This Reopening Plan has been created with the intent to provide our students with an equitable, accessible and engaging educational experience; to prevent further learning loss; and to make meaningful connections in our learning community and to best serve our students through a global health pandemic.
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Glossary of Terms

**Asynchronous Learning:** learning occurs at different times and at a different pace without real-time interaction between student and teacher.

**Cohort:** a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

**COVID-19:** a mild to severe respiratory illness that is caused by a coronavirus; is transmitted chiefly by contact with infectious material (e.g. respiratory droplets) or with objects or surfaces contaminated by the causative virus, and is characterized especially by fever, cough, and shortness of breath and may progress to pneumonia and respiratory failure.

**Classroom:** For the purpose of this plan, a “classroom” is inclusive of a physical classroom space, wherever there is a lineup of students walking to/from the physical classroom space, or in an outdoor learning space being used by a stable classroom cohort.

**CSEA:** California School Employees Association

**Designated ELD:** an instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

**Distance Learning:** a method of teaching and learning where teachers and students do not meet in a brick and mortar classroom but instead use online resources and virtual classrooms.

**ELD:** English Language Development

**Hybrid Model:** combines face-to-face and online teaching into one cohesive experience. A portion of the students are in-person on-campus learning, while the other portion of students work online or remotely.
**Integrated ELD:** instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English

**LMS:** Learning Management System. Either Seesaw or Google Classroom depending on grade level.

**Mitigate:** to cause to become less harsh or hostile; to make less severe or painful

**WTA:** Waugh Teachers Association

**Pandemic:** an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the population

**Personal Protective Equipment (PPE):** personal protective equipment, commonly referred to as "PPE"; worn to minimize exposure to hazards that cause serious injuries or illnesses

**Social/Physical Distancing:** maintaining a greater than usual physical distance from other people or avoiding direct contact with people or objects in public places during a pandemic in order to minimize exposure and reduce the transmission of infection

**Social Emotional Learning:** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Social Emotional Wellness:** is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress

**Stable Grouping:** A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities

**Staggered Schedule:** a school schedule that allows for staggered drop-off/pick up times and school class schedules in order to accommodate social distancing recommendations
**Synchronous Learning:** learning that occurs concurrently with other students and that happens live or in real time

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

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

**Asymptomatic Testing:** This testing can be used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID-19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission. Screening testing is indicated for situations associated with higher risk (higher community transmission, individuals at higher risk of transmission (e.g., adults and high school students transmit more effectively than elementary aged students).
Overview

The reopening plan has been developed to outline a variety of actions necessary to reopen schools during the COVID-19 pandemic. Every effort has been made to create a plan that is reasonable and practical while maintaining a balance between a safe learning environment and effective teaching models. Safety and health, both mental and physical, are of utmost importance, and the District is preparing to adhere to all county and state health orders.

Our goal is to appropriately share safety strategies, reasonings, and expectations with families, students, and staff; the District recognizes the importance of consistent, timely communications, which will be available in a variety of formats including translation to multiple languages.

In evaluating effective instructional models, this plan recognizes that learning includes academic and social-emotional components, and specifically addresses practices and resources to meet the needs of our students and staff. This includes developing a thoughtful professional development plan to support staff in meeting the needs of our students.

A component of the plan includes a full-time **Distance Learning** model. The distance learning model will continue to be offered for students and families formally requesting a completely online learning model due to student or family medical concerns when we resume any in person instruction (as required by CA Assembly Bill 98).

Another component of the plan includes the outline for a **Hybrid** education model. As per the California Department of Education, K-6 Schools must offer in-person learning to the greatest extent possible. Additionally, the CDPH Guidelines with 3 feet distancing allows for more students to be present in a classroom. The hybrid model incorporates essential standards for in-person instruction while simultaneously allows distance learning instruction.

For both Hybrid and Distance Learning Instructional models, providing one-to-one technology for students as needed, with support and connectivity as needed, is essential. In the spring of 2020, WSD distributed chromebooks to all families in need of devices. Families were also provided with resources to affordable local internet solutions. Wireless “Hot Spots” were provided to families in need starting
in August 2020. WSD plans to continue to provide the Chromebook/hotspot take-home model for any student in need for the 2020-21 school year. Waugh Schools are committed to providing equity and access to all learners. Specific sections in this plan delineate efforts to ensure English and Spanish Learners, Students with Disabilities, Foster Youth, and Homeless students are provided the necessary services and supports to be successful. The District recognizes that all learners deserve a safe, accessible, engaging, and equitable educational experience in which they can thrive academically, physically and emotionally.

Feedback from staff and parent surveys and the work of the County Office of Education, Superintendents Leadership 40, Curriculum and Instruction Network and the Waugh Leadership Team have produced six significant themes in our plan.

Connection
- Social-Emotional Wellness as a priority
- Connection to community partnership
- Relationship building
- Transitions back to school

Instruction
- Clear expectations
- Essential Standards-based curriculum
- Flexible instructional strategies
- Assessment to guide instruction
- Access to support and intervention

Safety
- Follow County Health Guidelines
- Create safety protocol and systems in negotiated understandings (MOUs) with WTA and CSEA
- COVID training for students, parents & staff
- Procurement of safety equipment and PPE
- A point person for COVID-related topics

Technology
- Provide technology access for all students
- Provide technology support for students and families
- Consistency with platforms and apps
Communication

- Consistent communication via one LMS platform per grade level bands
- Staff/Teachers use the same platforms for communication with students and parents.
- Frequent, often and consistent Professional Development
- Staff need ongoing time for learning, planning, collaborating
- Staff Time to design lessons/curriculum together, vertically with grade level/departments, and district wide
Background Information

The Waugh School District Reopening Plan was developed with the intention to align with the following:

Sonoma County Health Orders
CDC Cleaning Guidelines
California Department of Education “Stronger Together” Opening Guidelines
Sonoma County Road Map to Reopening Schools Safely
COVID-19 Industry Guidance: Schools and School-Based Program (7/17/2020)
CA Assembly Bill 98: Education Finance Trailer Bill
COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year (January 14, 2021)
CDPH Guidance Related to Cohorts (September 4, 2020)
Cohort FAQ for Providing Targeted, Specialized Support and Services at School
COVID-19 and Reopening In-Person Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year (January 14, 2021)
COVID-19 School Guidance Checklist (January 14, 2021)
Sonoma County Schools Safety Plan Rubric (February 4, 2021)
New Guidance from CDC (March 19, 2021)
New Guidance from CDPH (March 20, 2021)

And with consideration and input from the following:
Staff Survey- 6/11/20, 1/12/2021, 1/27/2021
Waugh Reopening Committee Meeting with Family Stakeholders- 7/2/2020, 2/27/2021
Waugh School District Community Forum- 7/6/2020 and 2/11/2021
Community and Stakeholder Feedback (email, phone calls, social media communication)- ongoing
Consultation With Labor Partners and Parent organizations to ensure all concerns are brought up without fear of reprisal. - Ongoing
A District E-mail address has been created for parent, teacher, and community members to bring up concerns without fear of reprisal. - Ongoing

Guiding Principles
These overarching principles will guide the plan through future decision-making processes:

- Protect student, staff, and community health
• Foster student learning and progress
• Maintain positive learning environments
• Foster student emotional health
• Care for our most vulnerable populations
Full Distance Learning

Full Distance Learning is offered for students and families formally requesting a completely online learning model due to student or family medical concerns when we resume any in person instruction (as required by CA Assembly Bill 98).

Full Distance Learning, 5 days per week
Current legislation (SB 98) requires instructional minutes that must be met per day and waives the yearly instructional minute requirement. These minutes of instruction may include a combination of synchronous (live instruction via video conferencing) or asynchronous (assigned work through a learning management system):

- TK-K: 180 Minutes or 3 hours daily
- 1st-3rd: 230 Minutes or 3.8 hours daily
- 4th-6th: 240 Minutes or 4 hours daily

Teacher Direct Instructional Blocks are times scheduled for each day under the immediate instruction and supervision of the teacher. While teachers will plan and design these blocks of time in order to teach grade level standards and meet students' needs, these are also the times that families know school will be in session. Instructional block schedules will need to be synchronized across site-based grade alikes and shared with all credentialed support staff and the site principal and the district Special Education department. Site principals will share and coordinate teacher schedules with classified staff.

Grades 4-6: Teachers will live stream their in person class with all Distance Learning students via video conference five days of the week via the Zoom platform.

Grades Tk-3: Teachers will engage in Daily Live Interaction directly with students. Distance learners may be combined with other grade levels classes for a “team teach” approach. Additional live interaction may be available in the mornings.

Teachers may also use asynchronous instructional videos or other learning platforms to account for up to 60 minutes of the daily video conference time so long as they are integrated into direct instruction with formative and summary assessment and reteaching. Minutes should be scheduled in each teacher's Learning Management System and calculated on the estimated time needed to complete the assignments. Learning content such as music, PE, etc. may be scheduled, in accordance with site
guidelines, as part of instructional minutes.

**Student Outreach/Parent Support** scheduled each day will be a time that parents can schedule with the teacher or teachers can arrange with families or students for meetings and check-ins. The expectation is that this time will be filled with communications with families and students. Teachers should primarily use this time to serve two purposes (Ed Code 43504(f)):

- Meet with students and parents/guardians who are absent from DL for more than 3 school days or 60% of the instructional days in a school week to initiate the tiered plan of support for that student. The district is to provide a multi-tiered support plan for chronically absent students. The goal is to actively engage with the student and family so that the student does not become chronically absent in DL.

- Regularly communicate with parents/guardians regarding all student's academic progress.

Teachers must keep a weekly engagement record (system to be consistent across the district). Meetings and communication occurring in the allotted Student Outreach/Parent Support time must be noted on the weekly record.

**Student Absences and Attendance**

**Attendance for Distance Learning is met through the following:**

- Evidence of participation in online activities and class meetings
- Completion of regular assignments
- Completion of assessments or remote contacts between any credentialed staff member and a student or their parent or guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered re-engagement process.

**Re-engagement Process Tier 1**
• The School Office will make daily phone calls for each day a student is marked absent by the teacher.
• Teachers will attempt to make contact with the student and parent.
• Teachers will create, publish, and inform students and parents of their marking practices in a hybrid or distance learning model and how absences affect those assessments.

Re-engagement Process Tier 2
Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site principal and intervention team
• As part of the re-engagement strategy, the school site principal and/or intervention team will attempt to reach out and determine the cause for the absence.
• The Team will:
  ○ Ensure that communication with the parent is working, phone dialer, emails, and internet access;
  ○ Determine if there is a breakdown in communication and make any corrections; and
  ○ Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
• The parents will be informed that continued absences from distance learning could include:
  ○ A conference with an administrator;
  ○ Development of an Attendance Plan through an Student Study Team (SST) process; Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Re-engagement Tier 3
If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held; The school administrator may develop an Attendance Plan that includes:
• Intervention/Support Teacher direct daily engagement
• Both reward and consequences for further attendance in an attendance behavior plan;
• Subsidized enrollment in Kids Care Distance Learning support during Distance Learning days.
Focus on Continuity of Learning

All full-time distance learning models will follow California guidelines:

- Schools will communicate with parents and guardians regarding a student's academic progress.
- Schools will document a student's participation each day in distance learning.
- Content will be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness and pupils requiring mental health supports.
- Academic supports for special education, related services, and any other services required by a pupil's individualized education program, with accommodations necessary to ensure that individualized education programs can be executed in a distance learning environment.
- We will confirm or provide access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- Designated and integrated instruction in English language development, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, we will develop, with parent input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Direct Instruction and Assignments

- Students are expected to check the teacher’s Google Classroom or Seesaw LMS and complete assignments.
• Students and parents/guardians will have opportunities to check in with the teacher during specified times.
• Whole class, small group and individual direct instruction will occur during learning blocks and other times.

Zoom Behavior:
• Students are expected to behave appropriately when on a Zoom connection with other students and teachers. This includes keeping the camera on so the teacher and other students can see the student’s image, using an appropriate name for identification, keeping the microphone on mute other than when directed, using appropriate images that DO NOT include racial slurs, drugs, alcohol, nudity, or other offensive images.
• In accordance with California Education Code, district policies, and guidelines, disciplinary action may be taken for any violation of behavior guidelines.

Work Effort:
• Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time.
• Students or parents/guardians are asked to communicate with the teacher if they or their child(ren) are experiencing difficulty in completing or understanding the work.

Technology:
• Students are expected to be prepared with their device so as to actively engage in online learning, including lessons and assignments.
Hybrid Plan

Sample Student Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-12:00</td>
<td>On Campus In Person Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Travel Time/Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Asynchronous Work/Enrichment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stable Group Structures:** In person students will be placed in one stable grouping. All students will engage in on campus learning from 8:30am-12:00pm. Additionally, students will have independent work and enrichment activities in the afternoons. ALL cohorts will operate individually and not mix with other cohorts.

**Departmentalized Classes:** The Hybrid learning model will not have departmentalized classes such as Library, PE, Art, Music etc in person. ALL departmentalized classes will continue to be held virtually.

**Classroom Materials/Tools:** Students and teachers will not share ANY class materials or tools. Students will be provided bins of their personal materials for use during class. Students will primarily be using electronic devices at home, however, in the rare case electronic devices are used on campus, they will be dedicated devices to each student- no shared devices. Students will have the opportunity to use gardening and playground equipment. Each class will have its own playground and garden equipment. Students will be required to sanitize prior to using it and immediately following use. Additionally, all materials will be sanitized daily.

**Continue to provide instruction for students who remain distance learning for the full year without re-rostering.**
- Distance Learning Students would still attend classes remotely and have an asynchronous or synchronous work period which may include virtual electives

**Monday Planning Time**
• Teachers will provide in person instruction from 8:30-12:00. For the remainder of the school day, students will work asynchronously to complete assignments in their learning management system. Teachers will use the remainder of the day to collaborate with grade level teams and prepare curriculum for the remainder of the week.

**Distance Learning, whether in the Hybrid or full DL, must meet the following goals:**

Current legislation requires *instructional minutes* that must be met per day and waives the yearly instructional minute requirement. These minutes of instruction may include a combination of in-person instruction and Distance Learning:

- TK-K: 180 Minutes or 3 hours daily
- 1st-3rd: 230 Minutes or 3.8 hours daily
- 4th-6th: 240 Minutes or 4 hours daily

**Teacher Direct Instructional Blocks** are times scheduled for each day under the immediate instruction and supervision of the teacher. While teachers will plan and design these blocks of time in order to teach grade level standards and meet students' needs, these are also the times that families know school will be in session. Instructional block schedules will need to be synchronized across site-based grade alikes and shared with all credentialed support staff and the site principal and the district Special Education department. Site principals will share and coordinate teacher schedules with classified staff.

**Episodic School Closure**

To accommodate the times when there will be school closure and students and staff cannot be at sites, instruction will continue remotely. During school closure, sites will implement The Full Distance Learning Schedule. This schedule will inform students and parents of the expected times they need to check-in, Zoom with teachers, or complete assignments that may be time sensitive.

**Student Absences and Attendance**

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.
When a student is absent for COVID-19 reasons, the student’s parent/guardian shall notify the school of the reason for the absence. A physician’s verification of a student’s illness or quarantine may be submitted to their school but is not required. The student may return to school when they submit a clearance from their doctor to their school. The school will submit the clearance for the student to return to the COVID-19 Coordinator.

The COVID-19 Coordinator will direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives. Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202). Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent, the student’s parent/guardian shall notify the school of the reason for the absence. A physician’s verification of a student’s illness or quarantine may be submitted but is not required.

**Attendance Plan**

In accordance with AB98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Aeries Student Information System (SIS) each morning at the start of the first instructional block. For attendance taking purposes, teachers mark students present or absent during in-person AM/PM learning blocks.

Attendance for Distance Learning is met through the following:

- Evidence of participation in online activities and class meetings
- Completion of regular assignments
- Completion of assessments or remote contacts between any credentialed staff member and a student or their parent or guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered re-engagement process.
Re-engagement Process Tier 1
- The School Office will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers will attempt to make contact with the student and parent.
- Teachers will create, publish, and inform students and parents of their marking practices in a hybrid or distance learning model and how absences affect those assessments.

Re-engagement Process Tier 2
Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site principal and intervention team
- As part of the re-engagement strategy, the school site principal and/or intervention team will attempt to reach out and determine the cause for the absence.
- The Team will:
  - Ensure that communication with the parent is working, phone dialer, emails, and internet access;
  - Determine if there is a breakdown in communication and make any corrections; and
  - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with an administrator;
  - Development of an Attendance Plan through an Student Study Team (SST) process; Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Re-engagement Tier 3
If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held; The school administrator may develop an Attendance Plan that includes:
- Intervention/Support Teacher direct daily engagement
- Both reward and consequences for further attendance in an attendance behavior plan;
Subsidized enrollment in Kids Care Distance Learning support during Distance Learning days

**Focus on Continuity of Learning**

In-person instruction will be social emotional learning and academic reinforcement. Small class sizes will facilitate academic support for all students and individualized learning.

**Direct Instruction and Assignments:**
- Students are expected to check the teacher’s Google Classroom or Seesaw LMS and complete assignments.
- Students and parents/guardians will have opportunities to check in with the teacher during specified times.
- Whole class, small group and individual direct instruction will occur during learning blocks and other times.

**Behavior:**
- Students are expected to behave appropriately when on a Zoom connection with other students and teachers. This includes keeping the camera on so the teacher and other students can see the student’s image, using an appropriate name for identification, keeping the microphone on mute other than when directed, using appropriate images that DO NOT include racial slurs, drugs, alcohol, nudity, or other offensive images.
- In accordance with California Education Code, district policies, and guidelines, disciplinary action may be taken for any violation of behavior guidelines.

**Work Effort:**
- Students are expected to put forth their best learning effort, including turning in projects, assignments, quizzes, and tests on time.
- Students or parents/guardians are asked to communicate with the teacher if they or their child(ren) are experiencing difficulty in completing or understanding the work.

**Technology:**
- Students are expected to be prepared with their device so as to actively engage in online learning, including lessons and assignments.
Poor Air Quality Days:
The Waugh School District has been impacted by severe poor air quality due to wildfire smoke over the past four consecutive school years. If COVID continues to be prevalent in Sonoma County when air quality is similarly poor, thus forcing closed classroom windows and classroom doors, Waugh will work closely with the County Health Department and the Sonoma County Office of Education to determine whether its campuses should be closed to ensure student and staff safety. If possible, students will transition to distance learning during the period of closure.
What Happens if Someone Becomes Sick or Tests Positive with Covid-19?


Each school site has identified an isolation tent (see map on pgs 28 & 32) or area to separate anyone who exhibits symptoms of COVID-19. The tents have sides that are open for increased ventilation. Any students or staff exhibiting symptoms will immediately be required to wait in the designated isolation area until they can be transported home or to a healthcare facility.

Full PPE (N95, face shield, gown, gloves) will be available for any staff member caring for a symptomatic child. The district has requested a “fit testing kit and instructions” to ensure that staff members have properly fitted N95 masks when caring for a sick child.

When families arrive to pick up their child, they will be given a district handout with guidance on next steps such as following up with primary care providers, testing and the district return criteria.

If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called if the severity of illness appears to be immediately life-threatening. Isolation Rooms will be cleaned and disinfected throughout the day if used.

If a student or staff member becomes sick on campus the remainder of the class will be relocated to an outdoor area so the classroom and all other areas visited can be disinfected.

To support staff staying home if they are ill or exposed, the district intends to hire 2 full time substitute teachers to ensure there is a person available to cover a teacher’s class. Additionally, a list of 10 substitute teachers who have undergone the same level of safety training as the regular staff is available to teachers. Additionally, substitutes have been placed on the staff vaccine list.

Continuing Education Plan:
In the case of needing to temporarily close a cohort, the students and teacher will revert to full distance learning. Teachers will deliver instruction via Zoom. All materials including books/supplies as well as technology needs will be provided to the students for distance learning success. Office hours will also be set up to support students who need added support.

If a student is ill, the district will work with the student, family, and teacher to determine what (if any) work can be done while the child is out. As the child's health improves, the district will set up a student success team meeting to determine what support the student may need to learn the essential grade level standards, make up work and/or tests. There will be no grade repercussions for an illness—students will not be penalized for an illness. Students who contract COVID will have the opportunity to engage in distance learning to the level that they are physically able.

**Return to School Plan**

If a student or staff member tests positive for COVID-19, the District employee trained in line tracing will liaison with the county health department and the affected employee/student to determine a return to work/school date based on CDC guidelines. In most instances, the return to work/school date will be 10 calendar days after the onset of symptoms. If a person had 10 days of isolation (days counted beginning the day after symptom onset or a day after positive test if no symptoms), symptom improvement, and no fever for (100.4) for 24+ hrs.

When there is a positive COVID case on campus, either employee or student, the District staff member certified in line tracing will investigate to determine all proximal contacts based on CDC guidance of less than 6 feet of distance for 15 minutes or more over a 24 hour period. All identified contacts will be asked to quarantine for fourteen (10) days from the time they were last in contact with the positive case. COVID testing will be recommended for all contacts.

**Contact Tracing, Reporting of Cases, Communication Plan**

Providing regular and transparent communication within the school community is critical to building and maintaining trust, especially during these difficult times.

Mike Gardner is the District designated COVID-19 Coordinator who will:

1. Coordinate notification of staff, students/parents (following Public Health Guidelines) when there has been a COVID-19 exposure at a school site or other district worksite.
2. Collect and report data to the Sonoma County Public Health Office.
3. Be a single point of contact for concerns and questions from staff, parents, and students via a telephone, email or video conferencing during the day.
4. Support Contact Tracing in conjunction with Public Health guidelines.
5. Provide for the dissemination of related communications.
6. Set up COVID-19 related training for students, parents, and staff.

The school site Principal or department directors will act as their respective site or department lead to inform and receive information from the COVID-19 Coordinator. Communications will be provided in multiple formats to address the need for multiple languages and alternative communication methods based on connecting with all families. The formats include but are not limited to communications through Parent Square, Aeries Communication, telephone, text messaging, email, video-conferencing, flyers, website, social media and in-person. It is vitally important that parents and guardians keep their emergency information updated in the Aeries system and that school office and district staff coordinate the information system to keep it constantly updated and accurate.

**Sonoma County Health Notification for Student/Staff Illness**

Public Health Nurses will notify a school/district when a student or staff member is confirmed positive with COVID-19 and will lead contact tracing efforts as needed. Waugh School District, through the designated COVID-19 Coordinator or School Nurse, will work with the County Health Department through their existing protocols to conduct testing and contact tracing, as needed, and identify whether quarantine of impacted students and staff is necessary. Contacts will be identified based on the duration of the contact, the proximity of the contact, and the number of people.

**Partial or Total Site Closures**

School Closure Determinations. Waugh will consult with the local health organization regarding closing school for at least 14 days when, within a 14-day period: 1) an outbreak has occurred in 25% or more stable groups in a school; or 2) at least three outbreaks have occurred in the school and more than 5% of the school population is affected. Waugh may reopen after consulting with the Local Health Department, cleaning and disinfection, and the public health investigation. (Guidance, p. 37.) Schools may also close voluntarily even when the two criteria have not been met.
Outbreak. In addition, an “outbreak” is defined as 3 or more confirmed or probable cases of staff or students within a 14-day period. During an outbreak, the LEA will coordinate an investigation with its Local Health Department to identify, isolate, and/or test all potential cases and contacts. Under Cal/OSHA regulations, each LEA must notify its Local Health Department of an outbreak within 48 hours.

Requirements for identification, reporting, and tracing of contacts is met through the following:

- District will follow all state and local health department reporting requirements:
  - Waugh will report Confirmed Cases to Local Health Organization within 24 Hours. Report a confirmed employee or student case (who was present on campus), within 24 hours to the LHO by telephone (name, address, telephone number, date of birth of person who tested positive, date of test, school site affected, and contact info of person reporting).
- Each school site will have a designated staff member (Mike Gardner and Michelle Sulme) to support contact tracing, which will include:
  - Reporting to the local health department
  - Completing the Site Information Gathering Tool for all cases
  - Identifying and generating a line list of close contacts at the school
  - Notifications to parents and staff.
- Parents and staff will be sent a notice to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people.
  - Please see attached sample letters that adhere to Hipaa and FERPA requirements (Appendix A)
- If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test.
- If the case is present at school, the teacher and students will be immediately relocated from the class. The class and all other infected areas will be immediately disinfected.
- Contact the local health department when there are three or more COVID-19 cases in the school within a 14-day period.
- Reporting serious occupational illnesses to Cal/OSHA, consistent with existing regulations.
• Making the written COVID-19 Prevention Program For the Waugh School District available upon request to parents, employees and employees' authorized representatives.

• Maintaining records required which include contact tracing, inspection records, documentation of hazard corrections, and training records.

• Arrange for cleaning and disinfection of the classroom/area and primary spaces where case spent significant time.

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

• AB 685 Notice of Potential COVID-19 Exposure shall be provided to employees within one business day.

Investigating and responding to Covid-19 cases will be accomplished by using Appendix C of the Waugh School District Covid Protection Plan (Appendix B): Investigating COVID-19 Cases Form

District will conduct tracing and quarantining of close contacts of confirmed cases in the workplace. Close contact is someone who spent 15 minutes or more within 6 feet of an individual with COVID-19 during their infectious period, which includes, at a minimum, the 48 hours before the individual developed symptoms. Identified contacts will be required to quarantine at home for 10 days after the last known close contact with the case. Close contacts will be recommended and offered testing on day 8 or later after exposure, prior to returning to school no sooner than Day 11. If a close contact refuses testing, then a 10 day quarantine must be observed.
Entrance, Egress and Movement Within the School

How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Waugh will minimize contact at school between students, staff, families and the community at the beginning and end of the school day in the following ways:

- Stagger arrival and drop off-times and locations as consistently as practicable to minimize scheduling challenges for families. If 10 minute stagger times are not adequate the district will consider extending this staggered start time schedule.
- Designate routes for entry and exit, using 4 Entry points. Once students are in the classrooms, they will not be moving throughout the school. Students will follow their entry points with directional arrows to and from their classroom. The directional arrows will allow more than 6 feet between any passing student and will not allow for mixing.
- Prioritize minimizing contact between adults at all times.
- Spread out community used items such as copy machines into different areas of the school
- All points of buildings will have a designated entry and exit point with a sanitizer station at each door.

Students needing to use the restroom will be provided with a laminated bathroom pass. When entering to use the bathroom students will place their bathroom pass on a hook outside of the bathroom so that other students will know that someone is in the bathroom. When exiting the bathroom, students will wash their hands and take their bathroom pass back to class with them. If all hooks are occupied students will wait on the markers located on the outside of the bathroom. Teachers will have students wash/sanitize hands a second time after turning the pass in for sanitizing. The Waugh Staff will periodically monitor bathrooms to make sure that students are not lingering in the bathrooms and that the bathrooms are clean.

There will be no recess but there will be a break time. During break students will sit on their marked location (at least 6 feet apart) to remove their masks and eat their snack. Those teachers opting to utilize outdoor space and/or playground equipment will require students to sanitize/wash hands prior to use and immediately following. Classrooms will have their own playground equipment assigned to their class in which only students within that classroom can use it, as to
limit the sharing of equipment on the playground. No balls, toys, etc. are allowed from home. All classroom and outdoor games/activities will be no contact. There is one 10 minute break during hybrid learning however this is only a time to eat snacks on assigned spots 6 feet apart. Each class will have a designated area for break time with painted markers on where to stand to ensure appropriate distancing.

Maps are marked and posted with entry and exit points labeled. All students are required to leave school immediately at dismissal.

**CORONA CREEK ELEMENTARY**

There are 4 entry points as indicated on the map above. The students come to campus 5 mornings per week from either 8:20-11:50, or 8:30-12:00. Classes will follow the entry points indicated on the map above:

- Entry point A: Rooms 1, 2, 3, 4
- Entry point B: Rooms 5, 6, 7, 8
- Entry point C: Rooms 11, 16, 17, 18, 19, 21, 22, 23, 24
- Entry point D: Rooms 10, 12, 13, 14, 15

At each entry point there will be a staff member with the Parent Square screening list of symptoms. The student's symptoms will be screened as the students are checked into school at their assigned entry point. School policy states that Students and parents will be STRICTLY prohibited from mingling before or after school, and could face disciplinary action.

Waugh School District is not utilizing any busses or transportation services. Carpools are discouraged for all families but if necessary for families, all children will be placed in the same stable grouping and will be required to wear masks in the car with the windows down.

Families will wait on painted markers 6 feet apart until their child is released. Our facilities do not allow for parents to drive through to pick up children. Parents are required to park in the neighborhood, walk to the pick up point, wait on a painted mark until the student is released. Once students are released, they are required to immediately leave campus. If parents are late to pick up, the children will wait in the designated waiting area and sit on one of the painted marks (photo below).

All hallways will be painted with directional arrows (see corresponding photo).
**Bathroom assignments:** Each Classroom will have their own bathroom pass. When a student needs to use the bathroom, they will take the pass to the classroom assigned restroom and hang the pass on a hook at the door. There will be 3 hooks allowing for 3 students max at a time. This will indicate to others that the bathroom is occupied. This will ensure that there are only 3 students using the restroom at a time. See photos below.

- Classrooms 1 and 2 have their own restroom in the class (marked with on the map)
- Classrooms 3, 4, 5, 6, 7, and 8 will use the restroom next to the computer lab (marked on the map)
- Classrooms 10, 11, 12, 13, 14, 15 will use restroom next to room 14 (marked on the map)
- Classrooms 16, 17, 18, 19, 21, 22, 23, 24 will use restroom next to multi-purpose room (marked on the map)
MEADOW ELEMENTARY

A Group
TK1 Hemelt
K 2 Ryan
K 3 Helmueller
4 Buckley
23 Musieller

B Group
5 Rice
6 Derby
8 Nangle
9 Baglletto

C Group
13 Kandler
14 Arendt
15 Wright
16 Howe

D Group
10 Osorio
11 Karriker
17 Howell-Olson
18 Christopher

Meadow School
There are 3 entry points as indicated on the map above. The students come to campus 2 afternoons per week in staggered cohort groupings. The students will arrive in 2 staggered start times.

- Entry point A: Kindergarten 1, Kindergarten 2, room 3, room 4
- Entry point B: Rooms 5, 6, 7, 8, 9
- Entry point C: Rooms 13, 14, 15, 16
- Entry point D: Rooms 10, 11, 12, 17, 18

At each entry point there will be a staff member with the Parent Square screening list of symptoms. The student’s symptoms will be screened as the students are checked into school at their assigned entry point. Students and parents will be STRICTLY prohibited from mingling before or after school. Disciplinary action will be taken for those not able to abide by the rules.

Waugh School District is not utilizing any busses or transportation services. Carpools are discouraged for all families but if necessary for families, all children will be placed in the same stable grouping and will be required to wear masks in the car with the windows down.

After school teachers will walk students to the assigned entry/exit point to meet family at release times. Families will wait on painted markers 6 feet apart until their child is released. Our facilities do not allow for parents to drive through to pick up children. Parents are required to park in the neighborhood, walk to the pick up point, wait on a painted mark until the student is released. Once students are released, they are required to immediately leave campus. Parents will not be permitted to mingle at drop off and/or pick up. If parents are late to pick up, the children will wait in the designated waiting area and sit on one of the painted marks.

All hallways will be painted with directional arrows (see corresponding photo).
**Bathroom assignments:** Each Classroom will have their own bathroom pass. When a student needs to use the bathroom, they will take the pass to the classroom assigned restroom and hang the pass on a hook at the door. There will be 3 hooks allowing for 3 students max at a time. This will indicate to others that the bathroom is occupied. This will ensure that there are only 3 students using the restroom at a time. See photos below.

- Kindergarten have their own restroom in the class (marked on the map)- 7 students max per restroom per day
- Classrooms 10, 11, 12, 13, 14, 15, 16, 17, 18 will use the restroom 1 (marked on the map)- 42 students max per restroom per day
- Classrooms 3, 4, 5, 6, 7, 8, 9, 21, 22, 23 will use restroom 2 (marked on the map)- 42 students max per restroom per day
Face Coverings and Other Essential Protective Gear

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. CDPH considers 3-ply surgical masks more effective than cloth and thus will be provided to all employees to wear. Masks must be well fitting, with no valves and greater than 2 ply no exceptions. Districts are required to:

- 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

- **Students in all grade levels K-12 are required to wear face coverings at all times, while at school, unless exempted.**
- Exemptions:
  - Persons younger than two years old. These very young children must not wear a face covering because of the risk of suffocation.
  - Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. Such conditions are rare.
  - Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
• If a student inadvertently fails to bring a face covering to school, the district will provide them to the student or staff to prevent unnecessary exclusions.

• The face covering guidance recognizes that there are some people who cannot wear a face covering for a number of different reasons. People are exempted from the requirement if they are under age 2, have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering, those with a communication disability, or when it would inhibit communication with a person who is hearing impaired. Those with communication disabilities or caregivers of those with communication disabilities can consider wearing a clear mask or cloth mask with a clear panel when appropriate.

• Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.

• 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.

• Waugh will 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 with a drape on the bottom edge 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.

Proper use, removal, and washing of face coverings

Putting mask on:
● First, wash your hands or use hand sanitizer before putting on your mask.
● Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
● Lather your hands by rubbing them together with the soap.
● Lather the backs of your hands, between your fingers, and under your nail.
● Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
● Rinse your hands well under clean, running water.
● Dry your hands using a clean towel or air dry them.
● Put the mask over your nose and mouth and secure it under your chin.
● Fit the mask snugly against the sides of your face, slipping the loops over your ears or tying the strings behind your head.
● If you have to continually adjust your mask, it doesn’t fit properly, and you might need to find a different mask type or brand.
● Make sure you can breathe easily.

Taking mask off:
● Untie the strings behind your head or stretch the ear loops.
● Handle only by the ear loops or ties.
● Fold outside corners together.
● Place mask in the washing machine.
● Be careful not to touch your eyes, nose, and mouth when removing and wash your hands immediately after removing.

Washing of Masks: Wash your mask whenever it gets dirty or at least daily. If you have a disposable face mask, throw it away after wearing it once. Washing machine: Include your mask with your regular laundry and use regular laundry detergent and the appropriate settings according to the fabric label. By hand: Wash your mask with tap water and laundry soap. Rinse thoroughly with clean water to remove detergent or soap. Drying: Dry your mask completely in a warm...
or hot dryer. Air dry your mask in direct sunlight to dry completely. If you cannot hang it in direct sunlight, hang or lay it flat and let it dry completely.

HVAC System/Ventilation: Waugh School District had an inspection of all of our HVAC units and based on their recommendations the following have been completed: Units thoroughly cleaned, Sealed the HVAC closets, Upgraded to MERV-13 air filters. These items along with opening doors and windows where possible will give the classrooms the maximum ventilation and air filtration.
Health Screenings for Students and Staff

All staff and students will be required to complete a health screening application prior to arriving on campus each day. The application is through the district’s communication portal, Parent Square. The application will ask users whether they are experiencing any of the CDC identified COVID-19 symptoms, had recent exposure to other individual(s) who have recently tested positive for COVID-19, and records the user’s temperature. The application will generate a daily list of students who have not completed the self-screening. Staff members will have this list and screen students at the designated entry points before students enter campus. In addition to the home screening tool, students will have a symptom screen including touchless thermometer upon checking in to campus. Students and staff will be monitored for symptoms one hour into the two hour day when on campus.

In the Parent Square application parents and staff can electronically submit a health screening form indicating if they are exhibiting systems of COVID-19. They will immediately receive clearance to go to school or instructions to stay home, matching school or district policies. Because these health screening forms are managed through the ParentSquare platform, identifying information about the student or staff member is pre-populated from data the school already has, and the information remains secure and private. Results from the health form are immediately available in ParentSquare’s dashboard for the student’s homeroom teacher, authorized staff or on-site health screeners — with clear indication of missing responses or if anyone is exhibiting symptoms. The students that have missing responses will be screened upon entering the school campus. More details on specifics to the Parent Square application can be found here: https://blog.parentsquare.com/blog/providing-k-12-educators-with-covid-19-health-screening-forms-for-back-to-school

Each school site has identified an isolation area located in a tent outdoors in a private area on campus (see school map on pages 28, 32). The tent has open sides for increased ventilation and . Full PPE (N95, face shield, gown, gloves) will be available for any staff member caring for a symptomatic child. The district has requested a “fit testing kit and instructions” to ensure that staff members have properly fitted N95 masks when caring for a sick child. The isolation tent will be used to separate anyone who exhibits symptoms of COVID-19. Any students or staff exhibiting symptoms will immediately be required to wait in the designated
isolation area until they can be transported home or to a healthcare facility. If a staff member or student becomes sick, and a family member cannot be reached or is not available to pick up the individual, 911 will be called if the severity of illness appears to be immediately life-threatening.
Healthy Hygiene Practices

Physical distancing guidelines and their importance: It is highly important that everyone on The Waugh School District campuses respect physical distancing guidelines. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to stay at least 6 feet away from others when possible, even if you, or they, do not have any symptoms.

The Waugh School District will maximize distancing in walkways by reconfiguring bell schedules and start and end times, and use multiple entrances. In classrooms, students and teachers will maintain 6 feet distancing with increased ventilation, partition, and/or minimized one-on-one. When eating snacks, students will sit on markers 6 feet apart. In outdoor areas, we will maximize our outdoor space and will monitor student interaction. There will be no extra curricular activities, Library, PE classes, lunch or other in person activities other than the instructional block.

For staff, we will limit the number of adults in the adult only breakroom to 2 at a time. Staff break rooms are approximately 375 square feet. Frequently touched surfaces such and shared equipment including light switches/plates, door knobs, copy machines, countertops etc will be cleaned multiple times per day and disinfected at the end of the day. Staff members are not permitted to mingle in break rooms. Break rooms are for materials prep as needed only. Staff are permitted to eat alone in their classrooms or outdoors at least six feet away from another person. All staff meetings will be conducted virtually.

The multipurpose room is used only for drop off and pick up of materials for families 1 day per week. There are not more than 4 people permitted in the room at a time. Masks are required for entry. The multipurpose rooms are disinfected and cleaned multiple times per day on the pick up/drop off days.

Symptoms screening practices
All Waugh School District staff will complete a Daily Symptoms Screening using the Parent Square Daily Self Screening app. Anyone who answers positively to the
questions will be contacted by Covid Coordinator and/or administrative staff who will contact the person and do a screening to determine if he/she must leave campus. The Covid 19 Symptom Screening CDC poster will be hung in staff break rooms.

**COVID-19 specific symptom identification**
The following symptoms will be screened daily, using the above mentioned Parent Square Daily Screen app. The CDC poster of “Symptoms of Coronavirus (COVID-19)” poster will be posted in staff break rooms.
People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:

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

**Enhanced sanitation practices**
The Waugh School District will be diligent in the cleaning and disinfecting of classrooms. Restrooms will be cleaned and disinfected each day, with added attention as needed. In addition, for restrooms, all door knobs/handles, light switches, cover plates, paper towel dispensers, faucet handles, toilet and urinal flush levers, toilet and urinal partitions, and doors will be regularly cleaned throughout the day. Soap and paper towel dispensers, as well as hand sanitizers, will be restocked or changed immediately when empty. In the Multi kitchens and staff room kitchens, the entire area will be cleaned daily with tables and benches cleaned between use. Refrigerator door handles, microwave door handles and buttons/keypads, table tops, door knobs or handles light switches and cover plates will be cleaned/disinfected daily. All drinking fountains will have the water turned off and covered-not in use. Student lunch tables and benches seats will be cleaned
after every use. The school truck’s steering wheel, door handles, shift knobs and dashboard will be cleaned each night.

After careful consideration, The Waugh School District has decided to temporarily close playground structures. These structures are often crowded, making social distancing guidelines difficult to follow. To avoid the possible spread of Covid-19, The Waugh School District will also be dividing our playgrounds into sections in order to maintain social distancing requirements.

Handwashing stations: All district classrooms are equipped with sinks and handwashing stations. Students will be on regular rotations for washing hands (hourly at minimum), and any time they enter/exit a classroom. The Waugh School District features two modern campuses with faucets in every classroom and in other locations on our campuses. During the Spring 2021, the hybrid learning schedule will have students on campus for two hours/day, four afternoons per week. The size of the cohorts will be very small and we believe the existing faucets on site will be adequate to meet the handwashing needs of all students and staff. Our staff will continue to assess the hand washing needs on our campuses and will consider adding outdoor hand washing stations if they are necessary.

The employer’s plan and procedures to protect staff from COVID-19 illness

The Waugh School district has put many preventative protective measures into place. There are social distancing and mandated mask signs on the doors of all offices and classrooms, enhanced cleaning, directional paths for flow of people, PPE requirements (that will be provided if a student or staff member does not have), hand sanitizer at all entrances, limited number of people in indoor spaces, phone and equipment cleaning and sanitation, cups for clean and dirty pens in the office, safety plexiglass in the office, social distancing markings on the ground where students are required to line up, hand washing signage instructing students of how to wash their hands, desks spaced at the required distance apart, and students/staff will be immediately updated if any protocols change.
All non-essential visitors on campus will be limited. All approved visitors will engage in an active screening prior to entering the campus. If the visitor refuses the screen, the visitor will be denied access to the site and will be offered a virtual meeting. All visitors must maintain social distancing requirements and are required to wear a face covering at all times while on campus. Site visitors are allowed on site by appointment only and for a set amount of time. The number of visitors permitted is limited by the requirement to maintain social distancing. All visitors are expected to follow hygiene expectations (hand washing, hand sanitizer, etc). The Waugh School District is not allowing volunteers at this time. All parent committees, conferences, meetings, etc. are virtual. Sharing outside food with other students is not allowed, including no outside food for birthdays or any other celebration.

Students will not be eating on campus. Students will follow social distancing protocols and the directional path arrows will mark how to move about campus. Outside tables will be marked to indicate where students can sit at the table.

The hybrid model of instruction does not include a formal recess period.

The campus play structures will remain closed to all students. Each cohort will be provided with their own set of balls. The balls will be kept in a mesh bag that will be sanitized between uses.
All drinking fountains are not in use (water valve shut off).
COVID-19 Testing for Staff and Students

The Waugh District Office will maintain a comprehensive list of local COVID-19 testing locations available for students, families, and staff members. This information will be shared upon request, or whenever a student or staff member reports symptoms consistent with COVID-19 and testing is recommended.

Additionally, Waugh has contracted with the Valencia Branch Laboratory to have available on campus a limited number of Polymerase Chain Reaction (PCR) tests. These tests can be accessed if urgent testing is necessary or if students and staff members have difficulty accessing other public testing options.

This on-site testing plan complies with recent legal changes addressed in Assembly/Senate Bill 86, which was signed into law on March 5, 2021.

If a staff member or student shows symptoms associated with COVID-19, they will be sent home and encouraged to get tested, according to state guidance issued January 2021. Additionally, those who have had close contact with that person will also be sent home, with a recommendation that they get tested within 5-7 days. If individuals have difficulty accessing COVID tests, the Waugh District will provide onsite PCR tests. Furthermore, if a child or staff had close contact with someone with confirmed COVID-19 the following is required:

- Stay home for 10 days after last exposure.
- Students and staff must have no symptoms upon returning and test negative on/after Day 8.
- For those who refuse testing, a 14-day quarantine will be required. (except for those who tested positive for COVID-19 in the past 90 days).
- If symptoms develop and no test is completed, an additional 10 days of isolation must be completed.
- If the person has ongoing close contact with the person with COVID-19 (ie: a parent or sibling), the person must quarantine for 10 days after the person with COVID-19 is no longer infectious. In most cases, this is a total of 20 days after the person with COVID-19 first developed symptoms or had a positive test.
Safety Training

Staff
All Waugh staff members will engage in a training provided by the district prior to the students return to campus. The training will be for both classified and certificated, take place over Zoom, and will be mandatory (attendance will be taken). The training will cover all aspects of the WSD Safety Handbook for Spring 2021. The training will be recorded over Zoom for those staff members who are not able to attend.

Regular staff meetings will continue to be held virtually where staff will be kept apprised of situations within the schools. An emergency staff meeting will be called if staff need immediate information or training.

Students
An interactive and age-appropriate video is being created for the students to view. The video will give direct and explicit instruction on safety for the students including hand washing, directional arrows, bathroom protocols, sharing materials, pick up, drop off and more. As part of the synchronous instruction, all teachers will play the video for all students and engage in extension activities. Students that are absent on the day of the video will be shown the video as an assignment in the learning platform. The viewing of the video is required prior to entering campus.

Regular parent communication will continue through the ParentSquare Application where families will be kept apprised of situations within the schools. An emergency parent information webinar will be called if families need immediate information or training.
Changes to Food Service and Child Care Programs

Food Service
Food service will continue in the Hybrid and Distance Learning Models to be bagged lunches delivered in grab and go style for families qualifying for free/reduced lunch. Students, parents and families will be contacted to pick up locations and other details. In the Hybrid Learning Model students will not be on campus during lunch times and thus no eating will take place with the exception of special education instructional cohorts. Students engaging in the on campus instructional cohorts qualifying for free/reduced school lunches will have their lunch delivered to the classroom. The students will eat in the garden, sitting on an identified marker that is 6 feet apart from other peers.

Childcare
The Kids Care program is severely impacted by the size of the cohort groups and possible school closures related to the pandemic. Once childcare opens, there will be very limited space available.

Availability of spaces will be determined by this priority
(More details of availability, hours, and acceptance or placement on wait lists will be forthcoming)
1. Any student who qualifies under the McKinney-Vento Act and Foster Youth
2. School aged children registered in the Waugh School District of Waugh Employees
3. Children who qualify for NSLP funding
4. School aged children (registered in Waugh) of first responders or essential healthcare workers
5. All others based on date of request
Special Education

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish.

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This may include both in-person and distance learning settings. For distance learning and/or in person instruction, Student’s Case Managers will be required to meet with families to determine which, if any, services need to be adjusted. During this time, regardless of the model, all elements of the Individuals with Disabilities Education Act (IDEA) must be met. Service providers such as Speech and Language, Occupational Therapy, or Counseling services must continue to provide services, either through online services or in-person as developed in the IEP.

As mentioned, distance learning may not be accessible to some students with exceptional needs. For some populations it is difficult to have their developmental, educational, health and other needs met in an online environment. Students with mild to moderate disabilities may benefit from models that include some time in-person and some time in the distance learning model depending on their age. These decisions will be made in consultation with the IEP Team. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

The Waugh School District has one instructional cohort on campus for children with moderate to severe disabilities. This cohort has been successfully running since October 2020 and is described below:

**SAIL Cohort:** SAIL (Specialized Academic and Individualized Learning) is a district run hybrid SDC/inclusion class. The SAIL program has been operating with 8
students present since October 6. The district returned to full distance learning between the fall and winter holidays due to rising cases of COVID-19 in the community. On February 1, the instructional cohort reopened for instruction. The SAIL cohort details are as follows:

- Monday-Friday from 8:30-12:45.
- Students wear well fitted masks (no gators, shields, or masks with valves) at all times.
- 1 credentialed teacher and 2 support staff wear 3-ply surgical masks.
- All student desks are more than 6 feet distance
- No sharing of materials- each student has a supply bin with pencils, paper, headphones, and other necessary supplies for learning
- Morning health screen via Parent Square app
- Additional health screen at classroom entrance including temperature checks
- The SAIL students remain in a static cohort and do not mingle with any other student grouping on campus
- The SAIL classroom is room 13 on the Corona Creek Elementary School map as indicated on page 27 of this document.
- The SAIL students will use the restrooms as indicated on the map.
- The SAIL students will be dropped off and picked up by parents at entry point D as indicated on the Corona Creek Elementary map.
- All classroom doors and window will remain open for increased ventilation
- All staff, students, and families adhere to the procedures and guidelines of this document in the following areas: What Happens if Someone Becomes Sick or Tests Positive for COVID-19, Food Service, Entrance Egress & Movement Within School, Face Covering & Essential Safety Gear, Health Screenings, Healthy Hygiene Practice, COVID-19 Testing, and Safety Training

**Specialized Academic Instruction**

- Students will receive their specialized academic instruction in person (time dictated by the IEP).
- Students will attend morning instruction in the general education setting 8:30-12:00. Students with IEPs will remain on campus 2 days per week. Students will have a lunch break from 12:00-12:45. During that lunch break, students will eat outdoors (6 feet apart). Students will receive specialized academic instruction services between 12:45-2:45.
- Corona Creek and Meadow School:
  - Up to 12 students Tuesday and Wednesday 12:45-2:45
  - Up to 12 students Thursday and Friday 12:45-2:45
Additional Services

- Specialized Academic Instruction, Speech and Language Services, Occupational Therapy, Physical Therapy
  - Services will be primarily provided through a distance learning format
  - For those students not able to access through a distance learning format, in person 1-1 services will be provided.
  ■ As per the CDPH Guidance Related to Cohorts, students may receive one-on-one services and support from other qualified adults. These additional supports and services must be done individually and cannot be done with other students. Staff providing specialized services or targeted support—such as speech or occupational therapy or intensive tutoring—should be assigned to work with students in as few cohorts as possible and must observe appropriate precautions to prevent transmission, including wearing appropriate personal protective equipment (PPE) as specified.

Assessment

- Assessment in any area of suspected disability is currently being provided on a 1-1 basis
- A “clean room” has been established on campus that includes:
  - At least 6 feet of distance between the examiner and student
  - Plexiglass partition between examiner and student
  - Use of Q-Interactive Assessment system to minimize sharing of materials and to allow for increased distance between examiner and student
  - All windows and door remain open in testing room to increase ventilation
  - The HVAC units will be running at all times to further increase ventilation.
  - Use of extensive PPE including 3-ply mask for examiner and use of a face shield
  - Mandatory health screen (described above) and additional screen to include past 14 days activities of household
  - 1 student assessment per day to allow for maximum sanitization between assessment sessions
Meetings

- **ALL** Individualized Education Plan (IEP), SST, special education staff meetings, 504 plan, or other intervention meetings will be held virtually

**To support the student’s access to the general education classroom within the hybrid learning learning models, and to meet the required elements of the Individuals with Disabilities Education Act (IDEA) the Waugh School District will:**

- Collaborate with families to ensure service obligations of all IEPs are met and work with each family to make service delivery decisions during this time. A child's IEP may be different from the individualized education program (IEP) developed preCOVID-19.
- Ensure all Related Service Providers, School Psychologists, Speech and Language Pathologists, Adapted Physical Education, and School Nurses shall provide services to the students they are assigned as outlined in each student's IEP or 504 plan.
- Continue to utilize evidence-based practices and curriculum aligned with common core state standards. Curriculum is based on individual student needs.
- Ensure students receiving special education services will continue to engage in the general education program, interact with peers without disabilities and remain in the least restrictive environment.
- Plan and problem solve in cases where students with disabilities are not able to wear masks and will continue to implement our Home and Hospital program for students for whom it is appropriate.
- Through the IEP process, clearly define how staff can honor physical distancing recommendations, yet meet students' medical, personal, or support needs when in a hybrid model.
- Ensure any special or unique needs for students with disabilities related to planned district or school procedures and protocols related to daily health screenings will be specifically addressed.
- Establish flexibilities for specific students-with disabilities populations such as students with extensive support needs, behavioral challenges, etc.
- Consider and address any physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Conduct assessments while practicing physical distancing and a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act will continue to be provided if the District is implementing a hybrid model of instruction.
• Hold all IEP and team meetings virtually through an online meeting platform or teleconference based on parent or guardian preference.
• Communicate openly and often with families of students with special education services. We understand that each family’s situation and feelings are as unique as the needs of our students. Honoring our families is critical to the success of students with disabilities in reopening our schools.
Social Emotional Wellness

At WSD we believe that Social and Emotional Learning (SEL) is fundamental to academic success. Social-Emotional Wellness is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Social-Emotional Wellness primes students for learning. Schools that support student social-emotional wellness help students feel safe and supported and develop skills to communicate better, can focus more on school work and typically have fewer behavioral issues. This can translate to improved academic outcomes and better health later in life.

Social Emotional Learning Support is woven into the work of every teacher, in every classroom and learning program. We recognized that at this time this work is more important than ever. COVID-19 pandemic has potentially created different types of stress for many of our staff, students, and families. We will have practices in place to support the emotional recovery of students, staff, and families.

Additionally, physical distancing at school or through distance learning, does not mean losing social and school connections. Our work to establish a distance learning and hybrid program has placed adult and student wellness first to establish a positive, safe, and supportive learning environment.

Through the still developing Multi-Tier System of Support (MTSS) structure, the district can support both the development of academic and social-emotional and behavioral well-being (or mental health).

The CDE has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and families/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at CDE SEL Family and Schools Supports. Many of these resources can be used inside and outside the classroom.

MTSS supports district-wide coordination of a continuum of support making sure that all students’ needs are identified:

- WSD will engage with families and provide activities and information to help families feel comfortable in distance learning or on the school campus when in a hybrid model learning environment.
• The District will continue to work to remove barriers to student success that existed before COVID-19.
• Our counseling team will continue to provide virtual counseling support for students individually and in small groups in a manner aligned with our safety precautions whether in hybrid or distance models.
• Families and teachers will continue to have the ability to refer students for social and emotional support in either learning model.
• The District will positively support the understanding of physical distancing measures or distance learning for families and students including age-appropriate lessons on the science behind infection.
• School staff will provide daily connections, classroom meetings or other non-academic-focused check-ins with students as well as implement a system to promote attendance.
• SEL practices will be integrated into instructional planning to ensure consistent support throughout the possibility of alternating between virtual learning and in-person classroom activities.
• Engage with students and families using culturally responsive techniques.
• Professional development will be offered to school staff to support integrated social emotional learning in the classroom or through distance learning.
• We have prioritized collaboration between teachers, staff and families to organize, support and provide resources for SEL through synchronous and asynchronous learning experiences.

If in a hybrid model of instruction:
• The counselor will provide lessons, as appropriate, to support understanding of how wearing masks might alter our understanding of how individuals are feeling and teach alternative ways to communicate feelings if in a hybrid model.
• The District will positively communicate the need for physical distancing in the classroom and address a child’s natural tendencies to hug, touch, etc. when playing in a developmentally appropriate and positive way. Positive reinforcement for good practices will also be in place in alignment with Positive Behavioral Instructional Supports (PBIS).
• The District has developed plans to support movement for children to ensure safe and adequate expenditure of energy when in a hybrid environment.
• Information regarding mental health and wellness along with additional resources are on the district and school websites and in communication with families.
Families Experiencing Homelessness

Consistent with in person learning, the District will continue to ensure that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed. Given the current epidemic, the number of students meeting the eligibility criteria of homelessness may now be greater and more challenging to identify than ever. For this reason we will utilize the strategies and resources provided as part of the CDE’s Identification Strategies in Response to Coronavirus For Homeless Students Overview document. During both distance or hybrid learning models, children and youth experiencing homelessness have the right to:

- **Immediate Enrollment**: No matter the documentation.
- **Transportation**: LEAs should continue providing transportation support as needed to eliminate barriers to enrollment, participation and retention in school, including to pick up meals or distance learning items.
- **Academic Access and Success**: This includes free meals, and all other academic supports afforded to their housed peers and more.
- **Please make sure to contact your local LEA, County Liaison or State Coordinator**:
  - Mike Gardner, [Waugh School District](mailto:mgardner@waughsd.org)
  - Debra Sanders, [Sonoma County Office of Education](mailto:dsanders@scoe.org)
  - Leanne Wheeler, [California Department of Education](mailto:LWheeler@cde.ca.gov)
Language Learners

English Learners
According to the California Department of Education’s “Stronger Together” guidebook, English learners will need additional support, especially during Distance Learning, to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time.

To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

The California English Learner Roadmap Policy, Principle One addresses the need to embrace our English learners as assets to our schools and community and Principle Two the need to provide meaningful access to a full standards-based and relevant curriculum through Designated and Integrated ELD language instruction services that are required to be provided to all English learner students regardless of grade and proficiency level.

All English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member in the Distance Learning model block of instruction time. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking, listening reading and writing domains and include systematic development of academic vocabulary. ELD instruction will be completed in person in the afternoons unless families request a full distance learning program.
Instructional Technology

Waugh School District is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through problem solving and experiences, and utilizing best practices that improve access to learning for all participants. The selection of Google Classroom (grades 3-6) and Seesaw (grades TK-2) as Learning management Systems are intended to support this digital curriculum. To enhance Distance Learning, Waugh has adopted Studies Weekly as our new digital social studies curriculum. We have expanded the accessibility of the Mystery Science curriculum to grades TK-5, and we are still in the process of researching 6th grade online science options. Additionally, we are working with our existing English-Language Arts and Math publishers to expand our access to digital resources within those programs. We are thrilled to share that we have subscribed to another year of Epic Reader which provides unlimited online books for our students.

Additional software may be approved for district-wide use. The overarching themes for learning will be:

- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Include opportunities for asynchronous and synchronous learning
- Ensure deployment of student devices to all families in need
- Ensure internet services are available for students who need access
- Provide technology support for students and families
- Provide technology support for staff
- Include opportunities for both intervention and accelerated learning
References

CDC Guidelines on Coronavirus Prevention (This site is available in English, Spanish, and Chinese)

Sonoma County Health Orders

CDC Cleaning Guidelines

California Department of Education “Stronger Together” Opening Guidelines

Sonoma County Road Map to Reopening Schools Safely

COVID-19 Industry Guidance: Schools and School-Based Program (7/17/2020)

CA Assembly Bill 98: Education Finance Trailer Bill
To: Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing the following campus(es), starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the California Department of Public Health (CDPH), we have been advised that the school should be closed for 14 days to prevent further transmission of COVID-19 and to clean and disinfect the school before reopening on [DATE].

During school closure, the school will revert to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The California Department of Public Health (CDPH) will also continue to follow-up with cases and contacts during school closure to ensure isolation and quarantine and testing.

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

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:
- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact Mike Gardner at (707) 765-3331.

Sincerely,

Mike Gardner
Superintendent
From: Mike Gardner
Date:

Dear Parents/Guardians, Teachers, and Staff Members,

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

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

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:
• Fever or chills
• Cough
• Shortness of breath or difficulty breathing
• Fatigue
• Muscle or body aches
• Headache
• New loss of taste or smell
• Sore throat
• Congestion or runny nose
• Nausea or vomiting
• Diarrhea

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

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact Mike Gardner at (707) 765-3331.

Sincerely,

Mike Gardner
Superintendent
From: Mike Gardner
Date:

Dear Parents/Guardians,

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

Our school is working with the California Department of Public Health (CDPH) to follow up with the case and will reach out to all persons who are identified as having had close contact with the case to recommend home quarantine and COVID-19 testing. If you or your child are not contacted, it means that you or your child were not identified as exposed to the case. Please remind your child to use their face covering, stay at least 6 feet from other people, and wash their hands often with soap and water for at least 20 seconds.

Symptoms of COVID-19 may appear 2-14 days after exposure to the virus and include:
• Fever or chills
• Cough
• Shortness of breath or difficulty breathing
• Fatigue
• Muscle or body aches
• Headache
• New loss of taste or smell
• Sore throat
• Congestion or runny nose
• Nausea or vomiting
• Diarrhea

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

Ensuring the health and safety of our students, teachers, and staff members is of the utmost importance to us. If you have any questions or concerns, please contact Mike Gardner, Superintendent, at (707) 765-3331.

Sincerely,

Mike Gardner
Superintendent
APPENDIX B

COVID-19 Prevention Program (CPP) for Waugh School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Board Approved:

Authority and Responsibility

The Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Evaluate employees’ potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the Appendix B: COVID-19 Inspections form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees’ representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:
• Reporting to administration knowledge of any safety mitigation protocols not being adhered to on campus.

**Employee screening**

We screen our employees by:

• Requesting that employees complete the ParentSquare health screening application before entering campus.

**Correction of COVID-19 Hazards**

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

• The severity of the hazard will be assessed and correction time frames assigned, accordingly.
• Individuals will be identified as being responsible for timely correction.
• Follow-up measures will be taken to ensure timely correction.

**Control of COVID-19 Hazards**

**Physical Distancing**

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

• Eliminating the need for some employees to be in the workplace – e.g., telework or other remote work arrangements.
• Reducing the number of persons in an area at one time, including visitors.
• Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
• Staggered arrival, departure, work, and break times.
• Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

**Face Coverings**

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Face shields are
not a replacement for face coverings, although they may be worn together for additional protection.

Face coverings will be provided, as needed, by the District Office. Employees should contact Human Resources for the replacement of face covering or to request a face shield.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

**Engineering controls**

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

- We shall install or provide cleanable solid partitions that effectively reduce aerosol transmission between the employee and other persons.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- We shall maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or letting in outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.
- Ventilation system will be properly maintained and adjusted, to maximize the fans and dampers to deliver fresh air.
- When possible, to increase filtration efficiency to the highest level compatible with the existing ventilation system.

**Cleaning and disinfecting**

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Identifying and regularly cleaning and disinfecting frequently touched surfaces and objects, such as doorknobs, equipment, tools, handrails, handles, desks, counters, bathroom surfaces.
- Ensuring adequate supplies and adequate time for it to be done properly.
• Prohibiting the sharing of personal protective equipment and to the extent feasible, items that employees come in regular physical contact with such as phones, headsets, desks, keyboards, writing materials, instruments, and tools. When it is not feasible to prevent sharing, sharing shall be minimized and such items and equipment shall be disinfected between uses by different people.

• Inform employees and authorized employee representatives of cleaning and disinfection protocols, including the planned frequency and scope of regular cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

Area will be closed for 24 hours before cleaning and disinfecting the entire area using the Victory Electrostatic equipment and List N: Disinfectant for Coronavirus (COVID-19). Cleaning and disinfecting will be done by district employees trained to use equipment.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by either the cleaning/sanitizing crew or providing the employees with the materials and training to do it themselves.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

• Evaluated handwashing facilities.
• Encourage and allow time for employee handwashing.
• Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
• Encourage employees to wash their hands for at least 20 seconds each time.

Personal protective equipment (PPE) used to control employees’ exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.
When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

**Investigating and Responding to COVID-19 Cases**

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours by making an appointment using one of the testing sites provided by CDPH. Employees may also use their health care provider, but the District will not be able to reimburse for testing costs, though our understanding is that testing should be provided for free since school staff are essential workers.
- Provided information on Employee Leave and Accommodations during COVID-19, including, but not limited to, Education Code granted sick leave, Employer granted sick/vacation leave, Personal Necessity Leave, Family Medical Leave, and Extended Illness Leave.

**System for Communicating**

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms and possible hazards to, and how:
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.
Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.

  - The fact that:
    - COVID-19 is an infectious disease that can be spread through the air.
    - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
    - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.

The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.

- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Employees are required to complete the COVID-19 IIPP Addendum Training, assigned through the Target Solutions online platform, within the first 30 days of the school.

Appendix D: COVID-19 Training Roster or Completion Report from Target Solutions will be used to document this training.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 10 days after the last known COVID-19 exposure to a COVID-19 case.
Continuing and maintaining an employee’s earnings, seniority, and all other employee rights and benefits whenever we’ve demonstrated that the COVID-19 exposure is work related. This will be accomplished by allocating leave or accommodations provided by law.

- Providing employees at the time of exclusion with information on available benefits.

**Reporting, Recordkeeping, and Access**

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

**Return-to-Work Criteria**

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
  - COVID-19 symptoms have improved.
  - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

Superintendent
Waugh School District
Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

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<tr>
<th>Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards</th>
<th>Places and times</th>
<th>Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers</th>
<th>Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation</th>
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Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

<table>
<thead>
<tr>
<th>Exposure Controls</th>
<th>Status</th>
<th>Person Assigned to Correct</th>
<th>Date Corrected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers/partitions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ventilation (amount of fresh air and filtration maximized)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional room air filtration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical distancing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surface cleaning and disinfection (frequently enough and adequate supplies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand washing facilities (adequate numbers and supplies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disinfecting and hand sanitizing solutions being used according to manufacturer instructions</td>
<td></td>
<td></td>
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<tr>
<td><strong>PPE</strong> (not shared, available and being worn)</td>
<td></td>
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<tr>
<td>Face coverings (cleaned sufficiently often)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
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<td></td>
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<td></td>
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<tr>
<td>Gloves</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Face shields/goggles</td>
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</tbody>
</table>
Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:**

**Name of person conducting the investigation:**

<table>
<thead>
<tr>
<th>Employee (or non-employee*) name:</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location where employee worked</td>
<td>Date investigation was initiated:</td>
</tr>
<tr>
<td>Was COVID-19 test offered?</td>
<td>Name(s) of staff involved in the investigation:</td>
</tr>
<tr>
<td>Date and time the COVID-19 case was last present in the workplace:</td>
<td>Date of the positive or negative test and/or diagnosis:</td>
</tr>
<tr>
<td>Date the case first had one or more COVID-19 symptoms:</td>
<td>Information received regarding COVID-19 test results and onset of symptoms</td>
</tr>
<tr>
<td>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</td>
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</tbody>
</table>

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

<table>
<thead>
<tr>
<th>All employees who may have had COVID-19 exposure and their authorized representatives.</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of employees that were notified:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent contractors and other employers present at the workplace during the high-risk exposure period.</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of individuals that were notified:</td>
<td></td>
</tr>
<tr>
<td>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</td>
<td>What could be done to reduce exposure to COVID-19?</td>
</tr>
<tr>
<td>Was local health department notified?</td>
<td>Date:</td>
</tr>
</tbody>
</table>

*Should an employer be made aware of a non-employee infection source COVID-19 status.*
Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Signature</th>
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</table>
Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees’ working hours.
- COVID-19 testing consists of the following:
  - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period. We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP Investigating and Responding to COVID-19 Cases.

COVID-19 investigation, review and hazard correction
In addition to our CPP Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.

Updating the review:

- Every thirty days that the outbreak continues.
- In response to new information or to new or previously unrecognized COVID-19 hazards.
- When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.
  - Improving air filtration.
  - Increasing physical distancing as much as possible.
  - Respiratory protection.

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.
Additional Consideration #2

Major COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees’ working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP Exclusion of COVID-19 Cases and Return to Work Criteria, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP Investigating and Responding to COVID-19 Cases.

COVID-19 hazard correction

In addition to the requirements of our CPP Correction of COVID-19 Hazards, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA.
Notifications to the local health department

We will comply with the requirements of our Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department.