

CDC's Operational Strategy for K-12 Schools through Phased Mitigation

K-12 schools should be the last settings to close after all other mitigation measures in the community have been employed, and the first to reopen when they can do so safely. Many K-12 schools that have implemented mitigation strategies have been able to safely open for in-person instruction and remain open. This operational strategy presents a pathway to reopen schools and help them remain open through consistent use of mitigation strategies, especially universal and correct use of masks and physical distancing.



Mitigation strategies to reduce transmission of SARS-CoV-2 in schools

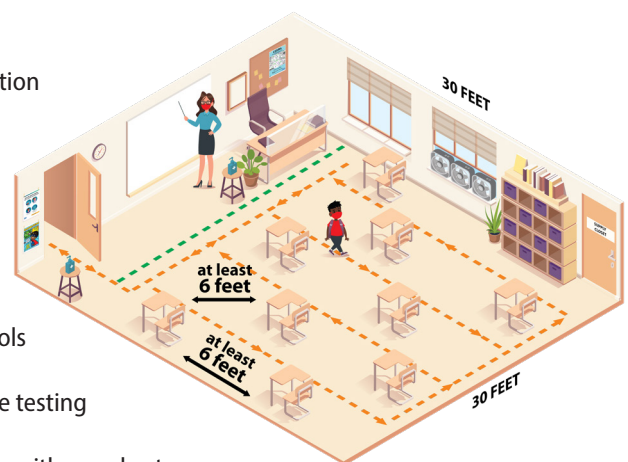
Regardless of the level of community transmission, all schools should use and layer [mitigation strategies](#). Schools providing in-person instruction should prioritize two mitigation strategies:

- Universal and correct use of [masks](#) should be required.
- Physical distancing (at least 6 feet) should be maximized to the greatest extent possible.

Phased mitigation and learning modes

At any level of community transmission, there are options for in-person instruction (either full or hybrid) for all schools by strictly using mitigation strategies.

- In-person learning for elementary schools is likely to have less risk of in-school transmission than for middle schools and high schools.
- Families of students who are at increased risk of severe illness or who live with people at high risk should be given the option of virtual instruction regardless of the mode of learning offered.
- In-person instruction should be prioritized over extracurricular activities including sports and school events, to minimize risk of transmission in schools and protect in-person learning.
- Schools are encouraged to use cohorting or podding of students to facilitate testing and contact tracing, and to minimize transmission across cohorts.
- Students, teachers, and staff who are at high risk of severe illness or who live with people at high risk should be provided virtual options.



Recommended Implementation of Mitigation Strategies and K-12 School Learning Modes by Level of Community Transmission

Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
All schools: Universal and correct use of masks is required; implementing other key mitigation strategies: handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing and diagnostic testing ² in combination with quarantine and isolation.			
K-12 schools open for full in-person instruction Physical distancing of 6 feet or more to the greatest extent possible ³		Elementary schools in hybrid mode ⁴ ; physical distancing of 6 feet or more required	
		Middle and high schools in hybrid learning mode or reduced attendance Physical distancing of 6 feet or more is required	Middle and high schools in virtual only instruction unless they can strictly implement all mitigation strategies, and have few cases; schools that are already open for in-person instruction can remain open, but only if they strictly implement mitigation strategies and have few cases ⁵
Sports and extracurricular activities with masks required; physical distancing of 6 feet or more to the greatest extent possible ⁶	Sports and extracurricular activities with masks and physical distancing of 6 feet or more required	Sports and extracurricular activities occur only if they can be held outdoors, with masks and physical distancing of 6 feet or more required	Sports and extracurricular activities virtual only

¹Levels of community transmission defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate, 10-49; substantial, 50-99; high, ≥100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%).²Levels of community transmission defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate, 10-49; substantial, 50-99; high, ≥100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%).

²Diagnostic testing for SARS-CoV-2 is intended to identify occurrence of SARS-CoV-2 infection at the individual level and is performed when there is a reason to suspect that an individual may be infected, such as having symptoms or suspected recent exposure.

³If physical distancing of at least 6 feet among all students, teachers, and staff within a class, cohort, or pod is not possible at all times, schools should ensure physical distancing between classes, cohorts, and pods.

⁴Hybrid learning or reduced attendance is intended to maximize physical distance between students. Schools may consider hybrid learning models or instructional modes where substantial percentages of students are in virtual only instruction. At all levels of community transmission, schools should provide families the option to participate in virtual learning if a student or family member is at risk of severe illness from COVID-19.

⁵Strict implementation of mitigation strategies includes policies that require consistent and correct use of masks, physical distancing of at least 6 feet, all other key mitigation strategies.

⁶School officials should implement limits on spectators and attendees for sports, extracurricular activities, and school events as consistent with recommendations for masking and physical distancing for each phase.

Additional COVID-19 Prevention in Schools

Testing

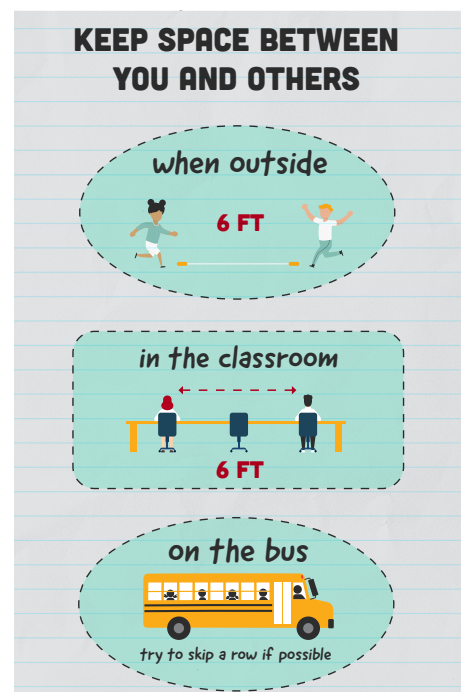
When schools implement testing combined with mitigation, they can detect new cases to prevent outbreaks, reduce the risk of further transmission, and protect students, teachers, and staff from COVID-19.

- **Diagnostic Testing:** At all levels of community transmission, schools should offer referrals to [diagnostic testing](#) to any student, teacher, or staff member who is exhibiting [symptoms of COVID-19](#) at school or who is a close contact of a person who tested positive.
- **Screening Testing:** Some schools may also elect to use screening testing as a strategy to identify cases and prevent secondary transmission. Weekly screening testing can be used as an additional layer of mitigation to complement mitigation strategies in schools.

Vaccination for teachers and staff, and in communities as soon as supply allows

Teachers and school staff hold jobs critical to the continued functioning of society and are at potential occupational risk of exposure to SARS-CoV-2. In order to support safe school reopening, state, territorial, local, and tribal (STLT) officials should consider giving high priority to teachers in early phases of vaccine distribution.

Access to vaccination should nevertheless not be considered a condition for reopening schools for in-person instruction. Even after teachers and staff are vaccinated, schools need to continue mitigation measures for the foreseeable future, including requiring masks in schools and physical distancing.



Blueprint for All & CDC K-12 Schools Tier Comparison

Daily Cases Per 100,000 for the past 7 days		
County Risk Level	*Blueprint for All (CDPH)	CDC K-12 Schools
Highest Tier	Widespread >7	High Transmission High>100
	Substantial 4.0-7.0	Substantial 50-99
	Moderate 1.0-3.9	Moderate 10-49
Lowest Tier	Minimal <1	Low Transmission 0-9

*CDPH uses an adjusted rate based on number of tests performed

Percentage of Positivity Rates in the past 7 days		
County Risk Level	Blueprint for All (CDPH)	CDC K-12 Schools
Highest Tier	Widespread More than 8%	High Transmission >10%
	Substantial 5.0-8.0%	Substantial 8.0-9.9%
	Moderate 2.0-4.9%	Moderate 5.0-7.9%
Lowest Tier	Minimal <2.0%	Low Transmission <5.0%

**HAMILTON UNIFIED SCHOOL DISTRICT
CLASSROOM STUDENT SEATING**

ROOM & DESK DIMENSIONS

HAMILTON ELEMENTARY SCHOOL

Room #	Grade	Room Dimension	Student Desk	Number of Desks			NOTES
				4 ft.	5 ft.	6 ft.	
101	Jr. High	25'x29'	2'6"	37	28	19	Add three desks between peninsulas
102	Jr. High	25'x29'	2'6"	37	28	19	Add three desks between peninsulas
201	Lab	29'x29'	2'6"	43	33	23	
202	Lab	29'x24'	2'6"	36	27	18	
203	Jr. High	29'x24'	2'6"	36	27	18	
204	Jr. High	27'x23'	2'6"	36	27	18	Add three desks between peninsulas
205	Jr. High	28'x23'	2'6"	36	27	18	Add three desks between peninsulas
206		NA					
301	4th	28'x23'	2'6"	36	27	18	Add three desks between peninsulas
303		NA					
304	3rd	28'x25'	2'6"	36	27	18	Add three desks between peninsulas
305	3rd	27'x25'	2'6"	36	27	18	Add three desks between peninsulas
306	Conf.	26'x25'	2'6"	32	23	15	
307	Jr. High	27'x25'	2'6"	36	27	18	Add three desks between peninsulas
401	1st	21'x38'	2'6"	43	29	22	
402	2nd	21'x38'	2'6"	43	29	22	
403		NA					
404		NA					
405	2nd	21'x37'		43	26	22	4' Tables
406	4/5th	21'x37'	2'6"	43	26	23	
501	TK/K	37'x23'		50	37	23	Kinder-3'6" Hex Tables
502	TK/K	37'x23'		50	37	23	Kinder-3'6" Hex tables
503	K/1	37'x23'	2'6"	50	37	23	
601		NA					County Programs
602		NA					County Programs
603		Unknown					
606	5th	21'x37'	2'6"	43	26	22	
607	Jr. High	23'x30'	2'6"	38	28	18	
608	Music	21'x39'	2'6"	41	30	26	
609	B&G	21'x39'	2'6"	41	30	26	

NOTES: 1). Interior dimensions are measured from clear walls to built-in furnishings.
2). Teacher desks follow no standard-various sizes & shapes

HAMILTON UNIFIED SCHOOL DISTRICT
CLASSROOM STUDENT SEATING

ROOM & DESK DIMENSIONS

HAMILTON HIGH SCHOOL

Room #	Room Dimension	Student Desk	Number of Desks			Notes
			4 ft.	5 ft.	6 ft.	
1	24'x28'	3'	32	27	18	
2	24'x38'	3'	52	37	26	
3	34'x23'	3'	45	33	22	
4	31'x23'	3'	39	28	18	
5	27'x23'	3'	36	23	18	
6	25'x24'		33	23	14	Tables
7	24'x29	3'	37	23	18	Science Lab-5 Lab Seats Available
8	24'x14'	3'	18	12	8	Science Lab-12 Lab Seats Available
9	NA					CTE Lab
10	NA					CTE Lab
11	23'x21'	3'	24	16	14	
12	Unknown					CTE Storage/Meeting Room
13A	22'x31'	3'	34	28	18	
13B	20'x36'		41	23	22	Fixed Lab Stations
14	28'x25'	3'	36	28	18	
15	Unknown					
16	Unknown					
17	Unknown					
18	Unknown					
19	Unknown					
20	24'x30'	3'	38	27	18	

- NOTES: 1). Interior dimensions are measured from clear walls to built-in furnishings.
 2). Teacher desks follow no standard-various sizes & shapes
 3). The label "Unknown" means no access to the room was available

Spring Schedule Survey Findings

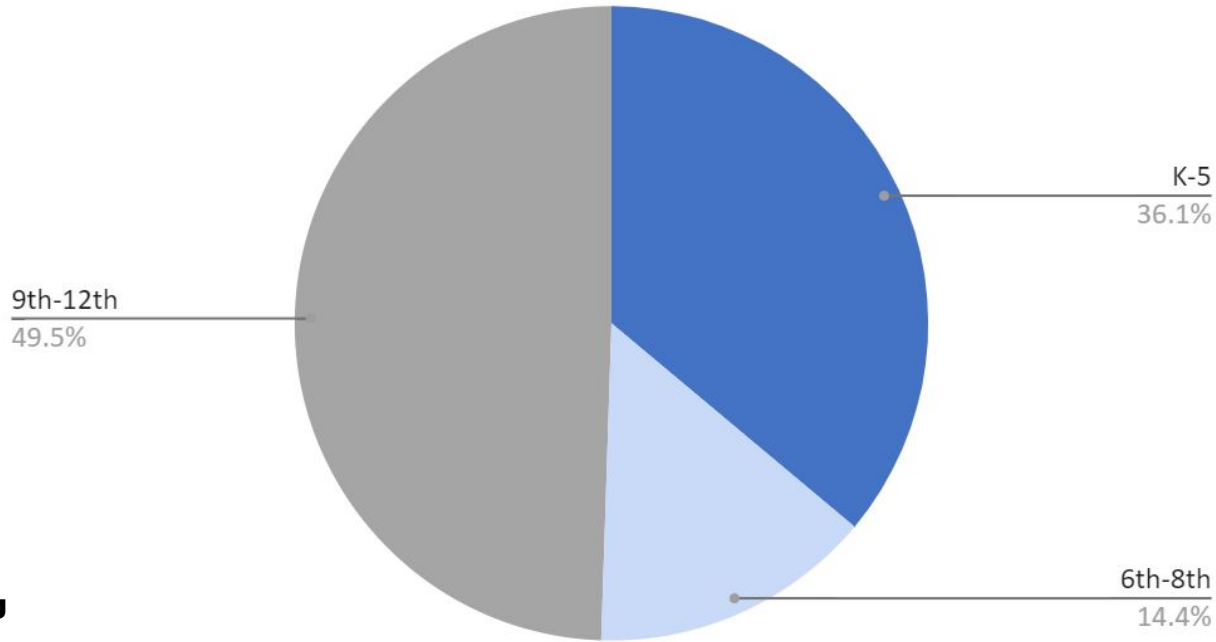


February 24, 2021

Parent Surveys Received

- Total of 330 Parent Responses Received (there were 66 duplicate entries)
- 78% Indicated Primary Language at home as English and 22% Spanish speaking
- 57 Dual Immersion Parents responded
- 41 Parents with students in Special Education responded

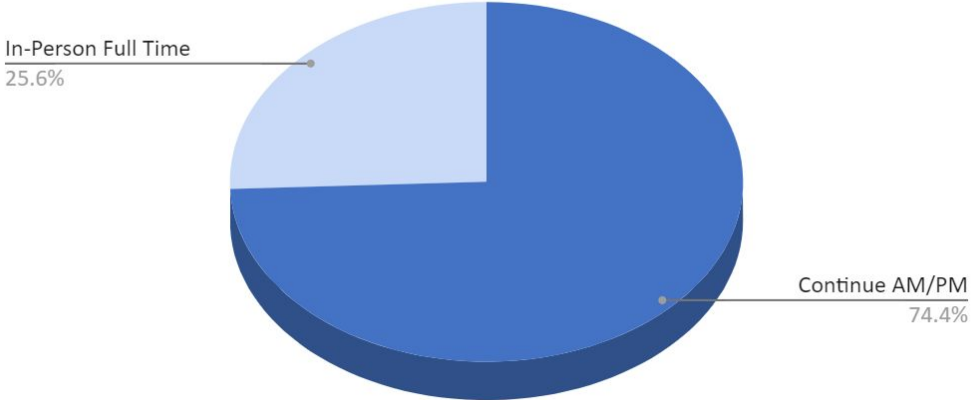
Student Grade



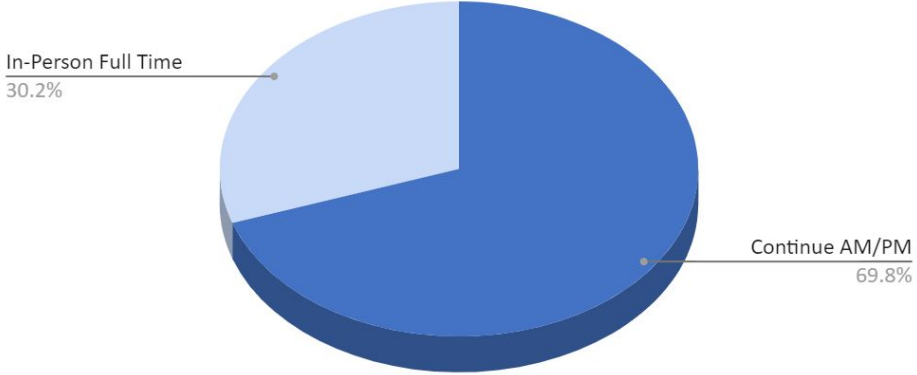
Total Survey Received:

- TK-5:th 70
- 6th-8th: 28
- 9th-12th: 96

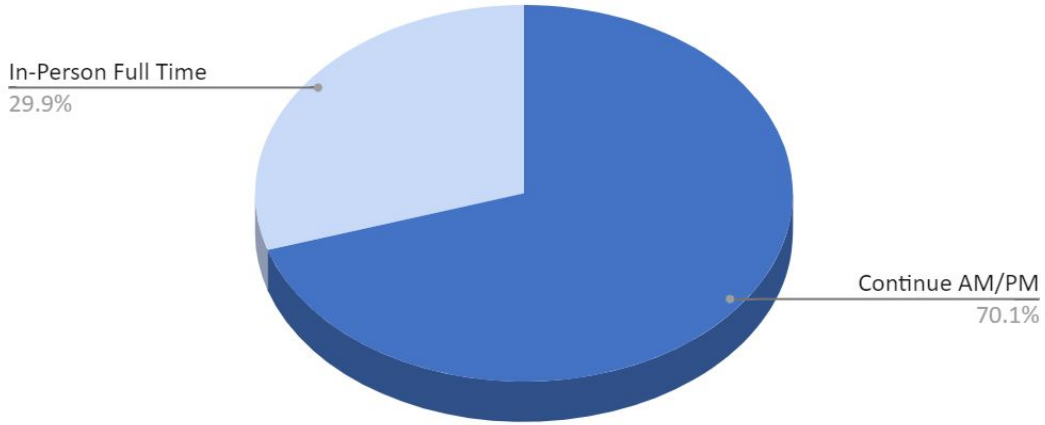
Preferred Spring 2021 Schedule (K-5)



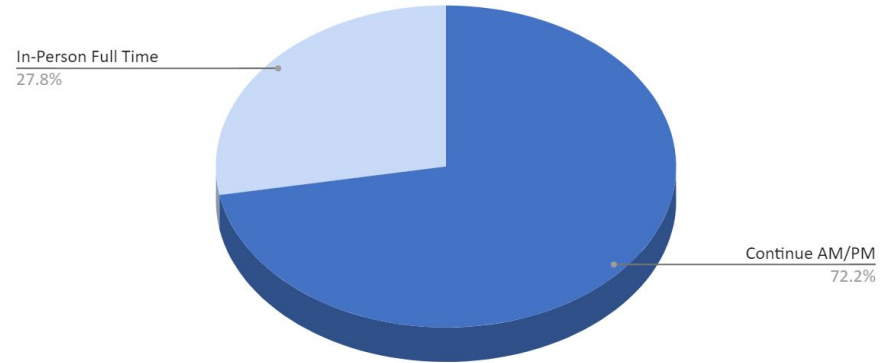
Preferred Spring 2021 Schedule (6-8)



Preferred Spring 2021 Schedule (9-12)

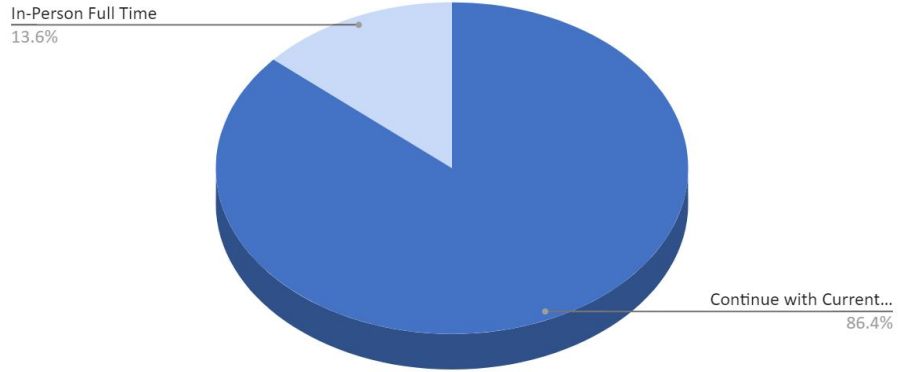


Preferred Spring 2021 Schedule (All Parents)

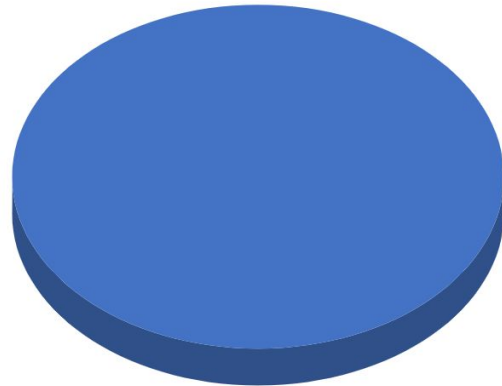


Staff Survey

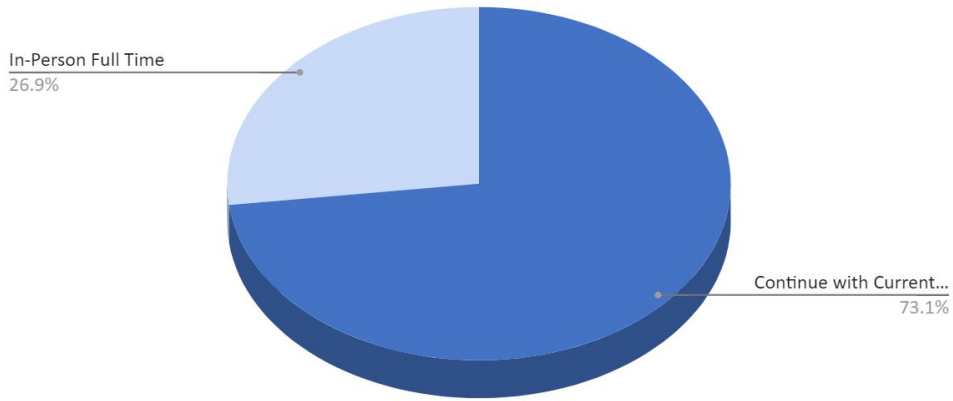
Preferred Spring 2021 Schedule (Certificated K-8)



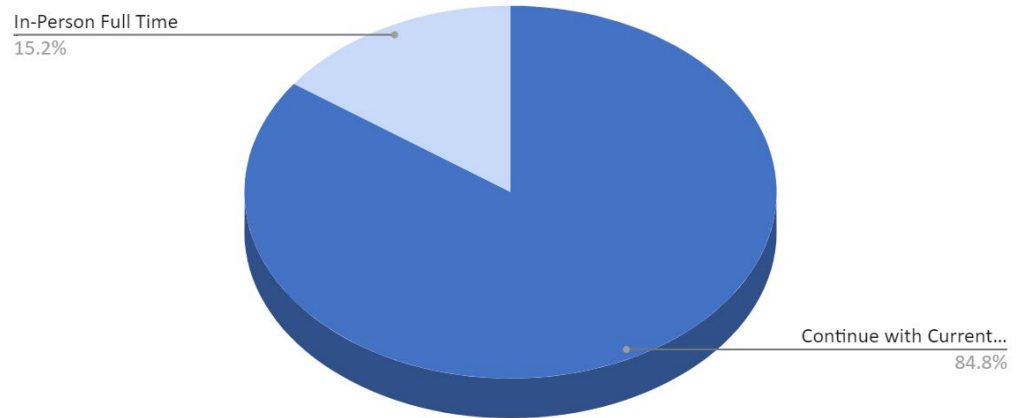
Preferred Spring 2021 Schedule (Certificated 9-12)



Preferred Spring 2021 Schedule (Classified)

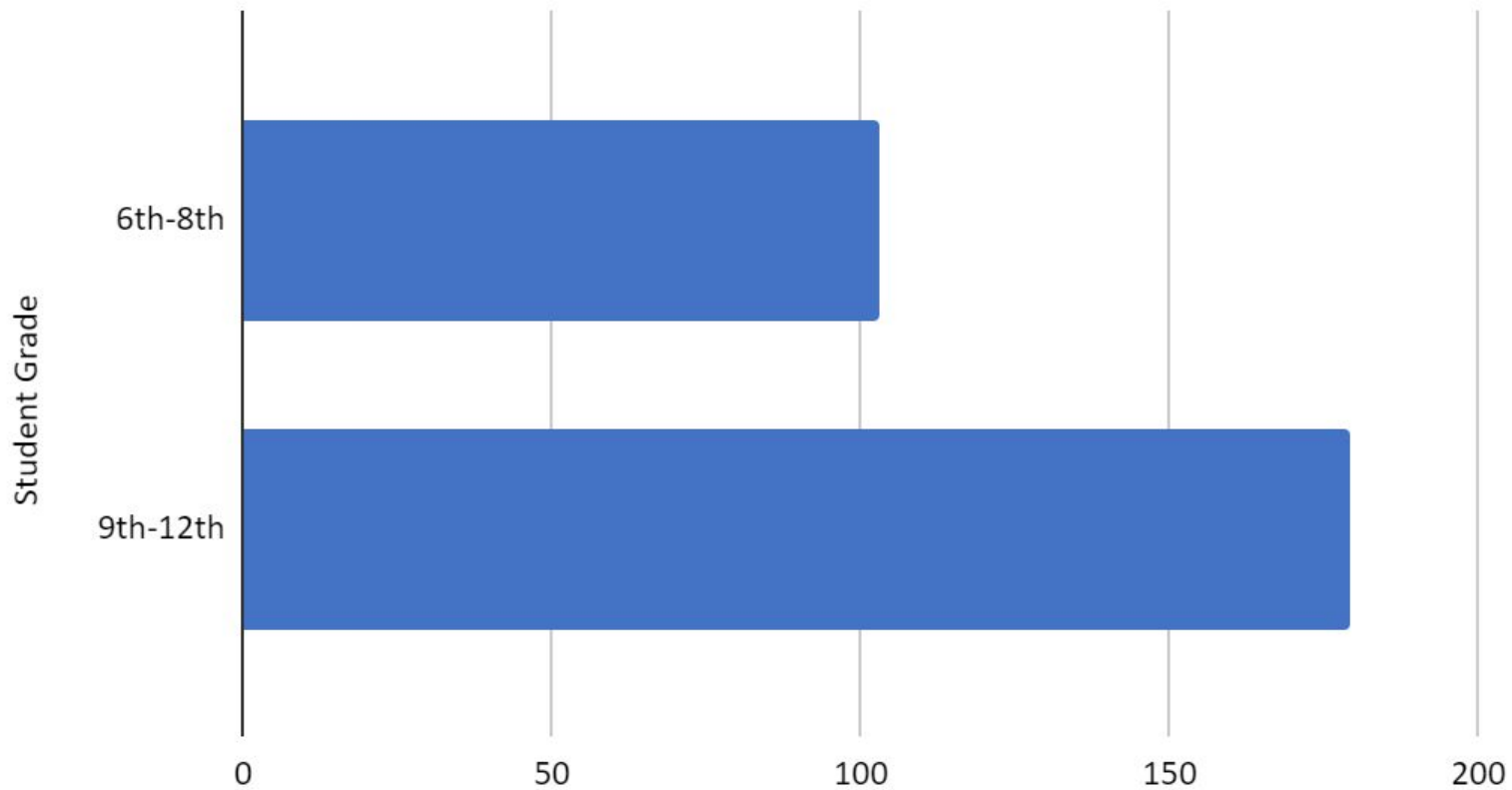


Preferred Spring 2021 Schedule (All Employees)

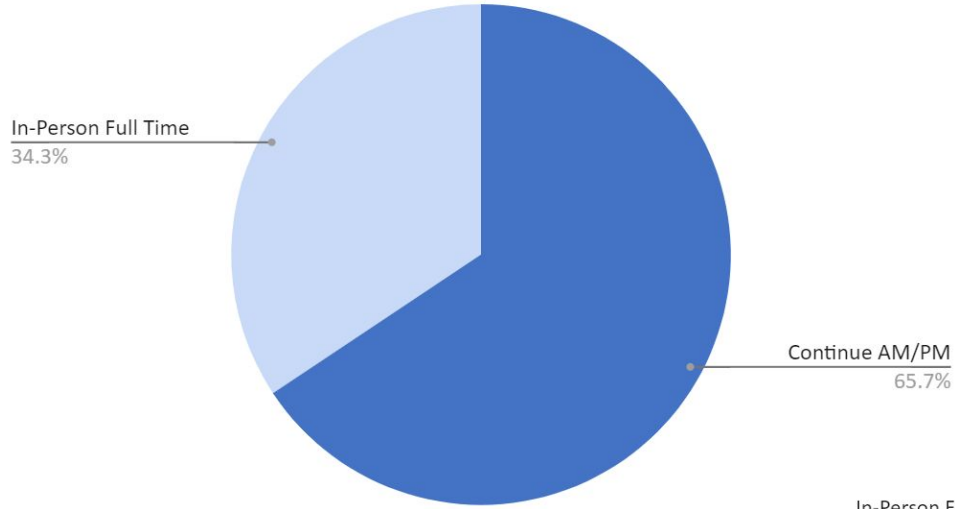


6th-12th Grade Student Survey

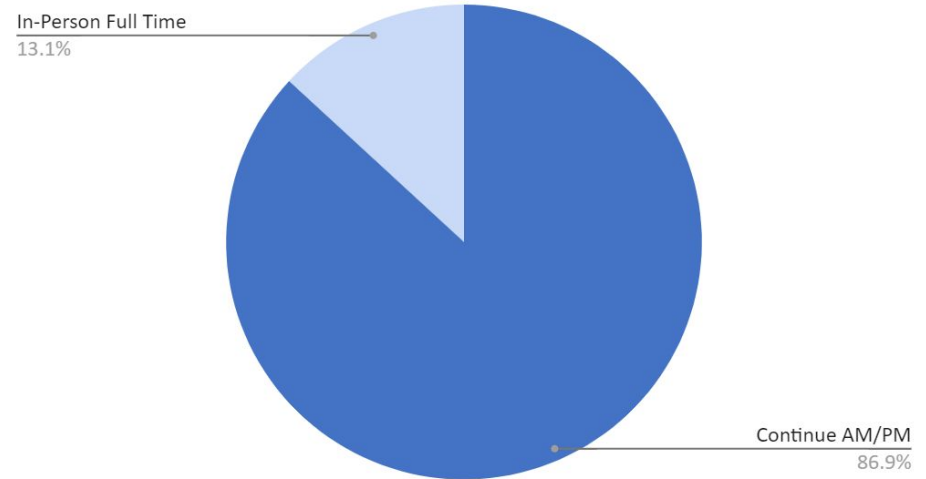
Student Survey Grade



Preferred Spring 2021 Schedule (6th-8th)



Preferred Spring 2021 Schedule (9th-12th)



Written Responses

Parent Survey Responses

Which Daily Schedule would you Prefer and why?

AM/PM Preference:

- I think it's still risky for the kids to go back to school with all students Full-time.
- Higher risk if they all return
- Our county is still in the Purple!
- question: How will safety protocols take place if children return full time on a regular schedule? how will the 6 feet distance and the amount of children in class take place?
- Think the risk of kids is gonna be higher
- Think it's still risky for the kids to go back full time.
- I don't think our school is large enough for a full return with safety precautions. As it is we have heard from teachers at previous board meetings who already have large numbers in their class and expressed their concerns for their students and themselves.
- Returning back to full-time will mean higher risk for Covid.
- Concerned about more students being crammed into one classroom during a full day school schedule. With the amount of exposure that we were notified about with either students or faculty members. I think it would put my child along with other students at a higher risk of the Covid 19. We have taken all the precautions to avoid bringing back home to our higher risks family members only to have them exposed at school for disbelief or lack of precautions from others.
- I believe the am and pm model is working well. Why change it. Doesn't matter what other schools in our area are doing. This is working for Hamilton.
- The least amount of change the better for us. I like having the additional intervention time on Friday just to focus on the areas of challenge.
- We would really prefer for the schedule to stay AM/PM.
- We would all really prefer that the school continue the AM/PM schedule.
- Need to wait for full time till everyone get vaccinated. Next year
- Would love to see them play Volleyball even if it was with minor audience participation. As for returning to a full time in-classroom instruction I would prefer to return full time until the fall semester; I don't know if another schedule change at this point is beneficial. Students have probably just gotten used to their schedule as it is now.
- There isn't enough room in the classrooms to obey the six foot distancing rules, if we go back full time, and all children are present. Therefore increasing our exposure to the risk of contacting covid.
- Changing the schedule at this time seems like a crazy idea. If we are to maintain a "six foot" distance from each other this won't work - not enough room. If we're breaking the rules it exposes us to more of a chance of getting the virus. Not everyone has had the chance to get the vaccine. The KIDS should be the main concern and changing the schedule AGAIN would be sooo disruptive.
- The survey does not specify class size.
- Do not feel like having full school schedule is a good decision for the health benefit for our children. I know there a vaccine but not everyone in our community has it available. We should not have our students go full time. School are not ready to do this yet.
- Social distancing and safety protocols must be adhered to with full return. Currently that is not an option unless the district is willing to hire staff and spend a lot of money to lower class sizes.
- For the time being this schedule seems to be the safest way to prevent infection between our children. Our children come first and this plan of action is the safest way in doing so.
- I do NOT want my child in classes that overcrowded for not only health reasons but also less one on one instruction. Unless class sizes are reduced, then I cannot see how we can return to full time.

- I think that this way all the students get the help that they need with the time that they need to get the help from the teachers. It gives them more confederates and it helps with there social skills they don't feel so much pressure.
- I don't mind the half day schedule but wish there could be a rotating Friday schedule. I would also be ok with full in-person. Thank you for all you do!
- I hope they can keep this for while. It have really helped my son a lot. Specially with asking the teachers for help during classes and with his anxiety as well.
- I feel because of the COVID-19 it is best to keep them in two groups. I have seen a big improvement in my nephew. His anxiety is not bad and he is really doing well in his classes. I can see that he has more confidence in himself and he talks more.
- Yo considero que aun es peligroso que regresen todos los niños a la bes porque con grupos pequenos se an mostrado casos del virus pues con todos juntos Sera mas facil que se contagien.
- Me gusta ese horario porque mi hijo esta más concentrado en clases
- To esta muy bien..
- Por la seguridad de los estudiantes yo pienso que es mejor continuar con el horario de am/pm

Full Return Preference:

- I would like full time schedule but I also don't mind the AM/PM schedule as long as my child still has the AM class and after school program.
- I would love for my child to have the full benefit of full time school. I believe he would be more successful in the dual immersion program.
- This 3 hour class is not working. I don't Feel my child is getting the best education.
- My child is in preschool. That grade level was not offered but i still would like him to go back full-time instead of twice a week
- We would like team sports to start up again- especially basketball
- I've seen a big improvement in (*students*) grades since she's been back. Thank you.
- We appreciate everything you are doing by for the kids of Hamilton City and outside areas!

Jr. High Student Survey Responses

Which Daily Schedule would you Prefer and why?

AM/PM Preference:

- Because if it was In-Person full time there would be alot of people in one class.
- The reason that that i made that choice was because of Covid-19 they kids need to be safe from covid
- I like the way it is set up now.
- I like the schedule we are in now.
- if we come full time there will be a higher chance of getting sick
-
- I kinda like the same schedule
- i like how it is now
- i think it will be better
- I think it will help us learn more.
- porque se me hace mas dibertido y podemos aprender mas porque nos quedamos mas tiempo
- I chose this because covid is still growing and with more people in school its a much bigger chance of getting covid,then we were have to close school again.
- I do not dislike the idea of going back full time, but it would be a change that teachers and students would have to adapt to again. I believe we should start full time next school year so everything is planned out and students are prepared. By then, it might be safer for everyone.
- I choice am/pm is because i have a sibling that gets out be for me
- I made that choice because at the end of the day we can work on homework.
- It's good like where doing right now
- if we go to school full time there will be less space to social distant
- Its a more sanitary and safe chose and after school i have boxing class and i dont have time to get ready.
- I choose the choice above because I have more time to do personal stuff.
- I like to get out at 11:00 am because I have extra time for homework and other stuff.
- I'm already use to this schedule and its easier.
- Why I choose AM/PM Schedule because its hard to breath with the masks.
- I really like the way this schedule is, it gives us time too do school, and do work at home
- I'm used to this schedule.
- I like when their is a small grope
- I don't like school and i like it better when its just 3 hours
- Even if i have to wake up early its still good
- I think am/pm schedule is more sanitary than having 30 kids in a classroom
- I like the group and the 4 days to come

- Reopening the school would have a high risk of mass infection.
- I don't feel comfortable yet to see everyone else i like how it is am/pm
- I made this choice because there would be a lot of people in a class room close to each other and there would be a lot more assignments
- I made the choice above because it is hard for me to breath with a mask.
- There will be a higher chance of getting sick
- because full time is too dangerous
- i like it because we have smaller groups and its quick
- i just like it and time goes by so slow to
- I made the above choice because I like the current schedule we are in right now.
- I felt like it was the best option for me
- because i like going to school 3 hours
- I don't want to get sick or have a chance to. Its safer if we have less students.
- I am ok with this Current AM/PM Schedule
- I made this choice because we will have more time to understand the work.
- I picked it because it would be more easier for me and my family.
- I believe that if we all go back in person, we would all be crowded and not social distancing. I also enjoy these small classes.
- Because I can make my home schedule work easier with the AM/PM school schedule
- I like it better when it only half the class.
- because I like how the Am and the PM schedule
- I think having the AM and PM is a better choice than the full time because there's less stress in work and classes.
- I think its better for it to stay like that because some classes have a lot of people and its hard to fit everyone.
- I made the choice above because I don't think it would be a very smart decision to go back full time, when COVID-19 cases are still at an all time high. It wouldn't be the best to just shove students back into a classroom when the virus and pandemic still exists. I think the way the schedule is at the time being, is the safest and most responsible way to keep everybody safe from the pandemic.
- i made this choice because its much better for example its a small class.
- I made this choice above, because I don't want to wake up early like regular school. And 4 days is already enough.
- I choice am/pm because you wear the mask all day.
- Why I chose AM/PM schedule is because I feel safer and I'm fine with 3 hours.
- I think it is more simple having only 3 hours a day.
- i put continue with current AM/PM
- I think we should stay with am/pm because if we did full time there would be to many people in the class room because in toalt there would be 32 students all in one classroom


- I made this choice because we don't know if others are stilling getting covid and we need to be safe and not be in big groups or be around other too close
- por que me guta benir en la tarde
- se me ase mejor el turno de la tarde porque son 3 classes
- Because I like how the two shifts are and, therefore, we are not all together like that and there is not much probability of being sick from the pandemic.
- too much change is bad.
- Because I like it this way

Full Return Preference:

- I want to see my friends again
- So we can all see each other and so the teachers don't have to teach the same thing twice
- I don't like either, but the current schedule is similar to distance learning since they give us homework and work to finish at home
- I made the choice above because I think that In-Person Full time: Regular School Schedule five days a week will give me more time to learn.
- We get more education if we came all day every day.
- I chose full time classes because I might get more time in classes and have more time to do things in the classes.
- I chose in person full time because I personally don't like having a big gap of time in the morning.
- I want In-Person Full time because I think it would make it more normal but still following guidelines.
- Because we do not have to much time to study.
- So I can see my friends again
- I want to see my friends again
- We would like to see children get back to some normalcy.
- I think its important we go full time because we need to receive the time before Covid hit to get education.
- I kinda want to do full time thing and I want the whole class to be together.
- Because you're able to learn more and friends
- I chose in person full time because you can't do much when you are in am pm
- So we can learn more and not have short periods
- So that i have more time to learn the thing instead of learning little by little
- I want to see all my friends
- I am tired of am and pm and I want to be part of the other part of the class
- I made that choice because some of my friends are in the afternoon and I don't get to see them.

Big Thank You-Positive Shoutouts

- All the teachers i have class with
- All the Teachers!
- Thank you for your hard work thank you
- Mrs Whittaker, Mrs sawyer and Mrs Carter!
- All the teachers Thank You! :)
- Teachers
- mr. ortiz mr.taylor
- my teachers
- All the teachers they had helped us and supported us.
- a todos los maestros que no hablan español y que intentan hablarlo
- all the teachers
- The teachers
- I'd like to thank the school district.
- My parents
- All the teachers to make it possible for teaching us even though its hard to teacher AM and PM.
- to all the teachers for wearing mask
- My parents
- All the teachers
- A huge thanks to mr zuppan. he gave us so much time and i really appreciate it. and thank you too Mrs firth for giving me chances
- all the teachers
- Mr Nall
- msawyer, ms whittaker, mr zuppan thank you
- mr. ortiz
- I would like to thank everybody for helping us and for letting us come back to school.
- i want to thank Mr. Zuppan and Mrs. Bocast
- to m. Zuppan and m. bocast
- To my Teachers
- Thank you for pushing to give us an education even through a pandemic.
- I would like to say a big thank you to mr.Zuppan he is the most funniest and fun teacher I have ever had!
- I would like to give a big Thank You to all the teachers!
- All teachers and staff members.
- Teachers/Staff Members
- Teachers and staff members
- everybody in the office and teachers
- I would like to thank the teachers.

- Definitely all the teachers
 - All of my teachers for doing all of their hard work in teaching and making fun activities for us students.
 - I would like to say Thank You to the Staff at the school for keeping everybody safe! Thank you so much!
 - all my teachers
 - I want to thank all the teachers for everything they have worked so hard as well as the staf.
 - I would like to thank my teachers and staff
 - everyone who works here and chris the janitor
 - Mrs. Sawyer and Mr. Whitaker
 - I would like to thank all the teachers and staff members to trying to keep us safe when we are in school
 - I would like to give a big thank you to Mrs. Knutson
 - to the science teacher because I'm improving in science.
 - all the teachers
 - thx all the teachers
- 

High School Student Survey Responses

Which Daily Schedule would you Prefer and why?

AM/PM Preference:

it very convenient for me
A lot less overwhelming.
At this point in time I don't think it's the best thing we can do. We're still stuck to our desk shields and masks. Many of our classrooms are too small to fit our max amount of students in the classrooms while having these shields and kids always knocking them over.
bc its better
because am and pm seems easier and more comfortable
i have more time to do hw and more personal stuff
I just think it's better.
i like having a day specifically made for the simple reason that i can have a day where i can just study and catch up on stuff and the other choice is preventing me to do that
I live with people who are at high risk of getting severely sick if i was to get corona at school where we would all be going back and i don't want to be responsible for that.
I think the current schedule is good and safe because if we return full time it will be harder to social distance mostly in the classrooms.
I think without everyone, it's a lot easier for student (me at least) to focus on our work and not get distracted. Also i got a job and I'll be starting at 2 so
I value my personal time
Because I worried double the amount of students will cause more cases to spread through our school. Upholding social distancing standards will be impossible for many classes. Overall I feel it is unsafe.
Because I worried double the amount of students will cause more cases to spread through our school. Upholding social distancing standards will be impossible for many classes. Overall I feel it is unsafe.
Because if we were to all go back in person full time it would be hard to be six feet apart in class when the classes are so small. It would also be very risky for us students because we would be risking our family to just go full time. I believe we should stay in this AM/PM schedule to reduce the spread of COVID-19 not go full time and put more risk.
because it gives me more time t do homework, and of course its a lot saver.
Because it just doesn't make sense how we can social distance for example in Mrs. G's class with 35 people the room is too small and it just wouldn't work out and also I really don't want to keep changing my life and schedule again and have to rearrange my work schedule to fit a 7-8 hour school day
it reduces the risk of the virus spreading
it will fell unsafe with a lot of people at the same time
it's easier for us to follow the protocols and we get more individual help.
it's less people in the classes and with more it will be to loud

its less people in every class
its smart
I've gotten used to this schedule.
Less covid cases and so we don't get each other sick
Less risk of covid and its flexible
Why should we risk getting covid by combining both classes when we could keep doing what we are doing right now.
With this schedule I've been able to keep up with work easier and I have time to do other things like draw and workout.
You do not have to wake up early
I am already used to that schedule
It too much people in one class
Class is really tight and small and there will be a lot of people and probably easy to get Covid
Concerned about COVID exposure with in bigger classroom settings and with more students around each other.
Concerned about Covid safety and classes are also already full
Continue with current am/pm schedule
Covid
Easier and more effective. Less wasted time during periods.
Entre menos alumnos en la escuela menos brotes de COVID hay
For kids safety
For one, I'd like to say that the Am/Pm classes can barely be 6 feet apart, and on top of all that there's only been a few cases of COVID at the school just by having Am/Pm. If we all return I think the COVID cases in our school would increase and be more common because you are next to and with a lot of people. I have classes with over 30 people we can't social distance ourselves.
For the safety of all
Gives us opportunities to work and to do homework
I am already accustomed to it.
I believe it is more safe and i haven't seen many problems with it. Why risk it when this is working i dont want to jeopardize next school year and the rest of this one.
I believe the schedule works better for me and the people I personally know. I think it is also safer to have less people in the school at a time. As well as this, we are also able to complete a fair amount of work as we normally would with the regular school schedule. The schedule also works very well for me and my friends.
I can barely keep up with my schedule right now
I choose the mark above because I feel more comfortable with that schedule and helps me be more organized.
I chose that because if we all come back that increases the chances of more covid chances.

I chose this because some students aren't morning people. And I also think it better because there would be too many students in one class.
I chose to continue with the am/pm schedule since its safer for us than to be around a lot more people.
I don't want any of my family members to get it and have problems with it.
I don't like to wake up early
I don't think I am comfortable with that many people at school the whole time.
I don't like being around a lot of ppl
i don't like full days
I don't wanna wake up early I feel the schedule is completely fine classes are more engaging students actually participate in class leave it fr.
I doubt having this many people together is going to make anyone happy, keeping in mind that it will stress everyone out when it comes to social distancing
I enjoy only coming half days. I also enjoy the Fridays off. I also feel like if we all come back the classrooms are going to be to crowded.
I feel less stressed and it gives me time to do my job year round.
I feel like it is safer to have the AM/PM schedule and I would feel more comfortable knowing that we will be less at risk.
I feel like the am and pm is great by how it can have students focus on work with to much work to stress out from and is safer for not infected with the
I feel that I've had more time to complete my work.
I find it easier.
I find it very disrespectful that the idea of returning full time is being considered due to the fact that I have lost many loved ones to COVID and have young and elderly people in my household that I would like to protect
I get more time and makes school easier
I have PM classes so I feel fine currently. Also, it will become a problem if everyone comes at the same time.
I have time to get homework done and can do more extra activities.
I have work in afternoons
I like it because it easier for me to get my work done and with shorter days I get more time to finish my homework
I like it because it is easier to work with and I get to have the afternoons to myself for a little while so it's easier for me to do homework.
i like it when its not to crowded in the class rooms
I like the shorter classes and just doing the rest of the work at home on my own.
I like this schedule because i get to do homework in the afternoons and i have time to get caught up with school work

I made the above choice because I don't want to increase our risk of getting COVID-19, and classes would be troublesome without enough spaces for all the students.
I made the above choice because I think it's better to stay with a schedule instead of switching things up again.
I made the choice above because I believe its safer to have less students in one class in this time period.
I made the choice above because I feel that by continuing the schedule we have now we will be more safe than if we pack classroom with a bunch of people.
i made the choice above because it is more careful because it has little people coming at different times of the day
I made the choice above because am has become a schedule that I have gotten used to and it's definitely safer to keep it with a small cost of having double down on the students we have now.
I made the choice above because there is more time for me to get my homework done in the day with the am/pm schedule.
I made this choice above, because I am concerned about how we would still be distanced in a classroom. Even with this AM/PM schedule, it still feels that we aren't as social distanced as we could be.
I made this choice because I feel this schedule is effective and leaves time for me to go to work.
I made this choice because I just got use to this schedule.
I made this choice because I really like it like this and there would less risk spreading the virus and it would be harder to stay six feet apart in the class rooms.
i made this choice because i think the schedule we have is good. the short classes are easier to pay attention. long classes make it harder to stay focused.
I made this choice because this year has been really tough. I am afraid I will get Covid-19 and I have family members who are older and do not want to give them covid. I also have just now adjusted to the schedule we are on, and to add a new entire schedule would make the whole process even worse.
I made this choice because we are well distanced from each other and in person fulltime will make it harder.
I make the choice because there are less people and its better how it is.
i really like the current schedule
I say we should keep it everything how it is because there a lot of outcomes more of a risk for covid and people are so used to time frames everyone wont be fully on the page
I think it is safer for everybody and a lower risk at getting covid
I think it is safer that way.
I think this year has been very different for all of us and changing our schedule will only make it more confusing and overwhelming for us. I think we should continue our year am/pm
I want to continue with Am/Pm Schedule because it helps me get my work done faster and I do not want to put my baby brother more at risk. Both of my parents work and when I go to school in the mornings my dad is the one taking care of my brother and also working at the same time, when I get home that is when I babysit. So I feel that continuing am/pm schedule would be better for my family and I.
I want to have a normal senior year but it's to high price to put the safety of our families to exposure

I wouldn't be able to make it to am.
I've gotten used to the schedule and now I'm able to manage my time well, I feel like if the schedule would change again it would be hard.
I'm used to this schedule now and it would be kind of weird to change halfway through.
If we were to have everyone back the higher the chance of getting corona.
is because i like more stay like this, and i thing is more safe.
Is better than the full time schedule
It helps me get my work done easier and helps me understand the classwork
It is going to be harder to readjust to the new schedule and wearing a mask for 8 hours a day is not very comfortable. I like am and pm because I get more time to finish homework and the shorter time in class makes it easier to learn.
It is more helpful and better
It makes everything easier, especially for my parents. My dad leaves to work after i get home from school and my mom comes a bit late therefore im able to get home to take care of my little brother.
It makes it easer for me and it would be to much for me if we were full time.
it makes things more safe and it helps because i work in the afternoons
It will be very hard to maintain social distancing if the classes are full again. I also really like this schedule because Fridays are dedicated to extra help for those who need it.
It's better and easier for everyone
it's way better than any schedule I'm used to
it's easier to learn with fewer kids in class, also the risk we could take to catch COVID after everyone comes would be high.
It's easier to work in a small classroom
it's important to value each students health, having all students at school will lead to higher covid cases.
its easier for us students to stay safe
Its far easier and less mentally taxing to use the am/pm schedule
Its safer because the people are separated
Just to stay safe, i like it how it is right now
Just to stay safe, i like it how it is right now
Less covid cases and easier on the kids.
Lots of classes are already full as is and we aren't even at full capacity. It would be harder to social distance
Makes it less risky to be exposed.
mostly because i already have a schedule made up for the am so i know what time i need to leave and my schedule works for my sports to and im used to it already and its more convenient for me.
My family's safety comes first.

por que me parece que es mejor terminar asi este año, y ver si para el siguiente año estan mejor las cosas, y claro esta que esto del covi a mejorado pero no del todo ais que creo que si decidimos volver tiempo completo corremos riesgo de que la infectacion vuelva y no por el tiempo si no por que estaremos mas juntos en clase y de alguna otro forma podemos enfermarnos debido a que hay mucho mas comunidad junta.

Porque me siento bien con este horario de clase y que viernes sea para poder venir hacer algunos trabajos faltantes o para pedir ayuda en algunas cosas, tambien creo que para algunas personas se les hace mejor venir en el horario de la tarde.

School is always started soooooo early which would usually means that I get less than 8 hours of sleep, since I go to sleep late, which means I come to school tired and distracted from learning. This semester has in some ways been the best one for yet since I am able to work during class fully energized.

Students are already used to this schedule and are able to practice social distancing better.

The health of our community matters more than changing the schedule

The reason why we should keep the am and pm schedule see for our safety, because we cant fit 30 plues kids in one class with 6 ft apart another reason many senior and junior work

The schedule we have is easy

The schedule works better with my schedule and I am less stressed out

The smaller classes lessens the possibility for COVID to spread which should be our priority. Also I feel like with less kids in a class it's given teachers and students more one on one time. I personally feel that the AM/PM schedule is much better and keeps us safer.

their is a risk if all of us go back to get covid because some people already got it and only half of us came back.

There are to many people to have in a classroom at the same time

There would be less people and a lower chance of covid spreading

there would way too much people in my classes

This schedule works for me and feels like the safest option.

To reduce the probability of get covid

To stay safe.

We aren't with so many people so better to not spread the virus more.

We can stay safe

We're putting peoples lives in danger and us seniors want a chance having a normal graduation.

With the am/pm schedule students are less stressed, they have more time to do homework and it's more safer.

With the current situation we are in and the vaccine still being tested I feel that we're still not quite ready for a full school quite yet.

Full Return Preference:

i don't have friends in the am and it's boring

I feel like coming back full time will be good because it will give me motivation to do better in school
i feel like coming back full time will be good because it will give me motivation to do better in school
i miss school
I want to go to school normally, not in the afternoon or the morning.
Because I would like more time in class to do work.
Because it will help me with school.
i feel that going back to full time, some students will get more time in class to finish their work and we have more time of the day when we get to do homework.
i made the choice above because i get to see all my friends
I picked the choice of coming back to school full time because most of my friends are in the b group so i rarely see them and I feel that I could get more school accomplished if our schedule went back to normal.
I prefer to be in school because I would get to see all of my friends.
I'd like to have the normal experience of high school.
it would be nice to have everyone back at school
It's my last year of high school and I would like some normalcy.
It's so off being like how we are right now. We can't communicate with our friends and it's just harder cause the classes are rushed.
its better
So we have more time in class to do our work and ask questions.
why i want to see my friends

Anything else you would like to add:

- I would like to add that coming back in full seems dangerous to the health of our students and staff.
- I enjoy the way it is going now
- More water bottles or give us the water fountains back.
- Sports
- don't make us come back full time
- If we open up back to how we used to I can put money on it that there will be outbreaks of covid
- It should just stay the same, this year has been very different and many changes have been done. So we should just stay the same and avoid making more changes because it's not just changes for us but also our parents. And some can't because they work or have other things, and know probably most of them are settled.

- Something that I would like to add is that if we stuff classroom with a bunch of people there will be no way for us to social distance increasing students possibilities of contracting the virus and in my position my parents are in their late 50's early 60's already and I am not willing to risk their lives for my education.
- Longer lunch break
- I think keeping this schedule would help many people who can't stay focused for long periods of time.
- Am/pm would be a great schedule to have for the rest of the spring semester.
- The PANDEMIC is still ongoing it isnt over it can take MONTHS to get a proper vaccine. Also goin back to normal will most likey result in an UPROAR of cases. Dont do that.
- i dont want to wake up early
- We do not need more stress on top of us, going back would make me unmotivated
- can we just do 4 days a week? but full time?
- Don't come back
- We need to stay half and half until the corona is almost gone.
- I would like to add if we were going to a full schedule again we wouldn't be able to stay 6 feet apart like we have been advised to meaning that being at school would not be safe.
- Many of the kids, like myself, have parents who are around the age of 60 which is said to put them more at risk so their health really concerns me.
- It would be much harder to follow guidelines with everyone back at school.
- Covid rates have finally started to slowly decrease in our area, and I really believe that if we want to keep it that way we should keep AM/PM schedule for the rest of the school year, or at least a couple more months. I feel like we've finally made some progress and I'd hate for school to close due to elevated covid rates, I'd hate for us to get back to square one and have to start all over. Some of my classes would have way too many kids to properly social distance in class so the spread of covid is way more likely. Again, I really hope we keep the current schedule. Thank you.
- Its easier for me since its only three hours of school so im less stressed.
- i don't want to get sick
- I know we want things to go back to normal but I rather be safe than sorry. And wearing mask for 3 hours is already annoying as is, now doing it for 8 ? That's gonna be difficult for some. And some kids don't even wear their mask properly so you can really promise safety. More of a come at your own risk type of deal
- If I go to full time my parents won't allow me to go back to school because there will be more kids here and i know that the school won't make sure that everyone is safe and healthy.

- I think it's better to keep the students safe than to reopen the school completely and have longer classes. The shorter periods might be more difficult to fit an entire lesson in, but they keep both the students and teachers safe and I think that's what really matters most during this pandemic.
- Longer days mean more homework and homework is already piling up as it is.
- It would be better if we go back as we were online class and zoom meetings because that way we are not risking our self to COVID and we are not risking people that work at school, and of course we are not risking our elders and young family at home either.
- I would like to come back in person as I would like to see all of my friends again, but I prefer the AM/PM schedule and don't want to risk anyone getting sick, and or the school potentially getting shut down again; so, I decided to choose the AM/PM schedule.
- Just because the school board wants to go full time doesn't mean that it is the safest option. They are not there on campus so they would not be risking themselves but risking us students and our families. Also the school board is not there everyday to see how it is working now or how it would actually be. We need to stay how we are now and not change it. We matter.
- A person got COVID from just our small hybrid schedule, so imagine having everyone in person. My daughter has some classes that have over 20 kids and they couldn't possibly all fit in one classroom especially under the circumstances of social distancing.
- it will be much easier with only a little bit of people in the classrooms.
- i honestly don't think it would be the best idea to have all of us go back together because a lot of kids go out and party with people from different places and i just don't trust them to not bring corona in from somewhere
- I want to play sports. But I think Hamilton is handling the pandemic rly well.
- I feel safer with smaller groups.
- Keeping Am/Pm would benefit a lot of people because some people work after school
- Just stay am and pm for now
- I want to go back full time to see some of my friends but I also love how easy the schedule is.
- No one would listen in a big class room
- I would really like am pm
- Que tomen encuesta todos los puntos y decidan lo mejor.
- it keeps me more focused in class because we are in class for 45 minutes instead of 80 minutes per class.
- The classes are only like 40 minutes, and it helps me stay focused.
- I also don't have many friends to be with.
- Also if everybody comes back theres gonna be a higher chance for us to get covid
- I like what is going on right now.

Big Thank You-Positive Shoutouts

All teachers and staff especially the ones with smaller classrooms.
A lot of our school staff for making things work out :)
To all out teachers, office people, and last but not least the people that cleans our school, tbh thanks to everyone that works for the school.
well thank you for everyone who helped this school year
all the teachers
To every single teacher and staff member. It must be tough especially since y'all have your own families to worry about. Thanks for putting in your time to make this year as smooth as possible!!
Mrs. Charlon
I would like to give a big thank you to the faculty who despite the challenges still give us our education.
I would just like to thank all the teachers for being understanding of the situation of us students who are struggling and put extra time to help us.
Thank you to evry person that works at the school to educte us and those who clean so we are save and of course our office people thank you.
Of course. To all the staff. :)
Ms Brown
teachers
All the teachers
i would like to give a thank you to all the teachers
all the teachers and staff
I'd like to thank the teachers because it is probably harder on them having much more classes and having to keep track of so many work and classes.
the teachers
The teachers
I want to Thank Ms. Song for her awesome work and dedication in teaching
Mr. Brown and Mr. Jarvis
To all the teachers especially because were going through a hard time right now because of the pandemic were in.
Mr. Brown
A todos los maestros y maestras
A big thank you to all the teachers and the rest of the faculty that work hard to maintain the kids safe, healthy and educated.
I'm not saying all don't clean but the teachers who are on top of disinfecting and cleaning are Jarvis, Charlon and loshe. They always make us clean before leaving.

The whole staff!
All teachers!!
Shout out to Miss Song
All my teachers for keeping up with me, even when I was doing bad.
All the people because it is a hard new experience with this pandemic.
Mr. Osuegera
Janice Lohse and Christina & Rowan
All staff
All the staff
My parents and my teachers
I would like to thank all the teachers.
All the teaching and janitorial staff
All the teachers
All staff that is helping out
I would like to thank Mr. Oseguera for making this transition very easy and for caring for each and every individual student.
The whole school staff
Yes, everyone.
everyone and all the teachers
The whole staff is very welcoming and accommodating which is awesome.
I'd like to thank Mello and her student teachers for supporting me! They make me laugh 😊
I would like to give a big THANK YOU to the teachers and staff for their work during this school year for working so hard and teaching us in this difficult time.
I would really like to thank Miss Song during this school year because she is going the extra mile of wearing 2 mask just to keep her students safe and that is very honorable.
The Teachers
I would like to give a big thank you to Rowan Dietle she has really came in clutch with treasurers reports.
I would like to thank Ms. Rios, and Ms. Reyes for helping with check ins and making sure we are screened before we enter the campus. I would also like to thank all the teachers for trying their best in teaching, while trying to maintain 6 feet apart.
I would like to give a big thank you for Mrs. Charlon because everytime the class ends she makes sure we all clean our desk. Also we all have to use hand sanitizers
I like to give a big thanks to the staff outside in the morning checking our temperature and the teachers for helping sanitize our areas.
all of the teachers and staff
I would like to give a big thank you to all the teachers.
Big thanks to all staff members

TO all the teachers
all staff
All the teachers
All the teachers that have had to compromise and change there teaching methods
Thank you to all the teachers for doing everything they can during these hard times.
The teachers for keeping us moving strong
Mrs. Mello, Mr. Brown, and Mrs. Charlon
Mr. O and Mr. Jarvis
Shout out to ms.song, Mr.Jarvis, Mr.Cueva, and Mr.steele for making most of the year decent:)
all the teachers, because they are here doing his work teaching us.
All the teachers for working and teaching in unusual hours and for the cleaning staff for keeping us safe
I would like to thank the whole staff for everyone working hard keeping up trying to make school work better
Mr. O
I'd like to thank the teachers for being willing to adapt to during the distance learning and now the short class periods.
all the teachers doing their best navigating this new way!!
all teachers
Shoutout to all of my teachers for being real ones and shoutout my mom for working hard to get the schools open.
Ms. Gonzalez
Charlon, loshe, and Jarvis for always making us clean up and disinfect
everybody the teachers the coachs the janitors the kids everyone deserves a thank you
I would like to thank all teachers and student teachers for working so hard to ensure our safety and for teaching us something new every day.
I would like to thank all teachers and student teachers for working so hard to ensure our safety and for teaching us something new every day.
Pues a todos mis maestros y maestras que me han apoyado en los trabajos y mucho mas.
Me gustaria agradecer a todos los maestros, porque me han ayudado en las clases para que puedo comprender mejor las clases y tener un mejor promedio. Pero en especial me gustaria agradecer a la maestra Kloe Brooks, porque durante este grado me ha ayudado mucho en su clase y asi pude mejorar mis calificaciones de esa clase esoy teniendo una gran ayuda y entiendo mas sobre su clase.
no
A big THANK YOU to all the hardworking teachers and for the office who are always wiling to help each student and listen to their opinions.
Mrs Hern
All the staff

Ms Funderburk. She's my momma
Mrs. G/ all staff
All my teachers who have been so great and accommodating during this time, especially Mr. Brown, Mrs. Charlon, Mrs. González, and Mrs. Mercado.
The teachers
Thank you to all the teachers and staff for working to ensure that everyone is safe and willing to teach both am and pm.
i thank ms. song for being the best student teacher in hamilton.
To each of my teachers that worked hard and adjusted to this new today and all the staff as well.
yes, to all the teachers.
I would like to thank all my teachers for working hard at this time right now.
All teachers.
All the staff and teachers
I want to thank the school staff for being able to handle this new type of situation.
Of course would have to thank the staff for all the work they've put in during this pandemic.
Thank you to the staff for having to redo the classes 2 times in one day
The entire staff
The teachers and staff at Hamilton High have been great and very supportive over these tough times.
The people at the office



Staff Survey Responses

Which Daily Schedule would you Prefer and why?

Continue AM/PM Preference:

Continued staff and student safety and focused student engagement
Safety is the main concern. How would students social distance with higher numbers in the classroom? The county is still in the purple tier.
Student and Staff safety during the pandemic
Safety
I believe keeping our current am/pm schedule is what is best for our staff, students, and families. It is important that we provide consistency to our students. Changing the schedule again would be a hardship on everyone.
Need for continuity of scheduling, county rating still in purple tier, need for more staff and community to receive vaccinations, student behavior incidents are down, smaller class sizes may help for "lost time" via distance learning, allowance on Friday for extra supports
Students can get more individualized attention during class time
Based on class sizes and the fact that we are just starting to get into a routine on the schedule we have now. I am not a supporter of making the 4th schedule change this year. Furthermore, my class sizes do not fit in my class room when combined even under normal circumstances let along maintaining CDC mandated 4-6' spacing while allowing students to see the board and me teach.
It would be disruptive to the students to change back to regular schedule in the middle of the semester.
We are currently operating with 3 feet or less distancing in our classrooms. If we go back full-time, we will not be able to do social distancing at all as stated in the CDC guidelines. There are not enough "larger" spaces available for all the classes that are taught at the same time that will need a larger space in order to practice distancing. I also feel that we must be honest and tell parents/students that we will not be able to follow the CDC guidelines if we go to the full schedule. To express this to parents/students is morally wrong.
As of right now it is really working for the kids and they don't need to deal with another change and disruption. We also don't have enough staff to come back full and keep class sizes down. With our limited staff we have now we would have up to 40 people in a class at once and that does not make for a learning environment in a normal year much less what we have going on now.
I don't feel safe returning to full time. I hardly feel safe now but I do think our am/pm schedule is a good compromise for getting our student in-person instruction. With our large class sizes and lack of staff, I don't see how we can possibly adhere to safety protocols.
Safety concerns. Big Class Sizes, inability to appropriately social distance, contact tracing concerns.
There has been a lot of change this semester for the students and Staff. The students have adjusted well to the AM/PM schedule. Changing the schedule AGAIN will only make things more difficult for them. Furthermore, I do not feel like my class is big enough to accommodate all my students while also maintaining safe spacing.

It would be impossible to have social distancing with all students present. We have scheduled too many students in sections to accommodate. The students and teachers have had 3 different models already this year.

My class size is too big to accommodate students safely. Keeping our current schedule would cause less disruption for students and their parents. If we change the schedule it should be at the start of Fall semester when immunization and herd immunity has improved.

I currently have a maximum of 15 students in a class. This allows for more learning loss mitigation. If we return full, I would not be able to intervene. The shorter periods also seem to work for my students. I have no classroom management issues. The shorter periods seem to help keep students on task. I have received a lot of positive feedback from students. They really do like this schedule.

I feel that our class sizes are too big to accommodate all the students and keep them at a safe comfortable distance from each other. Our classrooms are impacted due to the budget cuts from last year and we have been fine during distance learning and hybrid due to it limiting class size.

In order to maintain social distancing during this time and to give the students, families, and teachers consistency. If we return to full classes in the room, I will not be able to keep students or myself safely distanced.

I believe this is the most effective way to reach struggling students, ease students back into a school/academic schedule and also maintain safety protocols

Imagine ending the year on a healthy note for all. That is my dream. A full return means stress. We can't ignore the fact that we can't accommodate ALL our students AND follow proper protocols. Some of us have 32-37 students in certain classes. Under normal circumstances, we pride ourselves on providing students with "private school" like experiences, and smaller class size has always been the norm. It would not be fair to ask that of staff or students to return in full under the current crisis. A full return means more interactions and more opportunities for exposure. We should disclose this to parents prior to surveying them so that they are better equipped to make a decision. I don't know a single school around us holding classes with huge numbers of students.

Because our classrooms do not have the space to safely teach all of our students together during a pandemic. New CDC guidelines recommend high schools to stay hybrid or remote in areas of high cases (most of California). Our staff is not vaccinated, even if we vaccinate all staff, our students and their families will not be vaccinated and our district will be contributing to the spread of the virus in our small community. Class sizes are too large and if we come back full time we will not be able to keep a safe physical distance between students

Too much change is negatively affecting students. It's safer to remain with the system we have adopted now, and start differently next year.

For the safety of students and staff; the current classrooms do not have the capacity to fit 20+ students (regardless of Covid). Additionally, students are already used to the AM/PM schedule. Prematurely switching the schedule (once again) will confuse students, ultimately compromising their education.

Social Distancing/ Health Concern

I do not know how we can keep students socially distanced in some of these classrooms with the amount of students we have. I think once more staff are fully vaccinated we can bring all kids back everyday.

I would agree with whatever the teachers prefer to do.
It seems to be working and based on feedback I think this would help us retain more students currently. I'm worried about losing more students to independent study. As events evolve, I would hope we could return to full time, as that is the ideal return to regular life for everyone. I feel that we will be able to start anew in the fall and if we can just hold on these last couple of months without any more change for the students I think that will make things easier.
Doesn't seem like enough space social distancing
The classroom set up is a safer environment for social distancing. By social distancing we have less of a chance of exposure to Covid.
i have seen the students that i work with do so much better in smaller groups.
Not fully safe yet
not sure it's safe until herd immunity
I think this schedule is working good and why change a good thing. I have heard some very positive feedback form staff, students and parents. Staff and students like the small class size because they can get more done. One teacher shared with me that one of her students actually got a lab done, which she has never done in the past. (she has had this student in her class prior to COVID). Parents are also happy with the small groups and have said their students are doing better. Students are happy to be back, even if it is only half day.
Students have gone through many schedule changes from March 2020 until now. In AM/PM model we are serving the needs of all our students, general ed & special ed, while keeping both staff and students safe. Teachers and students do not need another schedule change this year. Consistency in schedule is key to the success of all our students for the remaining months.
because for the safety of our students, teachers and the community
I've made this choice because our students have made so many changes already and they need consistency. We can not just keeping changing things on our students. I know with this schedule I am able to help my students. The factor of safety comes into to play as well. We should be keeping out distance and adding more people together is not going to help. We are close to the school year and we should stick with what our students know now and not change on them again.
As much as I would like for the students to be back to school full time, the current CDC guidelines will make it very difficult and we will have to completely change most student's schedules to accommodate the spacing.
I think we can prevent spreading the COVID 19 having less students in the classroom
safety for our students and staff
I don't know how they would social distance in class with a full class of 30 +

Full Return Preference:

The am/pm schedule means I have to teach the same lesson 4 different times and prevents me from covering as much material. I do think that I would have enough space in my classroom to accommodate a safe distance.

I think it is best for students to be in person full day for academic and mental health reasons as long as safety precautions can make it possible.

I feel that families would psychologically benefit and students would academically and social-emotionally benefit from a full return. It's been a rough year for everyone.

BEST for all.

I would like everything to go back to normal

From an academic perspective, students need the time in the classroom to allow for depth of knowledge and support and from a social/emotional perspective, students need time with their fellow classmates.

Students need to be back in school full time. We have protocols in place that can handle our students return.

Best interest of students.

Structures are in place and effective. Students who are learning to read are limited in what they can do at home asynchronously.

Anything else you would like to add:

Safety protocols need to be continued and adhered

At the last board meeting board members talked about the loss of learning, but I strongly disagree. I believe we might see gains this year. For the first time in a long time, students are getting quality interactions with their teachers because of the small class sizes. Quality of instruction is more important than quantity. In addition, many staff members will not be vaccinated within a timely manner and students will definitely not be vaccinated so it feels unsafe and irresponsible to bring back students full-time. Classes are already at full capacity with social distancing measures. On another note, some staff members have been wearing face shields and not face masks which is actually not what the CDC guidelines say to do. It is frustrating that some board members do not wear masks during the in-person board meetings. How can you expect students and staff to follow these protocols when the leaders are not modeling appropriate behavior? Families and students have been out sick with COVID, but those are not necessarily being documented on the district website or taken into consideration unless a family specifically reports it which causes the numbers/data to be inaccurate and not representative to the actual number of cases.

More schedule changes won't help learning

We are at max for 6 feet and social distancing. We are also short staffed to meet the needs of all our teachers and students. If someone gets sick protocol is hard to follow.

The kids are done after 3 hours. It almost seems it will take them longer to adjust to full day.

My students are learning very well and the current schedule allows more individualized instruction to identify and mitigate any learning losses.

I have concerns for my student safety (and their families), my own children attending this school, and my own health.

Changing the schedule halfway through the semester might take days-to a whole week of instruction to re-adjust for both students and teachers. With twice as many students in the classroom, there will be lots of classroom management adjustments to make and much less time for teacher prep time

I would welcome any admin or board members to come to my class and see for themselves with students in my class how larger class sizes would impact the space.

I feel that all staff that want the vaccination should be FULLY vaccinated before being asked to be in a classroom with zero social distancing- that is the least we should do...I know that I won't be fully vaccinated until the end of March.

Coming back full now would have a negative impact on the students and it would be a slap in the face to the teaching staff.

I do appreciate the continued communication and hope that as a district we will listen to CDC guidelines.

In the survey to the parents, I think it should have been mentioned that social distancing would be limited in the full scheduled return. I think that would play a role in their decision. If we are required to return in full, I would be beneficial for the high school to do it at the end of 3rd quarter.

I appreciate our staff, parents and community for making the best of this situation.

This schedule really seems to be working for our students. Students have been through a lot of changes, and just as they are adjusting to this new schedule, any further changes would be not be beneficial to them.

I would at least like to see us stay hybrid until the end of the third quarter, which will allow us time to come up with a better strategy to returning full in person. The change in schedule and adjusting to large class sizes will be a very challenge task to handle part way through the quarter. If we do open full in person, will this allow for sharing lap and shop equipment? Will P.E. be able to play team sports and share equipment?

I would not like to students have to shift to yet another schedule this school year.

Our current AM/PM schedule allows: healthy staff and students, building relationships, staying in our own learning environment, academic achievement, focused time for students, focused learning, zero classroom management, zero overstimulation, zero drama, special support, and attention. Lastly, keeping our AM/PM schedule would alleviate stress, and we would have a healthy, smooth, end to the year to finish school on a positive note.

Our students are concerned about coming back in full and their families are unaware of the conditions we would come back in. The district has not told their families that, if we come back in full, our students will be packed elbow to elbow in most of the classrooms

It's important to maintain small classes due to safety concern and social distancing.

I recommend we keep the current schedule for many reasons which include but not limited to consistency, emotional /physical health and student learning potential. Students have already experienced so much change this year. Especially the 6-8 graders when it comes to their schedule, this would be their 5th schedule change. Students a

The virus is still here; many students and their families are afraid to return. We should wait it out.

I am ready for all students to come back, BUT these are concerns I have.

As long as the space allows, I think it would be a benefit to student learning to return full time five days a week.

I would suggest bringing Tk-2 back full day since they have bigger classrooms and also these are the foundational years.

I would like to add that I am sad that we even have had to have options/changes/modifications/etc. in the first place. :/

We need the whole staff vaccinated

This schedule gives each student in-class instruction time with out extra hours of possible covid exposure.

We only have about 3 months left in this school year. I think changing the schedule at this point is not necessary and can cause confusion. Also, there is very few staff members that have gotten the vaccine, I am not one of them and this to me is a safety concern. I understand that some schools in our area are back in full, but if this is working for our High School, why do we need to change it? All communities are different, we need to think about ours. We need to focus on our students at the moment and end this year positively. We have all summer to figure out how to come back in full. High School is different than Elementary. Our board needs to understand that the am/pm schedule is working in many ways.

we only have like 3-4 months left of school and since most teacher have not had their shots and not have another change in scheduling and for the safety of all, we need to keep this am. / pm. schedule until the school year ends. also we need to trace the infection were or who ever has it so we can stop the spread.

Not everyone has been able to get their vaccinations. Putting more students in a small classroom that can barely fit the amount we have now with the distance we need is difficult. We should have time to get our vaccines and that will take a while. Safety should be our first priority for everyone.

The students are finally at a norm with the current schedule, changing it right before the end of the quarter and for the remainder of the year will just give them more disruption and confusion.

Not everyone has been able to get their vaccinations. Putting more students in a small classroom that can barely fit the amount we have now with the distance we need is difficult. We should have time to get our vaccines and that will take a while. Safety should be our first priority for everyone.

there has been quite a few changes this year. I believe our students need stability. Lets keep things the way they are and try full days next school year.

I can see how a full return would seem difficult for teaching staff after so many schedule changes this year. Change is always difficult. But I believe we can return in full without fear of risk. I feel very safe at all the schools in our district.

We can focus our funds more appropriately if we were to go to our regular schedule. Instead of cleaning the district three times a day we could clean only once in the evening using less labor. The savings from less labor could then be put into making the departments more efficient through purchasing better and MORE EFFICIENT equipment instead of just throwing temporary help at a department. The equipment is a long term solution to an on going problem instead of a short term solution to a short term problem. (We must focus on OUR future)

I'd like to consider having a soft return in full with concentration on K-3 getting priority. But, if we don't come back full, can we bring back instructional minutes on Fridays?

Big Thank You-Positive Shoutouts

The entire staff, both teachers and classified, have stepped up to serve our students!

Mr. Oseguera

I want to give a shout out to the students for being flexible and respectful. Wearing masks and keep distance has been easier than anticipated. Our students are amazing! I'd also like to give a shout out to Tiffany Wilhelm for all of her hard work this year and for her positive attitude. She brightens everyone's day!

Everyone! But mostly to : Office staff and Boys and Girls club have helped support speech and language services tremendously this year

Nancy Heffley, Marissa, Max

Max and Marissa!

Thank you office staff for your diligence in checking students in every day and ensuring everyone's safety.

The entire staff, admin and paras for all their hard work

My POD for helping me when I need it.

Hamilton High Office STAFF. They are always answering my questions and keeping me on track.

I would like to give a huge THANK YOU to Max, Mariessa and ALL the maintenance team. They have been amazing on every level!

BIG THANK YOU to my grade level partner and entire POD for all of their support and ideas. Also a BIG THANK YOU to our negotiations team for trying to get our voices heard.

Teachers for sharing ideas and their expertise.

Mr. Oseguerra for all the work he has done to stay in touch with our community and our students.

Our office staff and paras have been rocking it!

Each and everyone of the staff at the high school on a daily basis are kicking butt! I would also like to thank our principal because he has gone above and beyond to reach out to our students and their families.

Kelly, Maria, Erin, Christina and Mr. O for taking care of check ins and doing all the little things that have come up that they normally wouldn't have to deal with.

The maintenance staff for their quick responses to cleaning materials and maintenance requests!

Huge thank you to Mr. O for all his support and dedication to the students as well as the office staff for checking all students in and making it run smoothly.

DAVE! He has been working so hard. He is always so kind and positive. He is doing an amazing job.

Cris Oseguera.

Cris and Maria have done an amazing job by going above and beyond their duties. It is not easy to make hundreds of home visits, brave the cold to check students and staff in, feed our students, etc. Not only have they done the aforementioned things, they have done so with the upmost respect, patience and grace.

Mr. Oseguera. He has been VERY supportive of not only his students but to us staff.

Cris Oseguera, Erin Johnson, Chris Devries, Dave Elkin, Allan Joksch, the rest of the maintenance staff, and all of the teachers on campus.

Tiffany Wilhelm - she is always so positive and encouraging! She is also very willing to jump in and help out wherever needed. I am thankful for her!

Cris Oseguera

Thank you to the board for putting the health of staff and students first.

Our custodian staff for being amazing and for going the extra 5 miles for all of us. Mr. Oseguera for being a great leader to the teachers and amazing principal to the students. Cristina, Rowan, Maria, Kelly, Erin and Shawn...They have gone above and beyond! And of course all the teachers because we have adapted our lessons on a sometimes hourly basis, we have learned new technology and are doing an excellent job still teaching our kids and making sure they are learning. I'm so proud to be a part of the Hamilton High School team

Thank you to Mr. O for his commitment and dedication to keeping the staff, students, and families as safe as possible, while mitigating learning loss. Thank you to the teachers who are expending their mental, physical, and emotional wellbeing for the students. Also, thank you to the students and their families who are doing their best to cope with the situation despite the many other struggles they are currently facing.

All the middle school teachers/interns!
I think everyone both at the HS and ELM are going out of their way to support our students, staff and families during this hard time.
all the paras and custodians working extra hard to keep our campus clean and help the teacher/kiddos with a small mental break
THE STUDENTS, they have shown great strength and maturity that I am blown away by! I am so proud of them and their ability to adapt but i feel they are at their end of their ability to change for another schedule change. Props to admin for all the fires that have been put out and the Teachers for diversifying their lessons and support for their students.
Everyone!
I'd like to give a shout out to the Learning Center team who have been flexible and have gone above and beyond in serving our students. Each day they meet students where they are at and dig deep to make sure that students are learning, engaged, and successful while at school. I'm proud of their self-less service and their willingness to do what needs to be done in order to serve our community.
Office staff at the Elem is doing a great job screening students and keeping it safe during dismissal.
EVERYONE!! For the most part we have all stepped up and made the best of a bad situation.
Maintenance staff deserves a huge thank you because I know they are juggling a lot and they are making it work! Their work ensures safety for the kids and that is the most important thing.
The cafeteria for being so flexible
nutrition services for feeding everyone through this
All of the maintenance staff for all of the additional work and coordinating they have done. All of the Para's at the elementary; they have been available to do what is needed for our students while in person. Finally, Tiffany - she has been so flexible to help wherever she is needed (HES and HHS) all while tackling her first solo year of Calpads. Thank you!
All HHS Staff. Everyone has been amazing in covering the staff that has had to quarantine.
All staff at Hamilton Elementary, its been a roller coaster but we are ensuring that we are meeting the needs all of our students.
Tiffany! She has been a rockstar of support for so many.
Mrs. Brown, and Mrs Amanda V
All the middle school teachers!
I would like to thank the Staff and Teachers at HHS for all their hard work to make it bearable for our students during this pandemic. But the person/people that need the biggest THANK YOU for their hard work is Mr. Oseguera (especially), Ms. Reyes, Mr. Langan, and Cristina Rios and all the extra time they have put in. All the home visits and phone calls to each and every student/family goes way above and beyond to keep those students/families feel included and important to the Braves family.
All the middle school teachers!
Max and Mariesa are amazing help! A million thank yous to them.
All the staff that have been screening all the students AM/PM.

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year

January 14, 2021

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Overview

The California Department of Public Health (CDPH) developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. This document is rooted in the [scientific evidence](#) available to date and supports twin goals: **safe** and **successful** in-person instruction.

Understanding and evidence about the transmission and epidemiology of SARS-CoV-2, the virus that causes COVID-19, has evolved significantly over the course of the pandemic. Schools throughout the state are now in various stages of instruction including fully distance learning, fully in-person learning, and hybrid instruction based on local conditions.

Key mitigation strategies, studied in multiple settings and used successfully in schools nationally and internationally, allow for safe in-person instruction. The thoughtful implementation of mitigation strategies, specific to school context, provides a careful and effective pathway forward as community transmission rates fluctuate.

Information about the latest science of COVID-19 transmissions, including evidence regarding the lower risk of transmission for elementary aged students compared to middle and high-school aged students, is available [here](#) as an evidence summary. However, new evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly.

Recommendations regarding in-person school reopening and closure should be based on the latest available evidence as well as state and local disease trends and we will update this guidance as needed to reflect new evidence.

This document is intended to provide an update to the *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020)* guidance. This document also provides a consolidation of content from other CDPH COVID-19 and school-related guidance and supersedes previous CDPH COVID-19 and Cal/OSHA school guidance.

AUTHORITY

This guidance is a public health directive that applies to all public and private schools operating in California. Under operative [executive orders](#) and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant

local health departments (LHDs) to limit the spread of COVID-19 and protect public health.

Governmental and non-governmental entities at all levels have issued guidance and directives relating to the safe reopening of schools for in-person instruction. Schools may comply with guidance from other federal, state, local, and non-governmental sources, to the extent those guidelines are not weaker than or inconsistent with state and local public health directives.

This updated directive also incorporates two other public health directives issued January 14, 2021, related to: (1) reporting details of any positive case of a person who has been on campus to LHDs and (2) reporting to CDPH whether and to what degree all public and private schools have reopened to serve students in-person on campus. These directives are attached as Appendices 3 and 4.

SUMMARY OF CHANGES AND ADDITIONS

CDPH developed this comprehensive framework to support school communities as they determine how to implement in-person instruction for the remainder of the 2020-2021 school year.

This document is intended to consolidate and update prior state public health guidance and orders related to schools. Specifically, this document supersedes the following guidance, orders, and frequently asked questions:

- *COVID-19 Industry Guidance: Schools and School-Based Programs* (first published in May 2020; last updated August 3, 2020).
- *The COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020).
- The Elementary Education Waiver process and the associated School Waiver Letter and Cover Form and Local Health Officer Waiver Notice Form (all issued on August 3, 2020).
- CDPH Schools Frequently Asked Questions (first issued August 3, 2020; last updated October 20, 2020).

This update provides both K-12 schools and LHDs additional guidance for providing in-person instruction, including:

1. Criteria and processes for school reopenings under the [Blueprint for a Safer Economy](#) framework. (Updated on January 19, 2021 to clarify language in the Re-open definition.)
2. Considerations intended to help school community leaders plan for and prepare to resume in-person instruction including steps to take when a

- student or staff member is found to have COVID-19 symptoms during the school day and while participating in before and after school programs.
3. Response to confirmed COVID-19 infections when:
 - a. a case of COVID-19 is confirmed in a student or staff member; and
 - b. a cluster or outbreak of COVID-19 at a school is being investigated.
 4. Physical distancing in classrooms.
 5. Implementation of stable groups of students and staff.

This document does not modify or supersede the [Guidance Related to Cohorts for Children and Youth](#) (first issued on August 25, 2020; last updated September 4, 2020), which applies to groups of children and youth in controlled, supervised, and indoor environments. The Cohort Guidance continues to allow schools that are not permitted to reopen under state or local public health directives and schools (and any grades at schools) that have not yet reopened if permitted to do so to serve students in-person in small, stable cohorts, as specified in the Cohort Guidance.

DEFINITIONS

Schools and Local Educational Agencies (LEAs): As used throughout this document, refer to county offices of education or their equivalent, school districts, charter schools, and the governing authorities of private schools (including nonpublic nonsectarian schools).

Transitional Kindergarten: Means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. As used throughout this document, “kindergarten” is inclusive of transitional kindergarten.

Cohorts: In this document, “cohorts” has a specific meaning, which are groups of students who are meeting for targeted supports and intervention services, under the direction of an LEA, while the school is closed to in-person instruction and in addition to distance learning. Sometimes these groups are also called “learning hubs” or “pods.” Regardless of the name, all of the provisions in the [Cohorting Guidance](#) must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers, as a maximum of 16 individuals (students and staff). In this document, “cohort” does not refer to the more general “stable groups” that are described in the Stable Group Guidance section below.

Reopen for in-person instruction:

What does it mean to be “open” or “reopened”? The term “open” or “reopen” refers to operations for at least one grade at the school that are permitted only

if the county satisfies the eligibility requirements for schools to “open” or “reopen.” Specifically, the school must have given all students in at least one grade the option to return for in-person instruction for at least part of the school-week to be considered to “open” or “reopen.” This includes a school that has offered all students in at least one grade the option of receiving in-person instruction for only certain days during the week (commonly referred to as a “hybrid” model). Schools that were operating only in the manner permitted under the Cohorting Guidance are therefore not “open” or “reopened.”

In addition, if only some students were being served in-person in a school in a county in the Red Tier or lower (e.g., only students with disabilities) and all students in at least one grade did **not** have the option to return in-person as described above, the school has not “opened” or “reopened.” In such circumstances, if the school is located in a county that shifts to the Purple Tier, the school may continue serving the students in-person as it did as of January 14, 2021, but it may not bring additional students back for in-person instruction and services, unless it adheres to the Cohort Guidance for the students newly brought back in-person.

Is a school “reopened” if it was previously permitted to reopen but became ineligible to reopen before actually reopening? No. Schools must have actually reopened for in-person instruction (using the definition above) while the county was in the Red Tier in order to remain open if the county moves back to Purple Tier. If the county is in the Purple Tier on the day the school plans to reopen for in-person instruction, the school must wait until it is eligible again.

If a school was implementing a phased reopening (e.g., only opened grades 9-10 for in-person instruction with set plans to phase in grades 11 and 12) while the county was in the Red Tier, the school site may continue their phased reopening if the county reverts back to the Purple Tier, if authorized by local health officer (LHO). This is only applicable to individual school sites. If a school district has a phased reopening of their schools, the schools in that district that did not open for in-person instruction may not re-open until the county meets the reopening criteria.

This also applies to schools subject to the updated Elementary Reopening Process (see below) applicable to the Purple Tier. Even if the school previously received a waiver under the former Elementary Education Waiver Process or meets the conditions to reopen under the updated Elementary Reopening Process, if it has not yet reopened and the county case rate (CR) exceeds the criteria described below, the school must delay reopening until the county case rate drops below the threshold.

In-Person School Reopening

The two subsections below describe the requirements for all schools, including those that have already reopened and those that have not. The Blueprint for a Safer Economy continues to inform the school reopening process. The Blueprint for a Safer Economy is based on Tiers, defined using the CR, the 7-day average of daily COVID-19 cases per 100,000 population, and the test positivity in a county. This Schools Framework uses the adjusted case rate, as described in the Blueprint.

Under this updated guidance, all schools must complete and post to their website homepages a COVID-19 Safety Plan (CSP), described below in COVID-19 Safety Plan for In-person Instruction section (page 10) prior to reopening for in-person instruction. Schools that have already reopened are required to post their CSPs by February 1, 2021. The CSP is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Of note, the Cal/OSHA Emergency Temporary Standards require a written plan called the Cal/OSHA COVID-19 Prevention Program (CPP) (see the COVID-19 Safety Plan for In-person Instruction for more information); therefore, schools are expected to have already created this written plan. In order to align with Cal/OSHA standards and minimize burden to schools, the CPP for the school is the first component of the CSP.

As described below, under the updated Elementary Reopening Process, schools must also submit a copy of the CSP to the LHD and the State Safe Schools for All Team before they reopen elementary schools if they are operating within a jurisdiction or county that is in the Purple Tier.

REQUIREMENTS FOR SCHOOLS THAT HAVE ALREADY REOPENED

The *COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year* (July 17, 2020 Framework) permitted schools to reopen for in-person instruction at all grades if they are located in counties in the Red, Orange, or Yellow Tiers under the Blueprint for a Safer Economy. Operations for schools that are already open must adhere to the School Reopening Guidance section below.

Schools that have already reopened for in-person instruction must, by February 1, 2021, complete and post a COVID-19 Safety Plan (CSP) to their website homepage or, in the case of schools that do not maintain websites, in another

publicly accessible manner, to continue operating in-person instruction, as described in the Covid-19 Safety Plan for In-Person Instruction section.

Schools that have reopened are not required to close if the county moves to the Purple Tier or goes over a CR of 25 per 100,000 population. See School Closure Determinations below for more information.

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

Red, Orange, and Yellow Tiers. Consistent with the July 17 Framework, schools may reopen at all grades if they are located in counties in the Red, Orange or Yellow Tiers under the Blueprint for a Safer Economy. Operations once reopened must adhere to the updated Sector Guidance for School and School-Based Program reflected in this document (see below). Schools that reopen under this paragraph must complete and post a CSP to their website homepage before reopening for in-person instruction, as described in the CSP Posting and Submission Requirements for In-Person Instruction [section](#).

Purple Tier. Schools may not reopen for grades 7-12 if the county is in Purple Tier. Subject to the limitation in the bullet immediately below, schools serving grades K-6 may reopen for in-person instruction in the Purple Tier, including during a State of California Regional Stay at Home Order, if they complete and post a CSP to their website homepage and submit the CSP to their local health officer (LHO) and the State Safe Schools for All Team and there are no identified deficiencies, as described in the Covid-19 Safety Plan (CSP) Posting and Submission Requirements for In-Person Instruction [section](#) below.

- **K-6 schools in counties in Purple Tier with CR>25:** Schools serving students in grades K-6 may not reopen for in-person instruction in counties with adjusted CR above 25 cases per 100,000 population per day. They may post and submit a CSP, but they are not permitted to resume in-person instruction until the adjusted CR has been less than 25 per 100,000 population per day for at least 5 consecutive days. This case rate reflects [recommendations](#) from the Harvard Global Health Institute analysis of safe school reopening policy. Please find additional information on how the adjusted CR is calculated [here](#). Recognizing that re-opening for in-person instruction takes time to routinize and improve safety, and that some schools may have already been conducting in-person learning successfully and had time to optimize all their policies and procedures to support minimal disease transmission on-site and detect new cases, schools who have already opened, as defined above, with minimal or no in-school transmission, may remain open and may consider increasing testing per CDPH supported testing [framework](#).

These new criteria and the requirements below replace the Elementary Education Waiver (issued August 3) that allowed LHOs to grant a waiver to school applicants for grades K-6 if specific criteria were satisfied. All waivers approved prior to this date remain valid.

COVID-19 SAFETY PLAN (CSP) FOR IN-PERSON INSTRUCTION

The COVID-19 Safety plan (CSP) consists of two parts: (1) the Cal/OSHA COVID-19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist.

Cal/OSHA Prevention Program (CPP)

On December 1, 2020, Cal/OSHA's Emergency Temporary Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers, including schools, establish and implement a written CPP to address COVID-19 health hazards, correct unsafe or unhealthy conditions, and provide face coverings. Employers can also create a written CPP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OSHA has posted FAQs and a one-page fact sheet on the regulation, as well as a model COVID-19 prevention program.

- Cal/OSHA [Frequently Asked Questions](#)
- Cal/OSHA [Fact Sheet](#)
- Cal/OSHA Prevention Program Template - [Example](#)

COVID-19 School Guidance Checklist

In addition to the CPP, a COVID-19 School Guidance Checklist must be included and be posted online and submitted as outlined below.

COVID-19 SAFETY PLAN (CSP) POSTING AND SUBMISSION REQUIREMENTS FOR IN-PERSON INSTRUCTION

The Tiers from the Blueprint for a Safer Economy Framework inform the process needed for submission of CSPs for maintaining and/or resuming in-person instruction as described below and in Table 1.

Yellow (Tier 4/Minimal), Orange (Tier 3/Moderate), and Red (Tier 2/Substantial):

- For schools that have already reopened and are located in a county that is in the Yellow, Orange, or Red Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- For those schools that have not reopened, and the county has been in the Purple Tier, the county must be in the Red Tier for 5 consecutive days before the school may reopen.
- For schools that have not reopened, the LEA must complete and post the CSP publicly on its website homepage at least 5 days prior to providing in-person instruction.
- While developing and prior to posting a CSP, it is strongly recommended that the LEA (or equivalent) consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services, or provide family support.

Purple (Tier 1/Widespread):

- For schools that have already reopened and are located in a county or LHD that is in the Purple Tier, the LEA must post the CSP publicly on its website homepage by February 1, 2021.
- Schools serving grades K-6 not already open, may reopen for in-person instruction if the LEA completes and posts a CSP to its website homepage and submits the CSP to their LHD and the State Safe Schools for All Team and does not receive notification of a finding that the CSP is deficient within 7 business days of submission. Under these circumstances, schools serving grades K-6 may only reopen for their K-6 grade students, even if their school serves non-K-6 grade students (e.g., a 6-8 school).
 - While developing and prior to submitting a CSP, the LEA must consult with labor, parent, and community organizations. Examples of community organizations include school-based non-profit organizations and local organizations that support student enrichment, recreation, after-school programs, health services, early childhood services or provide family support.
 - The COVID-19 School Guidance Checklist requires that the LEA provide evidence of consultation with labor, parent, and community organizations.
 - The LEA must sign an attestation confirming the names and dates that the organizations were consulted. If school staff are not represented by a labor organization, then the applicant must describe the process by which it consulted with school staff.

- The LEA must confirm publication of the CSP on the website of the LEA.
- The LEA must submit the CSP on behalf of all schools within their direct administrative authority, with site-specific precautions noted within the CSP to address considerations unique to specific school sites, as applicable. For example, a school district must submit a consolidated CSP for every school under its direct administrative authority, and must outline site-specific precautions insofar as there are features unique to the site that raise greater risks of COVID-19 transmission.
- If a group of private, faith-based, or charter schools within a single county are subject to the same governing authority (e.g., an archdiocese, charter management organization, etc.), the governing authority may submit the CSP on behalf of those schools, but must address site-specific considerations consistent with the bullet above. Otherwise, independent, private, faith-based, or charter schools that are affiliated with a broader network should post and submit the CSP for each school.
- LHDs and the State Safe Schools for All Team have 7 business days to provide feedback to the LEA regarding deficiencies in the CSP.
- The school may reopen on the eighth business day after submitting the CSP if the LHD and/or State Safe Schools for All Team do not provide notification that the CSP is unsafe within 7 business days of submission.
- If the LHD and/or State Safe Schools for All Team identify any deficiencies during the 7-business-day review period, the LEA will receive feedback on what they need to improve in order to be able to reopen for in-person instruction.
- After the LEA responds to feedback and re-submits the plan, the entity that identified the deficiency will have 7 business days to review revisions.
- If the LHD has noted a deficiency in a submitted CSP and has required a response prior to opening for in-person instruction, the LHD must notify the State Safe Schools for All Team.
- The school may reopen on eighth business day after submitting the revisions if the LHD and the State Safe Schools for All Team do not provide additional feedback.
- As noted above, schools serving grades K-6 may not reopen for in-person instruction in jurisdictions with CR above 25 cases per 100,000 population per day.

Table 1. School reopening actions for in-person instruction, by Tier

Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7* TP >8%
- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction.	- CSP posted publicly for K-12 th grades 5 days prior to in-person instruction. - Must be in Red 5 days prior to reopening.	- <u>Already reopened</u> : CSP posted publicly by 02/01/21. - <u>Not previously open</u> : - CSP posted publicly for K-6, and submitted concurrently to LHD and State Safe Schools for All Team. - 7 business days for review. - 7 th -12 th grade reopening not permitted if CR>7*. - K-6 th grade reopening not permitted if CR>25*, though CSP can be posted and submitted for review. - Note: Targeted in-person instruction may be offered pursuant to the Cohorting Guidance.

*Adjusted case rate.

While not required, LEAs are strongly encouraged to post on their website, along with the CSP, the detailed plans describing how they will meet the requirements outlined in the CSP elements. This can provide transparency to school community members making decisions about participation in in-person learning.

The email address for submission of the CSP to the State Safe Schools for All Team is: K12csp@cdph.ca.gov.

Cohorting Guidance for Specialized Services

This updated guidance does not modify or supersede the applicability of the [Cohorting Guidance](#) to school settings. More information regarding the minimum health and safety guidelines that must be followed to provide in-person services and supervision to children and youth in cohorts is set forth in the Cohorting Guidance, which applies across multiple sectors serving youth, including childcare and schools that are not reopened for in-person instruction.

The stable groups described in the Cohorting Guidance, and described below in the Stable Group Guidance decreases opportunities for exposure to or transmission of the virus; reduces the numbers of exposed individuals if COVID-19

is introduced into the cohort; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a single cohort instead of potential schoolwide closures in the event of a positive case or cluster of cases.

The Cohorting Guidance provides a way for schools not yet permitted to reopen under state and local public health directives or that have not yet reopened even though permitted to reopen to provide in-person supervision, instruction, targeted support services, and facilitation of distance learning for some students, especially high-need student groups and students who may not be able to benefit fully from distance learning offerings.

Existing state law requires public schools to provide in-person instruction to the greatest extent possible (Education Code section 45304(b)). State law further requires that distance learning ensure access to connectivity and devices that allow students to participate in the educational program and complete assigned work. In addition, state law requires that students with disabilities and English learners receive educational and related services to which they are entitled under the law, among other requirements (Education Code section 45303(b) (1), (4) & (5)). The Cohorting Guidance therefore provides an important avenue for schools that have not yet reopened under this guidance to provide supervision, instruction and support to small cohorts of students to ensure students receive necessary services even while students are generally participating in distance learning.

ADDITIONAL REOPENING CONSIDERATIONS

Availability of Distance Learning for Students Who Request It. Schools should continue to offer distance learning for students who request it.

Thoughtful, Phased Implementation. K-12 school sites should employ a phased-in model as a part of their reopening plan. Phased reopening plans for in-person instruction may include, but are not limited to:

- Shifting from a full distance learning model to hybrid.
- Gradually allowing for specified grades and/or a percentage of each grade to resume in-person learning, beginning with the youngest and most disproportionately impacted students.
- Allowing for a gradual number of students, at a specified capacity, per grade or school site.

If a school with a phased-in model has opened for in-person instruction, and the county changes to the Purple Tier or to a CR>25, the school may continue the phased reopening.

Staff Access to Campus if Not Reopened for In-Person Instruction. Teachers, school and support staff, and administrators may return to work physically without students on site while counties are not open for in-person instruction, provided that those on site follow the school's COVID-19 Safety Plan consistent with Cal/OSHA regulations.

Boarding Schools. Residential components of boarding schools are to remain closed (with the exception of residential components of boarding schools that are currently operating with the permission of local health authorities, and those serving wards or dependents of the juvenile courts) regardless of the Tier status of their county until further guidance is issued. The non-residential components of boarding schools (e.g., in-person instruction for day students) are governed by the same guidelines as other K-12 schools.

School Reopening Guidance

All guidance, as schools plan and prepare to resume in-person instruction, should be implemented as outlined in the In-Person School Reopening section, including the development of a CSP.

LAYERS OF SAFETY: INFECTION MITIGATION STRATEGIES

A key goal for safe schools is to reduce or eliminate in-school transmission. A helpful conceptual framing as schools plan for and implement safety measures for in-person instruction, is the layering of mitigation strategies. Each strategy (face coverings, stable groups, distancing, etc.) decreases the risk of in-school transmission; but no one layer is 100% effective. It is the combination of layers that are most effective and have been shown to decrease transmissions.

As schools plan for reopening for in-person instruction and as they continue to work on operations once open, it may be helpful to understand the mitigation strategies with stronger evidence supporting their use. We have ordered the list below such that the interventions known at this time to be more effective in reducing the risk of transmission appear before the ones that are helpful but may have a potentially smaller effect or have less evidence of efficacy. Of note, though scientific comparative assessments are limited, the top three items are likely of similar importance:

1. Face coverings.
2. Stable groups.
3. Physical distancing.
4. Adequate ventilation.
5. Hand hygiene.

6. Symptom and close contact exposure screening, with exclusion from school for staff or students with symptoms or with confirmed close contact.
7. Surveillance or screening testing.

Frequent disinfection, which was thought at the beginning of the pandemic to be a key safety component, can pose a health risk to children and students due to the chemicals used and has proven to have limited to no impact on COVID-19 transmission. Disinfection with specified products (see [Cleaning and Disinfection section](#)), is recommended for schools after a case has been identified in the school, in the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator's office if an administrator). Please see [Cleaning and Disinfection section](#) for additional details.

Of note, adults (>18 years old) appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas). Specific messaging and support to staff to prevent this scenario are strongly recommended.

The following sections outline specific actions school sites should take to keep students and staff safe.

GENERAL MEASURES

Establish and continue communication with local and state authorities to determine current disease levels and control measures in your community. For example:

- Consult with your LHO, or designated public health staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
- Collaborate with other schools and school partners in your region, including the county office of education.
- Access State Technical Assistance resources available for schools and for LHDs to support safe and successful in-person instruction, available on the [Safe Schools for All Hub](#).
- Regularly review updated guidance from state agencies, including [CDPH](#) and [California Department of Education](#).

Per Cal/OSHA requirements noted above, establish a written CPP at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.

FACE COVERINGS

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines.

- Information contained in the [CDPH Guidance for the Use of Face Coverings](#) should be provided to staff and families of students. The face covering guidance applies to all settings, including schools. The guidance discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices employers have adopted to ensure the use of face coverings.
- Teach and reinforce use of [face coverings](#), or in limited instances, [face shields with drapes](#).
- 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 in all grade levels K-12 are required to wear face coverings at all times, while at school, unless [exempted](#).**
 - A cloth face covering or face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean, safe area, clearly marked with the student's name and date, until it needs to be put on again.
- Participants in youth and adult sports should wear face coverings when participating in the activity, even with heavy exertion as tolerated, both indoors and outdoors.
- 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.

- Schools must develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- Schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering.
- 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.
- Employers must provide and ensure staff use face coverings and all other required personal protective equipment in accordance with CDPH guidelines.
- The California Governor's Office of Emergency Services (CalOES) and CDPH are and will be working to support procurement and distribution of face coverings and needed personal protective equipment to schools. Additional information can be found [here](#).
- The Department of General Services negotiated statewide master contracts, which LEAs may leverage to reduce costs and secure supply chains. Additional information can be found [here](#).
- Face covering policies apply on school buses and any vehicle affiliated with the LEA used to transport students, staff, or teachers to and/or from a school site.
- Classrooms, school buses, and shared school office spaces used by persons who cannot tolerate face coverings are less safe for others who share that environment. Schools may want to consider notifying others who share spaces with unmasked or sub-optimally masked individuals about the environment. Also consider employing several additional mitigation strategies (or fortifying existing mitigation strategies) to optimize safety. These may include increasing the frequency of asymptomatic tests offered to unmasked or sub-optimally masked individuals, employing longer social distances, installing clear physical barriers, reducing duration of time in shared environments, and opting for either outdoor or highly-ventilated indoor educational spaces, as possible.

Staff

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- For staff who come into routine contact with others, CDPH recommends the use of disposable 3-ply surgical masks, which are more effective than cloth face coverings.

- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per [CDPH guidelines](#)) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. 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.

STABLE GROUP GUIDANCE CONSIDERATIONS BY GRADE LEVEL

Stable groups provide a key mitigation layer in schools. A stable group is a group with fixed membership that stays together without mixing with any other groups for any activities.

Guidance from other agencies, including the federal Centers for Disease Control and Prevention (CDC), sometimes refers to them as “cohorts”¹ or “pods.”

Implementing stable groups of students and staff reduces the numbers of exposed individuals if COVID-19 is introduced into the group, decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing and quarantine of a small group instead of potential schoolwide closures in the event of a positive case or cluster of cases.

How can an elementary school create stable groups?

- Students can be placed into stable groups that stay together all day with their core teacher (and any aide or student teacher who is present). If there are counselors or teachers of electives, they should ideally be assigned to only one group or conduct their classes / counseling virtually.

¹ The CDC’s use of the term is different from the use of “cohort” within California’s guidance. “Cohort” is specifically defined in the Cohort Guidance as a group no larger than 16 individuals. To avoid any confusion, this guidance uses “stable group” instead of “cohort” for this concept.

- Students should eat lunch and go to recess with their group at times that are staggered and separated from other groups.
- There are different approaches to organizing stable groups. Students can be divided into smaller groups that attend school in person on a rotating schedule. Here are a few examples:
 - A group of students comes to school for in-person instruction on Monday and Tuesday. Another attends on Thursday and Friday.
 - On the alternating days, they learn remotely.
 - Some LEAs or schools have students attend school in-person during alternating weeks.
 - Other LEAs or schools have one group of students attend school in person in the morning and another group attend school in person in the afternoon.

These approaches create even smaller groups that stay together and do not mix with one another. Electives or counseling can be conducted virtually to limit the number of staff in direct contact with any given stable group.

How can a middle or high schools school create stable groups?

- Students can be placed into groups that remain together all day during in-person instruction. Middle or high school groups are often larger than elementary school groups. Because middle and high school curricula differ from elementary school curricula, teachers are not usually assigned to one stable group of students, creating an opportunity for mixing across stable groups or students. The following guidance provides examples of approaches to minimizing crossover of staff across stable groups of students.
- The CDC guidance notes that schools may keep a single group together in one classroom and have educators rotate between groups, or have smaller groups move together in staggered passing schedules to other rooms they need to use (e.g., science labs) without allowing students or staff to mix with others from distinctive groups.
- Teachers and supports staff from different content areas can work in teams that share students, preferably in a dedicated space, separate from others. For example: math, science, English, and history teachers might work as a team with a set group of students they share.
- When combined with block schedules that reduce the number of courses students take in any one day, the number of educators and students who interact can be minimized further.
- It is also possible to keep students in one stable group that stays together with one or two instructors who teach them directly part of the day and

support their instruction from others who teach them virtually during other parts of the day.

- Electives can be offered virtually or organized so that no group of students takes more than one elective in a term and the elective teachers do not work with more than one or two groups.
- Stable groups could switch schedules or even membership after a break at the quarter, trimester, or semester in ways that support students being able to take additional classes without substantial group mixing.
- The school year can be divided into even smaller time units – 4 to 8 weeks for example – in which students study one or two subjects intensively, completing all of the work they might normally have completed in a semester or a year. They stay in stable groups with only 1 or 2 teachers during this time. At the end of unit, they switch schedules and groups to take 1 or 2 other courses, and so on throughout the year.
- Additional examples of approaches to creating stable groups of students that limit the risk of transmission across large groups of students are available [here](#).

OTHER CONSIDERATIONS:

- **Schedule for Access and Inclusion:** The construction of stable groups can increase or decrease equity or segregation across the school campus, so consider how to support inclusion and access for all student populations as you organize students for learning.
- **Schedules as Tools for Physical Distancing:** To the extent possible, schools should think about how to reconfigure the use of bell schedules to streamline foot traffic and maintain practicable physical distancing during passing times and at the beginning and end of the school day. Create staggered passing times when students must move between rooms minimize congregated movement through hallways as much as is practicable.
- **Restructure Electives:** Elective teachers who move in and out of stable groups can become points of exposure for themselves and the students they work with. Some models have made elective teachers part of middle and high school stable groups, while others have used them only for remote instruction. Other options include ensuring elective teachers maintain longer distance from students (e.g., 12 feet).

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM

Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. Two windows on a bus should be opened fully at a minimum.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact between people as much as practicable.
- Ensure each school bus is equipped with extra unused face coverings for students who may have inadvertently failed to bring one.

Classroom Space

- Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks.



Figure 1. Classroom with adequate spacing between students

Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made. Upon request by the local health department and/or State Safe Schools Team, the superintendent should be prepared to demonstrate that good-faith effort, including an effort to consider all outdoor/indoor space options and hybrid learning models. Please reference Figures 1 and 2 for examples of adequate and inadequate spacing. Under no circumstances should distance between student chairs be less than 4 feet. If 6 feet of distance is not possible, it is recommended to optimize ventilation and consider using other separation techniques such as



Figure 2. Classroom without adequate spacing between students

partitions between students or desks, or arranging desks in a way that minimizes face-to-face contact.

- Short-term exposures of less than 6 feet between students and staff are permitted (e.g., a teacher assisting a student one-on-one), but the duration should be minimized and masks must be worn.

- Consider redesigning activities for smaller groups and rearranging

furniture and play spaces to maintain separation.

- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Prioritize the use and maximization of outdoor space for activities where possible.
- Activities where there is increased likelihood for transmission from contaminated exhaled aerosols such as band and choir practice and performances are permitted outdoors only, provided that precautions such as physical distancing and use of face coverings are implemented to the maximum extent (see below in Non-classroom spaces).
- Consider using cleanable privacy boards or clear screens to increase and enforce separation between staff and students.

Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time. School tours are considered a non-essential activity and increase the risk of in-school transmission.
- Limit communal activities. Alternatively, stagger use, properly space occupants and clean in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and use visual reminders on the floor

that students can follow to enable physical distancing while passing and waiting in line. In addition, schools can consider eliminating the use of lockers, which can become congregating areas.

- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their stable groups, ensure physical distancing, hand hygiene before and after eating, and consider assigned seating. If indoor meal times are paired with recess or outdoor time, consider having half of a stable group of students eat while the other half is outdoors and then switch. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by group.
- School athletic activities and sports should follow the [CDPH Outdoor and Indoor Youth and Adult Recreational Guidance](#). Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.
- Outdoor singing and band practice are permitted, provided that precautions such as physical distancing and mask wearing are implemented to the maximum extent possible. Playing of wind instruments (any instrument played by the mouth, such as a trumpet or clarinet) is strongly discouraged. School officials, staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.

VENTILATION

- Ensure sufficient ventilation in all school classrooms and shared workspaces per American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) [guidance](#) on ventilation.
 - Contact a mechanical engineer, heating, ventilation, and air conditioning (HVAC) design professional, or mechanical contractor in order to evaluate your ventilation system in regards to the ASHRAE guidance.
 - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons in the

- facility, consider alternatives. For example, maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 13.
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
 - If not able to properly ventilate indoor instructional spaces, outdoor instruction is preferred (use caution in poor air quality conditions).
 - Ventilation considerations are also important on school buses; use open windows as much as possible to improve airflow.
 - Specific practices to avoid:
 - Classrooms or buses with no ventilation.
 - Classrooms or buses with increased airflow across occupants (e.g., air conditioners or fans blowing into the classroom or overhead fans creating air currents across occupants).

PROMOTE HEALTHY HAND HYGIENE PRACTICES

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze into a tissue or their elbow.
 - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
 - Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into

- hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
- Isopropyl alcohol-based hand sanitizers are more toxic when ingested or absorbed into skin.
- Do not use hand sanitizers that may contain methanol which can be hazardous when ingested or absorbed.
 - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout the school site and near classrooms to minimize movement and congregating in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

CLEANING AND DISINFECTION

The section below provides recommendations for cleaning and disinfection. “Cleaning” involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks. “Disinfection” kills germs on surfaces using specific agents (see below for those approved for use). If a case has been identified, the spaces where the case spent a large proportion of their time (e.g., classroom, or administrator’s office if an administrator) should be disinfected. Frequent disinfection can pose a health risk to children and students due to the strong chemicals often used and so is not recommended in the school setting unless a case has been identified.

- Staff should clean frequently-touched surfaces at school and on school buses daily.
- Buses should be thoroughly cleaned daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided cleaning materials, including but not limited to wipes and disposable gloves, to support cleaning of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Sink handles.

- Shared tables, desks, or chairs.
 - If a school has morning and afternoon stable groups, the desks and tables are considered shared and should be cleaned before the next group arrives.
 - Desks or chairs do not need daily cleaning if only used by one individual during the day.
- Door handles.
- Shared technology and supplies.
- If used, outdoor playgrounds/natural play areas only need routine maintenance. Make sure that children wash or sanitize their hands before and after using these spaces. When hand hygiene is emphasized, cleaning of outdoor structures play is not required between cohorts.
- When choosing disinfection products after an in-school COVID-19 case has been identified (see “What to do if there is a case of COVID-19 in a School”), use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)- approved list “N”](#) and follow product instructions.
 - To [reduce the risk of asthma](#) and other health effects related to disinfection, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthmatic attacks.
 - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer’s directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
 - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of the reach of children and stored in a space with restricted access.
 - Establish a cleaning schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.

- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible for example by opening windows where practicable. When disinfecting, air out the space before students arrive; disinfection should be done when students are not present.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

CHECK FOR SIGNS, SYMPTOMS AND EXPOSURES

- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement symptom and exposure screening for all staff and students at home each day before leaving for school.
- Students or staff exhibiting symptoms of COVID-19 at school (fever of 100.4 degrees or higher, cough, difficulty breathing, or other [COVID-19 symptoms](#)) must be immediately isolated in a private area until they can leave school or be picked up by a parent or guardian. Ill students and staff should be recommended to be tested for COVID-19 as soon as possible.
- Policies should not penalize students for missing class.

Symptom and Exposure Screening

Daily screening for COVID-19 symptoms and for exposure to someone with COVID-19 prior to leaving for school can prevent some people with COVID-19 from coming to school while infectious, thus preventing in-school transmission. Screening does not prevent asymptomatic cases from being at school and spreading SARS-CoV2, the virus that causes COVID-19.

CDPH recommends that:

1. Parents be provided with the list of [COVID-19 symptoms](#) and instructed to keep their child at home if the child is feeling ill or has symptoms of COVID-19, even if symptoms are very mild, and to get their ill child tested for SARS-CoV2.
2. Staff members be provided with the list of COVID-19 symptoms and be instructed to call in sick and stay home if having symptoms of COVID-19 and to get tested for SARS-CoV2.

Note: If a student or staff member has chronic allergic or asthmatic

symptoms (e.g., cough or runny nose), then a change in their symptoms from baseline would be considered a positive symptom.

Implementation of home symptom and exposure screening

- There are several implementation options, each with benefits and challenges. Implementing a daily reminder system for home screening, such as a text message or through an online screening application, can support families and staff to review the symptom list each day before leaving for school and confirm that they do not have symptoms of COVID-19 and have not had close contact with a known case. This is likely the easiest and most effective approach, but families or staff may not all have technology access to support this. For those who do not, a list of screening questions on paper can be provided for daily review at home. Schools do not need to monitor compliance with home screening.

Symptoms at School

- Identify an isolation room or area to separate anyone who exhibits 1 or more symptoms of COVID-19 while at school.
- Staff and students should self-monitor throughout the day for signs of illness; staff should observe students for signs or symptoms of illness to support students who are less able to self-monitor or less likely to self-report.
- Any students or staff exhibiting 1 or more symptoms should be required to wait in the previously identified isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- If a student is exhibiting 1 or more symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Unless the LHD recommends otherwise, there is no need to exclude asymptomatic contacts (students or staff) of the symptomatic individual from school until test results for the symptomatic individual are known.

Return to school after exclusion for symptoms at home or in school:

- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Testing of symptomatic students and staff can be conducted through local health care delivery systems or other testing resources, as fits the context of the local health jurisdiction. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met [CDPH criteria](#) to discontinue home isolation for those with symptoms:

- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- Other symptoms have improved; and
- They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

STAFF-TO-STAFF INTERACTIONS

- Ensuring staff maintain physical distancing of six feet from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with [CDPH guidelines](#) and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a distance learning context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, outside, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings. Try to provide space outside whenever possible.

LIMIT SHARING

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Limit use and sharing of objects and equipment, items such as electronic devices, clothing, toys, games, and art supplies to the extent practicable, or limit use of supplies and equipment to one group of children at a time and clean between uses.
 - Cleaning shared objects between uses (for example with microfiber cloths or baby wipes) can help to physically remove germs on surfaces.
 - Ensure adequate supplies to minimize sharing of high-touch materials.

- Keep each student's individual belongings separated and in individually labeled storage containers, cubbies or areas.

TRAIN ALL STAFF AND EDUCATE FAMILIES

- Train all staff and provide educational materials to families in the following safety actions:
 - [Proper use, removal, and washing of face coverings.](#)
 - Physical distancing guidelines and their importance.
 - Symptoms screening practices.
 - COVID-19 specific [symptom](#) identification.
 - How COVID-19 is spread.
 - Enhanced sanitation practices.
 - The importance of staff and students not coming to work they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID-19.
 - For staff, COVID-19 specific [symptom](#) identification and when to seek medical attention.
 - The employer's plan and procedures to follow when staff or students become sick at school.
 - The employer's plan and procedures to protect staff from COVID-19 illness.

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

MAINTAIN HEALTHY OPERATIONS

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor symptoms among your students and staff on school site to help isolate people with symptoms as soon as possible.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Other staff should know who the liaisons are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposures, in order to notify local health officials, staff and families in a prompt and responsible manner. This will support local health department contact tracing efforts.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by

FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).

- Consult with [CDPH K-12 School Testing Guidance](#) if routine testing is being considered by a LEA.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as distance learning.

What to do if there is a Confirmed or Suspected Case of COVID-19 in a School

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

Table 2. Actions to take if there is a confirmed or suspected case of COVID-19 in a school

	Student or Staff with:	Action	Communication with school community
1.	COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom screening: per CDC Symptom of COVID-19 .	<ul style="list-style-type: none"> • Send home if at school. • Recommend testing (If positive, see #3, if negative, see #4). • School/classroom remain open. 	<ul style="list-style-type: none"> • No action needed.
2.	Close contact (+) with a confirmed COVID-19 case.	<ul style="list-style-type: none"> • Send home if at school. • Exclude from school for 10 days from last exposure, per CDPH quarantine recommendations. • Recommend testing 5-7 days from last exposure (but will not shorten 10-day exclusion if negative). • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification of a known exposure. No action needed if exposure did not happen in school setting.
3.	Confirmed COVID-19 case infection.	<ul style="list-style-type: none"> • Notify the LHD. • Exclude from school for 10 days from symptom onset date or, if asymptomatic, for 10 days from specimen collection date. • Identify school contacts (+), inform the LHD of identified contacts, and exclude 	<ul style="list-style-type: none"> • School community notification of a known case. • Notification of persons with

		<p>contacts (possibly the entire stable group (††)) from school for 10 days after the last date the case was present at school while infectious.</p> <ul style="list-style-type: none"> • Recommend testing asymptomatic contacts 5-7 days from last exposure and immediate testing of symptomatic contacts (negative test results will not shorten 10-day exclusion). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. 	<p>potential exposure if case was present in school while infectious</p>
4.	<p>Symptomatic person tests negative or a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition.</p>	<ul style="list-style-type: none"> • May return to school after 24 hours have passed without fever and symptoms have started improving. • School/classroom remain open. 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing.

(†) A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire stable group, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) See Stable Group Guidance for definition of a stable group. In some situations, (e.g., when seating charts are used, face covering is well adhered to, and teachers or staff have observed students adequately throughout the day), contact tracing and investigation may be able to determine more precisely whether each stable group member has been exposed. In this situation, those who were not close contacts could continue with in-person instruction.

CONFIRMED COVID-19 CASE

Although the LHD may know of a confirmed or probable case of COVID-19 in a student or staff member before the school does, it is possible that the school may be made aware of a case before the LHD via a parent or staff member report.

The following are the interim COVID-19 case definitions from the Council of State and Territorial Epidemiologists'.

Confirmed case: Meets confirmatory laboratory evidence (detection of SARS-CoV-2 RNA in a clinical or autopsy specimen using a molecular amplification test).

Probable case: Meets clinical criteria AND epidemiologic linkage(‡) with no confirmatory lab testing performed for SARS-CoV-2; OR meets presumptive laboratory evidence (detection of SARS-CoV-2 by antigen test in a respiratory specimen); OR meets vital records criteria with no confirmatory laboratory evidence for SARS-CoV-2.

(‡) Epidemiologically-linked cases include persons with close contact with a confirmed or probable case of COVID-19 disease; OR a member of a risk stable group as defined by public health authorities during an outbreak. This includes persons with identifiable connections to each other such as sharing a defined physical space e.g., in an office, facility section or gathering, indicating a higher likelihood of linked spread of disease than sporadic community incidence.

Local Health Department Actions

1. Interview the case to identify the infectious period and whether case was infections while at school; identify household and community close contacts, particularly any close contacts at school.
2. It may be necessary to consider the entire class or members of the case's stable group exposed, as it can be challenging to determine who may have had contact with the case within 6 feet for at least 15 cumulative minutes in a 24-hour period. In some situations, case investigations may be able to determine individual members of a stable group are close contacts, and allow those who are not identified as close contacts to continue in-person instruction.
3. Notify the school COVID-19 coordinator or point person at the school that a case of COVID-19 in a student or staff member has been reported and provide guidance to identify and generate a line list of close contacts at the school.
4. Notify all close contacts at the school and instruct them to follow [CDPH COVID-19 Quarantine Guidance](#). (or follow LHO orders, if relevant and/or more stringent).
5. Recommend that all close contacts be tested; symptomatic contacts should be prioritized for immediate testing, and asymptomatic contacts should be recommended to be tested 5-7 days from last exposure.
6. Contacts who test negative must still complete the required quarantine as defined in the [CDPH guidance](#).
7. Contacts who test positive are required to isolate until at least 10 days

have passed since symptom onset; and at least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and other symptoms have improved. If asymptomatic, cases should be isolated for 10 days after the specimen collection date of their positive test.

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

School Actions

1. Schools must adhere to required reporting requirements and notify, as indicated, the LHD of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case.
2. 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.
3. Send a notice, developed in collaboration with the LHD, to parents and staff 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. (see sample notification #1 in Appendix 2).
4. Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time (see Cleaning and Disinfection above for recommendations). This does not need to be done until students and staff in the area have left for the day.
5. Implement online/distance learning for student cases if they are well enough to participate.

School closure determinations should be made in consultation with the LHO according to the section “School Closure Determinations.” A school with confirmed cases and even a small cluster of COVID-19 cases can remain open for in-person education as long as contact tracing identifies all school contacts for exclusion and testing in a timely manner, any small cluster is investigated and controlled rapidly, and the LHO agrees that the school can remain open.

MEASURES FOR WHEN A CLUSTER OR OUTBREAK IS BEING INVESTIGATED AT A SCHOOL

When either a school or LHD is aware that an [outbreak](#) may be underway, the LHD should investigate, in collaboration with the school, to determine whether

these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school).

CDPH defines a school [outbreak](#) as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically-linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting).

The objectives of a school outbreak investigation are to identify and isolate all cases and to identify, quarantine, and test contacts to prevent further transmission of COVID-19 at the school. In addition, the investigation will attempt to ascertain whether the cases had a common exposure at school (e.g., a common class or teacher, bus ride, or other common exposures in the school setting). The investigation may also reveal common exposures outside of the school setting.

As noted above, an outbreak investigation is also an opportunity to understand the circumstances that may have allowed for transmission in the school setting. It is recommended that investigations determine whether there is adherence to key mitigation strategies to prevent school transmission. If gaps are identified, schools should take steps to strengthen strategies to prevent future outbreaks.

Local Health Department Actions

1. Review interviews (or re-interview as needed) of clustered cases to identify common exposures and determine whether the cluster suggests an outbreak with transmission at the school. If data suggest an outbreak, then notify the school about starting an investigation.
2. Provide the school with guidance on identifying and creating a line list of all school cases and contacts, including illness onset date, symptoms, date tested, test results, etc. (see sample data collection notification in Appendix 2).
3. Consult with CDPH as needed for technical assistance, testing, and other resources.
4. Form an outbreak investigation team with a lead investigator and including one or more school staff members to assist with the investigation.
5. Identify all potential exposures and close contacts and implement testing of contacts, prioritizing symptomatic contacts for testing.
6. Testing may be recommended for those who were not identified as close contacts but could potentially have been exposed; the fastest pathway to get test results rapidly should be used.
7. All symptomatic contacts should be considered probable cases and be

interviewed to identify prioritized close contacts and exposures while awaiting their test results.

8. Implement isolation of all cases and symptomatic contacts and quarantine of all asymptomatic contacts of confirmed and probable cases.
9. Investigate to determine if in-school transmission likely occurred and whether any school-related factors could have contributed to risk of transmission. Assist schools to update and strengthen protocols as needed to prevent additional cases.
10. Determine, in collaboration with the school, whether the school meets closure criteria. See School Closure Determinations (page 36).
11. Determine, in collaboration with the school, when the school should be closed for 14 days even if the conditions outlined in School Closure Determinations below have not been reached. This may be when: 1) the investigation shows that cases or symptomatic students or staff members continue to be identified and school-based transmission of SARS-CoV2 is likely ongoing despite implementation of prevention and control measures; or 2) other local epidemiologic data support school closure.

School Actions

1. Notify parents/guardians and school staff of a cluster/outbreak investigation related to the school and encourage them to follow public health recommendations (see sample notification #2 in Appendix 3).
2. Identify, as part of the CSP, one or more school staff member who can liaise with the LHD regarding the cluster/outbreak investigation by confirming which classes and stable groups included confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
3. Identify absenteeism among those in affected classes or stable groups, and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
4. Coordinate with the LHD to share a line list of cases and contacts with dates present at or absent from school.
5. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
6. Coordinate with the LHD on notifications to the school community, including specific notifications of stable groups or classrooms regarding their exclusion status and instructions.
7. Coordinate with the LHD on whether and when the school should be

closed and reopened.

8. Notify the school community if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community, and repeat recommendations for prevention and control measures (see sample notification #3 in Appendix 2).
9. Implement online/distance teaching and learning during school closure.
10. Arrange for cleaning and disinfection of entire school before reopening in the case of closure.

School Closure Determinations

What are the criteria for closing a school to in-person learning?

Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure:

- Within a 14-day period, an [outbreak](#) has occurred in 25% or more stable groups in the school.
- Within a 14-day period, at least three [outbreaks](#) have occurred in the school AND more than 5% of the school population is infected.
- The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure: 14 days, or according to a decision made in consultation with the LHO.

The State Safe Schools for All Technical Assistance teams (TA teams), comprised of experts across multiple state agencies, will be available to assist schools with disease investigation for those with outbreaks that cannot find resources to investigate the outbreaks. The TA teams will also be available to help schools that close in order to identify and address any remediable safety issues.

If a school is closed, when may it reopen?

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

- Cleaning and disinfection
- Public health investigation
- Consultation with the LHD

What are the criteria for closing a LEA?

A school district should close if 25% or more of schools in a district have closed due to COVID-19 within a 14-day period and in consultation with the LHD.

If a LEA is closed, when may it reopen?

LEAs may typically reopen after 14 days, in consultation with the LHD.

K-12 School Testing

OVERVIEW

Used in conjunction with other mitigation strategies, testing for SARS-CoV-2 provides an additional tool to support safe and successful K-12 in-person instruction. Testing can allow for early identification of cases and exclusion from school to prevent transmission. However, it should not be used as a stand-alone approach to prevent in-school transmission. A negative test provides information only for the moment in time when the sample is collected. Individuals can become infectious shortly after having a negative test, so it is important to maintain all other mitigation strategies even if a recent negative test has been documented.

There are several circumstances under which a student or staff member might undergo testing. Below, we outline these circumstances and considerations for testing implementation in K-12 schools.

DEFINITIONS

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 return 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 COVID19 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).

TESTING STRATEGY APPROACH

Asymptomatic testing considerations

The science regarding the extent to which asymptomatic testing will achieve the goal of safe and successful schools is still under development. Empirically, schools that have successfully implemented the core mitigation strategies outlined in the School Guidance are operating safely, with limited or no in-school transmission, under a range of asymptomatic testing approaches. The approaches range from no additional asymptomatic [testing](#), to testing a sample of staff and students [monthly](#), to testing all students and staff [every other week](#). Modeling studies show that masking alone and cohorting alone can decrease symptomatic infections more than weekly testing of students and school staff. Taken together, these data suggest that a range of potential testing approaches can be considered for implementation as part of a comprehensive safety strategy.

The state of California has put into place support for the testing cadences in Table 3, through supplemental testing supplies, shipment, laboratory capacity, enrollment and reporting technology, training, and assistance with insurance reimbursement.

The increased levels of testing in the higher Tiers in Table 3 reflect the higher likelihood that someone in the school community might be infected due to higher levels of circulating virus in the surrounding community.

Table 3. Testing Cadences with Support from the State of California for K-12 schools

	Yellow CR <1.0* TP <2%	Orange CR 1-3.9* TP 2-4.9%	Red CR 4-7* TP 5-8%	Purple CR >7-13.9* TP >8%	CR >14*
Staff	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + every 2 weeks asymptomatic testing.	Symptomatic and response testing + every 2 weeks asymptomatic testing.	Symptomatic and response testing + weekly asymptomatic (PCR or twice weekly antigen testing)**.
Students K-12	Symptomatic and response testing.	Symptomatic and response testing.	Symptomatic and response testing + every 2 weeks asymptomatic testing.	Symptomatic and response testing + every 2 weeks asymptomatic testing.	Symptomatic and response testing + weekly asymptomatic (PCR or twice weekly antigen testing)**.

TP = test positivity

* The case rates above are adjusted case rates.

** Weekly asymptomatic testing assumes the use of a PCR test. If antigen testing is used, testing should be at a twice weekly cadence.

Students or staff who have tested positive for active infection with SARS-CoV-2 virus within the last 90 days are exempt from asymptomatic testing.

Any school currently open is subject to the minimum testing requirement standards established by [Cal/OSHA](#). These standards include response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. Please refer to Cal/OSHA [guidance](#) for complete details.

Vaccines for K-12 Schools

CDPH strongly recommends that all persons eligible to receive COVID-19 vaccines receive them at the first opportunity. Currently, people under 16 are not eligible for the vaccine since trials for that group are still underway.

In addition to vaccines required for school entry, CDPH strongly recommends that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:

- Protect the school community.
- Reduce demands on health care facilities.
- Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

Because vaccine implementation for schools is rapidly evolving, we are providing a separate vaccine guidance document that will be available on the Safe Schools for All Hub [here](#).

Appendix 1: Resources

SCHOOL RESOURCE LINKS

- [Safe Schools for All Hub](#)
- [Testing Guidance](#)

Appendix 2: Sample Notifications

SCHOOL EXPOSURE TO A CASE OF COVID-19 NOTIFICATION

K-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

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 [LOCAL HEALTH DEPARTMENT] 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 [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

COVID-19 SCHOOL OUTBREAK NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We would like to inform you that we are working with the [LOCAL HEALTH DEPARTMENT] on their investigation of a COVID-19 outbreak in our school community. Our school is working with the [LOCAL HEALTH DEPARTMENT] 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 [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,

SCHOOL CLOSURE DUE TO COVID-19 NOTIFICATION

TK-12 SCHOOL NAME/LETTERHEAD

From School Principal (or Designee)

Date

Dear Parents/Guardians, Teachers, and Staff Members,

We are informing you that we are closing our school, starting on [DATE] due to the ongoing COVID-19 outbreak and likely continuing transmission at our school. In consultation with the [LOCAL HEALTH OFFICER], 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 switch to online teaching to continue our classes; please see attached information sheet on how students can sign in to continue their schoolwork online. The [LOCAL HEALTH DEPARTMENT] 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 [CONTACT NAME] at XXX-XXX-XXXX.

Sincerely,



Appendix 3: Public Health Directive

REPORTING DETAILS OF POSITIVE CASES

Required COVID-19 Case Reporting By Schools

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (“CDPH”) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Public and private K-12 schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission coupled with the experiences of schools both nationally and internationally demonstrates that schools, particularly elementary schools, can operate in-person instruction safely with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for K-12 schools (including public, private, and charter) to support school re-openings and safe implementation of in-person instruction for students and staff.

Under current guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools are expected to reopen under the forthcoming K-12 school guidance. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, a comprehensive and coordinated approach for the secure sharing of vital data and information regarding COVID-19 infections among school employees and students is necessary, especially in light of current epidemiological conditions.

The sharing of identified case information data with public health professionals is therefore necessary to ensure that state and local public health experts can respond to confirmed cases of COVID-19 who have been present at a school site, to track and understand the extent of disease transmission within the state, and to support communities with appropriate prevention strategies and support. Accordingly, to monitor and prevent the spread of COVID-19, it is necessary for CDPH and local health jurisdictions to have accurate information about COVID-19 infections among school employees and students. Specifically, the prompt, secure, and confidential sharing of information about individuals within the school community who have tested positive for COVID-19 is critical to ensure that public health authorities can rapidly respond by:

1. Instituting necessary case investigation and contact tracing;
2. Focusing public health resources to effectively provide comprehensive support to the affected schools related to further investigation, mitigation strategies, and operational plans;
3. Assessing and monitoring the practices and activities that may have led to the infection or transmission of COVID-19;
4. Taking appropriate measures to protect the health of both the school community and population-at-large; and
5. Ensuring that CDPH and local health jurisdictions have the information necessary to accurately assess the impact of school reopening on COVID-19 transmission and case rates to effectively update operative public health guidance and directives as necessary.

Schools are authorized under the Family Educational Rights and Privacy Act (FERPA) to disclose personally identifiable information without parental consent to local health departments regarding COVID-19 testing and cases. (20 USC § 1232g(b)(1)(I).) In response to the COVID-19 pandemic, California has been under a State of Emergency since March 4, 2020. California continues to see the dire effects of this pandemic through limited ICU capacities and new cases and deaths each day. The COVID-19 pandemic poses an extreme threat to the health and safety of all Californians. Even with protocols in place to mitigate the transmission of COVID-19, the presence of an individual who has tested positive of COVID-19 on a K-12 public or private school campus is an emergency that poses a risk to health or safety of students and employees present on the campus. Reporting to the local health officer the presence of a positive case of COVID-19 in an individual who is or has been present on a K-12 public or private school campus is necessary to protect the health and safety of students and

employees present on the campus. California law (17 C.C.R. section 2508) also requires anyone in charge of a K-12 public or private school kindergarten to report at once to the local health officer the presence or suspected presence of any of the communicable disease, which includes COVID-19.

Accordingly:

- Effective immediately, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 days preceding a positive test for COVID-19. Specifically, the local educational agency or private school shall report the following information:
 - The full name, address, telephone number, and date of birth of the individual who tested positive;
 - The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - The full name, address, and telephone number of the person making the report.
- This information shall be reported to the local health officer by telephone within twenty-four hours from the time an individual within the local educational agency or private school is first made aware of a new case.
- This reporting shall continue until this directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual.

This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.



Appendix 4: Public Health Directive

REPORTING DETAILS OF IN-PERSON INSTRUCTION

COVID-19 School Reopening Status Reporting

January 14, 2021

Following school closures that occurred in spring 2020 in response to the COVID-19 pandemic, the California Department of Public Health (CDPH) developed the “COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year” (July 17, 2020) to support school communities as they decided when and how to implement in-person instruction for the 2020-2021 school year. Schools throughout the state are currently in various stages of instruction including distance learning, in-person learning, and hybrid instruction based on local conditions.

New evidence and data about COVID-19 transmission and experience nationally and internationally demonstrate that schools, particularly elementary schools, can operate safely for in-person instruction with the correct safety protocols in place. Concurrently with this directive, CDPH issued updated, consolidated guidance for public and private K-12 schools to support school reopenings and safe implementation of in-person instruction for students and staff.

Under the guidance, schools that have already reopened are permitted to continue offering in-person instruction, and additional schools will reopen through the early spring. To be equipped to prevent and mitigate ongoing community COVID-19 transmission, it is necessary for CDPH and local health jurisdictions to have accurate information about which school sites are serving students in-person and to which degree such in-person services are being provided, especially in light of evolving epidemiological conditions.

This information will assist public health authorities maintain awareness of possible locations where case transmission may occur and can rapidly respond

to any confirmed positive cases of individuals who have been on-site at schools offering in-person instruction and services. It is also necessary to focus public health resources to support schools, including COVID-19 testing support, contact tracing, and technical assistance related to mitigation strategies and operational plans, to make the most efficient and effective use of those resources. Finally, this information will assist CDPH and local health jurisdictions to accurately assess the impact of school reopening on COVID-19 and update operative public health guidance and directives as necessary.

Accordingly:

- Beginning January 25, 2021, every local educational agency (school district, county office of education, and charter school) and private school in California shall notify the California Department of Public Health whether it is serving students in-person. Specifically, the local educational agency or private school shall report the following information:
 - In-person instruction is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
 - In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
 - No in-person instruction and services are provided (distance learning only).

- This reporting shall continue every other Monday (or the Tuesday immediately following, if the Monday is a state holiday) until this directive is modified or rescinded.

- This information shall be reported via a web form that will be made available by the California Department of Public Health.

- The California Department of Public Health will provide this information to local health officers and, once the information is processed, will make this information publicly available on the Safe Schools For All Hub website.