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Introduction and Overview

The contents of this document are subject to change based on consultation with GRTA/CSEA bargaining units and our parent community. The content WILL change based on updates provided by the California Department of Public Health, Cal/OSHA, California Center of Disease Control, and/or Merced County public health officials. The frequent changes and updates to federal, state, and county guidelines present challenges to both planning and implementation for everyone involved. This plan, when finalized, will be posted on the GUSD website.

This document is designed to assist in planning for the safe reopening of Gustine Unified schools for the 2020-2021 school year. We recognize the importance of returning all students to school campuses for in-person instruction, as well as the overarching need to protect the health and safety of our students, school staff, and broader community.

The goal of this document is to plan for and implement measures to reduce COVID-19 transmission in the school setting while meeting the educational needs of all students. We expect that COVID-19 will be present, to some degree, in our Gustine community throughout the upcoming school year. We expect that GUSD schools will likely experience a COVID-19 exposure after they reopen and must be prepared to respond. However, the requirements and recommendations in this document are intended to significantly reduce the risk that other students and staff will be exposed to COVID-19.

Education, just like healthcare and food provision, is essential to our community, and as such, the reopening of school campuses for in-person instruction with strict safety protocols should be prioritized. School closures magnify socioeconomic, racial, and other inequities among students. The students most impacted by school closures are those whose parents comprise a disproportionate share of our community's essential workforce and may be less available to provide instructional support, those without access to technologies that facilitate distance learning, and those with special needs. The health-related risks for children who are not provided in-person instruction are significant, including lower rates of immunization, higher rates of undetected child abuse and neglect, and risk to social/emotional wellbeing.

The safety of teachers and all staff is a critical priority in school reopening guidance and decisions. We have highlighted key safety measures to protect staff and students, and also included measures specific to staff that have been effective in reducing transmission risk in other workplace settings.

The reopening and closing of schools are subject to certain criteria and guidance issued by the California Department of Public Health (CDPH). Currently, the State has directed schools to conduct only distance learning if they are located in a local health jurisdiction in a “purple” tier (widespread risk level). However, Merced County COVID-19 cases are moving in the right direction (significantly decreasing) which has put the county in the Red Tier. If the county continues on this trajectory, reopening of schools may begin as early as November 2020. As for school closures after reopening, the State’s guidance provides that individual school closures and school district closures should be made in consultation with the local public health department.

Because the prevalence of COVID-19 in our community can change quickly in a short period of time, we will need to maintain flexibility in our delivery of educational instruction. Schools should be prepared to switch between distance learning and in person instruction, and vice versa, with little notice. Schools reopening for in-person instruction should also be ready and able to provide distance learning for students who may need to isolate or quarantine, as well as students who are medically fragile or need special accommodations.

This document contains a series of expectations, additional measures, and considerations for schools reopening their campuses for in-person instruction modeled on guidance from the Santa Clara County Public Health “COVID-19 Prepared: Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year,” [Reopening of Santa Clara County K-12 Schools for the 2020-2021 School Year](#).

These should be read in conjunction with all relevant local, State, and federal laws, as well as school reopening requirements and/or guidance from the State and federal government, including but not limited to the California Department of Education’s “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools” (June 2020) <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf> , CDPH’s “COVID-19 Industry Guidance: Schools and School-Based Programs” (July 17, 2020), CDPH’s “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) [COVID-19 and Reopening In-Person Learning Framework for K-12 COVID-19 Industry Guidance: Schools and School-Based Programs](#), CDPH’s Schools Guidance FAQs (August 3, 2020) [Youth Sports](#) (August 3,2020), and Merced County’s 2020-2021 Academic Planning Guide, [ACADEMIC PLANNING GUIDE](#)

The **Additional Measures** in this document reflect ways that a school/District can further protect the health and safety of students, staff, and the broader community beyond expected actions. Recommendations from federal, state, or local public health officials are distinct from the legal orders or requirements that schools must follow. Many portions of the California Department of Education’s “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools,” CDPH’s “COVID-19 Industry Guidance: Schools and

School-Based Programs,” and CDPH’s “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year,” for example, offer general guidance for the entire state, where conditions vary significantly from region to region.

Finally, the **Considerations** in this document provide concrete examples of how the expectations or additional measures can be implemented, and factors that school administrators may want to keep in mind when implementing them.

GUSD Instructional Models

Stage I - Distance Learning

Stage II - Hybrid Learning

Stage III - Traditional Learning

Instructional Models for 2020-21 Stage I Distance/Stage II Hybrid Learning

Currently, Distance Learning is the default for school closures due to COVID-19. In this model, students would remain home and participate in live (synchronous) and self-guided (asynchronous) learning throughout the modified instructional day with their teacher and classmates.

For 2020-21, Gustine Unified has reimagined and strengthened its Distance Learning program so as to provide more structure and continuity in learning for all students. We are excited and thankful to begin Hybrid Learning November 9, 2020. As we move forward with Hybrid Learning, the expectations and mandates of SB98 are still in place for this next phase of learning.

The following standards have been established for Distance Learning and will be continued during Hybrid Learning per Senate Bill 98:

- Daily Interaction Required.
- Students will receive daily live interaction from their instructors.

Instruction Aligned with Grade Level Standards.

- Students will proceed with instruction in current grade level standards, content, and objectives.

Regular Feedback, Assessment, and Grading.

- Teachers will provide regular feedback on student work and be assessing and grading student performance.

Taking Student Attendance.

- Teachers will be taking daily student attendance.

Minimum Instructional Requirements.

- Students will receive a minimum amount of daily instruction which may be met by a combination of teacher instruction and independent work assigned.
 - 180 minutes per day for Transitional Kindergarten and Kindergarten
 - 230 minutes per day for grades 1-3
 - 240 minutes per day for grades 4-12

Preventing Disengagement.

- Schools have plans to re-engage students who are absent from distance/hybrid learning for more than three school days a week.

Weekly Engagement Records.

- Schools will keep weekly engagement records noting how much synchronous (live) or asynchronous (independent) instruction a student has received.
- Hybrid Learning
- For grades TK-8, students would be in an “1” or “2” group and attend school 2-3 days each week. For example, Group 1 would attend on Tuesday and Thursday and Group 2 would attend Wednesdays and Fridays, with both groups attending alternating Mondays. On at-home days, students would be required to participate in a daily live check in and engage in independent or project-based work.
- For grades 9-12, students would be in an “1” or “2” group and attend school 2 days each week.
 - For example, Group 1 would attend periods 1-4 on Tuesday and attend periods 5-8 on Thursday and Group 2 would attend periods 1-4 Wednesdays and attend 5-8 Fridays, with both groups attending distance learning for periods 1-8 on Mondays.
 - During at-home days, students will be required to participate in a daily live check in and complete independent or project-based work. Siblings will be grouped in the same “1” or “2” block to the greatest extent possible in TK-8.
 - Information pertaining to your student(s) and school’s specific schedule will come directly from your school site.
 -

Stage III Traditional Learning (When we are able to do so)

The traditional learning model (when we are able to transition to this phase) is what we’ve always done in Gustine Unified, providing high, quality educational excellence in-person, five days weekly, for TK-12 students. Gustine Unified is committed to returning to traditional learning as soon as it is safe for students and employees and allowable by local and state public health departments. We hope to be there with our students in the near future!

Section I GUSD Learning Models

Our goal is to return to face-to-face instruction in our classrooms to the greatest extent possible while also focusing on the health and safety of our students and staff. Based on current State guidelines for physical distancing, Gustine Unified Schools is still in the planning process on how to reopen TK-12 schools as safely as possible. This planning is contingent on hearing from our parents and staff on which learning model/schedule will best meet their needs.

Because of the large numbers of Chromebooks checked out to families, students may have limited access to devices while at school. Students who have checked out a device for distance learning will be required to bring that device to school with them each day. During distance learning, devices will continue to be available for check- out. Please ensure devices are fully charged and ready for use when students arrive at school each day.

TK-12 Schools – In-Person Learning Model (Under Consideration):

WE NEED TO HEAR FROM YOU – Parents and GUSD Staff are encouraged to provide input on this learning model and if you will be sending your child back to in-person instruction. A survey was sent to parents and at sites teachers met with Site Leadership Teams who then met with Site Administrators to provide input. A commitment survey will open for parent responses October 20, 2020 through October 25, 2020 via a link on Parent Square. If a parent does not respond regarding the preference of in person attendance or continued distance learning preference, the student(s) will remain in distance learning. If a parent chooses distance learning now, but later wants to switch to in person learning, he/she will be able to do so after the semester which would be in January. If a parent chooses in person learning, but later wants to switch to distance learning, he/she may do so at any time.

Distance Learning: It is the District’s goal to continue to offer a distance learning model for students to learn from home once in-person learning in classrooms begins. We are committed to doing our best to support those families who are not comfortable returning their students to the classroom. *This is a general example; your child(ren)’s school site(s) will provide a specific schedule for each specific school site.*

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Online instruction (synchronous and asynchronous)	At school in person learning	At home distance learning. Students log-in to classroom broadcast.	At school in person learning	At home distance learning. Students log-in to classroom broadcast.
2	Online instruction (synchronous and asynchronous)	At home distance learning. Students log-in to classroom broadcast.	At school in person learning.	At home distance learning. Students log-in to classroom broadcast.	At school in person learning

Distance Learning:

It is the District’s goal to continue to offer a distance learning model for students to learn from home once in-person learning in classrooms begins. We are committed to doing our best to support those families who are not comfortable returning their students to the classroom.

Section II Prevention

Physical Distancing - General

Expectations

- Communicate with all staff and families regarding physical distancing requirements and recommendations.

- Train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- Post signage reminding students and staff about physical distancing in prominent locations throughout each school campus.
- Allow only necessary visitors (i.e. MCOE service providers, GUSD service providers) on the campus and limit the number of students and staff who come into contact with them.
- For outside organizations utilizing school facilities outside of school hours, ensure that they follow all required health and safety measures.
- Ensure staff maintain six feet or more of distance between one another while on the school campus.

Additional Measures

- Place markings on the ground to facilitate physical distancing of six feet or more at all main school entry and exit points, crosswalks near the school, bus pickup/drop-off locations at school site, cafeteria, and elsewhere on campus where students or staff are expected to gather or form lines.
- Review emergency plans and drills to facilitate physical distancing, to the extent feasible, during such events.

Entrance, Egress and movement within the school

Expectations

- Require families to screen students for COVID-19 symptoms before they board the school bus.
- Ensure at least six feet of distance between the bus driver and students when seated.
- Visual cues for social distancing, these may include such visual cues as (e.g., floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus operator).
- Ensure bus drivers and students wear face coverings at all times while awaiting and riding on buses.
- Load students onto the bus from “rear to front” and unload students from the bus “front to rear” to avoid students walking past each other
- Encourage students to maintain physical distancing while loading and unloading at school sites
- A protocol will be developed for students who may have issues with wearing a mask while on the bus such as Special Education students due to sensory issues
- A supply of masks for each bus will be made available in the case a student does not have one
- Maximize physical distancing between students on the bus by limiting available seats to the extent practicable (e.g., every other row available for seating).

- Instruct students from the same family to sit together whenever possible to minimize exposure to new contacts.
- Thoroughly clean and disinfect buses daily and after transporting an individual who is exhibiting COVID19 symptoms.

Additional Measures

- Increase ventilation on buses by opening windows, to the greatest extent possible.
- Provide bus drivers with extra face coverings for students who lose or forget to bring their face coverings.
- Provide bus drivers with disinfectant supplies and PPE to support disinfection of frequently touched surfaces during the day.
- Buses are being equipped with hand sanitizers for staff and student use.
- Maximize physical distancing between students at bus stops by placing ground markings at pick-up and drop-off locations at school sites.

Physical Distancing within the classroom setting

Expectations

- Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day:
 - Students with disabilities and staff providing special education and related services can rotate into general education classrooms for a portion of the day.
 - Students with disabilities may spend a portion of the day in a separate classroom cohort for the provision of special education services.
 - Specialty teachers may rotate into classrooms for specialized instruction (e.g., Sped aides, intervention staff) but must maintain at least six feet of distance from everyone in the cohort or have proper PPE.
 - Substitute teachers can provide coverage for teachers who are absent.
- If possible, schools should limit the number of stable cohorts that substitute teachers interact with by assigning certain substitutes to specific schools.
 - Students should not mix with other stable classroom cohorts.

Additional Measures

- Prioritize stability of stable classroom cohorts over physical distancing or face covering use for 2nd grade and below. Given the social and educational needs of this age group, physical distancing and face coverings may be difficult. Therefore, strict maintenance of a stable classroom cohort, which minimizes the total number of contacts, is the primary mechanism of risk reduction. However, GUSD still strongly

recommends and promotes the use of face shields and/or masks, even for younger learners.

- Class sizes should be as small as practicable.
- Train staff and students to maintain at least six feet of distance from each other as much as possible during educational instruction (e.g., during whole-class instruction, presentation, or lecture).
- Seat students between three (if proper PPE is in place, dividers and masks) and six feet apart, if possible, in existing facilities. If that is not possible, consider use of outdoor spaces or non-classroom space to accommodate physical distancing. If use of outdoor space is not feasible, consider placing barriers between student desks or arranging desks in a manner that minimizes face-to-face contact (desk barriers for all students are provided by the district).
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high efficiency air filters and increasing ventilation rates.
 - Increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).

Additional Measures

- Reduce the amount of furniture and equipment in the classroom to facilitate distancing and reduce high touch surfaces.
- Student desks should be faced in the same direction (and not facing each other) to minimize risk of disease transmission, if feasible.
- Ensure adequate supplies to minimize sharing of hightouch materials (art supplies, equipment, electronic devices, etc.) to the extent practicable, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- Keep students' belongings separate so students do not come in contact with other students' possessions.
- Place markings on classroom floors to facilitate physical distancing.
- Limit the number of teachers physically present with each student cohort, to the extent possible.

Physical Distancing - Non Classroom Setting

Expectations

- Staff Break Rooms: For the most part, staff are not permitted to eat or loiter in break rooms (some sites may have the room to accommodate staff). If a site break room is

large enough for social distancing, a site could consider closing break rooms or limiting the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.

Additional Measures

- Have Yard Duty Supervisors and Campus Assistants carry first aid kits that include hand sanitizer, face coverings, and gloves.

Hallways/Passing areas:

- Minimize crowding of hallways/passing areas as much as practicable. For example, consider establishing more ways to enter and exit a campus, stagger passing times when necessary or when students cannot stay in one room, and establish designated one-way walking/passage areas.

Staff Break Rooms:

- Staff are not permitted to eat or loiter in break rooms. If break rooms remain open to staff for a purpose other than eating (e.g., making copies, using an appliance, etc.) limit the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.
- Encourage or require staff to eat meals outdoors or in large, well ventilated spaces.

School Offices:

- Space staff at least six feet apart, where practicable, or provide physical barriers such as approved Plexiglass partitions.
- Consider reorganizing workspaces to prevent risk of transmission (e.g., orienting staff away from each other in shared workspaces).
- Place markings on the ground to remind students/staff to maintain physical distancing.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.

Restrooms:

- Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms.

Libraries:

- Stagger group use of libraries (foggers can be used to sanitize daily).

Cafeterias:

- To avoid crowding of students, consider staggering meal service and/or utilizing alternate serving locations such as classrooms or outdoors, wherever practicable.

Physical Education, Playgrounds, and Recess:

- Consider holding activities in separated areas designated by class and/or staggered throughout the day.
- Conduct activities outdoors whenever possible, with appropriate physical distancing within groups to the extent practicable.
- Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Cloth face coverings must be worn during indoor physical conditioning and training or physical education classes.
- Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings.
 - Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.
 - Students should take a break from exercise if any difficulty in breathing is noted and should change their face covering if it becomes wet and sticks to the student's face and obstructs breathing.

Equipment for front office staff:

- Install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from visitors and volunteers.
- Teachers and other staff with close contact with students may consider wearing face shields in addition to wearing face coverings.

Physical Distancing - Electives and Extracurricular Activities

Expectations

- Do not allow electives and extracurricular activities in which physical distancing (at least six feet) and face covering use cannot be maintained at all times.
- Do not allow aerosol generating activities in doors, including in-person choir, band, and vocal cheerleading activities (cheers and chants) due to increased risk of disease transmission.

Additional Considerations

- Consider whether extra-curricular activities can be conducted outdoors or virtually (e.g., remote broadcasting of musical and theatrical practice and performances) or while maintaining stable classroom cohorts.

- In-person choir, band, and vocal cheerleading activities may be conducted if they do not include aerosol-generating activities such as singing, playing of wind and brass instruments, cheering, or chanting.
- Inperson class time can be used for non-aerosol generating activities, such as rhythm study, music theory, music history, composition, and analysis.

Physical Distancing - School Events

Expectations

- At this time, GUSD has suspended all field trips, assemblies, and other gatherings. Instead, only “virtual” school events are being held online.

Additional Measures

- Maximize the number of school events that can be held virtually or outside.
- Events involving on-campus visitors interacting with staff or students should be minimized.

Hygiene Measures - Healthy Hygiene Practices

Expectations

- Teach and reinforce proper handwashing technique, avoiding contact with one’s eyes, nose, and mouth, and covering coughs and sneezes.
- Post signage in high visibility areas to remind students and staff of proper techniques for handwashing and covering of coughs and sneezes and other prevention measures.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings and hand sanitizers (with at least 60 percent ethyl alcohol) for staff and students who can safely use hand sanitizer.
- Minimize sharing of supplies and equipment among staff and students to the extent feasible.
 - When items must be shared, clean and disinfect items between uses.
- Minimize staff and student contact with high-touch surfaces (e.g., propping open building or room doors, particularly at arrival and departure times).

Additional Measures

- Model, practice, and monitor handwashing, particularly for lower grade levels.
- Develop routines to ensure students wash their hands or use hand sanitizer upon arrival to campus; after using the restroom; after playing outside and returning to the classroom; before and after eating; and after coughing or sneezing.
- Have students and staff wash hands at staggered intervals to minimize congregation around handwashing and hand sanitizer stations.
- Proper hand washing is more effective at preventing transmission, but hand sanitizer is an acceptable alternative if handwashing is not practicable.

- Provide hand sanitizer in each classroom, in any other indoor space used by students or staff, at building entrances/exits, and at locations designated for students or staff to eat.
- Students under the age of 9 should use hand sanitizer only under adult supervision.
- Suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.

Expectations for Teachers and Staff

- All staff will log into Share911 to complete a Wellness Check before arriving at work/any Gustine Unified School District campus or facility.
- By arriving at work/any Gustine Unified School District campus or facility, staff members affirm they have not had, or been exposed to anyone with, any of the symptoms listed above in the past 14 days. Furthermore, staff agrees to wear a face covering.
- All staff members may be asked to participate in COVID-19 surveillance testing. Per Public Health, surveillance testing is recommended. Contact your school nurse for free surveillance testing locations.
- All adults must adhere to the following District guidelines for face coverings: when teaching unless separated by a physical barrier; when interacting with any member of the public in any indoor location; when working in a publicly accessible indoor location, such as an indoor lobby, whether a member of the public is present or not.
- For open office spaces that include a lobby, the publically accessible indoor location will be considered the area accessible by the public and extend ten feet back from the front of the counter;
 - when working in any space where food is prepared, packaged, or distributed to others.
 - when working, indoors or outdoors, and 6 feet of separation cannot be achieved between employees.
 - when traveling to or from your desk or office, or when working or walking in common areas, such as hallways, stairways, elevators, restrooms, etc.
- Staff who fall within the CDPH guidelines for individual exemption shall work with Human Resources for reasonable accommodations.
- Supervisors are responsible for ensuring all members of the school community are compliant with these expectations.

Expectations for Students

- Parents will log into Parent Square to complete a Wellness Check survey for their child before the student arrives to board the bus and/or school site.

- Students in grades TK-2 should be strongly encouraged to wear a face covering within their stable classroom cohort.
- Students in 3rd grade and above must use face coverings when in the classroom even if they are in a stable classroom cohort.
 - while arriving and departing from school campus;
 - in any area outside of the classroom (except when eating, drinking, or engaging in physical activity);
 - if elementary students are outside the classroom where they are only with members of their stable cohort, cloth face coverings are not required.
- Students excluded from face covering requirements include:
 - (1) anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance; and
 - (2) students with special needs who are unable to tolerate a face covering.
- Signage will be posted in high visibility areas to remind students and staff of
 - (1) when and where face coverings are required; and
 - (2) appropriate use of face coverings.
- Staff and families will receive communications regarding expectations for use of face coverings at school and how to wash face coverings.
- Students will be educated, particularly younger elementary school students, on the rationale and proper use of face coverings.

Additional Measures

- Do not exclude students from the classroom if they occasionally fail to wear a face covering, or if a few students in the classroom are consistently unable to wear a face covering, when required. If this becomes frequent, talk with administration and/or district nurse to complete a plan of safety for the student.
- The small increase in risk of disease transmission does not justify classroom exclusion, but students without face coverings should maintain physical distance to the extent feasible.
- If a student or staff experiences difficulty wearing their face covering, the individual will be allowed to remove their face covering for a short period of time.
- Face coverings will be provided for students and staff who lose their face coverings or forget to bring them to school.
- Face shields are not recommended as a replacement for face coverings given concerns over their ability to minimize droplet spread to others. However, teachers and other staff may consider using face shields in combination with face coverings when in the classroom to further reduce the risk of transmission.

- Teachers may consider using face coverings with clear windows during phonological instruction to enable students to see the teacher’s mouth and in settings where a face covering poses a barrier to communicating with a student who is hearing impaired or a student with a disability.
- Except as specifically provided in this document, students and staff should use cloth face coverings whenever face coverings are required.
- Medical masks, such as N95 and surgical masks, are strongly discouraged for general use due to the global shortage of medical masks needed for healthcare professionals. However, schools may use existing inventories of disposable masks, including N95 and surgical masks, for students and staff if reusable cloth face coverings are not available.
- Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:
 - A surgical mask and face shield is recommended when providing services to students which requires repeated close contact interactions (e.g., assistance with activities of daily living) or conducting health assessments (including vision and hearing screening).
 - Gloves must be worn as recommended for procedures which require universal precautions (e.g., toileting assistance, catheterization, and insulin administration).
 - PPE for potential aerosol generating procedures (e.g., suctioning of tracheostomy sites and nebulizer treatments) should follow [Information for Healthcare Professionals about Coronavirus \(COVID-19\)](#)

Cleaning and Disinfecting

Expectations

At least daily, and more frequently if feasible, clean and disinfect frequently touched hard surfaces (e.g., tables, desks, chairs, door handles, light switches, phones, copy/fax machines, bathroom surfaces (toilets, countertops, faucets), drinking fountains, and playground equipment) and shared objects (toys, games, art supplies, books) pursuant to CDC guidance.

See:

[Cleaning and Disinfecting Your Facility](#)

[Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)

Additional Measures

- Provide employees cleaning products for use against COVID-19.
- Train employees on manufacturer’s directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Ensure proper ventilation during cleaning and disinfecting.

- Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before students arrive; plan to do thorough cleaning when students are not present.
- If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- After an illness, limit access to areas used by the sick person (e.g., a student's desk or a staff member's office) until cleaned and disinfected.
- Limit use of items that are difficult to clean and sanitize.
- Establish a cleaning and disinfecting schedule to avoid both under- and over-use of cleaning products.

Staff Training

Expectations

- Enhanced sanitation practices
- Importance of physical distancing guidelines
- CDHP Guidance for the Use of Face Coverings
 - [How to Select, Wear, and Clean Your Mask](#)
- Screening practices
 - All staff will log into Share911 daily before coming to work and complete a wellness check indicating which sites they will be visiting that day.
- How COVID-19 is spread:
 - Teach and reinforce washing hands, [Handwashing - Clean Hands Save Lives](#)
 - avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. COVID-19 specific symptom identification
- Preventing the spread of COVID-19 [Symptoms of Coronavirus](#)
 - Including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
 - After illness, or quarantine all staff will clear with District Nurse or Human Resource Specialist as well as resume the process of Wellness Checks on Share911 prior to physically returning to work; thereafter, they are expected to stay home and immediately report to their supervisor if anything changes that would result in a "yes" response to the form. Contract Tracers must complete the COVID Reportable Incident Form upon being notified by staff of a qualifying incident.
 - For workers, COVID-19 specific symptom identification and when to seek medical attention.
 - The employer's plan and procedures to follow when students or adults become sick at school.
 - The employer's plan and procedures to protect employees from COVID-19 illness.

Additional Considerations

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

Additional Safety Measures for Teachers and Staff

Expectations

- Limit visitors to campus
- Campus access will be limited to staff, students, and parents/guardians on official business ONLY. Visitors will be permitted on campus by appointment only, and will be required to wear a face covering. Visitors will also need to complete the screening process. Visitors must avoid campus if they exhibit any COVID-19 symptoms.
- Maximize social distancing between staff and students, do not allow staff to eat together in break rooms.
- All staff must self-screen for symptoms daily using the Share911 Wellness check system.
- All parents are required to screen their children for symptoms daily as well using Parent Square.
- Conduct all staff meetings, professional development training and education, and other activities involving staff via video or phone conference. If in-person attendance is necessary, conduct such activities outdoors, if feasible, and with appropriate physical distancing.
- Ensure staff maintain six feet or more of distance between one another while on the school campus.
- Adopt procedures to ensure staff can maintain six feet or more of distance from any necessary visitors.
- Provide adequate training and personal protective equipment to protect custodial staff who will be cleaning and disinfecting areas used by any sick person.
- To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable.
- GUSD strongly recommends that students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.
- Install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from visitors.
- Teachers and other staff with close contact with students may consider wearing face shields in addition to wearing face coverings.

- Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:

Additional Measures

Staff break rooms/meals:

- Consider closing break rooms or limiting the number of staff who can be in the break room at a given time (particularly rooms that are small) to allow for physical distancing.
- Encourage or require staff to eat meals outdoors or in large, well ventilated spaces.

School offices:

- Space staff at least six feet apart or have approved Plexiglass protective partitions.
- Consider reorganizing workspaces to prevent risk of transmission (e.g., orienting staff away from each other in shared workspaces)
- Place markings on the ground to remind students/staff to maintain physical distancing.
- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates. (Note: Increase circulation of outdoor air as much as possible by opening windows and doors, unless doing so would pose a health or safety risk to individuals using the facility (e.g., allowing in pollen or smoke or exacerbating asthma symptoms). If opening windows poses a safety or health risk, maximize central air filtration for HVAC systems (ideally with a targeted filter rating of at least MERV 13).
- A surgical mask and face shield is recommended when providing services to students which requires repeated close contact interactions (e.g., assistance with activities of daily living) or conducting health assessments (including vision and hearing screening)
- Gloves should be worn as recommended for procedures which require universal precautions (e.g., toileting assistance, catheterization, and insulin administration)
- PPE for potential aerosol generating procedures (e.g., suctioning of tracheostomy sites and nebulizer treatments) should follow [Information for Healthcare Professionals about Coronavirus \(COVID-19\)](#)

- **Equipment for bus drivers:**

- Provide bus drivers with extra face coverings for students who lose or forget to bring their face coverings.
- Provide bus drivers with disinfectant wipes, disposable gloves and hand sanitizer to support disinfection of frequently touched surfaces during the day.
- **Equipment for front office staff:**
 - Install physical barriers, such as a glass window or clear plastic barrier, in the school's front office to separate staff from visitors and volunteers.
 - Teachers and other staff with close contact with students may consider wearing face shields in addition to wearing face coverings. Personal protective equipment (PPE) for special education instructors and aides and healthcare personnel:

Additional Considerations

- Hold regular all-staff meetings or send regular communications regarding implementation of the school's COVID-19 prevention plan and strategies.
- Arrange classroom furniture and equipment to maximize physical distance between teachers and students when a teacher is providing whole group instruction to the class and close contact is not necessary to deliver instruction.
- Develop policies that encourage staff and students to stay home when they are sick.
- Minimize the number of teachers physically present with each cohort, for example by having specialty or subject-specific teachers provide remote instruction.

Health Screening for Students and Staff

Expectations

- Signs will be posted at all entrances instructing students, staff, and visitors not to enter campus if they have any COVID-19 symptoms. COVID-19 symptoms include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, loss of taste or smell, nausea/vomiting or diarrhea.
- All students and staff must be screened for fever each day.
- Staff and the students' parents or guardians can conduct symptom screening at home, prior to arrival. Alternatively, symptom screening can occur on-site via self-reporting, visual inspection, or a symptom screening questionnaire.
- Symptom screenings do not need to be performed by a nurse or other health professional. GUSD will use a passive screening plan. Temperature screening of students will be completed upon arrival. If temperature screening is performed, no-touch thermometers should be used.
- Students or staff with identified COVID-19 symptoms and/or a temperature of 100.4 or higher must be sent home immediately. Contact tracers (District Nurse and Human

Resource Specialist) will follow current CDC and/or Public Health return to work recommendations.

- Staff or students who present with symptoms while at school will go to a designated triage room (Wellness Room) on site until they can be picked up by a parent/guardian or caregiver.
- Screening requirements will be communicated to all staff and families.
- Provide periodic reminders throughout the school year.

Additional Measures

- Any on-campus temperature screening (for students or staff) should be conducted using a no-touch thermometer.
- Screeners should be set up at least six feet apart from each other.
- A physical barrier, such as a glass window or clear plastic barrier on a table, for the person taking the temperature to stand behind, should be put in place. If a barrier cannot be put in place, the person measuring temperatures should be trained and wear appropriate PPE (facemask, eye protection, and disposable gloves).
- When using a non-touch (infra-red) or temporal thermometer, gloves do not need to be changed before the next check if the individual screened was not touched.

Testing of Students and Staff

Expectations

- Advise students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contacts tested positive for COVID-19.
- Per State guidelines, Districts should recommend the individual experiencing symptoms take a COVID-19 test. Staff members will be directed to the Merced County Testing Site; or contact their physician.
- If the individual was symptomatic, but not exposed, and tests negative for COVID-19, the student or staff member may return to in-person instruction three days after symptoms resolve.
- If the individual does not get a COVID-19 test, the student or staff member may return to school 10 days after symptoms first appeared, and are 72 hours fever-free without fever-reducing medication.
- School/classroom may remain open in consultation with public health officials.

Positive test results:

- Require parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.

- Upon receiving notification that staff or a student has tested positive for COVID-19, or been in close contact with a COVID-19 case, take actions as required in “Identification and Tracing of Contacts” (page 19-20).

Negative test results:

- Symptomatic students or staff who test negative for COVID-19 should remain home until at least 72 hours after resolution of fever (if any) and improvement in other symptoms.
- Asymptomatic non-household close contacts to a COVID-19 case should remain at home for a total of 14 days from date of last exposure even if they test negative.
- Asymptomatic household contacts should remain at home until 14 days after the COVID19 positive household member completes their isolation.
- If COVID-like symptoms develop during the 14-day quarantine period, please contact the GUSD Contact Tracing team and your healthcare provider. Documentation of negative test results may be required to return to school.

Additional Measures

- In lieu of a negative test result, allow symptomatic students and staff to return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Encourage routine monthly testing of all staff.
- Testing is now widely available at testing sites and through healthcare providers throughout the community.

Additional Considerations

- Provide parents and staff with information regarding local testing sites.

Identification and Tracing of Contacts

Expectations

Suspected COVID-19 Case(s) Response:

- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms, such as an outdoor pop-up tent.

- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- For serious illness, call 9-1-1 without delay.

Confirmed COVID-19 Case(s) Response:

Students:

- Parents should immediately report positive COVID cases with their student(s) to the School Site Administration.
- Confidentiality will be protected as required by state and federal laws.
- Information concerning student confidentiality can be found here. [FERPA & Coronavirus Disease 2019 \(COVID-19\) Frequently Asked Questions](#)

GUSD Employees:

- Staff need to notify their direct supervisor of any positive COVID diagnosis.
- Confidentiality will be protected as required by state and federal laws.
- The Supervisor or Health Aide will fill out the reportable incident form (COVID) in Google Drive and notify the Contact Tracing Team.
- The form is sent to the GUSD Contact Tracing team to notify Merced County Public Health of any positives and to perform additional tracing to see if more individuals are advised to quarantine due to exposure.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- To reduce risk of exposure, wait 24 hours before you clean and disinfect [Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease 2019](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation.
- No actions need to be taken for persons who have not had close contact (i.e., within 6 feet for 15 or more minutes or direct physical contact) with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
- For elementary schools and other settings in which stable classroom cohorts have been maintained: All students and staff within the same classroom cohort as the confirmed COVID-19 case should be instructed to get COVID-19 testing around 7 days after the last exposure to the case and remain quarantined at home for 14 days.
- If COVID-like symptoms develop during the 14-day quarantine period, please contact the GUSD Contact Tracing team and your healthcare provider.

- For all settings, provide information regarding close contacts to Susena Ross, GUSD Nurse and she will communicate directly with Merced County Public Health via secure channels.
- No actions need to be taken for persons who have not had close contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.

Return to Campus after Testing:

Positive test results:

- Symptomatic individuals who test positive for COVID19 can return, at a minimum, 10 days after symptoms first appeared AND at least 72 hours with no fever AND improvement in other symptoms.
- Asymptomatic individuals who test positive for COVID19 can return 10 days after their positive test result.

Negative test results:

- Symptomatic individuals who have not been in close contact with a COVID-19 case, who test negative for COVID-19, can return 72 hours after resolution of fever (if any) and improvement in symptoms.
- In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides an alternative explanation for symptoms and reason for not ordering COVID-19 testing.
- Individuals who are in close contact with a confirmed COVID-19 case, who test negative at least 7 days after exposure, and remain asymptomatic, can return 14 days after the date of last exposure to the case.
- If a close contact continues to be exposed to a case during their isolation (e.g. household member), quarantine ends 14 days after the case's isolation period ends.

Communication Plan for Cases and Exposures at School

Table 1. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts (depending on guidance from Public Health)

Scenario	Immediate Action	Communications
Scenario 1: A student or staff member either exhibits COVID-19 symptoms or has a temperature of 100.4 or above.	<ul style="list-style-type: none"> • Student/staff sent home. • School administration notified. • Student/staff instructed to get tested. • Classroom remains open. 	No action is needed

<p>Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19.</p>	<ul style="list-style-type: none"> • Student/staff sent home. • School administration notified. • Student/staff instructed to get tested. • Student/staff instructed to quarantine, even if they test negative, for a full 14 days after date of last exposure to COVID-19 case. If COVID-like symptoms develop during the 14-day quarantine period, please contact the GUSD Contact Tracing team and your healthcare provider. • Classroom remains open. • If student/staff tests positive during quarantine, see Scenario 3 below. 	<p>Template Letters: Letter to Student/Staff Member who is a Close Contact of a COVID-19 Case AND Letter to Cohort Members (in Cohort Settings)</p>
<p>Scenario 3: A student or staff member tests positive for COVID-19.</p>	<ul style="list-style-type: none"> • Student/staff sent home if not already quarantined. • School administration notified. • Public Health Department notified. • Student/staff instructed to isolate for at least 10 days after symptom onset AND at least 3 days after resolution of fever AND improvement in symptoms (If never symptomatic, isolate for 10 days after date of positive test.). • School-based close contacts identified and instructed to test & quarantine for 14 days: <ul style="list-style-type: none"> ● In stable elementary classroom cohorts: entire cohort. ● In other settings: use seating chart, consult with teacher/staff. 	<p>Template Letters: For Cohort Settings Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Cohort Members For Non-Cohort Settings Letter to the Student/Staff Member Who is a COVID-19 Case</p> <p>AND</p> <p>Letter to Close Contacts</p> <p>AND</p> <p>Letter to All Other Community Members</p>

	<ul style="list-style-type: none"> • In elementary cohort settings, classroom closes 	
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Table 2. Steps to Take in Response to a Negative Test Result

Scenario	Immediate Action	Communications
Scenario 1: A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic).	<ul style="list-style-type: none"> • Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms 	Student family/staff may be required bring evidence of negative COVID- 19 test or medical note if testing not performed.
Scenario 2: A student or staff member tests negative after Scenario 2 (close contact).	<p>Student/staff must remain in quarantine for a full 14 days after date of last exposure to COVID-19 case. If COVID-like symptoms develop during the 14-day quarantine period, please contact the GUSD Contact Tracing team and your healthcare provider.</p> <ul style="list-style-type: none"> • If a close contact is under isolation (e.g. household member), quarantine ends 14 days after the case’s isolation period ends. 	No action is needed.
Scenario 3: A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID19 case).	Student/staff can return to school/work immediately.	No action is needed.

Triggers for Switching to Distance Learning

Guidance on School Closure

What are the criteria for closing a school?

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

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

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

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

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

Guidance on District Closure

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

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

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

Visual Overview of protocols:

When to Close a Class



With public health, consider closing if one or more students or staff members is confirmed to have COVID-19

When to Close a School



With public health, consider closing if multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases

When to Close the District



25% or more of schools in a district have closed due to COVID-19.

When to Re-Open



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

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

Individual school closure is recommended based on the number of cases, the percentage of teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including from public health investigation or other local epidemiological data.

If a student/staff member has symptoms, they should be sent home with a recommendation to be tested. The school/classroom remains open until a case is confirmed positive. If the test returns positive, refer to COVID-19 Notification Process flowchart for next steps. If the student/staff member is tested and the results are negative, the student/staff members can return to work 3 days after symptoms resolve.

WHEN TO CLOSE CLASS/SCHOOL/DISTRICT
Guidance from the CA Department of Public Health
cdph.ca.gov

Distance/Remote Learning for Particular Students

Education Code sections 43503 and 43504 address distance/remote learning for the 2020-2021 school year. Education Code section 43504 states that schools in California “shall offer in person instruction to the greatest extent possible.” Education Code section 43503 states, “Distance learning may be offered under either of the following circumstances: (A) On a local educational agency or school wide level as a result of an order or guidance from a state public health officer or a local public health officer. (B) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.”

Considerations

Regardless of on-site school conditions, distance/remote learning should be made available for the following students:

- Students who are medically fragile or would be put at risk by in-person instruction, or who are isolating or quarantining because of exposure to COVID-19.

VI. Social and Emotional/Academic Supports for Students

We believe it is in the best interest of students to provide as much normalcy as possible when school reopens. To help address learning gaps, social-emotional health needs, emotional trauma, and the potential for needing to relearn basic socialization skills, we are prepared to meet students where they are academically, socially, and emotionally and offer additional support.

These supports will be available in all learning models and they may be modified in their delivery and format.

Examples of supports available are listed below.

Social-Emotional Supports

- School-based counseling
- Suicide prevention training for all certificated staff
- Mental health therapies
- Positive Behavior Interventions & Supports (PBIS)
- Socio-emotional learning /curriculum

Academic Supports

- Identification and prioritization of essential learning standards
- Formative assessments for learning gaps
- Tiered Levels of Support in small groups
- Added tutoring for identified students
- Web based supplemental support curricula in both English-Language Arts and mathematics
- English Learners Designated English Language Development will be delivered during uninterrupted blocked times each day of the week.
- Integrated English Language Development will continue to be delivered in all content areas to ensure access to rigorous curriculum and success in standards of a story in both hybrid and distance learning models.
- English language support staff will also be available throughout the day to assist students and families in content area curriculum and digital platforms.
- Special Education Instruction and services will be provided and incorporated within the same schedule and guidelines as general education.
 - During Distance Learning, Individual Distance Learning Plans will be developed and shared with parents to document all supports and services, daily or weekly schedules, resources, platforms, and log-in information.
 - Students will participate in daily live (synchronous) and asynchronous learning activities within the general education classroom and for specialized academic instruction and related services.
 - Depending on class sizes and/or scheduling and the ability to ensure social distancing guidelines, as of November 9, 2020, when schools transition to the Hybrid model, students within Special Day Class (SDC) programs will attend daily as opposed to the alternating A/B schedule.

This is the end of the Gustine Unified Safe Schools Reopening Plan. It is anticipated that the plan will be presented to the Board of Education in mid-October.