Preparing for the 2020-2021 School Year

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Together we can keep our staff and students healthy

Novato Unified School District

Covid-19 Return To School Guide

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Introduction

The public health crisis resulting from COVID-19 has caused schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous equity gaps, including wide disparities in students' access to necessary resources such as: food, housing, digital devices, and the internet.

The Novato Unified School District (NUSD) is committed to supporting our Novato schools, students, families and employees throughout the emergency response to COVID-19. We have prepared this document to provide our schools and families with a district plan to reopen our schools for the 2020-2021 school year.

This document was crafted through extensive research, and with the input of our Re-Entry Task Force consisting of over 150 members of our school community, parents, students, and staff. Additionally, through our online Thoughtexchange, NUSD received feedback from 2,450 stakeholders who shared 3,450 thoughts with us. Our community's key priorities in re-entry are focused on: education, interaction, mental health and safety.

The basic understandings in our planning have been issued by the state of California:

- COVID-19 is not going away soon
- Modifications to Stay-At-Home Order must be guided by health risk and a commitment to equity
- Taking responsibility is key at all levels – individual, business, and government

As COVID-19 continues to spread across the U.S., public health experts have been debating the merits of reopening schools. Research suggests that social distancing techniques, along with careful hygiene, cleaning, and use of quarantine, can reduce the spread of disease in schools. The examples described in this brief provide insight into how these strategies can be put into operation in various school contexts to protect the health and safety of students, staff, and families. It is important to note that guidance is being provided in an ongoing manner by our state and county health department, we will make adjustments to the plan accordingly.

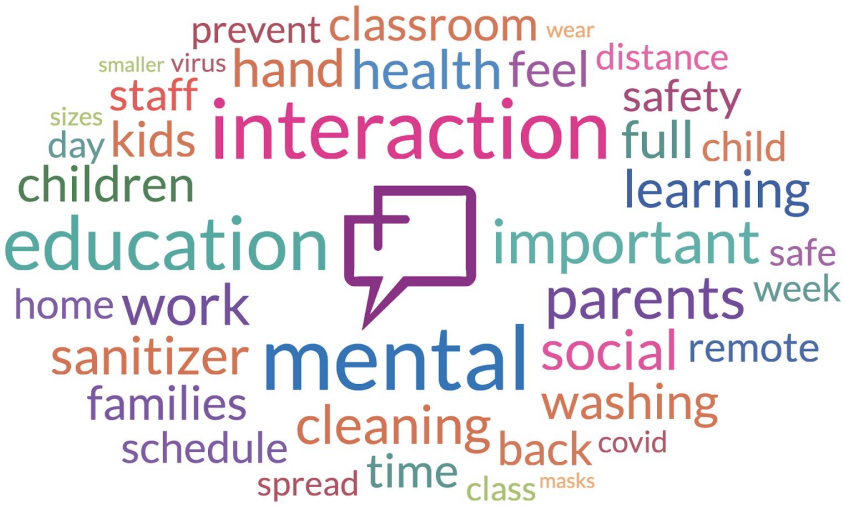
The considerations included below are intended to help guide planning and decision making and should not be seen as a final or exhaustive list of considerations.

Equity Starts with Empathy and Engagement

At this time, it is important to anchor all our actions to our core value of equity throughout our NUSD education community. There can never be true equity until there is meaningful engagement with representatives from all stakeholder groups. This is particularly important for NUSD during these disruptive and significant changes, when future planning is taking place, and when vulnerable at-promise learning populations are affected.

Meaningful engagement starts with empathy. Empathy requires understanding informed by deep listening to the concerns, fears, hopes and dreams of each educational community group. Whether that group consists of students, teachers, staff, parents, bargaining units, faith-based groups, businesses, or any other community partners, all people want and need to be heard. NUSD solutions will be stronger as we continue to engage in this type of 'perspective taking'.

The COVID-19 crisis coupled with the societal movements at play, has presented an opportunity for NUSD to demonstrate the empathy needed to build engagement and equity as a community throughout the planning process for the historic upcoming 2020-2021 school year. We are cognizant that our young people are aware of racial tensions and injustices in their own lives and in the media. Guidance from teachers, administrators and other stakeholders can assist students in processing what they see and have experienced during these turbulent times. While systemic racism and xenophobia are being confronted by our Novato community, it is more important than ever to listen to and elevate the voices, experiences, and history of our fellow citizens and communities under attack. We all have the opportunity to spark an ongoing discussion of critical reflection and honest conversation in school communities for people of all ages to engage with issues of racial justice. Readily available resources and curriculum should be available to teachers and families to support this effort.



The NUSD Equity Imperative is more than just words on a page, it is a lived action which manifests itself every day in our actions as a community.

NUSD encourages our community to freely discuss concerns regarding equity with their school site principal.

*Word art designed on the most mentioned terms in the feedback of our stakeholders using Thought Exchange

Critical Partners in Re-Entry

State of California

Governor Newsom released a progress report, report card and California's Roadmap to Modify the Stay-at-Home Order, this outlines six benchmarks that would allow the state to modify Stay at Home orders.

The Benchmarks are:

1) Ability to test, contract trace, isolate and support those exposed.
2) Ability to protect those at high risk for COVID-19
3) Surge capacity for hospital and health system
4) Therapeutic development to meet demand
5) Ability of businesses, schools and childcare facilities to support physical distancing.
6) Determination if when to reinstitute measures like Stay-at-Home order if necessary

NUSD must prepare for a fluid situation, as early warnings of a "Second Wave" continue to be a point of concern. With this in mind, our plan is a living document and subject to modifications as recommended by the state.

Centers for Disease Control and Prevention

The CDC has published tools to assist school administrators. These tools provide guidance in making (re)opening decisions for K-12 schools during the COVID-19 pandemic. NUSD will work 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 our local community. Decision Tree for Opening Schools

Marin County Department of Health and Human Services

Novato Unified School District is in constant communication and collaboration with numerous Marin County agencies. As these agencies make new information available, Marin Health and Human Services, California Department of Public Health, and the Marin County Office of Education will provide updated guidance to Novato Unified School District and its community members.

Marin County Office of Education

The Marin County Office of Education (MCOE) oversees districts and programs in Marin County including NUSD. MCOE is engaged in ongoing collaboration with Marin County schools under the guidance of Public Health Officers to meet the challenges we face in delivering high-quality education to our students in the age of COVID-19. MCOE has formed a team of staff who are designing, implementing and sharing protocols, procedures and processes

to return to site-based classroom instruction. The MCOE *Rethinking Schools Task Force*, with the intimate guidance of Public Health, have developed documents, presentations and resources that continue to grow and are available on their website.

Key Guidelines for Public Safety

Handwashing

Schools will schedule time for frequent hand washing throughout the day. Arrival at school, before and after meals or snack time, and other times throughout the school day. Washing at regular intervals is helpful in illness prevention and will become a regular part of the NUSD school day. The Center for Disease Control outlines handwashing as a critical way members of the public to protect themselves and others in this challenging time. These include:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands

Social Distancing

The term "social distancing" refers to measures being taken to restrict where and when people can gather in order to stop or slow the spread of infectious disease. In general, 6 feet of separation is the distance that should be kept between people interacting within their community. This guideline is especially important for NUSD because our schools bring diverse people together and they bring with them symptom statuses that may be hard to monitor.

NUSD will outline plans that provide the ability to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.) To the extent possible, and as recommended by the CDC, NUSD will create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Additionally, NUSD will plan to minimize movement of students, educators, and staff as much as possible throughout the course of the school day. NUSD will develop contingency plans to limit the number of students physically reporting to school, if needed to maintain physical distance. NUSD will post signage and install barriers to direct traffic around campus.

When sufficient physical distancing is difficult or impossible (students entering/leaving the bus, pick up/drop off areas, etc.), all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Temperature Checks

The new guidelines manual released by California's Department of Education makes it clear that students could expect temperature checks upon entering schools and buses during this time. This can include:

Passive Screening. Parents are instructed to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to 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.

Active Screening. Schools engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and/or temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit). NUSD will consider the possibility of age-appropriate discussions with students about evidence of COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

Staff Protective Equipment

As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction. NUSD will provide any protective equipment required as appropriate for work assignments. For employees engaging in symptom screening, provide surgical masks, face shields, disinfectant and disposable gloves.

For front office and food service employees, provide face coverings and disposable gloves. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including: for regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting. Any classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection, in addition to PPE as required by product instructions and Cal/OSHA guidelines. All products must be kept out of children's reach and stored in a space with restricted access. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

Student Protective Equipment

According to the California Department of Education (CDE), students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. Final determination of the re-entry mask policy will be made based on the directives of Marin County Health and Human Services (MHHS). If NUSD requires students to wear face coverings, then the district will provide reusable face coverings for students who need it. Individual plans must be put in place to address students with disabilities who refuse or are not able to wear masks.

Final requirements will be issued by MHHS; however, at a minimum for certain age groups,

student face coverings should be worn:

1. While waiting to enter the school campus.
2. While on school grounds (except when eating or drinking).
3. While leaving school.
4. While on a school bus.

Medical Tracing

Contact tracing enables the state to suppress the spread of the virus. As California Public Health requires protocols for medical tracing, it will be necessary initially to keep students in continuous cluster groups. NUSD will institute tight protocols to ensure medical tracing can be done with confidence and ease for all our students.

Sick Employees and Students must Stay at Home if Sick

NUSD will educate staff and families about when they or their child(ren) should stay at home and when they can return to school. NUSD will actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Policies will ensure that employees and students can stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies.

To support this effort, NUSD should cease all perfect attendance awards, cease assessing schools based on absenteeism, and continue to offer virtual learning through Google Classroom for sick or quarantined students.

COVID-19 Outbreaks

In accordance with standard guidance for isolation at home after close contact, any classroom or office where a COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate. Additional close contacts at school outside of a classroom should also isolate at home. Any areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection. Students who are affected by an isolation order will transition to online learning for their continuity of education. When staff are unable to teach due to illness, grade alike colleagues will be called on to support with any long-term disruption of online learning.

Closure

In consultation with the local public health officials, the Superintendent may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer. Any decision will be based on public health guidance and in coordination with local public health officials.

Culture of Excellence:
Recovering from Learning Loss

Our preparations for the future must continue to consider the impact of the pandemic, in which a substantial number of students will return to school with not only learning loss, but also emotional consequences of isolation and a lack of predictability. The benefits of continuing to adhere and to strengthen a coherent approach to students' social and emotional wellbeing and the cultivation of their own emotional resources will be numerous.

Despite our best efforts, we have seen that the impact of the pandemic in education nationally will result in privileging better-off children. Students from households with greater levels of connectivity, higher levels of parental education, greater availability of parental time for engagement, and in-home availability of books and materials have much better ability to access and benefit from distance learning. To reach children without such support, NUSD must emphasize a simplified curriculum based on the NUSD Essential Standards. These standards have been identified by Novato educators as being those standards where learning loss will be most consequential for learning progression in the coming school year. In addition, focused strategies that ensure continuity in early grade literacy and numeracy during the COVID crisis are urgently needed. Research shows the critical importance of Explicit Direct Instruction for students grades PK-2, and NUSD should take every effort to ensure this is accomplished for these early years.

For higher grades, NUSD must prioritize learning continuity for children most at risk of dropping out, such as cohorts transitioning from primary to lower secondary school, or Freshmen with one or more F's. By including strategies to keep vulnerable populations engaged and excited about learning, educators can

Research supports the importance of coherent, knowledge-rich curricula and assessments that ensure students have mastered the content. COVID-19 has brought the message home: students and teachers need access to high-quality, sequenced, and knowledge-rich materials in every subject—and during dramatic disruptions, even more so.

NUSD needs assessments that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve. The system must work quickly to establish highly reliable formative and summative assessments tied to proficiency scales that can be implemented under various circumstances. Teachers would then possess interim, actionable data on not only skills but also conceptual and specific knowledge tied to mastery levels.

High quality assessments will provide a clear and transparent roadmap of areas of weakness and areas of strength. This will provide transparency for teachers, parents and students, while enabling student's ownership over their learning.

Strong evidence from around the world suggests that summer and afterschool learning programs, including those that utilize trained teachers or volunteers, structured pedagogy, enrichment

experiences, ability grouping. and high levels of teacher-student engagement, can generate significant learning gains for disadvantaged populations. Accelerated learning programs and other kinds of intensive “learning camps" targeted to the most disadvantaged children have been shown to be effective in many developing country contexts, both for bridging periods of learning loss and pathways for successful re-entry of out of school children. Other interventions, such as after school tutoring and peer-to-peer coaching can also be employed to support these students.

In addition, there is a growing body of research which shows significant effects of parents and siblings on childhood learning, by supplementing and reinforcing the traditional focused learning within schools. Family-based literacy interventions studies show that even in the poorest households and households with limited literacy, parental and sibling engagement and support can add significantly to learning outcomes using very simple methods. Those methods can take the form of creating dedicated time for children to learn, teaching parents to engage children in talk and answering questions, or creating simple counting and language activities as part of daily household routines. Making sure all students and families have access to appropriate, engaging mathematics and reading materials, instruction, and support is one important way we can prevent opportunity gaps from growing.

Culture of Competence: The Importance of Adaptability

The COVID-19 crisis is forcing all of us to revisit how we understand and therefore configure school and students’ and teachers’ roles. NUSD must identify strategic staffing models which maximize students’ instruction from the teachers who have deep subject-area and instructional expertise, and those teachers who excel at forging real connections. Both roles are critical and may require NUSD to explore finding new ways to expand the reach of outstanding instructors, while freeing up other educators to provide much-needed one-on-one academic and relational support to help all kids stay on track.

Research shows that strong and supportive relationships between students and teachers lead to improved and enduring social-emotional and academic outcomes for students; having a good relationship with an adult in the school can yield greater student motivation, satisfaction, self-esteem, and social skills and can help to reduce student dropout, disruptive behavior, and absences. This connection is particularly important for first-generation students and students of color. Mentor programs will be of great benefit to students who need additional support.

In order for NUSD to meet the challenge of the day, it is critical that schedules and classroom models become more flexible, enabling both small in-person or remote class sizes and larger lecture opportunities. In addition, our plan must also be able to accommodate ongoing shifts between distance and in-person learning. The many challenges we face underscore the need for not only finding ways to increase the instructional time, but provide for more flexible instructional time.

Multi-Tier Systems of Supports (MTSS) is a process designed to help schools focus on high quality instruction and interventions that are matched to student needs and monitored on a frequent basis. The information gained about a student is used by school personnel with parents to adapt instruction and to make decisions regarding the student's educational program. Perhaps the greatest benefit of an MTSS approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns. This adaptability and flexibility will be essential when confronting the challenges ahead.

Culture of Caring: Addressing Physical and Psychological Safety

In planning for students and staff to return following COVID-19 closures, NUSD must prioritize efforts to address social and emotional learning and mental and behavioral health needs. Equally important is ensuring staff feel their physical and mental health needs are supported. Districts should ensure all policies and solutions are culturally sensitive and ensure equity and access for all youth.

In recognizing the potential negative impact of an environment that still requires minimized social interactions and face coverings, NUSD schools must make concerted efforts to build the school community and establish staff/student relationships. By implementing a more gradual reintroduction of academic rigor compared with previous years, NUSD could focus on social and emotional well-being, self-efficacy and adaptive skills. Staff should use this time to teach protocols and avoid punitive approaches when managing physical distancing requirements when possible.

NUSD should establish a process to help identify and provide support to students or staff who may be at higher risk for significant stress or trauma from COVID-19. Focus should be on those who have experienced death or loss of someone close to them; those with significant disruption to lifestyle such as food insecurity, financial insecurity; those with a history of trauma and chronic stress or other pre-existing mental health problems; those with exposure to abuse or neglect; and communities with previous history of educational disruption. Social and emotional learning curriculum should be intentionally embedded into core academic subjects to ensure they can be delivered in all phases and scenarios.

NUSD should teach students skills in validation, acknowledging everyone has had a different experience from COVID-19, and not everyone in each school will be in the same place in recovery. Individual trajectories will vary significantly. Validate that some are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some are scared, etc. In promoting a culture of caring, NUSD must keep student wellness at the forefront of our thoughts and planning.

Communications and Stakeholder Engagement

Communications and Stakeholder Engagement	Ensuring all students, staff and community members are informed, remain involved and supported by the following best practices in the areas of: ● Ensuring effective communication systems ● Engaging stakeholders ● Other key systems and supports

Best Practices	Action	Timeline
Establish a central repository of NUSD COVID related information in one place.	Create a webpage to contain all things related to COVID-19 for the 2020-2021 school year. Information to include: ○ Re-entry plan and updates ○ Remote/distance learning resources ○ Community and district resources for family supports ○ Communications - all related communications ○ Frequently asked questions ○ Other related areas as they become known	By June 15, 2020. ○ Make visible on the nusd.org and school site web pages by July 15, 2020. ○ Upload content to page during summer 2020. ○ Advertise web page on all social media platforms and include link on all communications - ongoing during 2020-2021 school year.
Establish and inform families on protocols and procedures when a student or staff member is exposed to or becomes Covid-19 positive.	Marin County Office of Education in partnership with Marin County Public Health are developing protocols and procedures for Marin County districts and schools.	Provide access to stakeholders to understand the protocols and procedures that will be followed in a Covid-19 positive case by August 20, 2020.
Conduct regular stakeholder sessions regarding all reopening procedures	Superintendent or designee to conduct sessions/communications for staff and families	Reopening procedure sessions/communications to take place before August 20, 2020
Provide uniform and aligned messaging from district and sites.	Superintendent and principals to send out same message to staff and families ○ Important that the same message is sent to both families and staff ○ Superintendent to send overarching communications - strategic of the 'who, what,	Regular communications and on an as-needed basis throughout the 2020-21 school year

	where, when, why' ○ Principals to follow up with - tactical of the 'how' ○ Messaging to be clear and concise and clearly define expectations and 'ask' ○ Messaging to be on multiple platforms, i.e., newsletters, email, text, social media, web pages, school marquee, etc. ○ Enlist Community Liaisons to help with hard-to-reach populations, i.e., English learner families ○ All communications to be have a Spanish translation	

Facilities, Custodial, Transportation & Sanitation

Facilities, Custodial, Transportation & Sanitation

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Marin County Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom and cleaning practices
- Personal protective equipment
- Transportation

Best Practices	Resources	Timeline
All sites should develop a surface sanitization schedule. Identify high touch surfaces and set a schedule for sanitization. This is a time where we can engage all staff in helping to clean and disinfect common areas, not just the custodial staff.	Centers for Disease Control (CDC) guidance	Develop by August 20, 2020
PPE, set protocols to ensure stock and replenishment at our sites. This includes disinfectant, sanitation wipes, hand sanitizer, soap and paper towels. Ideally having a hand sanitizing station in every classroom (at any entrance) and office space.	A Guidebook for the Safe Reopening of California's Public Schools	Protocols developed and supplies in stock ready by August 20, 2020
Playground and other shared equipment will need to be sanitized before/ after use, or institute a usage schedule to ensure cohorts are not mixing.	US Department of Education COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel	Develop schedule by August 20, 2020
Areas and materials to clean:		
Cleaning is frequent, especially in common spaces. Schools are encouraged to wipe	Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission: CDC	Communicate with staff, parents and students on operational plan and impact on facilities

down high-touch areas, such as doorknobs and desks, every 2 hours. Students wipe their own desks. Windows and doors are left open as much as possible to maintain ventilation. Toilets and sinks are expected to be cleaned 2–4 times a day, and tablets and computers must be wiped after each use. **Shared materials**: Shared materials are discouraged, but when used they must be cleaned before being used by other groups of students. **Transportation:** There may be difficulty in transporting small groups of students. This will require strategic planning.	The National Association of Chronic Disease: Healthy Schools, Healthy Staff, Healthy Students	Ongoing, track costs for physical rotation of spaces Summer installation of wash stations, portapotties or other temporary structures as required by county health guidance Engage in ongoing efforts to address concerns regarding facilities needs

Illness Prevention Procedures & Protocols

Illness Prevention Procedures & Protocols

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:

- Guidance, directives and recommendations from Marin CountyPublic Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Health office practices, management and isolation of students/staff showing sign of illness
- Contract tracing and responsiveness

Best Practices	Resources	Timeline
Safety protocols as will be required by Marin Health and Human Services. This can possibly include daily health screenings, temperature checks, restroom use procedures, travel routes through campuses, cohorts and social distancing.	Marin HHS Guidance	Protocols in place by August 10, 2020 and communicated to parents for support and reinforcement
Possibilities for Contact Tracing and Responsiveness:	CDC Guidance for Schools	
Limit visitors to campus to essential personnel		
Track visitors on campus in case of a reported infection	Possible QR Code Check In/Out for Contact Tracing	
A decision tree to guide personnel in case of a reported infection		Ongoing
Work with MHHS for communication and tracing		
Possibilities for Stable Cohorts:		
Designated restrooms for staff and students so cohorts don't cross-contaminate		Phone contact lists created within the first 5 days of school or before
Coordination between teachers to limit numbers of students in the restroom at a time	CDC Hygiene Guide	Protocols in place by August 10,

Some sort of adult supervision outside of restrooms to ensure no cohorts commingle Portable sinks and hygiene stations **Possibilities for Social Distancing:** Markings on campus (blacktop, hallways, classroom) to indicate appropriate distancing Reinforcing social-distancing norms that many families already utilize Considering the reinforcement that different developmental stages (K-3, 4-5, 6-12 grades) will require Supporting all staff to monitor student distancing **Possibilities for Essential Protective Equipment (EPE) (pending final decisions by MHHS/CDC/CDE):** Communicating age requirements for all students (currently 12 and over per MHHS) Have a full set of PPE in the office in cse of exigent circumstance Extra supplies in case of soilage or damage Supporting staff with understanding basic requirements for EPE Supporting students in abiding by mask requirements **Possibilities for Handwashing:** Facilitating developmentally appropriate training for age groups School site handwashing schedules (eg. upon arrival, after bathroom use, before after lunch, etc.) Support adults in monitoring student face touching and providing supplies (hand sanitizer) to mitigate	Social Distance Guidance by CDC Student and Staff Stay Home Guidance Teaching students about PPE Use of Face Cloth Guidance by CDC Handwashing Guidance CDC	2020 and communicated to parents for support and reinforcement. Training for students and staff as school reconvenes. Preparation measures must take place throughout the summer. Ongoing

Allow for handwashing schedules in planning for the instructional day **Other Considerations:** **<u>All members of the community</u> must engage in sanitation and disinfectant efforts: principals, teachers, students, and support staff to keep everyone safe** Procedures/policies for managing school site front offices Communicating new standards for when students with any symptoms should be kept at home Homeless families will require additional support Establishing isolation space at each site that can be monitored for anyone who demonstrates symptoms at school/work Students with disabilities should receive special care in their safety plan. NUSD should partner with parents to protect and support staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning.	Disinfectant Protocols for Staff CDC Guidance for Homeless CDC Guidance for Individuals with Disabilities	Clarify and publish prior to August return

Wellness Support for Students

Wellness Support for Students

Addressing the mental health and social-emotional development of all students, staff and community by following best practices in the areas of:

- School-based mental health services
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

Relationships over Everything. Connection before Content. Maslow before Bloom.

Best Practices	Resources	Timeline
Key Considerations: Each teacher, child, and family will have experienced Shelter in Place and civil unrest differently Families will have different levels of comfort around sending their students back to campuses Experts indicate that our experiences are well within the scope of a collective adverse childhood experience (ACE) Social emotional well-being is essential to support in advance of academic considerations Plans must be firmly in place prior to students arriving in the fall and must be communicated to parents NUSD must reach out to families in crisis during the summer to set up students for success in the fall.	How to Support Teachers Emotional Needs Right Now Why Every School Must Have a Social Emotional Plan Prior to Reopening Employee Stress Support Guidance from Yale Center for Emotional Intelligence	Establish priorities for student and adult wellness by mid-July Schools establish individual wellness plans by August 10, 2020,, and communicate out to families by August 15, 2020.

NUSD acknowledges that students will be harboring anxieties and that we can't anticipate all of them. Student engagement in academics is predicated on feeling safe and secure in a brick-and-mortar school setting. NUSD will prioritize the needs of students with previously established mental health concerns **Possibilities for Wellness Actions:** Communication from home to school and school to home about student behaviors will be strengthened Creation of safe spaces and places for students to express themselves Training opportunities for staff and parents to recognize signs of students in distress High consideration given to time issues for teachers and safety of substitutes Supporting administrators to develop SEL plans before the start of school Utilizing the tiers of SEL Multi-Tiered Systems of Support **Tier I--strategies/supports available to all students every day** 10-minute check-ins Utilizing partners like Youth Leadership Institute **Tier II- more intensive intervention** School counselors or psychologist to support smaller, weekly groups, or Whole group sessions every two weeks	Responding to COVID-19: Brief Action Steps for School Crisis Response Teams National Alliance of Mental Illness Tips for talking to children about CV19 by CDC ASL answers to Questions from Children about COVID-19 Guidance for employees coping with stress during CV19 Trauma-Informed Teaching Strategies Second Step CV19 Resources Guide to helping children with	District has been communicating with parents about possible concerning behaviors since early April. Schools should begin communicating priorities around student wellness in early August. Training opportunities determined by mid-July and communicated out to appropriate stakeholders Site administrators apply guidance in this plan to their individual sites and communicate plans to families by mid August. Each site (with guidance from Leadership Teams and administrators) determines daily social emotional strategies along with staff commitment to facilitate the work in classrooms by mid August. Tier I supports begin on the first day of school School mental health experts consider screening tools and define

Tier III--most intensive intervention Utilizing community partners like Bay Area Community Resources (BACR) or North Marin Community Services (NMCS)	traumatic grief related to CV19 California Youth Suicide Prevention Resources	behaviors that indicate need for Tier II supports by mid August. Tier II interventions can begin in the second week of school School personnel will hold meetings with community partners the last week in July to determine Tier III supports and screening tools Tier III interventions begin as soon as need is indicated.

Acceleration Strategies for ELL, Homeless, Foster, Socioeconomically Disadvantaged

Acceleration Strategies for ELL, Homeless, Foster, Socioeconomically Disadvantaged	Providing high quality accelerated instructional strategies by following best practices in the areas of: ● Curriculum selection and instructional delivery models ● Assessment practices and policies, including local and statewide assessments ● Services to special populations, including socioeconomically disadvantaged students, English learners, Homeless and Foster Youth. ● Access and use of instructional technology. ● Expanded learning opportunities. ● Other key systems and services.

Best Practices	Resources	Planning Implications
Utilize a Multi-tiered System of Support (MTSS) to focus on the alignment of initiatives and resources within LEAs and schools to systemically and equitably address the needs of ALL students by aligning academic, behavioral, and social- emotional learning within a fully integrated system of support that includes family engagement. Use a continuous improvement model for improvement (Plan, Do, Study, Act). Building relationships will need to be at the forefront. Not having relationships is a barrier to access any learning for students, teachers and parents		

Instructional practices that accelerate learning (behavior and/or academics) must be "baked in," not optional, district-wide Utilize essential standards and proficiency scales to provide clear, grade-level expectations for achievement for students and parents Identify most critical prerequisite skills and content knowledge in order to access grade-level content when they encounter it throughout the year Learning should be meaningful, relevant, active, collaborative, develop higher-order thinking skills, and interactive. These instructional practices support mastery and accelerate learning Provide differentiation and scaffolds to ensure access Use common formative assessments to monitor student progress, provide feedback and adjust instruction **Parent Support and Engagement** Using a hybrid model to partner with parents and families will be essential (email, zoom meetings, office hours for parents/guardians, weekly newsletters, facebook, etc.) Identify community-based organizations that can support the needs of our community Establish practices that result in		

developing positive relationships with families (regular communication, personalized contact and welcoming environments) Provide information on basic needs resources in the community (food, shelter, government assistance, healthcare and financial assistance) Consider social and emotional needs of families (assurance of safety, fear, stress, invasion of privacy) Consider parents' schedules and families with children in multiple grade levels, schools and districts Actively reach out and empower parents to provide feedback, express their needs **Clear Communication** Provide clear communication and guidebooks for all stakeholders to ensure transparency about expectations (What can I expect as a parent?)		

Students of Color		
Make intentional connections to students' identity and provide context to support learning		

Teach content through diverse topics How can we use our lessons and interactions to convey to our students that we care about them as human beings? Especially for African American students considering the systemic oppression and our current state	Culturally-Responsive Sustaining Remote Education Virtual Teaching for Students of Color: How to Make Sure Culturally Relevant Practices Make Their Way Home- Dr. Bryan Brown Diversity: Language, Race, and Culture	Institutional racism and other forms of oppression have systematically denied access to many student groups. What measures will we take district-wide to undo the inequities in schooling and society to ensure everyone receives equality?

English Learners		
• In a hybrid model, students with designated supports should have priority for consistent on-campus instruction and supports • Identify and provide resources and staff designated to support and monitor newcomer student education and socio-emotional well- being, which includes regular check-ins with students and efforts to connect families with needed services • Provide asset orientation upon enrollment that values newcomers' home languages, cultures, families and experiences. • Enroll newcomer student in compliance with AB 699 Guidelines • Ensure that newly enrolled newcomer students who may qualify for graduation waivers according to AB 2121 are notified. This is also applicable for foster youth, homeless youth, pupils who attended juvenile court school,	Supporting Multilingual Learners/English Learners During COVID-19 Shutdown US Dept of Education Newcomer Toolkit Support for Immigrant and Refugee Students Addressing the Risk of COVID-19 While Serving Migratory Children Providing Services to English Learners during CV19: US Dept of Education AB-699 Educational Equity: Immigration and Citizenship Status	Ensure that all EL instructional services and language support are provided

or a pupils who are a child of a military family ● Consider how EL students in any distance learning extracurricular groups to enhance connectedness and prevent drop outs, especially for older EL students, students with Interrupted Formal Education, and Long-Term ELs	AB-2121 Pupil Instruction: Coursework and Graduation Requirements/Migratory Children and Newly Arrived Immigrants	

Considerations for Socioeconomically Disadvantaged, Students Experiencing Homelessness and Foster Youth		
Be intentional about adopting a trauma-responsive school culture Contact parent/caregiver, resource parent to touch base, offer support and link to resources Ensure immediate enrollment and identification of students experiencing homelessness and foster youth. Consider adding an additional question in Aeries for families returning to determine if their housing situation has changed. Ensure student's school of origin rights are maintained Ensure all students experiencing homelessness and foster youth have access to technology Follow-up with students who have not returned to school to assess living status, needs, and other supports Provide transportation services to students identified as experiencing homelessness and foster youth Review current list of foster youth enrolled within the district, compare with prior list to determine students who are no longer enrolled and	Community Resources Information About Pandemic-EBT Child Trauma Toolkit for Educators Introduction to a Trauma-Informed Approach You Can Enroll in School Identifying Families Experiencing Homelessness McKinney Vento Assistance for Unaccompanied Youth Building Trauma-Informed Runaway and Homeless Youth Programs Foster Youth Education Rights	AB 1567: Before and After School Programs for Homeless and Foster Youth Enrollment priority given to Foster Youth and Homeless Youth, if program is full then priority on wait list Partnership with Coordinated Entry Systems

follow up (confirm enrollment elsewhere, record transfer, wellness checks) Evaluate students for state minimum graduation requirement exemption Ensure students are connected with counselors and on-campus supports Develop partnerships with local Department of Children and Family Services (DCFS) offices to increase communication about students case plans Create checklists with to support with Initial Identification/Intake Procedures of foster youth, students experiencing homelessness, and ELs to streamline the process for school site staff Create a coordinated county list to keep track of foster youth and students experiencing homelessness that may move from one district to another. Reach out to other county liaisons. **Connectivity** Provide spaces at school sites to ensure connectivity for students experiencing homelessness and foster youth		

Fiscal Considerations

 Fiscal Considerations	Maintaining effective and efficient operations by following practices in the areas of: ● Budgeting and financial operations

Best Practices	Resources	Timeline
Budget Development Monitoring Review and analyze Governor's May Revision (5/15) and Adopted State Budget (6/15) Staff attends School Services/Capital Advisors/Other Budget Workshops Adopt District Budget by June 30, 2020 Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning Inform stakeholder groups of financial impacts of State Budget Determine and analyze District flexibility within State budget	Governor's May Revision Presentation – School Services of California FCMAT Preparing Budget Scenarios for 2020-21 NUSD Governor's May Revise Board Budget Presentation NUSD COVID-19 Budget Resources Webpage NUSD Facebook – Virtual Budget Town Hall CDE - COVID-19	May 2020 – July 2020 Ongoing
Alternative COVID-19 Funding Sources		June 2020 – December 2020

Identify funding sources related to covering costs due to COVID-19 Identify funding sources related to learning loss as a result of COVID-19 and remote learning Determine what staffing and expenditures that can be charged to alternative sources Prioritize additional expenditure needs Track funding utilization	SB 117 COVID-19 Response Funding Federal Cares Act ESSER Funds EdSource – Governor Newsome Offsets Budget Cuts	
Staffing Levels Evaluate staffing needs based on instructional model implemented and fiscal constraints Determine positions that can be shifted to meet changing / emerging COVID-19 needs Review labor contracts to determine flexibility of job descriptions District should work collaboratively with the Board and stakeholder groups to develop a plan Determine need for Classified Layoffs (60-day notice required) Determine need/ability to make August 15 certificated layoffs	Ed Code 44955.5 Summer Certificated Layoff Ed Code 45117 Classified Layoffs	June 2020 – August 2020
FEMA & Other Assistance Pre-apply through the Federal Emergency Management Agency (FEMA) Grants Portal and submit a Request for Public Assistance (RPA)	FEMA Website FEMA Grants Training	June 2020 – June 2021

Develop and follow protocols for tracking cost and expenditures for possible reimbursements including school meals, personal protective equipment, moving to achieve social distancing in classrooms, setting up alternative classrooms, installing new classrooms, storage units and shade structures (e.g., FEMA)		
Other Operational Items Be mindful of requirements around instructional minutes		Ongoing

Meal Service Considerations

 Meal Service Considerations	Maintaining effective and efficient operations by following practices in the areas of: ● Nutrition Services

Best Practices	Resources	Actions
Health and Hygiene Promotion - Designate a COVID-19 coordinator. ● Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. ● Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues. ● Post signs on how to stop the spread of COVID-19 Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders. **Meal Preparation** ● Ensure gloves, masks, disposable aprons, and other supplies are readily available. ● Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre wrapped produce.	https://www.cde.ca.gov/ls/nu/sn/ https://www.cde.ca.gov/ls/nu/cnpcov19waiverextension.asp	Current remote learners meal waivers for food to go expires August 30th. NUSD FANS Department will set up our program services to make sure all students maintain access to healthy food in a safe environment. Close communal spaces as needed and make adjustments per Public Health guidance. Remove chairs that comprise social distancing or maximum density for space. Recommend schedule breakfast or lunch one class at a time with social distancing and may need to move separate students with allergies Post protocols visually and train staff and students on expectations. For additional actions please see Best Practices column.

● Use disposable trays and wrap cold items in plastic and hot food with foil. ● Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service. ● Adjust employee shifts to minimize the number of staff in the kitchen. Onsite Meal Service ● Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating. ● Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. ● Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups. ● Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables. ● Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating. ● Remove or suspend use of share tables and self-service. buffets for food and condiments ● Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.	Cal/OSHA and Statewide Industry Guidance on Protecting Workers from COVID-19 Worker Safety Guidance Video https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf	

● Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult. ● Consider increasing access points for providing meal service. ● Ensure cleaning of every table between groups of students or meal service times . Offsite Meal Service (with approved USDA waivers) ● Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options. ● Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps . ● Consider whether it is feasible to continue to use buses to distribute meals to students . Communication with Students and Families ● Notify parents and the school community about school meal service and options. ● Use a variety of communication methods such as social media, newsletters, and school websites. Guidance generally recommends handwashing before and after meals; encourages students to be spaced well apart and stay with homeroom groups; and sets standards for handling food and utensils and cleaning tables. Place floor markers to highlight social physical distancing guidelines (i.e. wait here for food		

pickup or in front of vending machine) Sites are recommended to take break rooms and open spaces off-line or repurpose for another use. Determine protocol for access to microwaves, refrigerators, equipment in teachers' room and any other previously shared spaces. Determine protocol on use of microwaves and water dispensers.		

Instructional Considerations

 Instructional Considerations	Providing a high quality instructional program by following best practices in the areas of: ● Curriculum selection and instructional delivery models. ● Assessment practices and policies, including local and statewide assessments ● Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth. ● Access and use of instructional technology ● Expanded learning opportunities ● Other key systems and services

Instructional Delivery Models		
Traditional Setting		
Best Practices	**Resources**	**Planning Implications**

● Provide small group instruction for Tier 2 and 3 intervention
● Differentiate instruction based on student need
● Secure instructional materials with multiple modalities
  ● Provide access to available royalty-free curricular resources
  ● Implement Universal Access (UA) when lesson planning
  ● Employ evidence- based practices
  ● Administer assessments
  ● Utilize Proficiency Based Education to guide instruction and provide feedback on student learning
	● District Adopted Textbooks
	● Ancillary materials provided by the district adoptions
	
	Marin County Office of Education
	
	NUSD Resources
	
	California Department of Education
		● Follow public health guidance
		● Identify additional instructional space as applicable
		● Identify additional staffing needs

Hybrid Learning		
● Establish clearly stated educational goals and learning outcomes.	CDE Designing a High- Quality Online Course	● Provide orientations for parents, students, and staff ● Redefine grading policies

● Utilize Proficiency Based Education to guide instruction and provide feedback on student learning ● Organize course offerings in a way that students can easily navigate. ● Integrate quality instructional materials to enable and enrich student learning. ● Use regularly evaluated technology that supports the learning goals and enhances the learning experience. ● Ensure content aligns with the CA Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities. ● Provide opportunities that support active learning ● Utilize strategies such as flipped learning to deliver direct instruction and when students are together, provide engaging high quality review of learning and preview of what is to come ● Utilize Google Classroom for students to access assignments digitally and collaborate with peers and teachers ● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience ● Include opportunities for both asynchronous and synchronous learning ● Equity and access for special populations	CDE- Distance Learning Resources Blended Learning Universe: Blended Learning Models ERIC: Educational Resources Website Schoolology Exchange: A Beginners Guide to Flipped Classroom Kami: Your Digital Classroom Hero ELPAC Website	● Develop a schedule with consideration about how to group students to efficiently deliver Tier 2 and 3 interventions ● Ensure maximum number possible devices for 1- to- 1 instruction ● Work with outside partners to ensure internet connections for students ● Provide timely IT support for staff and students ● Utilize digital curriculum to support adoption ● Provide professional learning for staff to assist in identification of students in need of Tier 2 and 3 interventions ● Ensure strong communication protocols between grade levels, content teams, and administration ● Ensure there are systems in place to facilitate standardized delivery of instruction ● Flexibility in required instructional minutes
Distance Learning (Complete online instruction/ homeschool)		
● Establish clearly stated educational goals and learning outcomes ● Utilize Proficiency Based Education to guide instruction and provide feedback on student learning ● Organize course offerings in a way that students can easily navigate	California Department of Education: Appendix 3- Designing a High- Quality Online Course Kami: Your Digital Classroom Hero The English Language Proficiency Assessments for California (ELPAC) Website	● Determine the need for orientations for parents, student and staff ● Redefined grading policies ● Purchase of all-digital curriculum to support adoption ● Ensure strong communication protocols between grade levels, content teams and administration. ● Ensure there are systems in place

● Integrate quality instructional materials to enable and enrich student learning ● Utilize Google Classroom for students to access assignments digitally and collaborate with peers and teachers ● Use regularly evaluated technology that supports the learning goals and enhances the learning experience ● Ensure content aligns with the CA Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities. ● Provide opportunities that support active learning ● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience ● Include opportunities for both asynchronous and synchronous learning ● Equity and access for special populations		to facilitate standardized delivery of instruction ● Professional learning for staff to assist in identification of students in crisis ● Provide timely IT support ● Explore open source materials
Independent Study		
● Provide work packets tailored to individual student needs, if unable to access distance learning opportunities. ● Secure instructional materials with multiple modalities ● Secure access to available royalty-free curricular resources. ● Provide access to video recording programs (ex. Screencastify) for teachers and students ● Utilize Proficiency Based Education to guide instruction ● Administer assessments Ensure all Independent Study program parent notification and communication to EL parents are in parent home language ● Include section of LEA EL Master Plan on how to address	California Department of Education: Independent Study Ratios Calculations California Department of Education: Independent Study Webpage	● Provide online curricular resources ● Provide timely IT support

instructional needs of EL students in an Independent Study setting	California Dept. of Education: CA Guide for Educating ELs with Disabilities- Announcements and Current Issues	

Instruction for English Learners		
Instructional Model: Face to Face		
● Use of the California ELD Standards to help design structured student language interaction which include, but is not limited to: ● Opportunities for students to interact with peers to read, write and talk about content texts and/or engage in purposeful lesson interactions orally and in writing; offer and support opinions; and adapt language choices to various contexts. Strategies include think/write/pair/share, cooperative learning, problem solving, group investigations, peer revisions and group presentations (ELD Standards Part I: Collaborative) ● Opportunities for students to apply strategies such as active listening, close reading, asking clarifying questions, analyzing and applying language to support ideas. Instruction includes modeling, enabling students to listen actively, read closely, ask clarifying questions and evaluate and analyze how writers and speakers use language for specific purposes in a range of social and academic contexts related to grade-level content. Instrucon consistently includes language scaffolding, use of visuals, wait time and other strategies appropriate to students' English proficiency. These contexts include a variety	California Department of Education: Multilingual Education-Resource Department of Justice AB-699: Promoting a safe and secure learning environment California Department of Education AB-699: CALPADS Update FLASH #151 California Longitudinal Pupil Achievement Data System California Department of Education: Designated and Integrated ELD - Letters California Department of Education: Chapter Two/ELD Framework English Language Development Standards Publication-Title III (CDE) English Learner Roadmap - English Learners USDE: Chapter 2: Tools and Resources for Providing English Learners with a Language Assistance Program United States Department of Education: EL Toolkit-Chapter Three-Tools and Resources for Staffing and Supporting EL Programs United States Department of Education: EL Toolkit-Chapter	● Ensure that all enrollment practices including the HLS are provided following Department of Health guidelines ● Include LEA emergency plan EL program implications in LEA EL Master Plan procedures ● Verify and coordinate LEA protocol for accessing language support or translation services, including LEA HR procedures, to ensure that language support is provided for all students in a language they can understand ● Verify and coordinate how professional learning will be provided for current and new teachers of EL students in keeping with Department of Health guidelines ● Coordinate and monitor any changes in currently approved LEA Plan addendum use of Title III federal funds to address any emerging supplemental EL student needs which can be allowably supported by federal funds ● Ensure that all EL instructional services and language support are provided following Department of Health guidelines ● Provide and ensure that all staff are informed and trained on how to access and coordinate LEA SEL support services for EL students in accordance with Department of Health guidelines

of grade- level content text types, purposes, audiences and topics (ELD Standards Part I: Interpretive) ● Facilitation of students' use of academic language to convey ideas orally and in writing appropriate to their purpose and audience. Language scaffolding strategies, including but not limited to sentence frames, structured academic conversations and graphic organizers are consistently used. Students consistently use academic language to present, describe, explain and support ideas in both oral and written discourse appropriate to their English proficiency (ELD Standards Part I: Productive) ● Appropriate Corrective Feedback regarding language usage, at the EL student's proficiency level, is consistently provided which may include, but is not limited to rubrics, performance guidelines and student conferences ● Ensure and monitor protected time for designated ELD in a daily, designated ELD period/class/ protected time using a curriculum aligned to the CA ELD Standards according to district guidelines specifying placement criteria and instructional minutes ● Provide social emotional supports as needed for EL students experiencing trauma in a language they can understand ● Include a section of LEA EL Master Plan to address EL/Immigrant/Newcomer Supports family supports (MTSS) ● Ensure and coordinate all language program notification for all parents and EL parents specifically including: ● Notification to all parents of language programs offered by the LEA and parent right to request language	Four-Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs California Department of Education: Submitting English Learner Instructional Services-Resources California Department of Education: 2019-20 Cycle B and D Program Instruments- Compliance Instrument Californians Together: Support for Immigrant and Refugee Students California Together: A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences CCSESA/CISC: B.E.L.I.E.F. Modules Home California Department of Education: Parent Notification - Title III United States Department of Education: EL Toolkit Chapter 10- Tools and Resources for Ensuring Meaningful Communication with Limited English Proficiency Parents San Diego County Office of Education: Common Core en Espanol	

programs ● Notification of Initial ELPAC administration before test administration ● Notification of Results on Initial ELPAC and parent choice for LEA language programs offered for EL students ● Annual Title I /Title III EL Parent Notification ● Notification of Summative ELPAC results ● Ensure and monitor that all LEA notifications are accessible in parent home language ● Ensure and monitor that all LEA written notifications for student home language groups exceeding 15% of LEA enrollment are translated		
Instructional Model: Hybrid Learning		
● Assure hybrid instructional model ● includes best practices for traditional and distance learning instruction for EL students ● Familiarize EL students and families to hybrid scheduling, new technology and platform tools ● Assure all home communication on transition to hybrid instructional delivery is provided in a language parents can understand ● Establish LEA EL program goals and procedures for how instruction will be synchronized between traditional school setting and distance learning ● Establish expectations for EL program instructional delivery. ● Utilize strategies such as flipped learning to deliver direct instruction and when students are together to provide engaging high-quality review of learning and preview of what is to come ● Establish balanced hybrid learning student rotation	US Department of Education: English Learners DCL (PDF) US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF) US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020 Hanover Research: Best Practices in K-12 Online and Hybrid Courses	● Ensure that LEA EL Master Plan includes section on how EL services will be provided in hybrid learning setting ● Ensure that EL teachers are provided with training and support for use of technology used in hybrid learning setting

procedures that ensure EL students are not unnecessarily segregated from non-EL students ● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language in a hybrid instruction rotational setting. ● Establish balanced hybrid learning student rotational procedures that ensure students participating in dual language or bilingual programs are given opportunities to engage in academic discourse in target language		
Instructional Model: Distance Learning (Complete home instruction)		
● Assure that all home communication on transition to distance learning instructional delivery is provided in a language parents can understand ● Establish expectations for EL program instructional delivery ● Schedule transitional time for structured orientation to familiarize students and families to new platform tools and expectations in including how work will be assessed and how grades will be assigned ● Schedule online tool practice sessions in small groups to ensure a smooth transition to distance learning ● Consider LEA coordination of parental support for translation services and check in with parents with a home language other than English to assure parents understand distance learning setting including digital access and where to access basic needs ● Determine LEA plan for addressing instructional needs of students with limited access to	Sample LEA Distance Learning Program Template WISH Charter: Distance Learning Family Support Plan Sample Survey	● Ensure that LEA EL Master Plan includes sec4on on how EL services will be provided in distance learning setting ● Ensure that EL teachers are provided with training and support for use of technology for distance learning setting

digital resources including system for provision of traditional instructional materials and books ● Ensure that all digital communication is in home language of parents including instructions on how to support their child at home ● If possible, place EL students into a family or team-teaching structure so that teachers can collaborate and monitor students across content classes and collaborate for family communication as needed between face-to- face and hybrid settings ● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language with other students in a synchronous setting ● Ensure teaching teams are supported by LEA student services and other crisis response supports as needed. Provide PD to teachers on how to access these supports including home language translation resources as needed ● Identify and prioritize EL student needs for distance learning such as basic needs, student stressors/barriers and academic setting. ● Identify languages in which the student can be supported at home ● Identify resources to check for understanding, formative assessment and opportunities to reteach including: ● Use online platform group breakout options- checking for understanding ● Google Forms Survey ● Zoom Survey Feature ● Chat Feature ● Audio links ● Whiteboard (Microsos or Zoom) ● Utilize primary language support, as needed Examples include:	SEAL: 6 Key Considerations for Supporting English Learners with Distance Learning US Department of Education: English Learners DCL (PDF) US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF) US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020	

● Google Translate ● Digital Translation breakout features		
Reclassification		
● Maintain a list of all new student enrollees who have a language other than English on HLS and TBD and who have not yet been administered the Initial ELPAC for identification as EL ● Document any reason a student was not administered the 19-20 ELPAC due to school closures, safety/social distancing implications in the student's cumulative file ● Assess staffing and safety measures and social distancing measures needed for administration of Initial ELPAC upon further notice from CDE ● Determine where and how LEA will test new students for Initial ELPAC accounting for social distancing, space, computers and devices ● Administer all ELPAC assessments in keeping with Department of Health and CDE guidelines ● Reconcile changes in process due to school closures with current EL Master plan in the event of future school closures impacting initial identification of EL students ● Establish protocols with feeder schools about the best way to communicate Summative ELPAC information and potential reclassification status ● Adjust parental notification procedures as needed ● Keep a phone log and notes of all parental communication ● Verify all other programs or which newly identified EL students may be eligible ● Assure that State Seal of Biliteracy candidates are	CA Model Practices for Enrollment-AB 699-SEE HLS References: Promoting a Safe and Secure Learning Environment for All California Department of Education AB 699 / See HLS section: CALPADS Update FLASH #151-California Longitudinal Pupil Achievement Data System California Department of Education ELPAC Webpage: See information Guide English Language Proficiency Assessments for California (ELPAC) - Testing United States Department of Education EL Toolkit: Chapter 1 Tools and Resources for Identifying All English Learners California Department of Education: Observation Protocol for Teachers of English Learners-Draft resources for assessing use of Academic English in Content Classes California Department of Education: State Seal of Biliteracy-Resources US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)	● Funding for ELPAC extended window for 2019-20 for reclassification purposes ● Funding/Advocacy for home language resources and supports for parents during Distance Learning

monitored and reported in CALPADS		

Assessment, Instructional Technology, Key Systems		
Assessment		
Best Practices	Resources	Planning Implications
● Identify key benchmark/Beginning of the Year assessments to support student placement and to identify gaps in understanding due to prolonged school closure ● Identify common formative assessment strategies with which to monitor student understanding and adjust teaching ● Identify key dates/points in the instructional cycle to administer Interim Assessments and/or benchmark assessments. This may need to be more frequent initially ● Determine data analysis structures and protocols. ● Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as "at promise." This may need to be more frequent	CAASPP: Manuals and Instructions CAASPP: Interim Assessments California Department of Education: Smarter Balanced Interim Assessments NWEA MAP Growth SVMI- MARS MDTP TCRWP- Running Records ESGI Publisher authored assessments from curriculum	● Designate a LEA CAASPP coordinator ● Provide professional development: Interim Assessments (system and handscoring) ● Provide professional development to identify common formative assessment practices ● Identify times for staff to engage in data analysis protocols
Assessment English Learners		
● Identify local English Language proficiency assessments to determine placement for English Learners, OR ● Administer the optional Summative ELPAC in the fall (pending legislative action) ● Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously	ELPAC: Resources	● Designate a LEA ELPAC coordinator ● Provide professional development- ELPAC Initial Assessment test administrators
Instructional Technology		
● Determine appropriate	Imagine Learning - Digital	● Provide professional

instructional technology for use with students,including but not limited to: ○ Imagine Learning ○ APEX Learning ○ Seesaw ○ Explain Everything ○ Google Classroom ○ Flipgrid ○ Google Apps for Education ○ Learning Ally ○ Video Conferencing Tools ● Provide for on-site desktop support, as schools reopen in order to assist with setup and daily operations ● Coordinate with Marin Community Free Library (MCFL) to issue personal hotspots to key staff and students, as needed ● Survey TK-2 families to determine access to equipment such as laptops, and provide equipment accordingly ● Purchase electronic equipment wipes specifically for keyboards and other technology (do not use aerosol cleaning sprays or wipes that contain bleach) and consult with Technology Team on overall effort ● Follow the manufacturer's instructions for all cleaning and disinfection products	language, literacy and math programs SeeSaw - student driven digital portfolio Explain Everything - Interactive Whiteboard app Flipgrid - video enabled social learning APEX Learning - digital curriculum NUSD Information Technology Common Sense Media - digital citizenship NUSD Technology Scope and Sequence	development to enable staff to utilize instructional technology efficiently and appropriately ● Determine appropriate platform delivery ● Identify funding to cover the cost of the MCFL devices and internet service ● Identify funding to cover the cost of the TK-2 equipment
Key Systems and Services		
● Utilize a Multi-tiered System of Support (MTSS) to focus on the alignment of initiatives and resources within LEAs and schools to systematically and equitably address the needs of ALL students by aligning academic, behavioral, and socio-emotional learning within a fully integrated system of support that includes family engagement. ● Use a continuous improvement model for improvement (Plan, Do, Study, Act).	Resources to Support CA MTSS Transforming Schools Towards Continuous Improvement (Carnegie Foundation)	● Identify and designate funding for expanded professional development ● Reframe existing MTSS training to engaging remote learning models for school and district teams ● Designate time for LEA and school teams to work together to reorganize their MTSS for a remote learning model (e.g., Universal Screening, Formative Assessments, Interventions, Student Engagement, etc.) ● Provide training in continuous

		improvement models in a distance learning model

Services to Special Populations		
Instructional Delivery to Students with Moderate to Severe Disabilities		
Best Practices	**Resources**	**Planning Implications/Advocacy Areas**
● Coordinate with Marin County Office of Education program managers to individualize education plans ● Coordinate with Non-Public School program managers to individualize education plans ● Coordinate with Non-Public Agencies to implement individualize education plans ● The IEP team designs a hybrid learning plan that provides for both in-person/on-site learning and distance learning service delivery that is designed to support student progress to the maximum extent possible. ● Include individual family voices and preferences in making service delivery decisions ● Utilize evidence-based practices ● Train teachers and paraeducators on use of virtual/classroom instructional tools ● Utilize curriculum aligned to common core standards ● Develop curriculum based on individual student need (i.e. goals drive placement) ● Differentiated instruction ● Identify and utilize, as appropriate, free video recording programs and captioning ● Primary language support as needed ● Consider the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally	Marin County Summer Programs Preparation for County-wide Return to Classroom-based Instruction Fall 2020 PHASE II (English / Spanish) CAPTAIN: EBP Trainings United States Office of Special Education Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities Education All Learning Alliance: Special Education: Educating All Learners During the COVID-19 Disaster ASCD: Differentiated Instruction Kami: Your Digital Classroom Hero Schoology Exchange: A Beginner's Guide to Flipped Classroom California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students Learning Ally: audio Books for	● Support for moderate/severe teachers doing both delivery models ● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities ● Assure resources for primary language support ● Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance) ● Support for staff in managing students who are a danger to themselves or others (i.e. eloping, self- injury) ● Protocol needed in consideration of health measures ● Medically fragile students may not be able to return to school ● Some students may have needs that require hands-on/direct contact (e.g.. diapering, toileting, catheterization) ○ Gowns ○ Gloves ○ Goggles

participate and focus on academics ● Utilize assistive technology, such as: ○ Text to Speech software ○ Read&Write for Google Chrome ○ Learning Ally	Dyslexia & Learning Disabilities Waves of Communication: 3 Tips for Teaching about PPE	
Instructional Delivery to Students with Mild to Moderate Disabilities		
● The IEP team designs a hybrid learning plan that provides for both in-person/on-site learning and distance learning service delivery that is designed to support student progress to the maximum extent possible ● Include individual family voices and preferences in making service delivery decisions ● Establish alignment between essential standards and IEP goals ● Differentiate learning in a standards-based classroom by making accommodations or modifications to general proficiency scales ● Use pre-assessments to determine: ○ which students are already meeting the learning target expectations, and thus need additional challenges, and ○ which students are struggling to understand the basic concepts and vocabulary that lead to mastery of the learning target ● Results of the pre-assessments inform appropriate accommodations or modifications for a particular student ● When revising general proficiency scales to include accommodations or modifications ● Teachers consider: ○ how students are asked to demonstrate their understanding ○ how information is presented to students ○ where instruction takes place ○ the timing or scheduling of instruction ● Proficiency scales should be	CAPTAIN: EBP Trainings United States Office of Special Education Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities Education All Learning Alliance: Special Education: Educating All Learners During the COVID-19 Disaster ASCD: Differentiated Instruction Kami: Your Digital Classroom Hero Schoology Exchange: A Beginner's Guide to Flipped Classroom California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students Learning Ally: audio Books for Dyslexia & Learning Disabilities Waves of Communication: 3 Tips for Teaching about PPE	● Support for mild/moderate teachers doing both delivery models ● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities ● Assure resources for primary language support ● Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance) ● Support for staff in managing students who are a danger to themselves or others (i.e. eloping, self- injury) ● Protocol needed in consideration of health measures ● Medically fragile students may not be able to return to school ● Some students may have needs that require hands-on/direct contact (e.g.. diapering, toileting, catheterization) ○ Gowns ○ Gloves ○ Goggles

adjusted to document the accommodations or modifications during the instructional process on an as-needed basis ● Train teachers and paraeducators on use of virtual/classroom instructional tools ● Utilize curriculum aligned to common core standards ● Develop curriculum based on individual student need (i.e. goals drive placement) ● Differentiated instruction ● Identify and utilize, as appropriate, free video recording programs and captioning ● Primary language support as needed ● Consider the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics ● Utilize assistive technology, such as: ○ Text to Speech software ○ Read&Write for Google Chrome ○ Learning Ally		
Instructional Delivery to Students with Significant Health Challenges		
● Accommodations and modifications may be necessary and can be included in a 504 Plan or Individualized Education Program (IEP). ● Provisions are individualized and dependent on each student's specific diagnosis and recommendations from the student's healthcare provider. ● Work with the family and the student's primary care physician to determine if each student's known medical needs would permit the student to return to school to receive on-site instruction. ● If it is determined that the student cannot physically attend school due to medical needs, that	School Guide for Students with Primary Immunodeficiency Diseases	Ongoing

information will be recorded in the student's Health Plan. The 504 or IEP team will determine the delivery of special education support and services within the home or other alternative setting via distance learning. ● If a student cannot physically attend school under a doctor's order, the situation would be consistent with a student being placed on "Home and Hospital" via a doctor's order.		
Home Instruction		
● The 504 or IEP team designs a home or distance learning program that incorporates access to the actual classroom environment via live or recorded video and supplemental instruction and service delivery that is designed to support student progress to the maximum extent possible. When this occurs, the situation will be closely monitored and adjusted consistent with any changes to the public health orders and/or directives from the student's primary care physician. ● Identify available instructors (Home hospital instructors have the correct credentials) ● Utilize Proficiency Based Education to guide instruction ● Utilize PPE when going into homes ● Schedule home instruction compatible with family schedule and needs ● Primary language support as needed	Center for Disease Control and Prevention: COVID-19 Waves of Communication: 3 Tips for Teaching about PPE	● Identify if additional staff is needed to cover any increase in SpEd students
Assessment Timeline for Triennial and Initial IEPs upon return (30 days and 60 days)		
● Assure monitoring and oversight of clearly communicated protocols to all staff including scheduling ● Schedule IEPs on time, unless directed otherwise by CDE or Federal government ● Conduct assessments and IEP	California Department of Education: Special Education Guidance for COVID-19	● Schedule additional staff to complete assessments ● Allocate additional substitutes to support SpEd program while teachers complete assessments and attend IEP meetings ● Follow/establish policies and

meetings for initials and triennials within 30 days of the return to school		procedures for initials and assessments ● Acquire appropriate PPEs for in person assessments (e.g. portable plexiglass freestanding sneeze-guard table-top divide)
Increase IEP Meetings		
● Design distance learning plans to ensure students receive services based on a proportionality model that ensures a free appropriate public education ● Adjust IEP goals to consider distance learning modules and home instruction	California Department of Education: Special Education Guidance for COVID-19	● Hire additional/temporary staff to assist with assessments and IEP administration designee role ● Plan for additional translators, interpreters and utilization of Language Line services needed to meet the needs of parents whose primary language is other than English when there will be more IEPs than usual
Students with Visual Impairments		
● Arrange for students to return to school sites where the layout may have changed due to social distancing regulations. ● Create a map of the campus and make it available before the student returns to school ● Create a map of the classroom and make it available before the student returns to school ● Arrange for consistency of the campus/classroom setting	American Foundation for the Blind: Coronavirus (COVID-19) Resources	● Work with Marin County of Education Orientation and Mobility Specialist
Deaf and Hard of Hearing Students		
● Consider the needs of students who must be able to see the lips of the speaker ● Account for an interpreter in the classroom for DHH students and determine the logistics of social distancing	National Deaf Center: COVID-19 Information Legislative Analyst's Office: Improving Education for Deaf and Hard of Hearing	● Work with Marin County of Education Hearing Specialist ● Purchase clear masks or shields for staff and students ● Determine additional staffing to address social distancing of students for services and mainstreaming when a student has an ASL translator in the classroom
Transportation		
● Maintain cleanliness in buses ● Account for Paraeducators who are required on the bus ● Cleanliness and care of safety	Centers for Disease Control and Prevention: Cleaning and Disinfectant for Non-emergency Transportation Vehicles	● Train bus drivers in areas of hygiene and safety for students/staff (Paraeducators) ● Train third party transportation

harness/vest ● Develop protocols for bus drivers to screen students prior to getting on the bus		drivers in areas of hygiene and safety for students
Restrooms		
● Monitor restrooms to ensure social distancing ● Determine clearance of staff to be in restroom area during student use and maintain 6-ft distancing	Centers for Disease Control and Prevention: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Home	● One-on-one paraprofessionals needing PPE wear (gowns, masks, gloves)
ADA Requirements if SPED Classroom Are Moved		
● Consider accessibility for all students, including: ○ Doors ○ Ramps ○ Safety rails	United States Department of Education: Office of Civil Rights	● Provide emergency training for staff and students
School Nurses		
● Management of District Health Team and provide coverage as needed ● Coordinate with Marin County ● Department of Public Health and local county/state nursing collaboratives to ensure practices are current ● Track and submit billable services ● Identify critical health needs of students: ○ Update student records/AERIES ○ Update/develop individual healthcare plans ○ Ensure medication/supplies are available ● Train school staff on implementing health plans ● Communicate with health-care providers ● Ensure immunizations are up to date per California code ● Determine adequate nursing staff to address health and safety of all students on campus ● Schedule the nurse to assess the students within the first 30 days of return to school for all initial and triennial IEPs; including assessments that carry over from 2019-2020 school year	American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools National School Boards Association: COVID-19 Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases	● Plan for hearing and vision screenings of students in grades K, 2nd, 5th, 8th, 10th or 11th (i.e. complete 2019-2020 assessments not able to be completed in addition to the 2020-2021 school year assessments

● Acquire PPE and ensure supplies are restocked as needed ● Provide training for frontline office staff in the absence of a nurse ● Acquire adequate supplies for cleaning and hygiene		
Health Clerks		
● Manage paperwork required by state: ○ Immunization ○ Physical Health assessment ○ Oral Health Assessment ○ Hearing ○ Vision ○ Medication Expiration Dates ● Coordinate with site team (ie office managers) to ensure information is current	American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools National School Boards Association: COVID-19 Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases	Ongoing
Treatment Nurses		
● Care reflects current doctor orders ● Monitor and provide care for daily critical needs of students (i.e. diabetic, seizures, spina bifida, etc). ● Communicate with families regarding student needs ● Ensure supply and medications are available	American Academy of Pediatrics: COVID-19 Planning Considerations: Return to In-person Education in Schools National School Boards Association: COVID-19 Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases	● Strategically schedule treatment nurse staff with cohorts across multiple school sites that coincides with differing bell schedules
Classroom Environment		
● Arrange the classroom environment so students remain within sight lines of the teacher during instruction ● Ensure the environment allows for students to navigate the classroom freely for wheelchair users, visually impaired students and others who require assistance to participate full in instruction	National Disability Rights Network: COVID-19 and Education of Students with Disabilities Resources	● Train all staff including teacher and paraeducators, janitors, office staff and campus supervision staff for transitioning back to a classroom with social distancing
Mental Health Support		
● Treat school closures like a low-grade traumatic stress event	National Association of School Psychologists: School Reentry	

for most children ● Recognize that stress effects will be more severe in those with pre-existing emotional disorders and those from vulnerable families ● Understand that reaction to the pandemic may vary among children and adults ● Ensure the presence of a sensitive and responsive caregiver ● Social distancing should not mean social isolation ● Trauma-informed emotional supports for parents and children during this time include: ○ Normalizing emotional response ○ Focusing on self-compassion, emotional awareness ○ Coping strategies ● Help parents understand their child's emotional signals ● Create a safe physical and emotiona environment by practicing the 3 R's Reassurance, Routines, and Regulation ● Increase children's self-efficacy ● Provide professional help if children show signs of trauma that do not resolve quickly ● Develop a referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals ● Examine infrastructure to conduct universal social and emotional screenings ● Establish regular informal check-ins with all students especially in times of virtual learning ● Establish a process to help identify and provide supports to students or staff perhaps at higher risk for significant stress or trauma from COVID-19	Considerations Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19 National Conference of State Legislative: Bridging the Gap to Youth Mental Health California Department of Education: Help for Students in Crisis Child Trends: Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic National Alliance of Mental Illness: How to Ease Children's Anxiety About COVID-19 Thrive With Your Family Conversations with Common Sense COVID-19 Edition	
Related Service Providers		
● Review Speech Language Pathologists caseloads. It is recommended for SLPs to have a caseload of 55 students/40 in preschool	United States Department of Education: Questions and Answers on Providing Services During COVID-19	● Complete 2019-2020 assessments not able to be completed in addition to the 2020-2021 school year assessments ● Allocate time and resources for

● Review Occupational Therapists caseloads. It is recommended for OTs to have a caseload of 45 students ● Arrange for service providers to provide services to students in-person/on-site and through distance learning ● Determine and conduct any private school assessments		tele-service delivery professional development opportunities for service providers
Legal Ramifications		
● Remain informed and compliant with changing laws		● Determine the need for additional legal counsel/guidance to assist with filings related to COVID-19
Cleaning		
● Arrange for cleaning of equipment and devices, including roller boards, slant boards, button devices, wheel chairs, standers, markers, mini white boards, trays, sensory items, seat back storage bags, iPads, AAC devices	Centers for Disease Control and Prevention: K-12 School and Child Care Programs	
Short-Term Residential Therapeutic Program and Parent Privately Placed Students		
● Conduct any needed assessments ● Schedule and hold IEP meeting ● Arrange for district-site check-ins ● Arrange for consultation minutes for privately placed students		
Early Intervention		
● Consider ratios and social distancing guidance, social skills required of typically-developing peers, health and safety precautions when providing meals and snacks to preschoolers, social distancing in centers, and circle time, and the impact of social distancing on goals that call for growth in social skills. ● Smaller size of physical classroom (i.e. built in offices for related services) limit opportunities for social distancing ● Students often seek oral sensory feedback by putting non-edible objects in their mouth which	Division for Early Childhood of the Council for Exceptional Children: Resources to Support Early Intervention and Early Childhood Special Education During the COVID-19 Outbreak Early Intervention Technical Assistance Portal: Resources to Support EI Work During COVID-19 National Association for the Education of Young Children:Coping with COVID-19 Centers for Disease Control and	● Develop a schedule for increased, routine cleaning and disinfection ○ Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school ○ Use of shared objects (e.g., art supplies, toys, games) should be limited when possible, or cleaned between use ● Use of shared objects (e.g., art supplies, toys, games) should be limited when possible, or cleaned between use ● Discourage sharing of items that are difficult to clean or disinfect.

requires additional sanitizing and disinfecting procedures ● Consider the students' willingness to wear and the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics ● The Early Intervention program currently operates two class cohorts daily (AM class and PM class) ● Determine service needs and capacity of EI program to prioritize use of service delivery personnel to include: ○ Identifying the children who may need (re)evaluation or assessment (for eligibility, outcomes determination, changes in ongoing service delivery) ○ Identifying which families will need IEP meetings to determine what service changes are needed ● Identifying which families will continue remote service delivery for which services and at what level of intensity ● Identify and provide additional supports (e.g., technology, guidance, handouts) needed to engage children and families in remote service delivery ● Include individual family voices and preferences in making service delivery decisions	Prevention: Coronavirus Disease 2019: Childcare, Schools, and Youth Programs	● Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas. ● Ensure adequate supplies to minimize sharing of high touch materials to the extent possible ● Allocate and assign staff based on enrollment that follows CDC and Marin County Health cohort guidelines ● Plan for substitute teaching staff who are appropriately credentialed to deliver instruction to students with disabilities ● Some students may have needs that require hands-on/direct contact (e.g.. diapering, toileting, appropriate hand washing) ○ Gowns ○ Gloves ○ Goggles ● Support when students with sensory needs or developmentally can't understand in order to comply with public health measures (mask-refusal, unable to socially distance)
Inclusive Classrooms		
● Inclusive practices ○ Consultation ○ Monitoring ○ Push-in/Pull-out	Faculty Focus: How to Build Inclusive Practices in Education	
Social-Emotional Behavior		
● Develop a systematic way of assessing students' social emotional needs upon re-entry ● Assess students' general well-being in terms of:	National Association of School Psychologists: School Reentry Considerations Supporting Student Social and Emotional Learning and Mental and Behavioral Health	● Plan for sanitization of: sensory area, small group, and rotating table ● Utilize District Behavioral Health Specialist

○ food and housing security ○ sense of belonging ○ safety at school ○ readiness to learn ○ physical/mental health needs ● Follow MTSS Framework ● Teach SEL Curriculum ● Ensure for peer modeling ● Crisis Response ○ Ensure staff are able to be trained (e.g. CPI) ○ Increase staff's skills in verbal de escalation and recognizing signs of anxiety ○ Ensure there is sufficient staff trained in crisis management in cohorts to help eliminate cross contamination ○ Provide time for crisis debriefing ○ Ensure that additional cleaning/sanitization items are available as crisis response canbreak social distancing norms as well as transmission of bodily fluids	Amidst COVID-19 California Department of Education: Multi-Tiered System of Supports Understanding, Measuring, and Addressing Student Learning Needs During COVID-19 Recovery Devereux Advanced Behavioral Health: Center for Resilient Children Aperture Education: Successful and Sustainable Crisis Prevention Institute: Resources Second Step: Social Emotional Learning	● Schedule, plan, and allocate training materials for Crisis Prevention and Intervention Training

Adaptable Schedule Models

 Adaptable Schedule Models	Providing a high quality instructional program by equitably meeting student needs while adhering to COVID-19 health guidelines: • Spur ideation and innovation • Equitable systems and structures • Adjusting to stakeholder input • Staffing capacity and structures • Resources

The purpose of this section is to provide sample schedules and options that aim to advance NUSD's ability to equitably meet student needs while adhering to COVID-19 health guidelines. The intention is that these examples will spur ideation and innovation during this unique opportunity to design more equitable systems and structures. These examples will have to be adjusted to reflect NUSD's stakeholder input, staffing capacity, and resources. As NUSD finalizes the models which will work best for our students, families and staff, we emphasize these considerations in that process:

- **A new paradigm**. Avoid dwelling on how things were done previously to focus on how they need to be done now.
- **Community.** Be innovative in new ways to help students stay connected to their schools. Options could include:
    - Assigning support staff to check in on students on their off-campus days
    - Keep elementary students with their teachers from last year ("looping")
    - Live Streaming morning meetings or the school news channel so off-campus students can see them
    - Mentor groups, extra-curricular activities reimagined
    - Physical Education (PE), Career Technical Education (CTE) or Visual and Performing Arts (VAPA) could be done in the late afternoon or possibly on Saturdays.
- **Consistency**. When students are on site, maintain consistent and predictable schedules as much as possible.
- **Equity.** Design solutions to serve those with unique needs:
    - *Maximize the time teachers are in contact with students*
    - Support our students at risk: English Language Learners, Students with Disabilities, etc.
    - Challenge our high academic students
    - Engage our students with the electives they love

Our local, Novato Priorities. Through surveys, Thoughtexchange, emails and Task Force participants, our community spoke loudly on the following topics relating to the schedule (Appendix A):

- **Be mindful of the mental health of both our students and staff, by crafting schedules which are manageable in these difficult and stressful times.**
- **Maximize the amount of time students are with classroom teachers in person.**
- **Ensure student access to the maximum amount of Physical Education and Visual and Performing Arts courses possible during the school year.**
- **Ensure advanced placement (AP) students have maximum opportunities to prepare themselves for competitive college admissions.**
- **Ensure struggling students have increased time with educators to ensure all students succeed regardless of home supports.**
- **Guarantee easily accessed educational solutions for students in the event of a shut down or the need to isolate.**

****UPDATES 7/23****

On June 25th, AB-77, told schools to "*offer in-person instruction to the greatest extent possible*".

On June 29th, the American Academy of Pediatrics' issued guidance which strongly advocates "*that all policy considerations for the coming school year should start with a goal of having students physically present in school*." Pediatricians caution that distance learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues.

On June 29th, Senate Bill 98 passed clarifying instructional minutes. And stating that distance learning must include the following minimum components:

(1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
(2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
(3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
(4) special education, related services, and any other services required by a pupil's individualized education program;
(5) designated and integrated instruction in English language development; and
(6) daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)

On July 17th Governor Gavin Newsom, issues orders in response to the summer surge in coronavirus cases, stating that schools will remain closed in 32 counties (including Marin) on the state's COVID-19 monitoring list.

Online Learning/ Independent Studies		
Best Practices	Supporting Resources	Actions
Integrate high quality **digital instructional materials** to enable and enrich student learning. Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience. Design experiences using research-based design principles, such as **Universal Design for Learning** (UDL), that improve access to learning for all participants. Curriculum matters. Ensure content aligns with the NUSD **Essential Standards** and includes provisions for both intervention and accelerated learning opportunities. Learning modules must be tightly designed and focused on students mastering these standards. NUSD designed **Proficiency Scales** will support this focus. Establish uniform expectations for instruction and students to ensure consistency and clarity. Equity and access for special populations	Google classroom APEX online curriculum National Standards for Quality Online Education Equity and Access in Online Education	Determine the need for orientations for parents, students and staff Purchase of any digital curriculum, ensure 1:1 devices grades 3-12 Use Google Classroom to facilitate standardized delivery of instruction for students Establish uniform expectations for students and staff to ensure consistency Professional learning for staff to assist in identification of students in crisis Allocate funding for online curricular resources Ensure wifi is available to all students and provide timely IT support Explore open source materials
Hybrid Learning		
Best Practices	Supporting Resources	Actions
Utilize strategies such as **"flipped classroom"** learning to deliver direct instruction remotely, and when students are together, provide engaging high quality review of learning and preview of what is to come. Curriculum matters. Ensure content aligns with the NUSD **Essential Standards** and includes provisions for both intervention and	Flipped Classroom Guidance Beginners Guide to Flipped Classroom Blended Learning Guidance Distance Learning Resources Blended Models Creating Hybrid Schedules	Immediately begin running schedules for the new model selected Provide orientations for parents, students and staff Develop plans within the schedule to group students to efficiently deliver Tier 2/3 interventions Ensure wifi is available to all

accelerated learning opportunities. Learning modules must be tightly designed and focused on students mastering these standards. NUSD designed **Proficiency Scales** will support this focus. Include opportunities for both asynchronous and synchronous learning. Focus on equity and access for special populations	Optimal Scheduling for Secondary Proficiency Based Education Resources for NUSD	students and provide timely IT support as online Google Classrooms will continue throughout Provide resources to staff to aid in compressing their courses to fit the model selected Flexibility is required from state on required instructional minutes (including PE)

Hybrid Learning Recommended Scheduling:

After in depth analysis, stakeholder input and several evening and online discussions, the Task Force arrived at unified support of the schedules below. In analysis of over ten schedules (Appendix B), each scenario came with pros and cons.

Given our district/site capacity and resources, NUSD will have to adjust the below schedules to adhere to any unknown forthcoming constraints. This may mean school sites will need to have a staggered start/end to the day, staggered homerooms, teachers and students participating in sanitization, and additional time built in for prevention procedures etc.. Hybrid Master Scheduling to meet all student needs will be challenging. Scheduling using a small school within a school could address most of those needs. Most student scheduling systems allow for this variation.

It is important to note that in these unique times, our NUSD community must come to terms with the fact that there will be many constraints on schedules, and students may not get a specific desired course during the 2020-2021 year due to these extraordinary circumstances. NUSD will make every effort to rectify this loss in the academic years to come.
In addition, the Re-entry Task Force strongly recommends that technology upgrades scheduled for secondary schools be prioritized to ensure ease and access of digitals tools as teachers travel from classroom to classroom.

NUSD will have an online learning option for all our families K-12. Our NUSD online academy will be offering yearlong remote learning for students.

****UPDATES 7/23****

NUSD Virtual Learning Academy

- Our mission is to provide students with a high quality virtual learning experience that enables them to meet their educational potential
- We believe that students deserve personalized learning.
- We believe that we can expand the NUSD learning experience to fit a variety of situations and timeframes.
- We believe that community building and relationships are essential foundations for students and families.
- We believe that we can expand the horizons of learning for our students to the outer limits of their dreams

NUSD Virtual Learning Academy is a fully remote educational opportunity for students in kindergarten through twelfth grade. It is an online community of learners composed of students, highly qualified credentialed teachers, and two administrators. The NUSD Virtual Learning Academy offers differentiated instruction, virtual learning opportunities, and parent involvement.

What is the Virtual Learning Academy?

- A redesigned virtual instructional approach built from the ground up (not the same remote learning method that was used in the spring)
- A traditional school calendar and daily class schedules
- A school that will not be impacted by future state mandates related to COVID-19 and the AB-77 requirements to return to in-person instruction
- An entirely online experience and learning structure with access to virtual collaboration tools
- Focused instruction on core academic areas, state-mandated content, and graduation requirements
- Limited access to electives, Advanced Placement® courses, honors, dual credit, and/or special programs (No STEM Academy, MSA, or Lynwood Dual Language Program)
- An appropriately-endorsed, dedicated virtual learning teacher (not necessarily from your child's homeschool)
- Limited opportunities to participate in athletics, fine arts, and extracurricular activities which offer virtual participation

The NUSD standards for our distance learning program will include:

- **daily video conferencing** for lessons online learning opportunities totalling **4 hours of instruction and learning activities each day**.
- clearly stated educational goals aligned with the Common Core Standards and Content Standards and include provisions for both intervention and accelerated learning opportunities.
- clearly organized course offerings in a way that students can easily navigate.
- quality instructional materials to enable and enrich student learning
- regularly evaluated technology that supports the learning goals and enhances the learning experience.
- opportunities that support active learning.
- a variety of activities that include options for in-depth learning through authentic problem solving and experience.
- research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants.
- opportunities for both asynchronous and synchronous learning.

Any student not enrolled in the Virtual Learning Academy will be participating in the efforts to return to in-person learning throughout the 2020-21 school year.

RECOMMENDED ELEMENTARY SCHEDULE

Elementary School

Weekly hybrid of in-person and available independent learning

- Daily schedules will be determined by each school to meet individual site needs.
- Families will need to have safe spaces for siblings to wait for others in different groups

Elementary IN-PERSON Recommended Schedule:

<table>
<tr><th>TK, K, 1</th><th>5, 3</th><th>2,4</th></tr>
<tr><td>8:20-10:20
Instruction</td><td>8:20-10:35
Instruction</td><td>8:20-11:05
Instruction</td></tr>
<tr><td rowspan="2">Recess 10:20-10:50</td><td>10:35-10:50
Bagged Lunch in Room</td><td rowspan="2">11:05-11:20
Bagged Lunch in Room</td></tr>
<tr><td>10:50-11:05
Bagged Lunch in room</td><td>Recess 10:50-11:20</td></tr>
<tr><td rowspan="2">(K 11:05-12:20)
11:05-12:55 (1st)
Instruction</td><td rowspan="2">11:20-12:55 (3rd)
11:20-12:50 (5th)
Instruction</td><td>Recess 11:20- 11:50</td></tr>
<tr><td>11:50-12:55 (2nd)
11:50-12:50 (4th)
Instruction</td></tr>
<tr><td colspan="3">Students return home to complete 30 minutes of online learning</td></tr>
<tr><td colspan="3">At minimum 10 minutes on Google Classroom as directed by homeroom teacher</td></tr>
<tr><td colspan="3">30 minutes of remote PE, Art or Music</td></tr>
</table>

Elementary Recommended HYBRID:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-1:20 (staggered start times based on RETURN schedule)	Cohort A In-person instruction	Cohort A In-person instruction	MTSS In-person instruction: Small Groups	Cohort B In-person instruction	Cohort B In-person instruction
8:40-1:20 Simultaneous Remote Learning	Cohort B Remote instruction	Cohort B Remote instruction	Remote instruction	Cohort A Remote instruction	Cohort A Remote instruction
Online Content	Art / PE	Art / PE	Art / PE	Art / PE	Art / PE

Elementary Recommended REMOTE:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-1:20 Homeroom teacher ELA, Math, etc.	Live instruction from Homeroom teacher every day (taking time for recess, breaks and lunch) **TASK FORCE WORKING ON DETAILS TO BE RELEASED BEFORE AUGUST 8***				
Online Content	Art / PE	Art / PE	Art / PE	Art / PE	Art / PE

Considerations:

- Teacher exposure is high (seeing all students each week) so preventative practices need to be in place.
- Communication to students and parents about what is different and identifying new expectations from all within the site community is key.
- Capacity for students, especially younger students, to complete independent learning.
- Review class sizes for teachers on a remote learning model.
- Review recess and lunch logistics and cost.

RECOMMENDED MIDDLE SCHOOL SCHEDULE

Middle School Block Schedule
6 Year-long courses, 3 periods daily on alternating A/B Days

Students attend 3 classes daily, excused at lunch
Teachers teach 3 courses daily
Students stay in the same classroom every day they attend--teachers travel to different rooms to provide instruction.

Middle School **students are enrolled in at least 5-6 courses each semester.** Students are assigned a classroom for the semester. Course assignments and course work should remain on Google Classroom to be able to respond to any closures or disruptions to schooling.

- To achieve small class sizes, teachers must teach 3 courses daily, this results in each course having approximately **23-25 students** per course.
    - If small groups are required: these will be split into cohort A & cohort B of 12-14 students each attending on a rotating schedule.
- Class periods will be **60 minutes**, and focus on essential standards
- Each teacher would have around **125-130 students each semester** (currently teaching 150)
- 1 Teacher would result in close to **130 students taught** during the year
- Each student would take up to **6 courses**. Students can opt to take only 5 courses if they are

fulfilling all their middle school requirements.

- Specific classes would have staggered start times in the morning. Art, PE or other hands-on courses *could* be taught in an afternoon block, but must retain the morning cohort grouping of students.

Middle School IN-PERSON Recommended Schedule:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	1st Period	4th Period	1st Period	4th Period	1st Period
10:15-11:15	2nd Period	5th Period	2nd Period	5th Period	2nd Period
11:30-12:30	3rd Period	6th Period	3rd Period	6th Period	3rd Period
12:30-1:00	Intervention MTSS				
Grab and Go Lunch Students return home to complete 30 minutes of online learning					
10 minutes remote learning	4th Period	1st Period	4th Period	1st Period	4th Period
10 minutes remote learning	5th Period	2nd Period	5th Period	2nd Period	5th Period
10 minutes remote learning	6th Period	3rd Period	6th Period	3rd Period	6th Period

- On PE days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- In 25 day cycle, student is with one course teacher 60 minutes daily or 750 minutes (**12.5 hours per course**) *

*Current MS schedules in a 25 school day cycle, student is with one course teacher 1,220 minutes (20.33 hours).

Middle School Recommended HYBRID:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	1st Period ▲ Live instruction	4th Period ▲ Live instruction	MTSS Small Groups	1st Period Live instruction	4th Period Live instruction
10:15-11:15	2nd Period ▲ Live instruction	5th Period ▲ Live instruction		2nd Period Live instruction	5th Period Live instruction
11:30-12:30	3rd Period ▲ Live instruction	6th Period ▲ Live instruction		3rd Period Live instruction	6th Period Live instruction
STUDENT CO-HORTS: ▲					
9:00-10:00 Remote Learning	1st Period Live instruction	4th Period Live instruction	1st Period 2nd Period	1st Period ▲ Live instruction	4th Period ▲ Live instruction
10:15-11:15 Remote Learning	2nd Period Live instruction	5th Period Live instruction	3rd Period 4th Period	2nd Period ▲ Live instruction	5th Period ▲ Live instruction
11:30-12:30 Remote Learning	3rd Period Live instruction	6th Period Live instruction	5th Period 6th Period	3rd Period ▲ Live instruction	6th Period ▲ Live instruction

Middle School Recommended REMOTE:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00	1st Period Live instruction	4th Period Live instruction	1st Period Live instruction	4th Period Live instruction	1st Period Live instruction
10:15-11:15	2nd Period Live instruction	5th Period Live instruction	2nd Period Live instruction	5th Period Live instruction	2nd Period Live instruction
11:30-12:30	3rd Period Live instruction	6th Period Live instruction	3rd Period Live instruction	6th Period Live instruction	3rd Period Live instruction
10 minutes remote learning	4th Period remote learning	1st Period remote learning	4th Period remote learning	1st Period remote learning	4th Period remote learning
10 minutes remote learning	5th Period remote learning	2nd Period remote learning	5th Period remote learning	2nd Period remote learning	5th Period remote learning
10 minutes remote learning	6th Period remote learning	3rd Period remote learning	6th Period remote learning	3rd Period remote learning	6th Period remote learning

RECOMMENDED HIGH SCHOOL SCHEDULE

High School Block Schedule
4 Course each semester, 2 courses taught daily on alternating A/B Days
Students attend 2 classes daily, excused at lunch
Teachers teach 2 intensive and compressed courses dail
Year long courses being compressed and taught within one semester

High School **students are enrolled in at least 3-4 courses each semester.** Students are assigned a classroom for the semester. Course assignments and course work should remain on Google Classroom to be able to respond to any closures or disruptions to schooling.

- To achieve small class sizes, teachers must teach 4 courses daily, this results in each course having approximately **23-25 students** per course.
    - If small groups are required: these will be split into cohort A & cohort B of 12-14 students each attending on a rotating schedule.
- Class periods will be **90 minutes**, and focus on essential standards
- Each teacher would have around **100-105 students each semester** (currently teaching 150)
- 1 Teacher would result in close to **200 students taught** during year
- Each student would take up to **4 courses** to complete each semester. Students can opt to take only 3 courses if they are fulfilling all their graduation requirements.
- Specific classes would have staggered start times in the morning. CTE, Art, PE 9 or other hands-on courses *could* be taught in an afternoon block, but must retain the morning cohort grouping of students.
- Possible based on County Health Orders that students stay in the same classroom every day they attend--teachers travel to different rooms to provide instruction.

High School IN-PERSON Recommended Schedule

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-10:10	1st Period	3rd Period	1st Period	3rd Period	1st Period
10:25-11:55	2nd Period	4th Period	2nd Period	4th Period	2nd Period
11:55-12:20	Intervention MTSS				
Grab and Go Lunch for students Students return home to complete 30 minutes of online learning					
15 minutes remote learning	3rd Period	1st Period	3rd Period	1st Period	3rd Period
15 minutes remote learning	4th Period	2nd Period	4th Period	2nd Period	4th Period

- Attention would need to be paid for variations in math levels and Honors/AP courses.
- PE 2 would need to be done remotely to achieve low course numbers in PE 9.
- On PE 9 days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- Additional electives for students seeking more courses, could be accessed through College of Marin courses under dual-enrollment policies.
- In 25 day cycle, student is with one course teacher 90 minutes daily or 1,125 minutes (**18.75 hours per course**) *

*Current HS schedules in a 25 school day cycle, student is with one course teacher 1,200 minutes (20 hours). However keep in mind that this tied to a year long course experience as opposed to a semester course.

High School Recommended HYBRID:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-10:10 Live Instruction	1st Period ▲	3rd Period ▲	1st Period ▲	3rd Period ▲	1st Period ▲
10:20-11:55 Live Instruction	2nd Period ▲	4th Period ▲	2nd Period ▲	4th Period ▲	2nd Period ▲
11:55-12:20 Live Instruction	Intervention MTSS				
Cohorts alternate on and off on a weekly basis: ▲					
8:40-10:10 Remote Learning	1st Period	3rd Period	1st Period	3rd Period	1st Period
10:25-11:55 Remote Learning	2nd Period	4th Period	2nd Period	4th Period	2nd Period

High School Recommended REMOTE:

DRAFT	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-10:10	1st Period	3rd Period	1st Period	3rd Period	1st Period
10:25-11:55	2nd Period	4th Period	2nd Period	4th Period	2nd Period
11:55-12:20	Intervention MTSS				
15 minutes remote learning	3rd Period	1st Period	3rd Period	1st Period	3rd Period
15 minutes remote learning	4th Period	2nd Period	4th Period	2nd Period	4th Period

While the recommended schedule solves a majority of the issues we will face in the fall, our task force team acknowledges the following areas of concern to keep in mind while scheduling:

- AP teachers may want to offer a second semester AP review course with other AP teachers to boost time with students and review for exam
- Teachers of foreign language and math may have concern about not seeing students every day
- High school teachers may need support to implement instructional practices and offer a compressed curriculum
- To prepare for end-of-year state assessments or Advanced Placement tests, students may need to have scheduled opportunities to review course content covered in the first semester
- Special Education and ELL students could be confined to non-diverse groupings if the scheduling is not done in a thoughtful or creative manner

Return to Larger In-Person Groupings		
Best Practices	Resources	Timeline
Ensure stable usage of established, clearly stated educational goals and learning outcomes to ensure continuity of learning. As long as the situation remains unstable, it is important to continue learning modules online to ensure students can continue progress regardless of delivery mode of instruction. This is also important as some families may continue to elect to keep students at home due to safety concerns. Equity and access for special populations	The Return: Guidance Document by John Hopkins	Ensure there are systems in place to facilitate a return to in person instruction. Important to identify students who need acceleration strategies. Provide additional supports for students to address academic needs.

Planning for the Educational Structures After COVID-19

As a final recommendation, the Task Force has one more schedule recommendation. As NUSD returns to in-person learning, we may wish to consider maintaining the block structure for high school, but offering 5 courses on the block. The 4X5 Schedule would reintroduce a prep period for teachers and students would be able to take up to 5 classes. This would also allow for the reintroduction of office hours to enable students to receive targeted support.

COVID-19 has brought the message home: students and teachers need access to high-quality, sequenced, and knowledge-rich materials in every subject—and during dramatic disruptions, even more so. Moreover, school systems need assessments that not only inform differentiated instruction, but also help mitigate the kind of confirmation bias that often leads to lowering expectations for what historically disadvantaged students can achieve.

The Importance of Fostering Trust and Innovation in Uncertain Times

When so much is beyond our control, and we are all experiencing stress, loss and feelings of powerlessness, what skills can we call upon as a community to successfully maneuver and survive the turbulence? Renown systems-thinker Margaret Whearty has said:

> There is a great paradox that points to the hopeful path ahead. It is possible to prepare for the future without knowing what it will be. **The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.**

The remarkable work of our Novato Unified educators and staff throughout the spring of 2020 has been reflective of our trust, commitment, and optimism as a system. When students, parents, teachers, staff, and leaders know they can rely on one another, there is a true sense of community. And when there is a true sense of community, there is a true sense of purpose. And when there is a true sense of purpose, it is extraordinary how much we can achieve together.

In order for NUSD to counter the negative organizational dynamics stimulated by the stress and uncertainty of this time, we must give full attention to the quality of our relationships. Nothing else works, no new tools or technical applications, no redesigned organizational chart. **The solution is each other.** If we can rely on one another, we can not only survive---we can thrive.

In the midst of a crisis, it can be hard to even think about recovery. However, the vital work ahead will be about **healing, recouping learning, restoring community, reflecting** on what happened, and ultimately making a key choice: how much energy will we devote to resuming school as it was vs. **rethinking** what it could be? This choice point may represent one of the most important moments of leverage for altering the trajectory of schooling in Novato, and in America.

NUSD GRADUATE PROFILE

COMMUNICATOR

- Listens actively
- Expresses thoughts and ideas clearly
- Supports claims and ideas with valid evidence
- Engages an audience appropriately
- Willingness to engage in difficult conversations

CRITICAL THINKER

- Uses evidence and reasoning to guide decision making
- Analyzes digital and print sources to determine validity and biases
- Synthesizes existing and new knowledge to generate creative solutions and ideas
- Recognizes multiple ways of solving problems

COLLABORATOR

- Contributes to the success of a team
- Takes ownership for responsibilities within a team
- Maintains a positive and empathetic attitude

CONSCIENTIOUS LEARNER

- Sets and monitors goals for continuous growth
- Manages time effectively
- Embraces challenges with a growth mindset
- Advocates for self and takes responsibility for learning
- Practices self-reflection and self-regulation

CULTURALLY COMPETENT

- Engages in ongoing cultural self-awareness
- Understands global worldviews
- Takes action to contribute positively to the local, national, and/or global community
- Seeks and considers multiple perspectives

CHARACTER

- Possesses strong values and takes appropriate action
- Models integrity and honesty
- Respects others

NOVATO UNIFIED SCHOOL DISTRICT
Engage. Inspire. Empower.

Appendix A:

Thoughtexchange Summary Report

Thoughtexchange is a crowdsourcing platform that allows community members to share their thoughts and ideas on a specific topic. It is a unique two-way process where a participant confidentially shares an idea or thought to an open-ended question and then allows them to Star other thoughts on a scale of 1-5 Stars.

The Novato Unified School District launched two Thoughtexchanges about Returning to School:

June 4, 2020, to June 10, 2020, with the prompt:

> **What are some of the most important considerations NUSD needs to think about as we prepare to re-open schools in August?**
> Click here to review a summary report of the thoughts and themes.

June 30, 2020 to July 17, 2020, with the prompt:

> **What thoughts and questions do you have about our Return to School Plan?**
> Click here to review a summary report of the thoughts and themes.

NUSD had an incredible response and we thank everyone who participated.

June 4, 2020, to June 10, 2020:

What are some of the most important considerations NUSD needs to think about as we prepare to re-open schools in August?

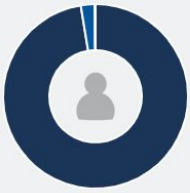
A brief overview is below:

What did the participation look like?

On average, participants Star between 20-30 thoughts. Participants on this Exchange averaged placing a Star on 65 thoughts!

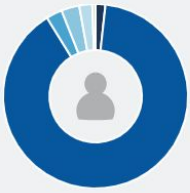
Who participated?

Participation languages



%		
97%	(2396)	English
3%	(60)	Spanish
0%	(1)	Vietnamese
0%	(1)	Unknown
0%	(1)	Unknown

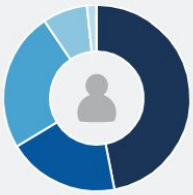
Please identify yourself:



%		
2%	(39)	Student
89%	(2044)	Parent
3%	(64)	Grade TK-5 Certificated staff
3%	(72)	Grade 6-12 Certificated staff
2%	(52)	Classified staff
1%	(13)	Administrator/Management

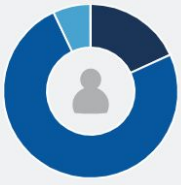
A review of the Survey questions:

With the knowledge you have now on how school may look in August, how likely are you to send your child or willing to work at school for the 2020-2021 school year?

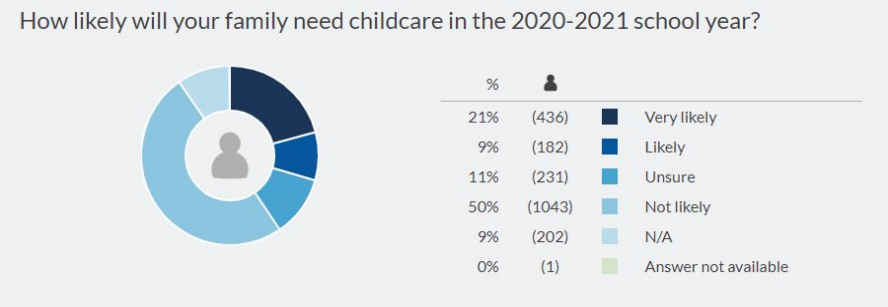


%		
47%	(993)	Very likely
19%	(409)	Likely
24%	(512)	Unsure
8%	(164)	Not likely
2%	(35)	N/A
0%	(1)	Answer not available

I would prefer my child to participate in distance or remote learning exclusively for the 2020-2021 school year?

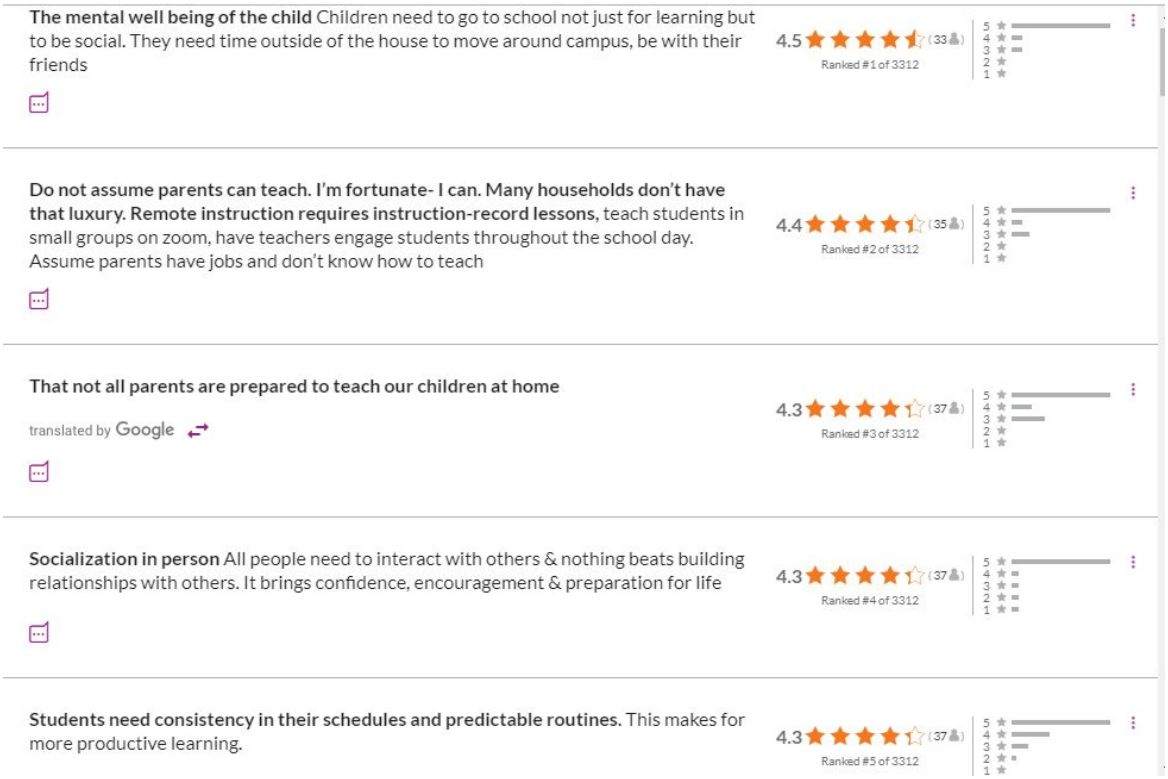


%		
18%	(379)	Yes
75%	(1564)	No
7%	(145)	N/A
0%	(1)	Answer not available



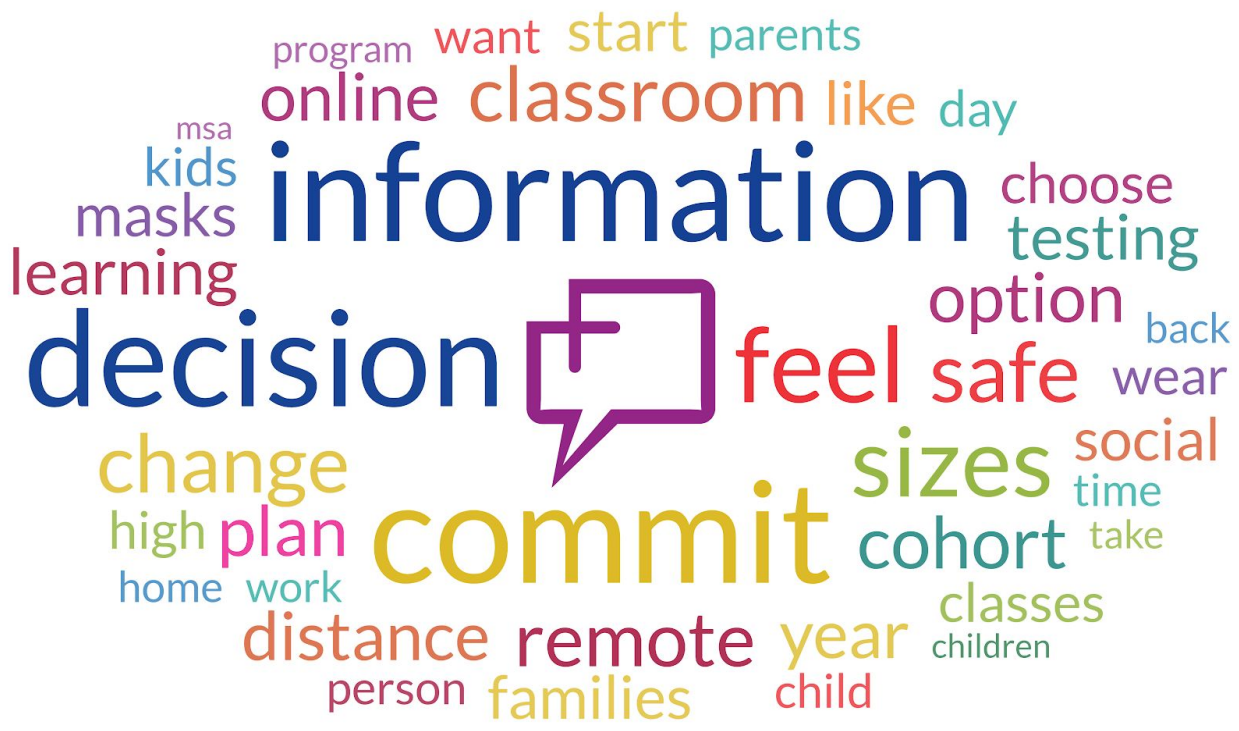
Among the top considerations for re-opening schools are the mental wellbeing and socialization for children and people and predictable schedules for students and parents/guardians that are working.

Below are the Top 5 Highly Ranked Thoughts:



June 30, 2020 to July 27, 2020:

What thoughts and questions do you have about our Return to School Plan?



A brief overview is below:

What did the participation look like?

On average, participants Star between 20-30 thoughts. Participants on this Exchange averaged placing a Star on 97 thoughts!

Who participated?

– Participation languages

%		
96%	(688)	English
4%	(30)	Spanish
0%	(1)	Japanese

– Please identify yourself:

%		
4%	(23)	Student
87%	(551)	Parent
3%	(21)	Grade TK-5 Certificated staff
4%	(26)	Grade 6-12 Certificated staff
1%	(7)	Classified staff
1%	(4)	Administrator/Management

Among the thoughts and questions was the request for more information and a detailed plan on remote learning.

Below are 3 of the Highly Ranked Thoughts:

Please provide a more detailed plan for what remote learning will look like. We cannot be expected to blindly make this decision in 10 days.

4.5 ★★★★½ (41) Ranked #2 of 1264

The plan outlines more than 2 options. Can we please get a more specific summary of each option so we can know what we are being asked to commit to? You are asking us to make a full-year commitment in 10 days without clearly identifying the scope of the options.

4.4 ★★★★½ (44) Ranked #3 of 1264

We NEED more details! It is impossible to choose between the two options when effectively NO detail has been given about either option.

4.4 ★★★★½ (43) Ranked #4 of 1264

Appendix B:

Other Hybrid Schedules Considered by Task Force

HIGH SCHOOL

Recommendation A for High School Block: 3 x 3 Schedule
(Students attend part of day 3 days on, 3 days off, Teachers teach 3 hybrid courses)

Secondary students are enrolled in at least 3 courses each semester. These sections will be small and will be split into two smaller groups. Each group attends school for three days in a row within their cohort. These students then have 3 days to participate in at home online schooling on google classroom. The school schedule is broken up into three staggered blocks.

Secondary schools will need to create staggered blocks of students at each grade level. Mode of instruction is hybrid with some direct instruction using the flipped classroom principles and online learning at home.

- Each course would have approximately **23-25 students**, (if needed) these will be split into cohort A & cohort B of 12-14 students each
- Specific classes would have staggered start times in the morning. CTE, Art, PE 9 or other hands-on courses could be taught in a 2 hour afternoon clock.
- Each teacher would have around 75-80 students per semester
- Each students would have **3 courses** to complete each semester
- Attention would need to be paid for variations in math levels and Honors/AP courses.
- PE 2 would need to be done remotely to achieve low course numbers in PE 9.
- On PE 9 days students need to arrive dressed out.
- After the morning session, there is Extended Learning Time before lunch to accommodate intervention for students to ensure students stay on pace.
- Additional electives for students seeking more courses, could be accessed through College of Marin courses under dual-enrollment policies.
- 1 Teacher results in roughly **140 students taught** during year
- In 25 school day cycle, student is with one course teacher 375 -500 minutes (**6.25 to 8 hours per course***)

*Current HS schedules in a 25 school day cycle, student is with one course teacher 1,200 minutes (20 hours)

Recommendation A (Variation #2) High School Block: 4 x 4 Schedule*
(Students attend one block 4 days a week, Teachers teach 2 blocks and have one day a week for Prep for Google Classroom work)

This schedule has a 90 minute morning block followed by a tutorial and sanitation break. This is followed by a 90 minute afternoon block. Students would have 4 days of in-person support and teachers would have **one day of no classes** offered for teachers to prepare.

- Each course would have approximately **23-25 students**, these will be split into cohort A & cohort B of 12-14 students each attending **once a week in either a morning block or an afternoon block**.
- Each students would have **4 courses** to complete each semester
- This would enable students to have **more elective course** in their schedules
- 1 Teacher results in roughly **200 students taught** during year
- In 25 day cycle, student is with one course teacher 360 minutes (**6 hours per course**)

*Note, the Task Force is not confident that the 90 minute classroom clean between cohorts will meet the threshold expected by County Behavioral Health.

We wish to note that the Task Force did consider a variation of the 4x4 in which teachers only teach 3 sections. This model results in class sizes closer to 32 or 34 students. Therefore, this can only be considered in the unlikely event that larger group sizes are permitted by the county Health Department. With physical distancing guidelines in place during the Fall, we believe it would be logistically impossible within this model to achieve guidelines within this model.

MIDDLE SCHOOL

Recommendation B for Middle School: 2x2 Schedule
4 Classes taken for both semesters with PE and Electives online or 1 day per week

Students take 1 in person and 1 remote courses each day for 9 weeks per semester (18 weeks total).

- Teachers would teach 2 hours in morning (Group A in person, Group B online) and 2 hours in the afternoon (Group C in person, Group D online) in a rotating schedule.
- Allow for 50% live instruction in core content areas which is <u>much higher than other models seen.</u>
- <u>In 25 day cycle, student is with one course teacher on average 750 minutes (12.5 hours per course)</u>
- <u>Allows students to have 50% of their instructional time in person.</u>
- To limit contact, PE and Electives could be offered online if health requirements mandate no switching teachers
- Challenging to master schedule with electives included
- Students per Teacher per year is 120:1 (60 at a time) ratio if 15 person cohorts, 160:1 (80 at a time) if 20 person cohorts allowed

Recommendation B Variation #2: (2x2 Block) 6 classes taken for both semesters, <u>1 elective and PE as part of the block</u>

Students do 1 live and 1 remote course each day for 6 weeks per semester (12 weeks total).

- Teachers would teach 2 hours in morning (Group A in person, Group B online) and 2 hours in the afternoon (Group C in person, Group D online) in a rotating schedule.
- Would shorten the hours per class but would still allow for 50% live instruction in core content areas which is much higher than other models seen.
- In 25 day cycle, student is with one course teacher on average 500 minutes (8.33 hours per course)
- Allows students to have 50% of their instructional time in person.
- Easy to create master schedule with electives included
- Students per Teacher per year is 180:1 (60 at a time) per year if 15 person cohorts, 240:1 (80 at a time) per year if 20 person cohorts

Recommendation B Variation #3: (2x2 Block) 4-6 classes taken for both semesters. Students stay in same class and teacher only switches

Students take 2 in person courses each day for 6 weeks per semester (12 weeks total)..

- Teachers would teach 2 periods in the morning 1 hr each, teachers switch rooms and students stay put. Then have 2 periods in the afternoon 1 hr each with different group.
- Would allow the students to have live instruction in both classes each day.
- Remote learning would essentially be like daily homework is now.
- Would have students every day for 6-9 straight weeks. Teachers would only teach 2 preps at a time.
- Would only work if county restrictions allow teacher switching in the same day.
- Easy to create master schedule with electives included

ELEMENTARY SCHOOL

Concept C: Open Schools With Distance Learning

This is an option for LEAs that feel their capacity for ensuring that students are accessing the curriculum remotely is high or improving.

Some LEAs have developed considerable expertise and have the infrastructure to continue to support distance learning for all students.

LEAs will still want to provide professional development opportunities for teachers to develop their expertise as well as monitor student access to technology and wifi.

This might be a more feasible option for some LEAs as they may not have the option of creating staggered schedules or lack classroom space to accomodate for physical distancing.

Variation to C - Flexible "opt in" schedule based on needs of families for schools using a distance learning model.

For some students and families, it will not be an option to learn from home using a hybrid or distance learning model. Some parents and guardians may be essential workers and students will not have the supervision at home to adequately access the curriculum.

Some students and families still do not have access to wifi or devices and need to attend live/in person instruction.
LEA's may want to develop a criteria for identifying these students. A daily schedule could be created to provide live instruction for these students with physical distancing measures in place.

The master schedule will need to be created based on the number of students who qualify under this criteria.

Some teachers may also prefer live teaching and opt to come to campus to provide instruction.

Variation to Concept B - Weekly Staggered Schedule (50/50-students attend 2-3 days a week) if possible

This would be similar to the 30/30/30 model except the classes would be split in half, with one half attending Monday and Wednesday and the other half attending on Tuesday and Thursday. Fridays would be a day off to allow teachers to work on curriculum, create work packets, or districts could use Fridays as a flipped learning option where students access online content in anticipation for the following week. The extra day off would enable custodial staff to deep clean and teachers to meet together to discuss student learning.

On remote learning days students may access online content through a flipped learning instructional model or some other blended learning structure.
Variations could include:

1. Students attend Friday as well (no day off), one group would attend on the first Friday and the second group attends the following Friday and so on.

2. Half day schedule - students go home after lunch. Students on free and reduced lunch can obtain a box lunch prior to going home. Core subjects are taught within a three-hour block.

3. Half day schedules with VAPA/CTE and electives after lunch. For example, for band classes-on Monday woodwinds could report, then on Tuesday, brass instruments. CTE courses could also follow this model after lunch.

Another Variation to Concept B - Weekly Staggered Schedule (20/20/20/20/20 - students attend one day a week)

This model would be the same as above, however, classes would be split into five groups, one for each day of the week. It may be very difficult to achieve this at the secondary level since site administrators would need to create five schools within the school in order to ensure there is no overlap in schedules. It would also depend on FTE allotment and balancing out teacher preps.

A Public Health Guided Return to Site-Based Classroom Instruction

Dr. Matt Willis, Marin County Public Health Officer
and Mary Jane Burke, Marin County Superintendent of Schools

June 18, 2020

The purpose of this document is to provide guidelines to Marin County educational institutions—including public, private, independent and parochial TK-12 schools—to facilitate and return to site-based classroom instruction for the Fall 2020-2021 school year. The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that these guidelines could change as the situation evolves.

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment.
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols.
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health.
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces.
6. Health screening for students and staff are conducted daily for symptoms and history of exposure (links: Daily Health Screening for Students and Daily Health Screening for Staff, and QR Code Check-In System Instructions).
7. Staff and students who are sick are expected to stay home.
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including testing for staff at the beginning of the school year, and then no less than once every two months. This may include testing of students with appropriate parental permissions obtained in advance.

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: Marin County Public Health Protocols & Communication Templates for each scenario):

    a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
    b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
    c. A student or staff member tests positive for COVID-19.
    d. A student or staff member tests negative for COVID-19 after any of the reasons scenarios a, b or c.

10. Where practicable, physical distancing of six feet is maintained between adults and students; four to six feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice.

11. For elementary schools, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts.

12. For middle and high schools, larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding schoolwide mixing of students and staff.

13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.

14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.

15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible.

16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.

17. Congregate movement through hallways will be minimized as much as practicable.

18. Large gatherings (i.e., school assemblies) are currently prohibited.

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.

20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.

21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.

22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.

23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.

24. All staff as well as all students TK-12th grade are required to wear face coverings while in the classroom and on campus, unless there is a medical or behavioral contraindication.

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.

27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.

28. Use of privacy boards or clear screens will be considered as much as practicable.

29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.

30. A School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Resource Documents:

- Marin County Public Health and Human Services
- Marin County Office of Education: Rethinking Schools
- California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs
- Center for Disease Control - Schools Decision Tree
- California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

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For Immediate Release

July 22, 2020

State Outlines Path to Resume Classroom Learning

TK-12 students in Marin County to begin school year with distance learning

San Rafael, CA – On July 17, Governor Gavin Newsom announced plans for how TK-12 public, private, independent and parochial students across California will begin the new school year in light of rising COVID-19 infections. The plan focuses on the use of local data to determine when students can safely return to classroom-based instruction. Most importantly, counties on the state's monitoring list, Marin County included, are required to implement distance learning until the data shows infection rates are under control.

In addition to the Governor's announcement, the California Department of Public Health (CDPH) issued a Framework for K-12 Schools in California that clearly defines reopening criteria for in-person learning centering on the state's monitoring list. The framework includes guidance for schools about COVID-19 testing frequency for staff and how to respond in the event of an exposure by a student or staff member.

The state's guidance does not apply to summer classes, camps, day care and sports practices that can operate under the Marin's existing Public Health Guidance.

As of July 20, more than 30 counties in California were on the state's monitoring list due to elevated disease transmission rates and/or hospitalized patients or limited hospital capacity. Marin County met the threshold for elevated disease transmission on at 185.2 cases per 100,000 residents. To reopen the classrooms to students, counties must be off the monitoring list for at least 14 days. A local health officer may grant a waiver for schools to open for in-person instruction if requested by school leaders in consultation with labor, parent, and community organizations.

"While this information is disappointing, we are prepared for the safe return of students and staff to the classroom where they belong," said Marin County Superintendent of Schools Mary Jane Burke. "In the meantime, we want teachers to prepare by teaching distance learning from their classrooms and working with small groups of students in person to train them on the new protocols so they can begin to become

-more-

accustomed to this new norm when we are ready to open."

"We still think the best place for kids during the school year is in school and remain hopeful that we'll get there eventually," Dr. Matt Willis, Marin County's Public Health Officer. "Doing our part to wear face coverings, practice physical distancing, wash hands frequently, and stay home as much as possible is something we can all do to turn the tide for both our schools and our communities."

The Governor said distance learning practices would include access to devices and connectivity for all students, daily live online interaction with teachers and other students, challenging assignments that are equivalent to in-person instruction and adopted lessons for English language learners and special education students.

"This last period of distance learning emphasized the vast inequities across our county," Burke said. "We cannot let students fall behind academically and must respond to the social and emotional effects of this pandemic. Our students deserve better."

Marin schools closed site-based instruction on March 16 under the recommendation of Public Health to help mitigate the spread of COVID-19. During the remainder of the school year, school districts provided distance learning, regular meals and health care services to students in need.

The Governor emphasized the need for everyone in the state to take action to reduce the spread of COVID-19 by wearing a face covering, washing hands, and physically distancing from each other.

# # #

COVID-19 INDUSTRY GUIDANCE:

Schools and School-Based Programs

Release date: **July 17, 2020**

All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.

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OVERVIEW

Communities across the state are preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim and subject to updates. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff.

California public schools (traditional and charter), private schools (including nonpublic nonsectarian schools), school districts, and county offices of education, herein referred to as schools, will determine the most appropriate instructional model, taking into account the needs of their students and staff, and their available infrastructure. This guidance is not intended to prevent a school from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Schools are not required to seek out or receive approval from a state or local public health officer prior to adopting a distance-learning model.

Implementation of this guidance will depend on local public health conditions, including those listed here. Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations who will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

This guidance is not intended to revoke or repeal any worker rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues.

1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
    - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found here.
    - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found here.
    - Collaborate with other schools and school partners in your region, including the county office of education.
    - Regularly review updated guidance from state agencies, including the California Department of Public Health and California Department of Education.
- Establish a written, worksite-specific COVID-19 prevention plan at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.
    - Identify contact information for the local health department where the school is located for communicating information about COVID-19 outbreaks among students or staff.
    - Incorporate the CDPH Guidance for the Use of Face Coverings, into the School Site Specific Plan that includes a policy for handling exemptions.
    - Train and communicate with workers and worker representatives on the plan. Make the written plan available and accessible to workers and worker representatives.
    - Regularly evaluate the workplace for compliance with the plan and document and correct deficiencies identified.
    - Investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. Update the plan as needed to prevent further cases.
    - Implement the necessary processes and protocols when a workplace has an outbreak, in accordance with CDPH guidelines.
    - Identify individuals who have been in close contact (within six feet for

15 minutes or more) of an infected person and take steps to isolate COVID-19 positive person(s) and close contacts. See Section 10 for more detail.

  - Adhere to these guidelines. Failure to do so could result in workplace illnesses that may cause classrooms or the entire school to be temporarily closed or limited.

- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. *See* Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- Schools should review the CDPH Guidance for the Use of Face Coverings and any applicable local health department guidance and incorporate face-covering use for students and workers into their COVID-19 prevention plan. Some flexibility may be needed for younger children consistent with child development recommendations. See Section 3 for more information.

2. Promote Healthy Hygiene Practices

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
    - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
    - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
    - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
    - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
    - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
    - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
        - Isopropyl hand sanitizers are more toxic when ingested or absorbed in skin.
        - Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
    - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

- Information contained in the CDPH Guidance for the Use of Face Coverings should be provided to staff and families, which discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices the employer has adopted to ensure the use of face coverings.
- Employers must provide and ensure staff use face coverings in accordance with CDPH guidelines and all required protective equipment.
- The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of face coverings and personal protective equipment. Additional information can be found here.
- Strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:
    - Protect the school community
    - Reduce demands on health care facilities
    - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.
- Nothing in this guidance should be interpreted as restricting access to appropriate educational services.

3. Face Coverings

Face coverings must be used in accordance with CDPH guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Teach and reinforce use of face coverings, or in limited instances, face shields.
- Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal, and washing of cloth face coverings.
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.

STUDENTS

Age	Face Covering Requirement
Under 2 years old	**No**
2 years old – 2nd grade	**Strongly encouraged****
3rd grade – High School	**Yes, unless exempt**

**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Schools should offer alternative educational opportunities for students who are excluded from campus.

STAFF

- All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

- Workers or other persons handling or serving food must use gloves in addition to face coverings. Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.

4. Ensure Teacher and Staff Safety

- Ensuring staff maintain physical distancing from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a virtual learning or independent study context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- Implement procedures for daily symptom monitoring for staff.

5. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should clean and disinfect frequently-touched surfaces at school and on school buses at least daily and, as practicable, these surfaces should be cleaned and disinfected frequently throughout the day by trained custodial staff.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to

support disinfection of frequently touched surfaces during the day.

- Frequently touched surfaces in the school include, but are not limited to:
  - Door handles
  - Light switches
  - Sink handles
  - Bathroom surfaces
  - Tables
  - Student Desks
  - Chairs
- Limit use and sharing of objects and equipment, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, clean and disinfect between uses.
- When choosing disinfecting products, use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list "N" and follow product instructions.
  - To reduce the risk of asthma and other health effects related to disinfecting, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - Avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
  - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
  - Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in outside air. Replace and check air filters and filtration systems to ensure optimal air quality.
    - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
- Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

6. Implementing Distancing Inside and Outside the Classroom

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Implement health screenings of students and staff upon arrival at school (see Section 9).

- Ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.

Classroom Space

- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Prioritize the use and maximization of outdoor space for activities where practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
- Activities that involve singing must only take place outdoors.
- Implement procedures for turning in assignments to minimize contact.
- Consider using privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing. In addition, schools can consider eliminating the use of lockers and moving to block scheduling, which supports the creation of cohort groups and reduces changes of classrooms.
- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their cohort groups, ensure physical distancing, and consider assigned seating. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.

7. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, clean and disinfect between uses.

8. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
  - Enhanced sanitation practices
  - Physical distancing guidelines and their importance
  - Proper use, removal, and washing of face coverings
  - Screening practices
  - How COVID-19 is spread
  - COVID-19 specific symptom identification
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
  - For workers, COVID-19 specific symptom identification and when to seek medical attention
  - The employer's plan and procedures to follow when children or adults become sick at school.
  - The employer's plan and procedures to protect workers from COVID-19 illness.
- Consider conducting the training and education virtually, or, if in-person, ensure a minimum of six-foot distancing is maintained.

9. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.
- Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement screening and other procedures for all staff and students entering the facility.

- Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer.
- Ask all individuals if they or anyone in their home is exhibiting COVID-19 symptoms.
- Make available and encourage use of hand-washing stations or hand sanitizer.
- Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found here. As noted in Section 11 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
- If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms.
- Policies should not penalize students and families for missing class.

10. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
    - Fever
    - Cough

    - Shortness of breath or difficulty breathing
    - Chills
    - Repeated shaking with chills
    - Fatigue
    - Muscle pain
    - Headache
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea
    - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.
- Notify local health officials immediately of any positive case of COVID-19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws. Additional guidance can be found here.
- Close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including at least 3 days with no fever, symptoms have improved and at least 10 days since symptoms first appeared.
- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Schools should offer distance learning based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition,

students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as "at-risk" by the parents or guardian, are students whose circumstances merit coffering distances learning.

- Implement the necessary processes and protocols when a school has an outbreak, in accordance with CDPH guidelines.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection. Update protocols as needed to prevent further cases.
- Update protocols as needed to prevent further cases. See the CDPH guidelines, Responding to COVID-19 in the Workplace, which are incorporated into this guidance and contain detailed recommendations for establishing a plan to identify cases, communicating with workers and other exposed persons, and conducting and assisting with contact tracing.

11. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found here.
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent stud

12. Considerations for Reopening and Partial or Total Closures

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. For more detailed direction on measures to be taken when a student, teacher, or staff member has symptoms or is diagnosed with COVID-19, please see the COVID-19 and Reopening Framework for K-12 Schools in California.

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the CDPH Framework for K-12 Schools, and implement the following steps:
    - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
    - Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
    - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
    - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
    - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee's rights to workers' compensation benefits and

presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that Order is in effect.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.

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

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

GAVIN NEWSOM
Governor

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

July 17, 2020

Overview

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

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

In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county[1] monitoring list within the prior 14 days.

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

[1] School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.
[2] A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.

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

GAVIN NEWSOM
Governor

Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

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

Who should be tested and how often?

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

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

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

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

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

GAVIN NEWSOM
Governor

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

	Student or Staff with:	**Action**	**Communication**
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact **(†)** with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts **(†)**, quarantine & exclude exposed contacts (likely entire cohort **(††)**) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.
(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Guidance on School Closure

What are the criteria for closing a school?

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

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

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

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

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

What are the criteria for closing a school district?

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

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

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

State Resources for Case, Contact & Outbreak Investigations

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

Marin County Public Health Protocols on the Onset of Symptoms, Potential Exposure to and/or Close Contact with an Individual Testing Positive for COVID-19 in a School Classroom/Cohort Setting

1

Scenario

A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.

Action

- Student or Staff : Sent home
- Contact Healthcare provider/Public Health for testing
- **Cohort OPEN**

Communication

No action is needed

2

Scenario

A family member or someone in close contact with a student or staff member test positive for COVID-19.

Action

- Student or Staff : Report information to administrator, sent home, quarantine
- Contact Healthcare provider/Public Health for testing
- **Cohort OPEN**

Communication

To: Student Families and Staff
Template Letter:

Household Member or contact w/ C19+

3

Scenario

A student or staff Member tests positive for COVID-19.

Action

- Student or Staff : Report information to administrator.
- Families of Students and Staff: quarantine and contact Healthcare provider/ Public Health for testing
- **Cohort CLOSED for 14 days from last exposure**

Communication

To: Student Families and Staff

- **Phone call** and
- **Template Letter:**

Confirmed C19+ in Cohort

4

Scenario

A student or staff Member tests negative for COVID-19 after any of the reasons in scenarios 1, 2 or 3

Action

- Student or Staff : May return to cohort 3 days after symptoms resolve, however must continue isolation if in contact with C19+ family member
- **Cohort OPEN**

Communication

To: Student Families and Staff
Template Letter:

Negative Test Cohort Member

For more detailed information visit: https://bit.ly/ExposureProtocols
Public Health (415) 473-7191 | COVID19schools@marincounty.org
https://bit.ly/MCOERethinkingSchools

RapidResponse@marinschools.org

Protocolos de Salud Pública del Condado de Marin sobre el inicio de síntomas, exposición potencial y/o contacto cercano con una prueba individual positiva para COVID-19 en un aula escolar o entorno de cohorte

1

Escenario

Un estudiante o miembro del personal exhibe síntomas de COVID-19, responde sí a una pregunta de evaluación de salud o tiene una temperatura de 100.4 o superior.

Acción

- Estudiante o personal: Envíelo a casa
- Póngase en contacto con el proveedor de atención médica o Salud Pública para la prueba
- **Cohorte ABIERTO**

Comunicación

No se necesita ninguna acción.

2

Escenario

Un miembro de la familia o alguien en contacto cercano con un estudiante o miembro del personal dan positivo por COVID-19.

Acción

- Estudiante o personal: Reporte la información al administrador, envíelo a casa, ponga en cuarentena.
- Comuníquese con el proveedor de atención médica o Salud Pública para realizar la prueba.
- **Cohorte ABIERTO**

Comunicación

Para: Estudiantes, familias y personal

Modelo de carta:

Household Member or contact w/ C19+

3

Escenario

Un estudiante o miembro del personal da positivo para COVID-19.

Acción

- Estudiante o personal: Reporte la información al administrador.
- Familias de estudiantes y personal: poner en cuarentena y ponerse en contacto con el proveedor de atención médica o Salud pública para la prueba
- **Cohorte CERRADO por 14 días desde la última exposición**

Comunicación

Para: Estudiantes, familias y personal

- **Llamado telefónico y**
- **Modelo de carta:**

Confirmed C19+ in Cohort

4

Escenario

Un estudiante o miembro del personal da negativo para COVID-19 después de cualquiera de las razones en los escenarios 1, 2 o 3.

Acción

- Estudiante o personal: puede regresar al cohorte 3 días después de que se resuelvan los síntomas, sin embargo, debe continuar el aislamiento si está en contacto con un miembro de la familia C19 +
- **Cohorte ABIERTO**

Comunicación

Para: Estudiantes, familias y personal

Modelo de carta:

Negative Test Cohort Member

Para más información visite: https://bit.ly/ExposureProtocols

Salud Pública (415) 473-7191 | COVID19schools@marincounty.org

https://bit.ly/MCOERethinkingSchools

RapidResponse@marinschools.org

Re-entry to Flexible In-Person Learning Process

Novato Unified School District

415-897-4201

info@nusd.org

START

Has Marin County been on the monitoring list within the last 14 days? COVID19.CA.GOV

YES

NUSD must conduct distance learning only and follow REMOTE SCHEDULE

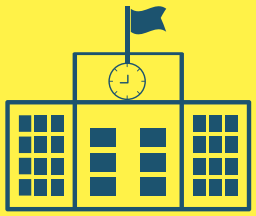
NO

The district may reopen in accordance with Marin County Public Health Guidelines

Superintendent will notify the NUSD community, one week in advance of a return to school.

NUSD will return to in-person learning by starting with the HYBRID SCHEDULE (see re-entry plan)

After 6 weeks of hybrid schedule and only in accordance with Marin County Public Health Guidelines, NUSD may expand to full day in-person schedules (see re-entry plan)



Superintendent will notify the NUSD community, one week in advance of a return to full day RETURN TO IN-PERSON SCHEDULE (see re-entry plan)

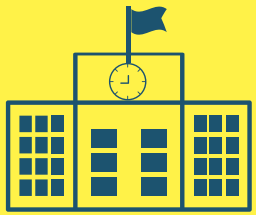
Cohort & School Closure Process

Novato Unified School District

Student or staff with COVID-19 symptoms must be sent home while classroom stays open. Testing for individual is recommended. Is the individual COVID-19 positive?

YES — Notify Public Health, identify contacts, quarantine entire likely cohort for 14 days after the last date the case was present at school. Follow case infection protocols.

NO — Individual may return to cohort 3 days after symptoms resolve; however, must continue isolation if in contact with COVID-19 positive family member.



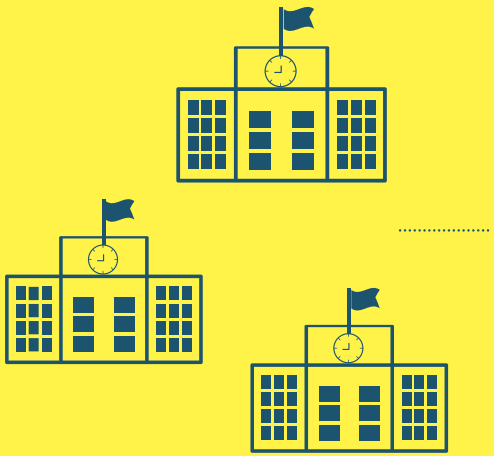
Are there multiple cohorts quarantined at a school? And, does the COVID-19 positive rate exceed 5 percent of the total number of teachers/students/staff within a 14 day period?

YES — Notify Public Health Close in-person learning for 14 days and follow case infection protocols. Re-open in consultation with the local public health department.

NO — School may remain open in consultation with the local public health department as smaller cohorts quarantine.

District Closure Process

Novato Unified School District



Are **25% or more** of NUSD schools closed to COVID-19 within 14 days?

YES

Notify Public Health **close all in-person learning for 14 days.** Follow case infection protocols, re-open in consultation with the local public health department.

NO

District may remain open in consultation with the local public health department.

"Schools that are allowed to open must."
-Governor Newsom- (7/17/20)