

Returning to School (with students)- Phase 1: Safety and Wellness

PROGRAM NAME: Shasta County Independent Study

TEAM MEMBERS: Carie Webb, Jill North, Heather Nichols

Planning for 2020-21	Plan A: All Remote	Plan B: Hybrid (alternating days with cohorts of students)	Plan C: All on campus
<p>Arriving & Picking Up</p> <ul style="list-style-type: none"> • How to communicate with parents about screening at home • Transportation (N/A) • Single point of entry • Minimizing Contact • Symptom Checks (for those who do not look well) • Dismissal procedures 	<p>CDC Guidance/Flyer distributed at orientation Symptoms Screening</p> <p>Weekly communication through Aeries connect and Website Outside gate entry for teaching staff</p> <p>Closure of common areas for staff who remain on campus</p>		<p>CDC Guidance/Flyer distributed at orientation Weekly communication through Aeries connect and Website Students will check in(no touch sign in through card reader)</p> <ul style="list-style-type: none"> • Parents/guardians are to conduct a temperature and symptom check before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home. • Teachers will conduct a visual wellness check as students enter. • Students will be referred to the office for a temperature check if the student reports not feeling well or appears to not be feeling well.
<p>Cleaning / Disinfecting Guidelines</p>			

<ul style="list-style-type: none"> ● Cleaning high touch points (including training) ● Hand Washing routine (both for students and staff) ● Hand sanitizers ● Ventilation in classrooms ● Food service (N/A) 	<p>Doors: 10:00/12:00/2:00 Training : Keenan</p> <p>Staff sanitation/wellness check at time of entry/check in</p> <p>Air Purifiers in all classrooms/office</p> <p>Hand sanitizers placed in office, and outside of all classrooms</p> <p>Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.</p> <p>Staff should use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. 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. 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 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</p>		<p>Cleaning High Touch Point Doors: 10:00/12:00/2:00 Training : Keenan</p> <p>ALL sanitize/wellness check at time of entry</p> <p>Air Purifiers in all classrooms/office</p> <p>Hand sanitizers placed in office, and outside of all classrooms</p> <p>Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.</p> <p>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</p>
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<p>Signs of Illness at School</p> <ul style="list-style-type: none"> Quarantine Room (location and supervision) Training for staff checking symptoms Self Quarantine Process 	<p>Counseling Office</p> <p>Keenan(HR)</p> <p>Self Monitoring Form</p>		<p>Counseling Office</p> <p>Keenan(HR)</p> <p>Self Monitoring Form</p>
<p>Service Providers, Program Personnel, Parent, or any Visitor</p> <ul style="list-style-type: none"> Daily check in procedure (mask, familiar with procedures, identify classroom/students in contact with) Check out procedure (did you come into contact with any others that weren't originally planned) 	<p>Must report to office</p> <p>Stick on Visitor badges</p> <p>Recorded contact</p> <p>Exit through office</p> <p>Check out recorded</p> <p>Document any contacts using Aeries Attendance notes. Reports can be run per student, or during a specific timeframe. All staff would have access to this area, so teachers could document in-person meeting</p>		<p>Must report to office</p> <p>Stick on Visitor badges</p> <p>Recorded contact</p> <p>Exit through office</p> <p>Check out recorded</p> <p>Document any contacts using Aeries Attendance notes. Reports can be run per student, or during a specific timeframe. All staff would have access to this area, so teachers could document in-person meetings.</p>
Special Considerations for students with disabilities and health concerns	<ul style="list-style-type: none"> (N/A) 		Schedule appointment strategically so that they do not come into contact with anyone other than staff who will follow PPE protocol
Sharing objects	<ul style="list-style-type: none"> (N/A) 		Students must bring their devices and chargers to appointments as no

			<p>sharing of devices will be permissible within our classroom</p> <p>Encourage students to bring their own writing utensils, if not we will provide and allow them to take with them</p>																														
<p>Face Coverings</p> <ul style="list-style-type: none"> Staff Students 	<p>Must wear while on campus</p> <p>Guidance on face coverings</p> <ul style="list-style-type: none"> (N/A) 		<p>Must wear while on campus</p> <p>Guidance on face coverings</p> <p>Shields provided</p> <p>Mobile desk plexiglass barriers</p> <p>Must wear while on campus unless noted in special considerations (see above)</p>																														
<p>Recess/P.E.</p>	<ul style="list-style-type: none"> (N/A) 																																
<p>Signage on Campus</p> <ul style="list-style-type: none"> Symptoms Preventative Measures Overview at Entry 	<p>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?</p> <table border="1"> <thead> <tr> <th>Student or Staff with</th> <th>Action</th> <th>Communication</th> </tr> </thead> <tbody> <tr> <td>1. COVID-19 symptoms (e.g., severe cough, loss of taste or smell, difficulty breathing)</td> <td> <ul style="list-style-type: none"> Self-isolate Recommended testing if positive, see #3. If negative, see #1. School/classroom remain open </td> <td> <ul style="list-style-type: none"> No Action needed </td> </tr> <tr> <td>2. Close contact (C) with a confirmed COVID-19 case</td> <td> <ul style="list-style-type: none"> Send home Quarantine for 14 days from last exposure Recommended testing that will not shorten 14-day quarantine School/classroom remain open </td> <td> <ul style="list-style-type: none"> Consider school community notification of a close contact </td> </tr> <tr> <td>3. Confirmed COVID-19 case infection</td> <td> <ul style="list-style-type: none"> Notify the local public health department Identify contacts (C) quarantine & exclude isolate case and exclude from school for 10 days from symptom onset or last date exposed to contact. 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<p>Communication</p> <ul style="list-style-type: none"> With staff With parents 	<p>Weekly collaboration update</p> <p>ParentSquare (auto-dialer phone and</p>		<p>Weekly collaboration update</p> <p>ParentSquare (auto-dialer phone and</p>																														

<ul style="list-style-type: none"> • With Public Health (?) • With Executive Director/ Supervisor 	<p>email messages), SCIS Website</p> <p>Talking with children about COVID</p> <p>Public Health - if directed by Supervisor</p> <p>Weekly meetings/Immediately in the event of concern</p> <p><u>Confirmed Case Communication</u> 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</p> <p>Follow SCOE protocol for Communication</p>		<p>email messages), SCIS Website</p> <p>Talking with children about COVID</p> <p>Public Health - if directed by Supervisor</p> <p>Weekly meetings/Immediately in the event of concern</p> <p><u>Confirmed Case Communication</u> 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</p> <p>Follow SCOE protocol for Communication</p>
<p>PPE Supplies</p> <ul style="list-style-type: none"> • Storage • Distribution • Training 	<p>Stored in Office Closet</p> <p>Distributed weekly to classrooms</p> <p>Keenan(HR)</p>		<p>Stored in Office Closet</p> <p>Distributed weekly to classrooms</p> <p>Keenan(HR)</p>

			<ul style="list-style-type: none">• The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
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Potential Resources:

1. [Shasta County Roadmap to Recovery Education Subcommittee](#) Google Doc/Table [Google Slides](#)
2. [Shasta County Parent/Community document](#)
3. [CPH Guidance for Schools](#)
4. [CDE Guidance](#)
5. [Comparison Document](#)

Timeline:

1. Initial Meeting on Thursday, June 9 at 4PM
2. Look at results of surveys (July 15-17)
3. Draft NIMBLE/FLEXIBLE plans: (July 20-24)
4. Implications for affected positions (July 20-24)
 - a. Identify whose work has changed or gone away and what we can have them do instead
5. Meet with unions and any revisions to plans (July 27-31)
6. No later than July 27, start to develop plans for addressing social-emotional needs and academic assessments to identify learning needs.

Directors share with staff - August 3

Reviewed: Aug 31,2021