, 2020  
July 12, 2020

## **Introduction to Reopening Plan Considerations and Protocols:**

Per Board Resolution, Bellevue-Santa Fe Charter School (BSFCS) will work to align reopening plans, practices, and protocol to the extent possible with our charter authorizer, San Luis Coastal Unified School District (SLCUSD). It is important for all of the BSFCS community to recognize that this plan preparation is to navigate the future unknown and may require toggling between an initially implemented Plan and another Plan to prioritize the health and safety of the community. All community members have a part to play in maintaining the health and safety of others. The California Department of Education (CDE) provided guidance for “Re-Opening.” Joining together again will take collaborative efforts to “Stay Open” for the benefit of students.

It is important to note that Distance Learning is a temporary option due to the COVID-19 pandemic. Families who are desiring a long term, at-home educational model or have health needs that may necessitate alternative schooling options beyond the scope of the pandemic, should contact the front office to schedule communication with the school administrator.

Each plan presented below outlines the anticipated efforts, practices, scheduling, as well as protocols that take place in the event that the plan is activated at BSFCS during 2020-2021. Stated communication regarding the adoption of an initial Plan for Fall 2020 was to be dispersed by August 1, 2020. This document was presented via email to the community on July 13, 2020. On July 23, 2020, the Governing Board adopted this reopening plan and made the determination to begin the school year in **Plan C: Distance Learning**. On October 6, 2020, San Luis Obispo County met the metrics for schools to consider reopening. BSFCS staff hosted a Town Hall Meeting on October 15, 2020, and answered community questions regarding **Plan B Levels**. An informational survey regarding reopening was distributed on October 19, 2020. Results and anonymous comments were shared with the community on October 26, 2020. A Governing Board meeting was held on October 28, 2020. The BSFCS Governing Board approved reopening for four hours of in-person instruction with no more than 24 students and one adult per cohort five days per week and Distance Learning for those selecting to not attend in-person for K/1 and 4/5 Grades on January 4, 2021, and 2/3 and 6 Grades on January 19, 2021. This schedule is reflected in **Plan B: Level 2**. Modifications to decrease or increase in-person instruction will necessitate consultation and guidance from the San Luis Obispo Public Health Office. This plan has been revised to meet current CDPH and CDE Guidelines as of this version date.

BSFCS may modify these plans, and/or add protocols, based on the receipt of new information, understandings, and guidance from the Centers for Disease Control and Prevention (CDC), the California Department of Public Health (CDPH), the California Department of Education (CDE), the County Public Health Office (CPHO), and SLCUSD.

## Plan Summaries

- **Plan A:** Traditional in-person school structure with incorporated safety precautions and an elected Distance Learning offering.
  - *No defined cohorts*
- **Plan B:** Combination of part-time in-person instruction with part-time Distance Learning on a set schedule of alternating attendance. This plan reduces cohort grouping numbers.

Progressive Modification Levels in Plan B (in consultation with Local Public Health):

- **Level 1:** *Cohorts of no more than 14 students and no more than two adults, or combination of individuals to not exceed 16 (classrooms slit into two groups) across school settings; in-person instruction 3 hours twice a week per group; PASSIVE Screening by staff for students arriving on site (see Table A: Screening for COVID-19)Addresses 6 feet of distancing.*
  - **Level 2:** *Cohorts of no more than 24 students and no more than two adults (complete classrooms) across school settings; in-person instruction 4 hours daily; PASSIVE Screening of student by family prior to arrival on site*
  - **Level 3:** *Interior cohorts of no more than 24 students and no more than two adults; exterior cohorts of no more than 48 students and no more than four adults; in-person instruction 4 hours daily; PASSIVE Screening of student by family prior to arrival on site*
- **Plan C:** Full Distance Learning. This plan would require that every student participates solely in Distance Learning. This plan may be implemented for the health and safety of our community as guided by the Public Health Department, state mandates, and local metrics related to COVID-19.
    - *Cohorts of no more than 14 students and no more than two adults, or combination of individuals to not exceed 16 across school settings for service provision.*

# General Information:

**Table A: Screening for COVID-19**

Active Screening	Passive Screening																
<p>Staff facilitates symptom screening as students and staff enter campus, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4, degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has COVID-19.</p>	<p>Parents/Guardians are instructed to screen students before leaving for school using the CDC Daily Home Screening tool (check temperature to ensure below 100.4 degrees Fahrenheit, observe for symptoms and keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19). (see Appendix B)</p> <div style="background-color: #28a745; color: white; padding: 5px; text-align: center; font-weight: bold;">Daily Home Screening for Students</div> <p><i>Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.</i></p> <p><b>SECTION 1: Symptoms</b> If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Temperature 100.4 degrees Fahrenheit or higher when taken by mouth</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Sore throat</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Diarrhea, vomiting, or abdominal pain</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>New onset of severe headache, especially with a fever</td> </tr> </table> <p><b>SECTION 2: Close Contact/Potential Exposure</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a>) while the school remains open</td> </tr> </table>	<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth	<input type="checkbox"/>	Sore throat	<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)	<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain	<input type="checkbox"/>	New onset of severe headache, especially with a fever	<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19	<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>	<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open
<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth																
<input type="checkbox"/>	Sore throat																
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)																
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain																
<input type="checkbox"/>	New onset of severe headache, especially with a fever																
<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19																
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>																
<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open																

**Table B: Use of Face Coverings:**

*It is the expectation of the school that everyone who is able, wears a face covering.*

*All individuals from 3rd grade through adult, are required to wear face coverings on site. Children between two years old and 2nd grade are strongly encouraged to wear cloth face coverings, if they can be worn properly. Face shields are an alternative for these children.*

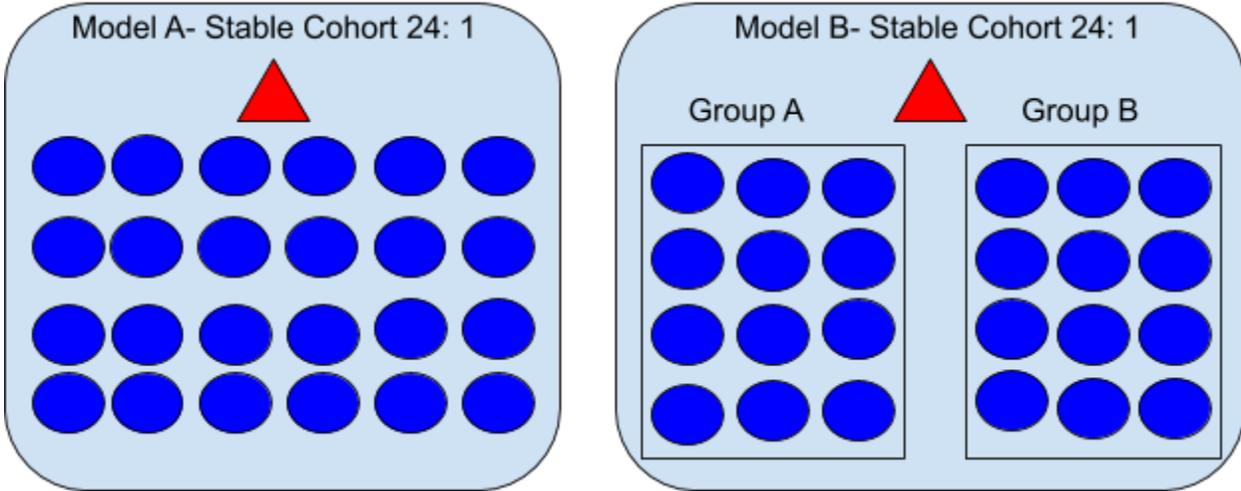
<h2>Face Covering Use:</h2>	<p>❖ <i>Face coverings and distancing are not an "either/or," but work together in schools.</i></p>
-----------------------------	---

	<ul style="list-style-type: none"> <li>❖ <i>Face coverings are required of all staff, parents, students above 2nd grade, and visitors while on</i></li> <li>❖ <i>campus and regardless of ability to maintain 6’ distance.</i></li> <li>❖ <i>The school will provide disposable face coverings if a student or staff member forgets to bring</i></li> <li>❖ <i>Face coverings must be worn everywhere on campus, indoors and outdoors, and on buses.</i></li> <li>❖ <i>Face coverings with an exhalation valve or vent are not acceptable.</i></li> </ul>
<p style="text-align: center;"><i>Exemptions to Wearing Face Coverings:</i></p>	<ul style="list-style-type: none"> <li>❖ <i>Children under age 2 should never wear a face covering.</i></li> <li>❖ <i>Medical or psychological exemptions from wearing a face covering are rare. See CDPH guidance on Face Coverings (see Appendix B) for persons exempted from wearing a face covering.</i></li> <li>❖ <i>Exemptions from face coverings should require a doctor’s note. The note should not disclose the person’s health condition but should indicate that wearing a face covering could be harmful to the individual’s health or mental wellbeing.</i></li> <li>❖ <i>Persons exempted from wearing a face covering due to a medical condition should wear a nonrestrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.</i></li> </ul>
<p style="text-align: center;"><i>When face coverings can be removed:</i></p>	<ul style="list-style-type: none"> <li>❖ <i>Face coverings may be removed during meals, snacks, and naptime while maintaining a minimum of 6’ distance from others.</i></li> <li>❖ <i>Face coverings may be removed when outdoors if participating in <u>a structured</u> outdoor classroom, or certain outdoor activities that require heavy exertion AND always maintaining a min of 6’ distance.</i></li> </ul>

	<ul style="list-style-type: none"> <li>❖ Face coverings may NOT be removed during recess or other unstructured outdoor time.</li> </ul>
<p><i>Face shields and clear masks:</i></p>	<ul style="list-style-type: none"> <li>❖ Face shields should wrap around the sides of the wearer’s face and extend below the chin with material attached along the bottom edge, draped onto the wearer. Hooded face shields are another option.</li> <li>❖ Face shields may be worn by those with medical reasons exempting them from wearing cloth face covers and by children between two years old and 2<sup>nd</sup> grade.</li> <li>❖ Face shields or clear masks may be appropriate for people who are deaf or hard of hearing, those who care for or interact with a person who is hearing impaired, for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs).</li> <li>❖ Clear masks should not be used if they cause any breathing difficulties or over heating for the wearer.</li> </ul>

**Table C: Stable Cohorts**

A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g. lunch, recess, etc.) and avoids contacts with other persons or cohorts. This is true for the supervisor (red triangle) and student(s) (blue circles) as represented by the Models below.



## **Plan A: Traditional in-person school structure with incorporated safety precautions and an elected Distance Learning offering**

### **Scheduling**

***Cohort Size will be K-3rd (no more than 96 students and 6 adults) and 4-6th (no more than 72 students and 5 adults)***

- Traditional instructional school schedule for drop-off, pick-up, start of school day and end of school day in accordance to minimum day or full (no before school play)
  - Students report directly to their classroom at Morning Bell (8:25).
  - Students will be picked up by parent/guardian at the front of the school or per sign out after school (when after school care is available)
  - Students passively screened for symptoms by parents/guardians prior to arrival at the assigned entrance point and report directly to their classroom
  - Modifications to traditional instructional schedule as necessitated by school for limiting exposure, maintaining physical distancing, direction for hygienic actions, and implementing sanitation efforts in accordance with CDPH Guidelines
- 

### **Limiting Exposure**

- Dropbox installation at the front office for hard copy documents
- Staff and students will be advised to stay home if they are not feeling well, had close contact with a person with laboratory-confirmed COVID-19 in the past 14 days, and/or exhibit [symptoms of COVID-19](#)
- Staff will participate in mandatory COVID-19 testing
- Staff and students exhibiting [symptoms of COVID-19](#) will be masked immediately and sent home from the front office until they are cleared to return.
- Staff members and students with laboratory-confirmed COVID-19, AND symptomatic staff members and students who are not tested, AND staff members and students with a negative test for COVID-19 but high degree of suspicion for COVID-19 (e.g., symptomatic and history of household contact with laboratory-confirmed COVID-19) will be directed not to return until they have met CDC criteria for release from isolation, including 24 hours with no fever without taking fever-reducing medications, symptoms have improved, and at least 10 days have passed since symptom onset.
- Staff members and students with a negative test for COVID-19 and low degree of suspicion for COVID-19 may return to school once symptoms have resolved and afebrile x 24 hours without fever-reducing medications.
- Timely school communication with CPHO, staff, and families for positive COVID-19 cases while maintaining confidentiality in accordance to FERPA and state privacy laws related to educational records
- Use of plexiglass barriers

- Class participation requirements will be modified to support isolation measures
  - Daily visual wellness checks, screening questions (for symptoms of COVID-19), and temperature checks for staff
  - Passive Screening for students prior to arrival on site
  - Limiting of non-enrolled/non-staff individuals (volunteers, visitors, guest speakers, etc.) on site during instructional hours
  - Drinking fountains are taped off
  - Limited onsite extracurricular activities
  - No Morning Assembly
  - No overnight field trips
- 

### Physical Distancing

- Parents/Guardians stay in vehicle for drop off and pick up
  - Designated cohort routes for arrival and departure
    - K/1 playground gate
    - 2nd/3rd center gate by front office
    - 4th-5th upper gate
    - 6th concrete pad by Science
  - 6-foot social distancing to the extent possible
  - Social distancing signage prominently posted around school site
  - Floor markings for distancing
  - Use of face coverings for all individuals on site (*unless exempt*)\*See Table B
- 

### Hygiene

- Signage posted at entry points, restrooms, and food service areas with hygiene info
  - Handwashing protocol before and after transitions for all students and staff
  - Hand sanitizer stations with at least 60% ethyl alcohol available at entry points to buildings/classrooms
- 

### Sanitation

- Classrooms and restrooms sanitized daily and as needed
  - Restrooms posted with limited occupancy to support social distancing
  - Sanitizing spray and towels, or sanitizing wipes, available for use by staff before, during, and after class
  - Maintain well ventilated buildings (open windows and doors to the extent practicable) and use of air purification devices
- 

### Services

- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
  - Access to necessary academic technology and resources in designated areas
  - Onsite meetings with staff through appointment only
  - All services administered onsite through arranged scheduling
  - Limited access to Library and SciTech
  - Optional After School Care may be available (priority registration for staff, siblings, and full-time status)
- 

### **Attendance and Engagement**

- All attendance will be documented by teachers, verified on the Combined Daily Participation and Engagement Template with evidence of assignments and minute provision in accordance with Ed Code Section 43504, and submitted on Aeries.
    - Synchronous Attendance-in-person student presence or attendance via synchronous virtual opportunities.
    - Asynchronous Attendance- virtual submission of assignments for the instructional day.
      - Present- student is at school on time for the instructional day
      - Tardy- student is at school after the start of the instructional day
        - Excused tardy-student arrives after the start of the instructional day due to stated family emergency, health necessity, or justifiable personal reasons as permitted by law
        - Unexcused tardy- student arrives after the start of the instructional day
      - Absent- the student is not at school, not in attendance via synchronous virtual opportunities, and did not submit asynchronous work for the instructional day
        - Excused absence- absent due to stated family emergency, health necessity, or justifiable personal reasons as permitted by law
        - Unexcused absence- absent for more than 30 minutes of the instructional day without valid reason
  - Engagement/Participation- Teachers document and assess student engagement and participation by classroom observation, performance on assignments/assessments, and work habits
- 

### **Family-Elected Distance Learning-100%**

- Family-elected initial participation commitment to half of the 1st Grading Period of 2020-21 semester (August-November) with opportunity to extend through the end of the year
  - Daily participation in attendance assignment per instructional calendar
  - Daily participation in live teacher-student interaction and instructional postings
  - Daily completion of assignments and/or completion in accordance to due dates and requirement postings on the digital platform (Seesaw for K-1/ Google Classroom for 2-6)
  - Supplemental foundational skills practice and curricular assignments for all core subject areas (Reading, Writing, Math, Social Studies, Science, PE, Art) to be completed at home under parent/guardian supervision
  - Any hardcopy materials are through scheduled picked up from the front office on the first day of the week in accordance to the adopted instructional calendar
  - Direct student connection with the Distance Learning teacher is through scheduled interaction Monday-Friday during instructional hours
  - Feedback and documentation for student performance and participation will be on the digital platform for parent/guardian access
  - Students will be evaluated on performance and participation on the first semester report card
  - Services provided in accordance to IEP agreements
  - Students exhibiting low engagement will be referred for Student Study Team for improvement planning through tiered reengagement strategies.
  - Daily time value of combined assignments and instruction are in accordance with state regulations:
    - 3 hours for Kindergarten
    - 3 hours, 50 minutes for Grades 1st-3rd
    - 4 hours for 4th-6th
  - Attendance and Engagement- daily asynchronous and synchronous participation by the student is recorded by the classroom teacher and documented on the Combined Daily Participation and Engagement Template with evidence of assignments and minute provision in accordance with Ed Code Section 43504 with the front office. The front office submits attendance on Aeries.
    - Absent- no evidence of student participation in asynchronous or synchronous opportunities for that day
    - Participation-teacher documentation and assessment via observation by the classroom teacher in synchronous opportunities, performance on asynchronous assignments/assessments, and work habits
-

**Plan B: Combination of part-time in-person instruction with part-time Distance Learning on a set schedule of alternating attendance.**

**Scheduling- Cohort size identified on each sample schedule**

- Phased implementation beginning with K/1st and 4/5th (2 weeks), then 2/3rd (2 weeks) and 6th with consideration of Levels noted above
- Attendance per school assigned cohort grouping by last name (staff, sibling, and established cohorts priority consideration) (**Level 1 only**)
- Students passively screened for symptoms by parents/guardians prior to arrival (8:15-8:30 drop off)
- Cohorts are assigned entrance points and students report directly to their classroom
- Students will be picked up by parent/guardian at the front of the school (11:30-11:45 for **Level 1** and 12:30-12:45 for **Level 2 and 3**)
- Modifications to traditional instructional schedule as necessitated by school for limiting exposure, maintaining physical distancing, direction for hygienic actions, and implementing sanitation efforts
- Mandatory Distance Learning component for all students in addition to in-person instruction for **Level 1** and Distance Learning for all students not attending in-person due to absence or family election to not participate in in-person instruction

<b>Elementary Sample Schedule for Plan B-Level 1</b> Cohort size is no more than 24 students and 1 adult; split into two groups on alternating days, with 15 min Recess break.					
	Monday	Tuesday	Wednesday	Thursday	Friday- No student attendance on site; All Distance Learning
<b>Drop off/Check-In</b>	8:15-8:30	8:15-8:30	8:15-8:30	8:15-8:30	N/A
	Last name A-L in-person instruction; M-Z Distance Learning	Last name M-Z in-person instruction; A-L Distance Learning	Last name A-L in-person instruction; M-Z Distance Learning	Last name M-Z in-person instruction; A-L Distance Learning	All students
<b>In-person Instruction/ Asynchronous work for Distance Learning</b>	8:30-11:30	8:30-11:30	8:30-11:30	8:30-11:30	8:30-11:30
<b>Pick-Up (in front of school)</b>	11:30-11:45	11:30-11:45	11:30-11:45	11:30-11:45	Virtual Learning/ Office Hours

<b>Room Cleaning &amp; Tchr Lunch/ Prep</b>	<b>11:50-1:10</b>	<b>11:50-1:10</b>	<b>11:50-1:10</b>	<b>11:50-1:10</b>	<b>11:30-1:10</b>
<b>Asynchronous and/or Synchronous Work</b>	<b>1:15-3:00</b> Distance Learning as scheduled by teacher	<b>1:15-3:00</b> <b>Staff Professional Development/Prep</b>			
<b>CDE Minutes (required in addition to in-person):</b> 50 min 1st-3rd  1 hour 4th-6th	Distance Learning as scheduled by teacher	<b>Staff Professional Development/Prep</b>			
	Distance Learning as scheduled by teacher	<b>Staff Professional Development/Prep</b>			
<b>Specialist Classes</b>					
<b>Science/PE:</b> Virtual <b>Garden:</b> Virtual <b>Art:</b> Supplies may be sent home so students can complete art virtual lessons and projects					
<b>Special Education</b>					
<b>RSP and Related Services:</b> During instructional day. Pull out, push in, and/or virtual determined by each student's IEP. Amendments may have to be created to support reduced minutes on campus.					

<b>Elementary <u>Sample</u> Schedule for Plan B-Level 2 and 3</b>					
<b>Cohort size is no more than 24 students and 1 adult in Level 2.</b>					
<b>Cohort size is no more than 48 and 2 adults outdoors in Level 3 and no more than 24 students and 1 adult in doors.</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Drop Off/Check-In</b>	8:15-8:30	8:15-8:30	8:15-8:30	8:15-8:30	8:15-8:30
	<b>All students</b>				
<b>In-person Instruction/ Asynchronous work for Distance Learning</b>	<b>8:30-12:30</b>	<b>8:30-12:30</b>	<b>8:30-12:30</b>	<b>8:30-12:30</b>	<b>8:30-12:30</b>
<b>Pick-Up (in front of school)</b>	12:30-12:45	12:30-12:45	12:30-12:45	12:30-12:45	12:30-12:45
<b>Room Cleaning &amp; Tchr Lunch/ Prep</b>	<b>12:50-2:00</b>	<b>12:50-2:00</b>	<b>12:50-2:00</b>	<b>12:50-2:00</b>	<b>12:50-2:00</b>

<b>Synchronous Work for Distance Learning and Absent Students</b>	<b>2:00-3:00</b> Distance Learning check-in as scheduled by teacher <b>for absent students and those not participating on site</b>	<b>2:00-3:00</b> Distance Learning check-in as scheduled by teacher <b>for absent students and those not participating on site</b>	<b>2:00-3:00</b> Distance Learning check-in as scheduled by teacher <b>for absent students and those not participating on site</b>	<b>2:00-3:00</b> Distance Learning check-in as scheduled by teacher <b>for absent students and those not participating on site</b>	<b>2:00-3:00</b> <b>Staff Professional Development/Prep</b>
<b>Specialist Classes</b>					
<b>Science/PE:</b> Virtual <b>Garden:</b> Virtual <b>Art:</b> Supplies may be sent home so students can complete art virtual lessons and projects					
<b>Special Education</b>					
<b>RSP and Related Services:</b> During instructional day. Pull out, push in, and/or virtual determined by each student's IEP. Amendments may have to be created to support reduced minutes on campus.					

---

## Limiting Exposure

- Stable cohort groupings (identified per schedule above)
- Dropbox installation at the front office for hard copy documents
- Onsite appointments for essential business as arranged through the front office
- Staff and students will be advised to stay home if they are not feeling well, had close contact with a person with laboratory-confirmed COVID-19 in the past 14 days, and/or exhibit [symptoms of COVID-19](#)
- Staff will participate in mandatory COVID-19 testing
- Staff and students exhibiting [symptoms of COVID-19](#) will be masked immediately and sent home from the front office until they have met CDC criteria to discontinue [home isolation](#)
- Staff members and students with laboratory-confirmed COVID-19, AND symptomatic staff members and students who are not tested, AND staff members and students with a negative test for COVID-19 but high degree of suspicion for COVID-19 (e.g., symptomatic and history of household contact with laboratory-confirmed COVID-19) will be directed not to return until they have met CDC criteria for release from isolation, including 24 hours with no fever without taking fever-reducing medications, symptoms have improved, and at least 10 days have passed since symptom onset.
- Staff members and students with a negative test for COVID-19 and low degree of suspicion for COVID-19 may return to school once symptoms have resolved and afebrile x 24 hours without fever-reducing medications.
- School communication with CPHO, staff, and families for positive COVID-19 cases while maintaining confidentiality in accordance to FERPA and state privacy laws related to educational records
- Use of plexiglass barriers

- Class participation requirements will be modified to support isolation measures
  - Daily visual wellness checks, screening questions (for symptoms of COVID-19), and temperature checks for staff
  - Passive Screening for students prior to arrival on site
  - Monitor staff and students throughout the day for signs of COVID-19 symptoms
  - Limiting of non-enrolled/non-staff individuals (volunteers, visitors, guest speakers, etc.) on site during instructional hours
  - No onsite extracurricular activities
  - Drinking fountains are taped off
  - No before school play
  - No Morning Assembly
  - No field trips
- 

### Physical Distancing

- Parents/Guardians stay in vehicle for drop off and pick up
  - Designated cohort routes for arrival and departure
    - K/1 playground gate
    - 2nd/3rd center gate by front office
    - 4th-5th upper gate
    - 6th concrete pad by Science
  - 6-foot social distancing to the extent possible
  - Social distancing signage prominently posted around school site
  - Floor markings for distancing
  - Limited cohort grouping size (no more than 24 students and 1 adult in doors)
  - Use of face coverings for all individuals on site (*unless exempt*)\*See Table B
- 

### Hygiene

- Signage posted at entry points, restrooms, and food service areas with hygiene info and occupancy limitations
  - Handwashing protocol before and after transitions, and as needed, for all students and staff
  - Hand sanitizer stations with at least 60% ethyl alcohol available at entry points to buildings/classrooms
- 

### Sanitation

- Classrooms and restrooms sanitized daily and as needed
- Restrooms posted with limited occupancy to support social distancing
- Sanitizing spray and towels, or sanitizing wipes, available for use by staff before, during, and after class

- Maintain well ventilated buildings (open windows and doors to the extent practicable) and use of air purification devices
- 

## Services

- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
  - Access to necessary academic technology and resources in designated areas
  - Meetings with staff through appointment only
  - All services may be administered through arranged scheduling
  - Student services may be provided via remote technology, email, and phone
  - No access to Library and SciTech
  - After School Care is not available
- 

## Attendance and Engagement

### Instructional Day with In-Person Instruction:

- All attendance will be documented by teachers, verified on the Combined Daily Participation and Engagement Template with evidence of assignments and minute provision in accordance with Ed Code Section 43504, and submitted on Aeries.
  - Synchronous Attendance-in-person student presence or attendance via synchronous virtual opportunities.
  - Asynchronous Attendance- virtual submission of assignments for the instructional day.
    - Present- student is at school on time for the instructional day
    - Tardy- student is at school after the start of the instructional day
      - Excused tardy-student arrives after the start of the instructional day due to stated family emergency, health necessity, or justifiable personal reasons as permitted by law
      - Unexcused tardy- student arrives after the start of the instructional day
    - Absent- the student is not at school, not in attendance via synchronous virtual opportunities, and did not submit asynchronous work for the instructional day
      - Excused absence- absent due to stated family emergency, health necessity, or justifiable personal reasons as permitted by law
      - Unexcused absence- absent for more than 30 minutes of the instructional day without valid reason
- Engagement/Participation- Teachers document and assess student engagement and participation by classroom observation, performance on assignments/assessments, and work habits

### Instructional Days of No In-Person Instruction:

- Attendance and Engagement- daily asynchronous and synchronous participation by the student is recorded by the classroom teacher and documented on the Combined Daily Participation and Engagement Template with evidence of assignments and minute provision in accordance with Ed Code Section 43504 with the front office. The front office submits attendance on Aeries.
    - Absent- no evidence of student participation in asynchronous or synchronous opportunities for that day
    - Participation-teacher documentation and assessment via observation by the classroom teacher in synchronous opportunities, performance on asynchronous assignments/assessments, and work habits
- 

### **Distance Learning-approximately 75%**

- Instruction will be primarily provided in-person
- Daily completion of assignments and/or completion in accordance to due dates and requirement postings on the digital platform (Seesaw for K-1/ Google Classroom for 2-6)
- Supplemental foundational skills practice and curricular assignments for all core subject areas (Reading, Writing, Math, Social Studies, Science, PE, Art) to be completed at home under parent/guardian supervision
- Any hardcopy materials are through scheduled picked up during in-person attendance
- Feedback and documentation for student performance and participation will be on the digital platform for parent/guardian access and per in-person instructional time
- Students will be evaluated on performance and participation on the first semester report card for both Distance Learning and in-person instructional time
- Services provided in accordance to IEP agreements
- Students exhibiting low engagement will be referred for Student Study Team for improvement planning through tiered reengagement strategies
- Daily time value of combined assignments and instruction (in-person and virtual) are in accordance with state regulations:
  - 3 hours for Kindergarten
  - 3 hours, 50 minutes for Grades 1st-3rd
  - 4 hours for 4th-6th

*\*Families who elected full time Distance Learning see "Distance Learning" on Plan A*

---

## **Plan C: Full Distance Learning**

## Scheduling

- Mandatory Distance Learning component for all students in lieu of in-person instruction from during school hours of 8:30-3:00 Monday-Thursday and 8:30-12:30 on Fridays.
  - Classroom specific weekly and daily schedules for asynchronistic, synchronistic, small group, and specialty class (Garden, PEACOCK, Science) instruction set by the classroom teacher.
- 

## Limiting Exposure

- Site facilities will only be open to staff through scheduled use
  - Front office visitation is by appointment only via email or phone call
  - Dropbox installation at the front office for hard copy documents
  - Staff and students will be advised to stay home if they are not feeling well, had close contact with a person with laboratory-confirmed COVID-19 in the past 14 days, and/or exhibit [symptoms of COVID-19](#)
  - Staff and students exhibiting [symptoms of COVID-19](#) will be masked immediately and sent home from the front office until they are cleared to return.
  - Staff members and students with laboratory-confirmed COVID-19, AND symptomatic staff members and students who are not tested, AND staff members and students with a negative test for COVID-19 but high degree of suspicion for COVID-19 (e.g., symptomatic and history of household contact with laboratory-confirmed COVID-19) will be directed not to return until they have met CDC criteria for release from isolation, including 24 hours with no fever without taking fever-reducing medications, symptoms have improved, and at least 10 days have passed since symptom onset.
  - Staff members and students with a negative test for COVID-19 and low degree of suspicion for COVID-19 may return to school once symptoms have resolved and afebrile x 24 hours without fever-reducing medications.
  - School communication with CPHO, staff, and families for positive COVID-19 cases while maintaining confidentiality in accordance to FERPA and state privacy laws related to educational records
  - Use of plexiglass barriers
  - Drinking fountains are taped off
  - Daily visual wellness checks, screening questions (for symptoms of COVID-19), and temperature checks for staff
  - No onsite extracurricular activities
  - No field trips
- 

## Physical Distancing

- 6-foot social distancing to the extent possible
- Social distancing signage prominently posted around school site
- Floor markings for distancing

- Use of face coverings by all individuals (unless exempt) on site
- 

## Hygiene

- Signage posted at entry points, restrooms, and food service areas with hygiene info
  - Handwashing protocol before and after transitions for staff
  - Hand sanitizer stations with at least 60% ethyl alcohol available at entry points to buildings/classrooms
- 

## Sanitation

- Classrooms and restrooms sanitized daily and as needed.
  - Restrooms posted with limited occupancy to support social distancing
  - Sanitizing spray and towels, or sanitizing wipes, available for use by staff before, during, and after class
  - Maintain well ventilated buildings (open window and doors as practicable) and use of air purification devices
- 

## Services

- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
  - Access to necessary academic technology and resources facilitate for at home use.
  - Virtual meetings with staff through appointment only
  - Student services provided through coordination per individualized needs (may necessitate remote technology, email, and phone)
  - No access to Library and SciTech
  - No childcare for non-staff
- 

## Attendance and Engagement

- Attendance and Engagement- daily asynchronous and synchronous participation by the student is recorded by the classroom teacher and documented on the Combined Daily Participation and Engagement Template with evidence of assignments and minute provision in accordance with Ed Code Section 43504 with the front office. The front office submits attendance on Aeries.
  - Absent- no evidence of student participation in asynchronous or synchronous opportunities for that day
  - Participation-teacher documentation and assessment via observation by the classroom teacher in synchronous opportunities, performance on asynchronous assignments/assessments, and work habits

---

## **Distance Learning-100%**

- Daily participation in attendance assignment per instructional calendar
  - Daily participation in live teacher-student interaction and instructional postings
  - Daily completion of assignments and/or completion in accordance to due dates and requirement postings on the digital platform (Seesaw for K-1/ Google Classroom for 2-6)
  - Supplemental foundational skills practice and curricular assignments for all core subject areas (Reading, Writing, Math, Social Studies, Science, PE, Art) to be completed at home under parent/guardian supervision
  - Any hardcopy materials are through scheduled picked up
  - Direct student connection with the Distance Learning teacher is through scheduled interaction Monday-Friday during instructional hours
  - Feedback and documentation for student performance and participation will be on the digital platform for parent/guardian access
  - Students will be evaluated on performance and participation on the semester report card.
  - Services provided in accordance to IEP agreements
  - Students exhibiting low engagement will be referred for Student Study Team for improvement planning through tiered reengagement strategies
  - Daily time value of combined assignments and instruction are in accordance with state regulations:
    - 3 hours for Kindergarten
    - 3 hours, 50 minutes for Grades 1st-3rd
    - 4 hours for 4th-6th
-

# Classroom Protocols

## Plan A

- Arrange assigned student desks/table/chairs with 6 feet of spacing with all students facing the same direction if practicable
- Utilize outside spaces for instructional opportunities
- Teach and prompt for proper hygiene practices including hand washing for twenty seconds, avoiding contact with one's nose, eyes, and mouth, and covering coughs/sneezes in accordance with CDC
- Daily visual wellness checks, screening questions (for symptoms of COVID-19), and temperature checks for staff
- Students perform wellness self-checks for signs of illness
- Identify signs of illness (coughing, sneezing, fever); immediately mask student and send to the front office to be sent home
- Encourage hand washing or use of hand sanitizer with at least 60% ethyl alcohol (if hand washing is not practicable) before classroom entry and prior to classroom exit
- Maintain open doors and windows, as feasible, to allow for ventilation and the reduction of common touch points
- Use of air purification devices
- Use of plexiglass barriers and floor markings for distancing
- Teach students to enter through one door and exit to an outside door when possible
- Minimize shared contact with items when appropriate (e.g. use one in-box, assign individualized supplies, assign individualized technology, etc.)
- Teach and facilitate 6 feet distancing for waiting in line
- Staff [cleans and disinfects](#) frequently-touched surfaces daily and as practicable with EPA approved "N" list in accordance to product instructions
- Shared items or devices are disinfected by staff after each user
- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
- Staff communicates to the front office administration for attendance, illness, and potential exposure for documentation, action, and communication. Site administrator will serve as point of contact for Local Public Health.

## Plan B

- Arrange assigned student desks/table/chairs with 6 feet of spacing with all students facing the same direction
- Utilize outside spaces for instructional opportunities
- Teach and prompt for proper hygiene practices including hand washing for twenty seconds, avoiding contact with one's nose, eyes, and mouth, and covering coughs/sneezes in accordance with CDC
  - [Hygienic Illness Prevention Efforts](#)
  - [Enhanced sanitation practices](#)
  - [Physical distancing guidelines and their importance](#)

- o [Use, removal, and washing of face coverings](#)
- o [COVID-19 specific symptom identification](#)
- Daily visual wellness checks, temperature checks, and screening questions (as needed for symptoms of COVID-19) for students
- Daily wellness verification and temperature checks for staff
- Students perform wellness self-checks for signs of illness
- Identify signs of illness (coughing, sneezing, fever); immediately mask student and send student to the front office to be sent home
- Encourage hand or use of hand sanitizer with at least 60% ethyl alcohol (if hand washing is not practicable) before classroom entry and prior to classroom exit
- Maintain open doors and windows, as feasible, to allow for ventilation and the reduction of common touch points
- Use of air purification devices
- Use of plexiglass barriers and floor markings for distancing
- Teach students to enter through one door and exit to an outside door when possible
- Minimize shared contact with items when appropriate (e.g. use one in-box, assign individualized supplies, assign individualized technology, etc.)
- Teach and facilitate 6 feet distancing for waiting in line
- Staff [cleans and disinfects](#) frequently-touched surfaces daily and as practicable with EPA approved “N” list in accordance to product instructions
- Shared items or devices are disinfected by staff after each user
- Teach and monitor students proper school-appropriate online behaviors
- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
- Staff communicates to the front office administration for attendance, illness, and potential exposure for documentation, action, and communication. Site administrator will serve as point of contact for Local Public Health.

### **Plan C**

- School-wide disinfection and sanitization
- All classrooms will be virtual
- Daily visual wellness checks, screening questions (for symptoms of COVID-19), and temperature checks for staff when on site
- Teach and monitor students proper school-appropriate online behaviors
- Staff [cleans and disinfects](#) frequently-touched surfaces daily and as practicable with EPA approved “N” list in accordance to product instructions
- Shared items or devices are disinfected by staff after each user
- Staff will refer students via Student Study Team process for support options (Mental Health, Attendance, Behavioral, Academic, etc.)
- Use of plexiglass barriers and floor markings for distancing
- Staff communicates to the front office administration for attendance, illness, and potential exposure for documentation, action, and communication. Site administrator will serve as point of contact for Local Public Health.



# Symptoms of Illness Care Protocol

## COVID-19 Supplies for the Schools

- Boxed Items: electronic touchless thermometer, face coverings, hand sanitizer, gloves
- Additional items to add or have available: tissues, paper towels, clipboard, trash cans
- Sanitizing and disinfecting supplies
- Butcher paper for students to sit/lie down on
- Barriers, visual markers for distancing, signage, traffic cones

## Sick Room

- Used for distancing students demonstrating signs of illness
- Space for ill persons to lie down
- Has a restroom, sink, and dividing pocket door adjacent to the front desk

## Caring for Students Who May Be Infectious

- **Management** of the sick room is front office staff
- **Risk Reduction** efforts when caring for those with symptoms of illness (e.g. wear face covering, eye protection, such as face shield or goggles, and gloves; frequently wash hands; change gloves and wash hands; frequent sanitization of surfaces, maintain distance)
- **Assess** students for flu symptoms (e.g. temperature of 100.4°, cough, shortness of breath, sneezing, etc.) and signs of a medical emergency
- **Provide face covering** to persons demonstrating signs of illness
- **Document** situation in Aeries—Daily Medical Log, as Nurse may use Medical Notes for confidential information
- **Provide Comfort Care and Communicable Disease Precautions**
  - Call 9-1-1 for serious injury or illness ([“When to Seek Emergency Medical Attention”](#)-CDC Website) and alert healthcare staff that person may have COVID-19
    - Look for emergency warning signs\* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:
      - Trouble breathing
      - Persistent pain or pressure in the chest
      - New confusion
      - Inability to wake or stay awake
      - Bluish lips or face

\*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local

emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

- o Teach/remind students to cover a cough/sneeze using tissues with proper disposal, followed by hand washing
- o Space persons 6 feet apart
- o Provide water
- o Supervise
- **Contact parent/guardian** in accordance to Emergency Contact information
- **Advise** of nonreturn until CDC criteria to discontinue [home isolation](#) has been met
  - o Staff members and students with laboratory-confirmed COVID-19, AND symptomatic staff members and students who are not tested, AND staff members and students with a negative test for COVID-19 but high degree of suspicion for COVID-19 (e.g., symptomatic and history of household contact with laboratory-confirmed COVID-19) will be directed not to return until they have met CDC criteria for release from isolation, including 24 hours with no fever without taking fever-reducing medications, symptoms have improved, and at least 10 days have passed since symptom onset.
  - o Staff members and students with a positive test for COVID-19 or who have been placed in quarantine due to close contact with a confirmed positive case should contact the school immediately.
  - o Site administrator, or designee, will immediately contact Local Public Health upon learning of a COVID-19 positive case and will appropriately notify the staff and cohort members within 24 hours
  - o Staff members and students with a negative test for COVID-19 and low degree of suspicion for COVID-19 may return to school once symptoms have resolved and afebrile x 24 hours without fever-reducing medications.
- **Follow student check out procedures**
- **[Sanitize sickroom](#)**
  - o Expose the room to outside air
  - o Clean and disinfect surfaces immediately using products in accordance to their instruction which are on the EPA approved “N” list
  - o Wear mask and gloves during sanitatio
  - o If possible, wait 24 hours before next use

### **Confirmation of COVID-19 Positive Test**

- **Administrator or designee will contact** Local Public Health, staff, and families while maintaining confidentiality in accordance to FERPA and state privacy laws related to educational records
  - o See “Plan Change and/or Closure Communication Protocol” (p. 33)

## Employee and Office Protocol

### Consistent Signage at all school sites to explain protocols:

All visitors entering the office should:

- Schedule an appointment
- Wear a face covering
- Use hand sanitizer before entering
- Follow social distancing - maintain 6 feet of distance between persons
- If you are not feeling well or exhibiting signs of illness (cough, sneezing, fever, chills, etc.), please do not enter the office
- Encourage using a drop box for paperwork
- Proper handwashing techniques
- Proper use of gloves
- Proper use of face coverings

### Prevention:

- Staff with [high risk to COVID-19](#) should notify the administrator to discuss virtual work options
- Staff are directed to stay home for any symptoms of illness and/or exposure to someone who has tested positive for COVID-19 and notify the administrator
- Staff communicates to the front office administration for attendance, illness, and potential exposure for documentation, action, and communication. Site administrator will serve as point of contact for Local Public Health.
- 25% of school staff are to be tested for COVID-19 every two weeks, with 100% of staff tested every two months\*
  - Contact healthcare provider
  - Visit [ReadySLO.org](https://www.readySLO.org) for community testing sites
  - Utilize a nasal self-test kit (*Let's Get Checked, LabsCorps Pixel, Picture by Fulgent Genetics*)

*\*CDPH qualifies education workers who have frequent interactions with students or the public for asymptomatic testing for COVID-19.*

### **Employee Training for Staff**

- Enhanced [cleaning and disinfecting practices](#)
- [Physical distancing guidelines](#) and their importance
- Use, removal, and proper washing of [face coverings](#)
- Screening practices
- [COVID-19 specific symptom](#) identification and signs of a Medical Emergency
- Use of [EPA-approved disinfectant products](#) via <https://www.getsaftytrained.com/>
- Implementation of Care Protocols
- Daily Protocol:
  - Check own temperature (staff thermometer available in office)
  - Use of hand sanitizer/handwashing on a regular basis
  - Use face coverings
  - Sanitize workspace at the start and end of the day
  - Use gloves as recommended by health staff
  - Maintain clean and used pen containers (sanitize used pens regularly)

### **Cleaning and Disinfecting Efforts**

- Available disinfectant spray and cloth for ongoing sanitation
- Hand Sanitizer by entrances to buildings
- Specified custodial support for regular cleaning of common areas
- Restrooms on regular disinfecting schedule
- Limit the use of adult restrooms for students

### **Physical Distancing/Environment**

- Encourage digital and phone contact with office staff
- Provide a dropbox outside of the office for items
- Plexiglass divider at front desk
- Identify wait spaces at 6 feet distance
- Encourage appointments for visitation
- Limit access to the office for one visitor at a time.
- Workspaces 6 feet apart
- Keep workspaces well ventilated
- Visitors/Students wait outside for office access
- Visitors must wear face coverings to enter office
- Participate in mandatory COVID-19 testing
- Onsite visitation for essential business

## Student Protocol

### **Plan A**

#### *Prevention*

- [Practice hygiene in accordance to health and safety guidelines:](#)
  - Frequent wash hands for twenty seconds (especially after using a restroom; prior to eating; after sneezing, coughing, or blowing nose)
  - Use hand sanitizer if soap and water is not an option
- Avoid touching face
- Practice respiratory etiquette: sneeze into a tissue or your inside elbow; cover your cough
- Use a self-provided or school-provided face covering when social distancing is not feasible
- Families review and follow the Guidelines for *Preparing Your Student for Coming to School* and *Home Isolation and Quarantine* (adopted from San Luis Coastal's Reentry Plan)
- Family review of the provided educational information on the following safety actions:
  - [Hygienic Illness Prevention Efforts](#)
  - [Enhanced sanitation practices](#)
  - [Physical distancing guidelines and their importance](#)
  - [Use, removal, and washing of face coverings](#)
  - [Screening practices and response actions](#)
  - [COVID-19 specific symptom identification](#)
  - [Importance of flu vaccination](#) and locations for vaccination

#### *Communication*

- Perform self-symptom check as age-appropriate (mask immediately if feeling sick, tell a teacher, staff member, or family member immediately)

- Follow the direction of doctors or the Public Health Department for COVID-19 positive tests. Notification to the school of COVID-19 positive tests is requested.

*Personal Use Only*

- Keep school supplies and materials organized
- Keep your food, drink, personal items for you only
- Keep your hands to yourself
- Keep toys at home

Follow School Behavior Expectations and Technology Use Policies

*\*Families who elected full time Distance Learning see “Plan C” Section*

**Plan B**

*Prevention*

- [Practice hygiene in accordance to health and safety guidelines:](#)
  - Frequent wash hands for twenty seconds (especially after using a restroom; prior to eating; after sneezing, coughing, or blowing nose)
  - Use hand sanitizer if soap and water is not an option
- Avoid touching face
- Practice respiratory etiquette: sneeze into a tissue or your inside elbow; cover your cough
- Use a self-provided or school-provided face covering when social distancing is not feasible
- Families review and follow the *Guidelines for Preparing Your Student for Coming to School and Home Isolation and Quarantine* (adopted from San Luis Coastal’s Reentry Plan)
- Perform family home wellness screening for symptoms of COVID-19 prior to coming to school
- Participate in daily site temperature check
- Family review of the provided educational information on the following safety actions:
  - [Hygienic Illness Prevention Efforts](#)
  - [Enhanced sanitation practices](#)
  - [Physical distancing guidelines and their importance](#)
  - [Use, removal, and washing of face coverings](#)
  - [Screening practices and response actions](#)
  - [COVID-19 specific symptom identification](#)
  - [Importance of flu vaccination](#) and locations for vaccination

*Communication*

- Perform self-symptom check as age-appropriate (mask immediately if feeling sick, tell a teacher, staff member, or family member immediately)

- Follow the direction of doctors or the Public Health Department for COVID-19 positive tests. Notification to the school of COVID-19 positive tests is requested.

#### *Personal Use Only*

- Keep school supplies and materials organized
- Keep your food, drink, personal items for you only
- Keep your hands to yourself
- Keep toys at home

#### Follow School Behavior Expectations and Technology Use Policies

#### *Participation in Distance Learning*

- Login to digital platform daily (Google Classroom for 2-6 and Seesaw for K-1)
- Review assignments and due dates
- Communicate questions to supervising family member or teacher
- Only use the digital platform for the assignments
- Practice digital citizenship
- Complete assignments by due dates with best efforts
- Do the assigned practice before jumping to an assessment
- Do work daily
- Parent/Guardian contact with the front office for illness (absence)
- Follow School Behavior Expectations and Technology Use Policies
- Act appropriately on virtual meetings
  - Come dressed
  - Come prepared
  - Come on time
  - Do not engage in side chat
  - Emojis are not academic unless requested by an assignment
  - Be respectful to others by using complimentary language and staying on topic
  - Keep the same background
  - Do not take pictures without permission
  - Only post on social media with family permission

### **Plan C**

#### *Participation in Distance Learning*

- Family review of the provided educational information on the following safety actions:
  - [Hygienic Illness Prevention Efforts](#)
  - [Enhanced sanitation practices](#)
  - [Physical distancing guidelines and their importance](#)
  - [Use, removal](#), and [washing of face coverings](#)
  - [Screening practices and response actions](#)
  - [COVID-19 specific symptom identification](#)
  - [Importance of flu vaccination](#) and locations for vaccination
- Login to digital platform daily (Google Classroom for 2-6 and Seesaw for K-1)
- Review assignments and due dates
- Communicate questions to supervising family member or teacher

- Only use the digital platform for the assignments
- Practice digital citizenship
- Complete assignments by due dates with best efforts
- Do the assigned practice before jumping to an assessment
- Do work daily
- Parent/Guardian contact with the front office for illness (absence)
- Follow School Behavior Expectations and Technology Use Policies
- Only post on social media with family permission
- Act appropriately on virtual meetings
  - Come dressed
  - Come prepared
  - Come on time
  - Do not engage in side chat
  - Emojis are not academic unless requested by an assignment
  - Be respectful to others by using complimentary language and staying on topic
  - Keep the same background
  - Do not take pictures without permission

## Technology Protocol

### Plan A

- Devices are numbered, monitored, and supervised by classroom teachers
- Devices are assigned to individual student users by number
- Devices are stored daily in the correlating numbered slot of the charging unit
- Devices are charged daily
- Devices will not be exchanged between students in grades 2-6
- Devices will not be exchanged between groups in grades K-1.
- Damaged or non-functioning devices will be turned in to the Curriculum and Instruction Chair.
- Devices will be checked out, per requested need, to students in Distance Learning
- Students are encouraged to bring a personal device in lieu of school device.
- Teachers are responsible for implementing classroom procedure to maintain devices (e.g. requesting check out, rotational pick up/drop off, only using devices on a surface, calm environment during use, temporary loss of device for misuse, conscious monitoring during student use, etc.)
- Teachers will teach, review, and maintain age-appropriate use of devices
- Devices will be sanitized frequently and as needed
- Students will act in accordance with the BSFCS Technology Use Policy

### Plan B

- Classroom devices are numbered, monitored, and supervised by classroom teachers
- Devices are assigned to individual student users by number
- Devices are stored daily in the correlating numbered slot of the charging unit

- Devices are charged daily
- Devices will not be exchanged between students in grades 2-6
- Devices will not be exchanged between groups in grades K-1.
- Damaged or non-functioning devices will be turned in to the Curriculum and Instruction Chair.
- Devices will be checked out, per requested need, to students for Distance Learning
- Students are encouraged to bring a personal device in lieu of a school device.
- Teachers are responsible for implementing classroom procedure to maintain devices (e.g. requesting check out, rotational pick up/drop off, only using devices on a surface, calm environment during use, temporary loss of device for misuse, conscious monitoring during student use, etc.)
- Teachers will teach, review, and maintain age-appropriate use of devices
- Devices will be sanitized frequently and as needed
- Students will act in accordance with the BSFCS Technology Use Policy
- Checked out devices will be brought to school daily with battery life intact

### **Plan C**

- Devices are numbered and assigned to classroom teachers
- Devices are assigned to individual student users by number
- Devices are charged daily
- Damaged or non-functioning devices will be turned in to the Curriculum and Instruction Chair.
- Devices will be checked out, per requested need, to students for Distance Learning
- Teachers will teach, review, and maintain, to the extent possible, age-appropriate use of devices
- Students will act in accordance with the BSFCS Technology Use Policy
- Checked out devices will be brought to school daily with battery life intact upon return to in-person instruction or the end of the term.

## Cleaning Protocol

All staff must be trained before applying antimicrobial pesticides at a school or childcare facility. Training is a requirement of the Healthy School Act of 2000 and consists of completing HSA Basic Pest Management.

- [www.GetSafetyTrained.com](http://www.GetSafetyTrained.com) Section
  - Environmental Compliance and Hazardous Materials, Course -HSA Basic Pest Management in the School and Childcare Settings
  - California Dept. of Pesticide Regulation (HSA Training Courses) Basic Pest Management in the School and Childcare Settings

Routine cleaning and disinfecting is key to maintaining a safe environment for faculty, students, and staff. Custodial staff will perform cleaning and disinfecting in accordance with the [CDC guidance](#).

- Cleaning removes dirt and most germs and is usually done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

### **Routine Cleaning and Disinfecting**

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- Face shield
- Door knobs and handles
- Classroom desks and chairs
- Lunch tables and benches
- Countertops
- Light switches
- Handles on equipment (e.g., athletic equipment)
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Sink faucets

Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable use of the keys.

Disinfection efforts will be prioritized for high-touch or high-risk locations rather than lower exposure surfaces (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

## Cleaning Schedule for Staff

- In addition to the daily routine cleaning and disinfecting, each week custodial staff will be responsible for disinfecting computer keyboards, mouse, and phones with a light spray of EPA certified disinfectant once a week
- Staff members will keep the surface areas of desks and counters clean and free of clutter in order for the custodians to disinfect and limit the presence of porous items in classrooms.
- Classroom teachers are responsible for the disinfecting of shared teaching articles used in the classrooms, such as common use of pencils, gadgets, toys, teaching tools, etc. as well as their own personal workstation on a daily basis.
  - If a student is sent home with COVID-19 symptoms, the classroom staff will immediately disinfect the student's immediate work area and any surface recently touched by the student while wearing gloves.
- Office staff are responsible for the disinfecting of shared teaching articles used in the office as well as their own personal workstation on a daily basis.
  - If a student is sent home with COVID-19 symptoms, the office staff will immediately disinfect the student's area and any surface recently touched by the student while wearing gloves.

## Cleaning Cloth Face Coverings and Face Shields

- Cloth face coverings should be laundered as needed and changed if visibly soiled.
- The CDC provides guidance for the use and care of cloth face covering and face shields. Review the Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>).
- Face shields should be cleaned following manufacturer's instructions.
  - While wearing gloves, carefully wipe the inside, followed by the outside of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.
  - Carefully wipe the outside of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
  - Wipe the outside of the face shield or goggles with clean water or alcohol to remove residue.
  - Fully dry (air dry or use clean absorbent towels).
  - Remove gloves and perform hand hygiene.

## General Precautions for the Staff After an Ill Student Has Been in School

The risk of getting COVID-19 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of COVID-19 is occurring:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning.
- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work.
- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home.
- Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.
- Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine.
- All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication Standard 29 CFR 1910.1200 ([www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1200](http://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1200)).

## Cleaning and Disinfecting Products

- Use soap and water or another detergent to clean dirty items. Then, use a disinfectant.
- Use an EPA-registered household disinfectant and follow the manufacturer’s instructions to ensure safe and effective use of the product.
- List of Disinfectants for Use Against SARS-CoV-2 (COVID-19) (<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>)
- Many products recommend:
  - Keeping the surface wet for a period of time (see the product label).
  - Wearing gloves and ensuring good ventilation during use of the product.
- Use diluted household bleach solutions, if appropriate for the surface. However:
  - Check to ensure the product is not past its expiration date.
  - Follow manufacturer’s instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
  - Use eye protection or have immediate access to an eyewash station.
  - Leave solution on a surface for at least 1 minute.
- To make a bleach solution, mix:
  - 5 tablespoons (1/3 cup) of bleach per gallon of water OR
  - 4 teaspoons of bleach per quart of water

Make only enough diluted bleach solution that can be used in 24 hours. After that, the solution may not be effective.

Alcohol solutions with at least 70% alcohol can also be used for cleaning.

- Ensure [safe and correct use](#) and storage of cleaning and disinfection products, including storing products securely away from children.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

## Small Cohorts Protocol

Small group cohorts are allowed at school sites for students with unique needs at high risk of learning loss during Distance Learning while in the “Purple Tier.” Bellevue-Santa Fe Charter School offers optional in-person specialized services for students with identified needs during Distance Learning. Specialized service includes, but is not limited to: occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy. The following provides the specific aspects unique to Small Cohorts, in addition to the aforementioned components outlined in the description of each plan.

- Cohorts are limited to no more than 14 children and youth and no more than two supervising adults, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort in controlled, supervised, and indoor environments.\*
- Interactions between cohorts are prevented, including interactions between staff assigned to different cohorts by using separate rooms or partitions.

*\*The maximum cohort size applies to all children and youth in the cohort, even when all children are not participating at the same time. One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.*

### Small Cohort Practices (in addition to classroom protocols)

- Minimize cohort size and stabilize groupings
- Use of outdoor space to the greatest extent possible
- Encourage individual play/opportunities for social distanced games/activities
- Arrange the indoor space for physical distancing and optimal ventilation
- Designated eating times and areas
- Rotation of toys/games/equipment for sanitation and disinfection
- Specified arrival and departure procedures
- Health screenings for students
- Use of face coverings for staff and students\*

### Arrival/Departure Procedures

Students wash their hands or use sanitizer prior to joining and when transitioning from activities and spaces.

Students are scheduled and checked in by staff.

Parents/Guardians complete a wellness verification screening daily for the student.

Parents/Guardians wait outside or in cars at drop off and pick up. Staff will escort students onsite to designated cohort locations.

Parents/Guardians will immediately exit campus after dropping off and picking up students as to not congregate with other parents/guardians.

### **Health Screenings**

Students have their temperature taken, visual wellness screening, and may be asked wellness verification questions prior to joining their cohort.

# Childcare Protocol

**Childcare is unavailable until further notice for the 2020-21.**

Bellevue-Santa Fe Charter School is a license exempt childcare provider. If available, the Camp Bulldog After School Program follows the guidelines and protocols outlined in this document for the school. The following provides the specific aspects unique to Camp Bulldog, in addition to the aforementioned components outlined in the description of each plan.

- *Minimize cohort size and stabilize groupings*
- *Use of outdoor space to the greatest extent possible*
- *Encourage individual play/opportunities for social distanced games/activities*
- *Arrange the indoor space for physical distancing and optimal ventilation*
- *Designated eating times and areas*
- *Rotation of toys/games/equipment for sanitation and disinfection*
- *Specified arrival and departure procedures*
- *Health screenings for students*
- *Use of face coverings for staff and students\**

## **Arrival/Departure Procedures**

Students will wash their hands or use sanitizer prior to joining and when transitioning during Camp Bulldog.

Students will wait in a line outside of the MPR to be checked in to Camp Bulldog by staff.

Parents/Guardians wait outside of the MPR at drop off and pick up. Staff will sign out students.

*\*If students are playing outside, parents/guardians should adhere to face coverings and social distance protocol when notifying staff of their presence.*

Parents/Guardians will immediately exit campus after dropping off and picking up students as to not congregate with other parents/guardians.

## **Health Screenings**

Students will have their temperature taken and asked wellness verification questions prior to joining their cohort.

**Plan A** -Optional After School Care when available (priority registration for staff, siblings, and full-time status) at a daily rate.

## **Scheduling**

*Space is available for 14 BSFCS students/1 staff member through submitted pre-registration paperwork.*

3:00-5:00 Monday, Tuesday, Thursday, Friday (Instructional Calendar Days)

12:30-5:00 Wednesdays

**Plan B-** Limited After School Care when available (priority registration for staff, siblings, and full-time status)

*Space is available for 10 BSFCS students/1 staff member through submitted pre-registration paperwork at a daily rate.*

11:50-3:00 Monday, Tuesday, Wednesday, Thursday (Instructional Calendar Days)

No childcare for non-staff: Fridays

**Plan C-** Optional childcare availability for current BSFCS students of BSFCS staff.

### **Scheduling**

*Space is available for 8 BSFCS students/1 staff member through submitted pre-registration paperwork at a daily rate.*

9:00-Noon; 1:00-3:00 Monday-Friday (Instructional Calendar Days)

# Plan Change and/or Closure Communication Protocol

Upon executive order by the California Governor on July 17, 2020, schools in counties on the California watch list are unable to provide in-person instruction until the county has met the state criteria for exiting the watch list for 14 days. On August 28th, Governor Newsom unveiled the “Blueprint for a Safer Economy” with a color-coded monitoring list at [www.covid19.ca.gov](http://www.covid19.ca.gov) to replace the previous “watch list.” BSFCS will begin the process for consideration of reopening when San Luis Obispo County has met the determined metrics in compliance to the state requirements for schools to reopen. According to the color system, when San Luis Obispo County has been in “Red” for 14 days schools can reopen. BSFCS will schedule a Governing Board meeting within two weeks after San Luis Obispo County has been in “Red.” If a decision is made to reopen, the community will be contacted via email with the date of return to school with in-person instruction and detailed information related to the adopted Plan (A, B1, B2) for scheduling and protocol. The approved Reopening Plan document is available at BSFCS.org under the “About Bellevue” tab at the “COVID-19” topic.

## SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.



CDPH recommends individual school closure based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure will be considered when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. The school also needs to consider staffing, fiscal, and ability to comply with safety guidelines in determining reopening status.

	Student/Staff with:	Action:	Communication
1.	COVID-19 Symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per <a href="#">CA School Sector Specific Guidelines</a>	<ul style="list-style-type: none"> <li>● Send home</li> <li>● Recommend testing <ul style="list-style-type: none"> <li>○ If <b>positive</b>, see #3</li> <li>○ If <b>negative</b>, see #4</li> </ul> </li> <li>● School/Classroom remains open</li> </ul>	<b>No action needed</b>
2.	Close Contact* with a confirmed COVID-19 case	<ul style="list-style-type: none"> <li>● Send home</li> <li>● Quarantine for 14 days from last exposure</li> <li>● Recommend testing (<i>will not shorten 14 day quarantine</i>)</li> <li>● School/Classroom remains open</li> </ul>	<b>Consider school community notification of a known contact</b>
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>● Notify the local public health department within 48 hours</li> <li>● Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>● Identify contact*, quarantine and exclude exposed contacts (<i>likely the entire cohort**</i>) for 14 days after the last date the case was present at school while infectious</li> <li>● Recommend testing of contacts, prioritize symptomatic contacts (<i>will not shorten 14 day quarantine</i>)</li> <li>● Disinfection and cleaning of classroom(s) and primary spaces where case spent significant time</li> <li>● School remains open</li> </ul>	<b>Provide school community notification of a known contact and disinfection and safety plan within one business day. Additional employee information will be provided for staff.</b>
4.	Tests negative after symptoms  <i>*Presentation of a doctor's note stating symptoms are not COVID-19 from a <u>qualified physician</u> is acceptable in lieu of negative test result.</i>	<ul style="list-style-type: none"> <li>● May return to school after 24 hours fever-free and symptoms significantly improve</li> <li>● School/Classroom remains open</li> </ul>	<b>Consider school community notification if prior awareness of testing</b>

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

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

The administrator is the point of contact for Local Public Health. A decision to close school will be made by the administrator in consultation with County Public Health.

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

✓ A conference call will be held with:

School Administrator

Governing Board President

County Public Health

✓ Determine the timing of the closure, immediate or the following school day.

✓ Determine length of time based on time it will take to conduct contact tracing (48 hours)

✓ Notify charter authorizer

✓ Notify school staff

✓ Notify families utilizing email using email and notification template letter(s) (see below)

✓ Close classroom(s) until disinfected by custodial staff

### **Alternative Academic Instruction During Home Quarantine**

If a class, classes or a school is temporarily closed to identify the need for a quarantine or for a quarantine the following will be utilized. Quarantine is for those who are exposed to a confirmed case of COVID-19 but are not yet sick. Quarantine lasts for 14 days from date of last exposure to a positive case. Families will receive, at minimum, weekly update emails regarding the duration of closure from the administration. Communication will be provided with attention and efforts towards the timely relay of information as feasible for the situation.

### **School or classroom(s) closure for 3 days or less:**

- Teachers communicate with families via email for assignments/homework, recommend skill-based practice (daily reading, math facts, etc.), and daily live interaction via Zoom.

- Students complete current assignments/homework and recommended skill-based practice (daily reading, math facts, etc.).
- No childcare provided on site.

**School or classroom closure from 4 to 14 days+:**

Teachers will implement Distance Learning in accordance with Plan C.

Notification Template letters

Positive Case in Cohort

Date

Dear [Forum(s)] Parents/Guardians and Staff:

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

You may be notified by a Public Health Department employee as part of their contact investigation. In the meantime, Public Health advises that your child immediately quarantine to the greatest extent possible, even if your child is asymptomatic. In addition, you may inform your healthcare provider and follow their advice. Be sure to let the provider know that you or your child has had a direct exposure through this classroom cohort.

The classroom cohort will be closed through at least [date] for the duration of the quarantine.

Please review the posted BSFCS Reopening Document at [www.BSFCS.org](http://www.BSFCS.org) for the site disinfection and safety plan. If you have any health-related questions, please contact your healthcare provider.

Please continue to monitor for symptoms of COVID-19 and stay home if you are experiencing an influenza-like illness.

The Centers for Disease Control (CDC) identified symptoms of COVID-19:

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

The safety of our students, staff, and school community is our priority. Please contact your healthcare provider if you have any additional medical questions or concerns. For school related questions, please contact the front office at 805-595-7169 or via email (Holly Warrick, [hwarrick@bsfcs.org](mailto:hwarrick@bsfcs.org) or Lisa Dostal, [ldostal@bsfcs.org](mailto:ldostal@bsfcs.org) ).

Thank you for your prompt response to this matter.

Sincerely,

Holly Warrick

Bellevue-Santa Fe Charter School Administrator

School Closure due to COVID-19 Press Release template

**FOR IMMEDIATE RELEASE**

<<Date>>

**Contact:**

<<Name>>, <<Title>>, Bellevue-Santa Fe Charter School, (805) <<XXX-XXXX>>

**CLOSURE OF CLASS OR SCHOOL <<NAME OF SCHOOL(S)>> DUE TO COVID-19**

***Class School May Be Closed for Up to <<XX>> Days***

**(SAN LUIS OBISPO, CA)** – Today, The San Luis County Public Health Officer directed the Bellevue-Santa Fe Charter School to dismiss all students and staff due to <<CAUSE SUCH AS a confirmed case of COVID-19>>. Students and staff at the school are being asked to <<ACTION SUCH AS quarantine>> for a <<XX>>-day period. The school has implemented a previously crafted plan to manage the situation. For duration closures of more than three days, Distance Learning will be implemented. Students who are on meal programs will be notified by email and phone calls on how to pick-up daily meals

“Bellevue-Santa Fe Charter School will continue to work with authorities to establish our next steps. Bellevue is committed to supporting our students, staff, and community. Health and safety remain our top priority.” stated Holly Warrick, Bellevue-Santa Fe Charter School Principal.

Additional information will be sent to families consistent with our existing communications methods. More information is also available at the County Public Health website <https://www.slocounty.ca.gov/Departments/Health-Agency/Public-Health.aspx>.

Any student or staff member with symptoms consistent with COVID-19 are to stay home and not go to school or work. They should get tested for COVID-19.

-###-

\* Modified from San Luis Coastal's Reentry Plan

The following information is adopted from the San Luis Coastal Unified School District (SLCUSD) Reentry Plan and is applicable to the BSFCS community.

### Preparing Your Student for Coming to School

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

#### **Direct Information:**

- o [Hygienic Illness Prevention Efforts](#)
- o [Enhanced sanitation practices](#)
- o [Physical distancing guidelines and their importance](#)
- o [Use, removal, and washing of face coverings](#)
- o [Screening practices and response actions](#)
- o [COVID-19 specific symptom identification](#)
- o [Importance of flu vaccination](#) and locations for vaccination

### **Checklist for Parents/Caregivers**

✓ Before each student leaves home for school each day, parents should conduct a health screening for symptoms related to COVID-19 using the Daily Home Screening Form from the CDC.

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

✓ Monitor any symptoms from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. BSFCS recommends testing for COVID-19 when symptoms are observed. Students with the following symptoms may have COVID-19 and should not go to school:

### Daily Home Screening for Students

Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

#### SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
<input type="checkbox"/>	Sore throat
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever

#### SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>
<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open



- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- ✓ Each student should have a clean cloth face covering to wear and should be taught to wear it when within 6 feet of others.
- ✓ Teach and model good hygiene practices for all children.
- ✓ Before they leave home and upon returning, children should wash their hands.
- ✓ Wash hands with soap and water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- ✓ Cough and sneeze into a tissue, handkerchief, or elbow, and avoid touching your face, eyes, mouth, nose.
- ✓ Encourage children to ask questions and express their feelings. Remember that children may have different reactions to stress; be patient and understanding.
- ✓ Prevent stigmatizing others. Use facts. Remind students to be considerate of one another.
- ✓ Coordinate with the school to receive information. Ask how to support school safety efforts.
- ✓ Follow site safety protocol

### **Family Responsibility for Providing Face Coverings**

Students, staff, and community members are required to wear face coverings at all times while on campus in accordance to the Table B: *Face Coverings*. Parents and guardians should provide face coverings for their own student and a sufficient supply of clean or unused face coverings for their child each day to replace coverings as needed. Have a plan for routine cleaning of cloth face coverings. The number of cloth face coverings needed for each student will vary by student and by day. If a student does not have an adequate supply of face coverings, the school will provide a face covering. The school may inform the parent that additional face coverings are needed.

Parents or guardians should be sure the face coverings are:

- ✓ Clearly marked with the child's name and room number or teacher's name;

✓ Clearly marked and/or designed to distinguish which side of the covering should be worn facing outwards for proper wear.

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

[https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52\\_4](https://www.who.int/docs/default-source/coronaviruse/key-messages-and-actions-for-covid-19-prevention-and-control-in-schools-march-2020.pdf?sfvrsn=baf81d52_4)

### Help Children Cope with Stress

Children may respond to stress in different ways. Common responses include: having difficulties sleeping, bedwetting, having pain in the stomach or head, and being anxious, withdrawn, angry, clingy, or afraid to be left alone. Respond to children’s reactions in a supportive way and explain to them that their reactions are normal. Listen to their concerns and take time to comfort them. Give them affection, reassure them that they’re safe, and praise them frequently.

If possible, create opportunities for children to play and relax. Keep regular routines and schedules as much as possible, especially before they go to sleep. You might want to create new traditions for their new environment. Provide age-appropriate facts about what has happened, explain what is going on, and give them clear examples about what they can do to help protect themselves and others from infection. In a reassuring way, share information about what could happen.

**COVID-19: Quarantine vs. Isolation**

**QUARANTINE** keeps someone who was in close contact with someone who has COVID-19 away from others.

**ISOLATION** keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home.

**QUARANTINE**

- If you had close contact with a person who has COVID-19
  - Stay home until 14 days after your last contact.
  - Check your temperature twice a day and watch for symptoms of COVID-19.
  - If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.

**ISOLATION**

- If you are sick and think or know you have COVID-19
  - Stay home until after
    - At least 10 days since symptoms first appeared **and**
    - At least 24 hours with no fever without fever-reducing medication **and**
    - Symptoms have improved
- If you tested positive for COVID-19 but do not have symptoms
  - Stay home until after
    - 10 days have passed since your positive test
- If you live with others, stay in a specific “sick room” or area and away from other people or animals, including pets. Use a separate bathroom, if available.

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

For example, if your child is feeling sick and staying at home or at the hospital, you could say, “You have to stay at home [or at the hospital] because it is safer for you and your friends. I know it is hard [maybe scary, even boring], but we need to follow the rules to keep ourselves and others safe. Things will go back to normal soon.”

### Home Isolation & Quarantine

✓ Any student or staff member with symptoms consistent with COVID-19 are to stay home and not go to school or work. They should be tested for COVID-19.

✓ Staff members and students with laboratory-confirmed COVID-19, AND symptomatic staff members and students

**who are not tested, AND staff members and students with a negative test for COVID-19 but high degree of suspicion for COVID-19 (e.g., symptomatic and history of household contact with laboratory-confirmed COVID-19) will be directed not to return until they have met [CDC criteria for release from isolation](#), including 24 hours with no fever without taking fever-reducing medications, symptoms have improved, and at least 10 days have passed since symptom onset.**

✓ Any students or staff who were in close contact with someone diagnosed with COVID-19 are to [home quarantine](#) for 14 days from the date of exposure. Quarantine is for those who are exposed to a confirmed case of COVID-19 but are not yet sick. Quarantine lasts for 14 days from date of last exposure to a positive case. “Close contact” is defined as being within 6 feet for more than 15 minutes with someone who has tested positive for COVID-19, or is suspected to have COVID-19.

✓ If the school learns of a confirmed case of COVID-19 with potential exposure to staff or students, contact County Public Health for consultation and guidance before communicating with staff and families.

## **Vaccination for Seasonal Flu and COVID-19**

### Seasonal Flu

A major concern for COVID-19 is the possibility of multiple waves of the disease. Past pandemics that have struck the United States have occurred in the fall or early winter months. On its own, a second wave could be devastating. If combined with a wave of the seasonal flu, the health danger could exponentially worsen. In addition, it will be impossible to rule out novel coronavirus as the cause of flu symptoms a person is experiencing. This uncertainty will heighten the need for testing and treatment, possibly triggering temporary closing of classrooms and schools while tests are being processed.

Ordinarily, seasonal flu vaccines do not guarantee flu avoidance, although vaccination can greatly reduce the number of people overall who get sick. Therefore, it is essential that the seasonal flu vaccination be promoted to the school community. BSFCS has provided the community with information regarding the importance of flu vaccination and shared County Public Health’s advice for testing for both influenza and COVID-19 if symptomatic. BSFCS students and families have received information on community testing and flu vaccination locations.

### COVID-19 Vaccination

COVID-19 will continue to spread until herd immunity or mass vaccination occurs. A COVID-19 vaccine will not be available for mass use until 2021 at the earliest. Authorities cannot yet

determine when it will be available, when it will be distributed, and who will get priority. School districts should be prepared to assist and promote vaccinations when available.

## Daily Home Screening for Students

*Parents: Please complete this short check each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.*

### SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
<input type="checkbox"/>	Sore throat
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever

### SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the <a href="#">Community Mitigation Framework</a>
<input type="checkbox"/>	Live in areas of high community transmission (as described in the <a href="#">Community Mitigation Framework</a> ) while the school remains open



CS11024-8 07/20/20

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

## Appendix B



SONIA Y. ANGELL, MD, MPH  
State Public Health Officer & Director

# State of California—Health and Human Services Agency California Department of Public Health



GAVIN NEWSOM  
Governor

Released June 18, 2020

- Revised on June 29, 2020 to clarify that children under two years old are exempt from wearing face coverings due to risk of suffocation

## GUIDANCE FOR THE USE OF FACE COVERINGS

Because of our collective actions, California has limited the spread of COVID-19 and associated hospitalizations and deaths in our state. Still, the risk for COVID-19 remains and the increasing number of Californians who are leaving their homes for work and other needs, increases the risk for COVID-19 exposure and infection.

Over the last four months, we have learned a lot about COVID-19 transmission, most notably that people who are infected but are asymptomatic or pre-symptomatic play an important part in community spread. The use of face coverings by everyone can limit the release of infected droplets when talking, coughing, and/or sneezing, as well as reinforce physical distancing.

This document updates existing [CDPH guidance](#) for the use of cloth face coverings by the general public when outside the home. It mandates that face coverings be worn state-wide in the circumstances and with the exceptions outlined below. It does not substitute for existing guidance about social distancing and handwashing.

### Guidance

People in California must wear face coverings when they are in the high-risk situations listed below:

- Inside of, or in line to enter, any indoor public space;<sup>1</sup>
- Obtaining services from the healthcare sector in settings including, but not limited to, a hospital, pharmacy, medical clinic, laboratory, physician or dental office, veterinary clinic, or blood bank;<sup>2</sup>
- Waiting for or riding on public transportation or paratransit or while in a taxi, private car service, or ride-sharing vehicle;
- Engaged in work, whether at the workplace or performing work off-site, when:
  - Interacting in-person with any member of the public;
  - Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time;

<sup>1</sup> Unless exempted by state guidelines for specific public settings

<sup>2</sup> Unless directed otherwise by an employee or healthcare provider

California Department of Public Health  
/ P.O. Box 997377, MS0500 • Sacramento, CA 95899-7377  
[Department Website](http://www.cdph.ca.gov) ([www.cdph.ca.gov](http://www.cdph.ca.gov))



- Working in any space where food is prepared or packaged for sale or distribution to others;
- Working in or walking through common areas, such as hallways, stairways, elevators, and parking facilities;
- In any room or enclosed area where other people (except for members of the person's own household or residence) are present when unable to physically distance.
- Driving or operating any public transportation or paratransit vehicle, taxi, or private car service or ride-sharing vehicle when passengers are present. When no passengers are present, face coverings are strongly recommended.
- While outdoors in public spaces when maintaining a physical distance of 6 feet from persons who are not members of the same household or residence is not feasible.

*The following individuals are exempt from wearing a face covering:*

- Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
- Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service.
- Persons who are seated at a restaurant or other establishment that offers food or beverage service, while they are eating or drinking, provided that they are able to maintain a distance of at least six feet away from persons who are not members of the same household or residence.
- Persons who are engaged in outdoor work or recreation such as swimming, walking, hiking, bicycling, or running, when alone or with household members, and when they are able to maintain a distance of at least six feet from others.

- Persons who are incarcerated. Prisons and jails, as part of their mitigation plans, will have specific guidance on the wearing of face coverings or masks for both inmates and staff.

**Note:** Persons exempted from wearing a face covering due to a medical condition who are employed in a job involving regular contact with others should wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

## Background

*What is a cloth face covering?*

A cloth face covering is a material that covers the nose and mouth. It can be secured to the head with ties or straps or simply wrapped around the lower face. It can be made of a variety of materials, such as cotton, silk, or linen. A cloth face covering may be factory-made or sewn by hand or can be improvised from household items such as scarfs, T-shirts, sweatshirts, or towels.

*How well do cloth face coverings work to prevent spread of COVID-19?*

There is scientific evidence to suggest that use of cloth face coverings by the public during a pandemic could help reduce disease transmission. Their primary role is to reduce the release of infectious particles into the air when someone speaks, coughs, or sneezes, including someone who has COVID-19 but feels well. Cloth face coverings are not a substitute for physical distancing, washing hands, and staying home when ill, but they may be helpful when combined with these primary interventions.

*When should I wear a cloth face covering?*

You should wear face coverings when in public places, particularly when those locations are indoors or in other areas where physical distancing is not possible.

*How should I care for a cloth face covering?*

It's a good idea to wash your cloth face covering frequently, ideally after each use, or at least daily. Have a bag or bin to keep cloth face coverings in until they can be laundered with detergent and hot water and dried on a hot cycle. If you must re-wear your cloth face covering before washing, wash your hands immediately after putting it back on and avoid touching your face. Discard cloth face coverings that:

- No longer cover the nose and mouth
- Have stretched out or damaged ties or straps
- Cannot stay on the face
- Have holes or tears in the fabric

###

Contact List

<u>Organization / Agency</u>	<u>Name</u>	<u>Number</u>	<u>Email</u>
<u>BSFCS Administrator/Point of Contact Local Public Health</u>	<u>Holly Warrick</u>	(805) 595-7169	<a href="mailto:hwarrick@bsfcs.org">hwarrick@bsfcs.org</a>
<u>BSFCS-Administrative Assistance/Student Attendance and Illness Contact</u>	<u>Lisa Dostal</u>	(805) 595-7169	<a href="mailto:ldostal@bsfcs.org">ldostal@bsfcs.org</a>
<u>San Luis Obispo County Public Health Office</u>	<u>Penny Borenstein, MD</u>	(805) 781-5500	<a href="mailto:EOC-Schools@co.slo.ca.us">EOC-Schools@co.slo.ca.us</a>
<u>County Office of Emergency Services (OES)</u>	<u>Duty Officer (24 hour)</u>	(805) 781-1144	<a href="mailto:oesduty@co.slo.ca.us">oesduty@co.slo.ca.us</a>
<u>California Office of Emergency Services (OES)</u>	<u>State Warning Center</u>	(916) 845-8911	
<u>San Luis Obispo County Office of Education</u>	<u>County Superintendent of Schools</u>	(805) 543-7732	<a href="mailto:Jbrescia@slocoe.org">Jbrescia@slocoe.org</a>
<u>School Nutrition Programs (SNP)</u>	<u>Steve Yokoi, Northern SNP Unit Manager</u>	(916) 322-5117	<a href="mailto:syokoi@cde.ca.gov">syokoi@cde.ca.gov</a>
<u>Summer Meal Programs</u>	<u>Jeannine Cook, Summer Meals Unit Manager</u>	(916) 322-2146	<a href="mailto:jcook@cde.ca.gov">jcook@cde.ca.gov</a>
<u>Child and Adult Care Food Program (CACFP)</u>	<u>Joseph Cormack, CACFP Unit Manager</u>	(916) 324-7133	<a href="mailto:jcormack@cde.ca.gov">jcormack@cde.ca.gov</a>
<u>Food Distribution Program</u>	<u>Augie Aguilar, Food Administration Unit Manager</u>	(916) 445-4850	<a href="mailto:aaguilar@cde.ca.gov">aaguilar@cde.ca.gov</a>

