



2020-21 EUSD REOPENING GUIDE

Updated
10-09-2020

PURPOSE OF THIS DOCUMENT

EUSD SCHOOL REOPENING GUIDE

10-9-2020

EUSD IS COMMITTED TO HIGH-QUALITY EDUCATION AND THE HEALTH AND SAFETY OF ALL STAFF AND STUDENTS IN THESE UNCERTAIN AND CHALLENGING TIMES.

This school reopening guide has been created to inform parents and families of EUSD students about the district's plans on how schools will be reopened in the Fall. Please understand that this document is meant to be dynamic and flexible and hence, subject to changes as State and county guidance and mandates change in response to COVID-19. Whatever changes occur, EUSD is steadfastly committed to the health and safety of our students and staff while delivering instructional options that reflect the district's mission of academic excellence for all.



MESSAGE FROM THE SUPERINTENDENT

We are certainly facing challenging times. When we had to immediately close schools in March, we were optimistic that we would be able to welcome our precious students back to our schools in a few weeks' time, but soon after realized we would have to be more patient. We approached Fall optimistically that we would be able to open for in person instruction until case rates began to climb and Placer County was placed on the now defunct State "watch list" which mandated that we start the school year using a full Distance Learning (DL) model. Some of our families elected to enroll in our Eureka Virtual Academy, a year-long distance learning program while others understood they would be in DL for the first trimester. The State and county have now both allowed the District to open for in person instruction and in fact, several students have returned to campus for in person instruction, starting with our students with moderate to severe disabilities. Other students are entering campus in small groups as we prepare for the beginning of Trimester 2 and what we expect will be the roll out of either our board-approved hybrid programs, depending on the level of COVID-19 in the community, or five days a week of in person instruction. If there is one thing that we as a district have learned over the last six months, it is that as much as we plan, we know that things can change on a dime, so we ask that you be patient and flexible as we try and provide your students with the best and safest learning environments possible.



Thank you for the blessing of serving all of you!

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SCHOOL OPENING TASK FORCE: WHAT, WHY, & WHO

On May 4, 2020, EUSD organized a task force consisting of parents, site and district leaders, school nurses, counselors, teachers (special and general Education), and Board Members¹, physicians and parents. Since the beginning, the goal of the task force is to provide the district with recommendations on how our schools should reopen under different COVID scenarios, with the health and safety of our students and staff as the primary consideration. After multiple meetings, review of scientific evidence and research, real-time interviews with teachers from Germany and China, feedback from teachers from Finland and Singapore, meetings with principals from El Dorado County who are operating hybrid programs, and countless articles about schools worldwide that have already reopened and had lessons to share, the SOTF (School Opening Task Force) created a document, called the Matrix, that will serve as a reference and guidance document for reopening EUSD schools under different levels or scenarios of COVID-19 rates.

¹ SOTF Members: Renee Nash (Board President), Melissa MacDonald, PhD (Board Member, Parent), Joella Conklin, RN, PHN (Retired School Nurse), Charlotte Sense (EUSD School Nurse), Ranjani Kalyan, MD (Parent), Genovese Sweet, MD (Parent), Hiba Hamdan, MD (Parent), Ratu Garcha, MD (Parent), Heather Clemmer (Parent), Shannon Laurin (Counselor), Jae Redline (Parent), and the following teachers: Elaine Wersky, Carrie Cessaro, Michelle McIntyre, Jennifer Deslaurier, Nicole Taylor, Taylor Gerving, Denna Hampton, Caitlyn Petersen, Connie Walker, Jennifer Gill, Shelley Day, Kelly Lewis. District and Site Leaders: Superintendent Tom Janis, Ginna Myers, PhD, Kristi Marinus, Jennifer Platt, Joyce Frisch, and Kimberley Gerould.



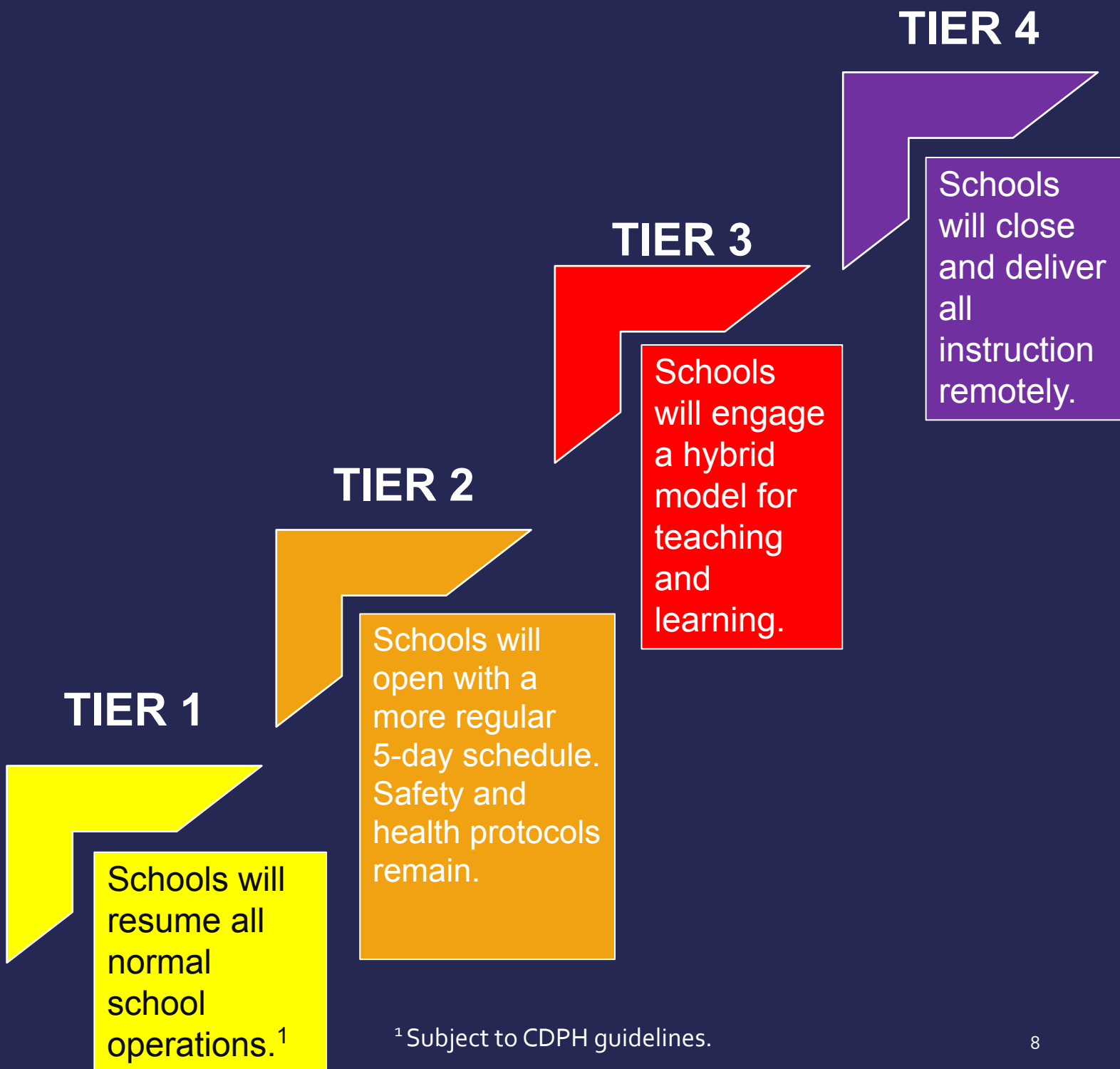
CALIFORNIA'S COLOR-CODED TIERS

UPDATED: SEPTEMBER 22, 2020

On June 29, 2020, EUSD's Board of Trustees initially approved the School Reopening Matrix, which described tiered, specific, and escalated levels of responses to different COVID-rates scenario when schools reopen. The former School Reopening Matrix describes 5 levels of responses, called Tiers. At each tier, EUSD will reopen schools with escalated health and safety responses and modifications to instructional delivery. The matrix is envisioned to be constantly updated as a response to continuously evolving state and county guidelines. This matrix is being updated to reflect California's new current color-coded system, seen below, that was unveiled by Governor Newsom in September.

County risk level	New cases	positive tests
<p>WIDESPREAD</p> <p>Many non-essential indoor business operations are closed</p>	<p>More than 7</p> <p>daily new cases (per 100k)</p>	<p>More than 8%</p> <p>positive tests</p>
<p>SUBSTANTIAL</p> <p>Some non-essential indoor business operations are closed</p>	<p>4 - 7</p> <p>daily new cases (per 100k)</p>	<p>5 - 8%</p> <p>positive tests</p>
<p>MODERATE</p> <p>Some indoor business operations are open with modifications</p>	<p>1 - 3.9</p> <p>daily new cases (per 100k)</p>	<p>2 - 4.9%</p> <p>positive tests</p>
<p>MINIMAL</p> <p>Most indoor business operations are open with modifications</p>	<p>Less than 1</p> <p>daily new cases (per 100k)</p>	<p>Less than 2%</p> <p>positive tests</p>

EUSD'S SCHOOL REOPENING MATRIX ALIGNED TO CALIFORNIA'S SYSTEM



¹ Subject to CDPH guidelines.

LEARNING CONTINUITY AND ATTENDANCE PLAN 20-21

The Learning Continuity Plan (LCP) is a State-mandated document that articulates Eureka's strategies for ensuring student engagement in learning opportunities provided by the district, regardless of COVID 19 scenarios.

EUSD's LCP describes the multiple ways the district is addressing the challenges of distance learning and school reopening amidst COVID-19 concerns, from access to devices and internet, to engaging health and safety procedures in anticipation of in-person instruction. The EUSD Board of Trustees conducted a public hearing of the LCP on September 14, 2020 and subsequently approved its adoption on September 21, 2020. The LCP can be found on the [district's website](#).



TRANSMISSION RISK IN SCHOOLS BY LEARNING MODALITIES

(CDC, 2020)

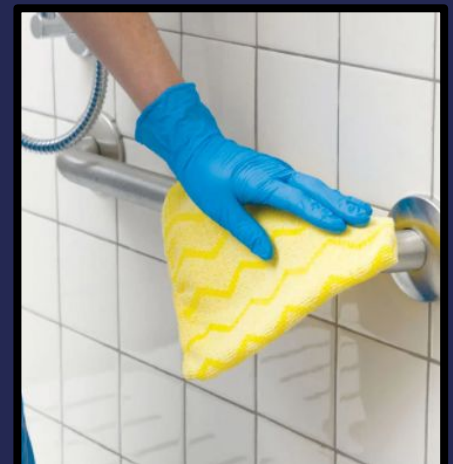
Regardless of what the indicators determine, the more students or staff interact and mix, and the longer that interaction, the higher the risk of COVID-19 spread. CDC (2020) has developed an analysis of the levels of risks associated with each school reopening plan. Note that these risks lie on a continuum:

Lowest risk:

- Students and teachers engage in virtual-only classes, activities, and events

Some risk:

- Hybrid Learning Model: Some students participate in virtual learning and other students participate in in-person learning
- Small, in-person classes, activities, and events
- Cohorting; leveraging all available safe community spaces, including outdoor spaces; alternating schedules, and staggered schedules are applied rigorously
- No mixing of groups of students (i.e., cohorts) and teachers throughout/across school days
- Students and teachers do not share objects
- Students, teachers, and staff always follow all steps to protect themselves and others, including proper use of face masks, social distancing, hand hygiene, and respiratory etiquette
- Regularly scheduled cleaning and disinfection of frequently touched surfaces implemented consistently



TRANSMISSION RISK IN SCHOOLS BY LEARNING MODALITIES

(CDC, 2020)

Regardless of what the indicators determine, the more students or staff who interact and the longer that interaction, the higher the risk of COVID-19 spread. CDC (2020) has developed an analysis of the levels of risks associated with each reopening plan. Note that these risks lie on a continuum:

Medium risk:

- Hybrid Learning Model: Most students participate in in-person learning, some students participate in virtual learning
- Larger in-person indoor classes, activities, and events
- Cohorting, alternating schedules, and staggered schedules are applied with some exceptions
- Some mixing of groups of students (i.e., cohorts) and teachers throughout/across school days
- Students and teachers minimally share objects
- Students, teachers, and staff follow all steps to protect themselves and others such as proper use of face masks, social distancing, hand hygiene and respiratory etiquette
- Regularly scheduled cleaning and disinfection of frequently touched surfaces largely implemented consistently





SECTION 2

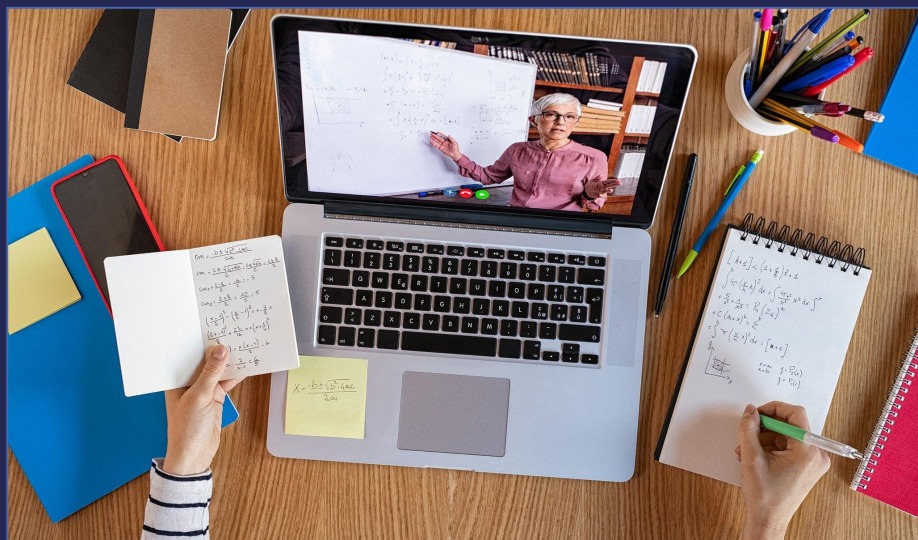
- Eureka Virtual Academy (EVA), [page 13](#)
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- Five (5)-Day Instructional Model in the Orange & Yellow Tiers, [page 21](#)
- Supporting the Socio-Emotional Needs of our Students, Across all Tiers, [page 22](#)

EUREKA VIRTUAL ACADEMY (ΣVA)

For families with immune-compromised students, or a family member who is at high-risk for COVID-19, EUSD will offer a year-long, fully-remote instructional option – Eureka Virtual Academy. EVA will deliver a rigorous educational option for families choosing distance learning. EVA will reflect the same set of high academic expectations EUSD is known for, and students will be taught using engaging, effective instructional strategies by our accomplished, credentialed teachers.

A combination of synchronous and asynchronous learning will be offered daily to help students thrive academically, but also have opportunities for "downtimes." "Off-screen" work will be a part of the curriculum.

- ❑ **Synchronous** learning refers to learning that happens "live," in real time.
- ❑ **Asynchronous** learning refers to learning that is self-directed. In younger grades, parental support is needed.



DISTANCE LEARNING AT TIER PURPLE

Distance learning will consist of synchronous and asynchronous opportunities for students. The schedule, instructional minutes per day/content, and academic content will align with Eureka Virtual Academy.

Distance Learning is designed to be a flexible instructional model that will allow the district to transition to in-person instruction more smoothly. In the JHS, distance learning addresses all content across 6 periods, which gives students in DL (similar to EVA) access to core content and electives and enrichments (limited due to remote delivery constraints).

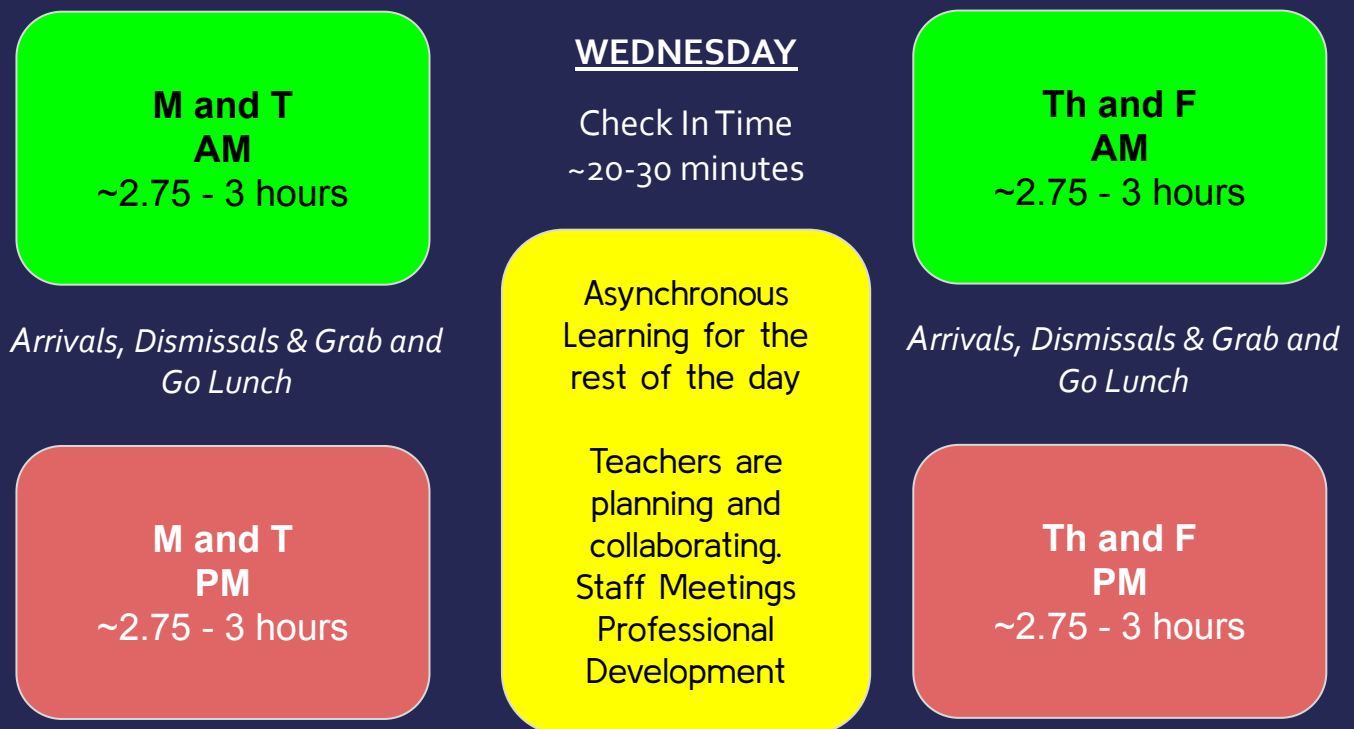
EVA & DL Family Supports:

1. Access to Device: Chromebooks are available for Grades 2-8. District issued Chromebooks are preferred so necessary programs and apps are preloaded, including secure browsers for testing. A limited number of devices are available for loan for TK-1.
2. WiFi (Internet) Hotspots: A limited number of hotspots are available for students with disabilities, English Learners, and Socio-Economically Disadvantaged students.



HYBRID MODEL AT RED TIER

The board approved a hybrid instructional model in September 2020 that allows for social and physical distancing by utilizing two cohorts, AM and PM. The AM cohort will attend in-person instruction in the AM and participate in asynchronous learning tasks in the PM. The PM cohort will attend in-person instruction in the PM and participate in asynchronous learning tasks in the AM. The schematic diagram below is a simplified representation of this model:



Each grade span schedule will differ in instructional minutes and content areas covered during in-person instruction.

THE AM/PM HYBRID MODEL FOR STUDENTS IN GRADES TK THROUGH 6

The Eureka Union School District Board of Trustees adopted an AM/PM Hybrid Model of instruction delivery to begin on November 9 --until such time as classes are able to resume five days per week or until such time as the District could be forced back into fully remote distance learning. We say this out of the recognition that things are likely to change several times over the remainder of the school year and we want our staff and our parent community to be cognizant that many circumstances are beyond the control of the District.

The AM/PM model was selected based on feedback from parents, teachers and the School Reopening Task Force who all felt that having students see their teachers as frequently as possible is in the best interest of students.

Under this model, all students who elect in person instruction will be divided into two cohorts, either a.m. or p.m. cohort. Students in the a.m. cohort will go to school at a prescribed start time in the morning, depending on their school and remain with their classroom teacher for approximately two hours and forty-five minutes. During this time students will receive live instruction in their core subjects. There will also be a brief recess and several “mask breaks” built into the day.



THE AM/PM HYBRID MODEL FOR STUDENTS IN GRADES TK THROUGH 6

At the end of the a.m. session, students who are not utilizing district provided transportation are expected to be picked up immediately after the end of the morning session. Students are to walk directly to their transportation and may not linger anywhere on campus for any reason.

The time between cohorts is needed to allow the school's custodial staff to clean the classrooms, the bathrooms and common, high touch areas prior to the arrival of the afternoon cohort.

This period is also NOT the time for parents to try and speak to their student's teacher. First, we will be strictly limiting the number of persons allowed on campus (an appointment will be needed to meet with a teacher) and this period between cohorts is the time when teachers will be eating their lunch and preparing for the afternoon cohort. We ask parents to respect this important rule.

Likewise, at the end of the p.m. cohort, students are expected to leave campus immediately to reduce the number of people on campus and facilitate another cleaning of the campus by the school's custodial staff.



THE AM/PM HYBRID MODEL FOR STUDENTS IN GRADES TK THROUGH 6

Students in the AM cohort will be given asynchronous work to do during the afternoon. Students attending classes in the p.m. cohort will be given asynchronous work to do during the a.m. while the morning cohort is in school.

This asynchronous work will be built off of the in-classroom instruction and will not be “busy work”. In some cases, it will be an opportunity for students to practice principles that they have learning during in person instruction (i.e. math problems), and there will also be opportunities for students who had difficulties with certain concepts to “relearn” through a variety of modalities, including videos and other online resources.

The AM/PM hybrid model will operate Monday, Tuesday, Thursday and Fridays. On Wednesdays, teachers will do a zoom *check-in* with all students in the morning. The rest of the day for students will be dedicated for asynchronous work. For teachers, the rest of the day will be dedicated for planning, providing individual intervention and professional development.



THE JUNIOR HIGH HYBRID MODEL

The Hybrid Model at Cavitt and Olympus Junior High Schools will be identical to the model adopted for the TK-6 schools. Students will be on campus for either the a.m. or p.m. on Mondays, Tuesdays, Thursdays and Fridays. Like the younger students, the School Reopening Task Force and the Jr. High School members felt it is important to have as many days as possible with direct contact between teachers and students.

The main difference between the junior high and the elementary school model (where students will stay with their classroom teacher through the entirety of the day) is that students will move from teacher to teacher. Movement will be limited through the use of a modified block method whereby students will see half of their teachers each day on campus.

The junior high school day is broken into six periods. Each student will have access to each of their periods, attending each period twice each week. The School Reopening Task Force felt it was extremely important to provide students with access to all courses, both “core” courses and electives, to address the social and emotional needs of students. Physical education, in particular, will provide not only an opportunity for greater engagement between students, but important health education as well.



THE JUNIOR HIGH HYBRID MODEL

These are additional information for our JHS families:

- Morning cohorts will attend periods 1, 2 and 3 on Monday and periods 4, 5 and 6 on Tuesdays. The schedule will repeat again on Thursday and Friday.
- The AM cohort will be given work to do asynchronously during the afternoon, as discussed in more detail below.
- Teachers will do a quick zoom *check-in* with all students on Wednesday mornings and the rest of the day will be used for individual intervention, planning and professional intervention.
- Afternoon cohorts will have periods 1,2 and 3 on Mondays and periods 4, 5 and 6 on Tuesdays. This schedule will repeat on Thursdays and Fridays. The afternoon cohorts will engage in asynchronous learning tasks in the morning. These learning tasks will be designed to reinforce the concepts and skills taught in the classroom and to assist students who require “reteaching” using videos and other tools. This will also provide opportunities for students to engage in reading and writing assignments and practice problems that elaborate and extend on concepts learned.



FIVE DAY INSTRUCTIONAL MODEL IN THE YELLOW AND ORANGE TIERS

Adjusted Cases

Positivity Rates

MODERATE Some business operations are open with modifications.	1-3.9 Daily new cases (per 100k)	2-4.9% Positive tests
MINIMAL Most business operations are open with modifications.	Less than 1 Daily new cases (per 100k)	Less than 2% Positive tests

Reference: covid19.ca.gov/safer-economy/

Once the county is in the orange or yellow tiers (refer to [page 7](#)), EUSD intends to open using a 5 day schedule of on-campus instruction with possible modifications. EUSD plans to utilize and layer infection control measures to mitigate risk of COVID-19 exposure. Under this model, a more regular schedule for all TK-6 and 7-8 schools will be followed. Physical distancing will be implemented as much as classroom space allows. Asynchronous learning tasks will constitute the homework assigned by each teacher, following EUSD's updated Board Policy on Homework. The regular start time will be followed, while end time may be modified to address challenges in transportation and staffing (e.g. supervision).

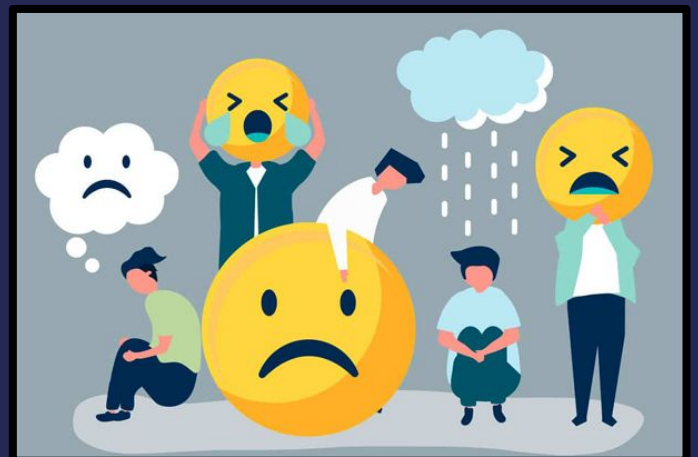
SUPPORTING THE SOCIO-EMOTIONAL NEEDS OF OUR STUDENTS

Each school has established plans to support our students transition back to the school setting. Plans include the following components:

- ❑ Allocate and prioritize time for building relationships and connections, which may include classroom team building and getting to know each other activities.
- ❑ Process and debrief school closure, including explanations of possible school models (based on tiers) which may occur during the school year.
- ❑ Incorporate social emotional learning themes and curriculum within the school day, both remote and in person learning may be included.
- ❑ Implementation of referral protocol, including an 'At Risk' Response Team, focused on student mental health and wellness. Students who require additional support will be supported via community or school-based resources.

Each school has established plans to support our families. Plans include the following components:

- ❑ Provide opportunities to communicate reopening plans, including the impact of school closure and COVID-19.
- ❑ Provide frequent and ongoing communication for families regarding school updates and access to both school and community resources.
- ❑ Engaging families who are not participating in distance learning activities outside of the physical classroom.

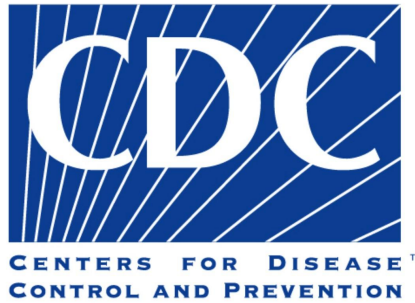




SECTION 3

- CDC Guidance for Mitigating Risks in Schools, [page 24](#)
- EUSD Guidance on Face Coverings, [page 25](#)
- Entry Screening Process, [page 26](#)
- Proactive Hygiene Practices, [page 27](#)
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INFECTION CONTROL MEASURES



On September 15, 2020, the CDC (Centers for Disease Control) released guidance on indicators and thresholds for risk of introduction and transmission reduction of COVID-19 in schools. Unlike, but not too dissimilar, to California's color-coded system, CDC's indicators form a tier of increasing risks, spanning five tiers, from lowest risk of transmission in schools, to highest risks.

The CDC website, [HERE](#), explains thoroughly the core and secondary set of indicators used for determining risk levels for schools.

A core indicator that the CDC identified is the ability of the school to implement five key mitigation strategies:

- Consistent and correct use of masks
- Social distancing to the largest extent possible
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Contact tracing in collaboration with local health department

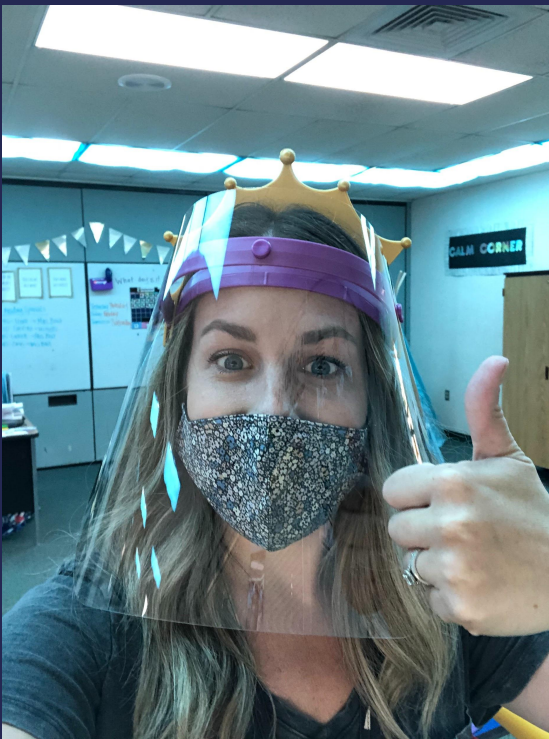
Schools should adopt additional mitigation measures outlined by the CDC to the [extent possible, practical and feasible.](#)

Regardless of what the indicators determine, EUSD is committed to following the CDC guidance *to the extent possible, practical and feasible* by using and layering recommended mitigation strategies.

EUSD INFECTION CONTROL MEASURES

FACE COVERINGS

- While the California Department of Public Health (CDPH) mandates face coverings for students in grades 3 and above and “strongly recommends” them for younger students, the School Reopening Task Force has unanimously recommended that ALL students be required to wear face masks as a condition of participating in in person instruction.



- Exceptions for use of face masks include children under the age of 2 years and persons with or those who support individuals with cognitive, sensory, or behavioral issues.
- Students may wear their own face covering to school or will receive a covering to wear while on campus.
- Students will be provided breaks within the day from wearing coverings.
- Staff will teach and reinforce the use of face coverings. Information will be provided to families and staff on the proper use and importance of face coverings. Students and staff will be frequently reminded not to touch their face coverings and to wash their hands frequently.

EUSD INFECTION CONTROL MEASURES

ENTRY SCREENING PROCESS

Beginning of the School Day

Before reporting to school, families and staff should make sure they are in good health, completing a self assessment. If any of the questions below answer 'yes', they should stay home:

- *Are you experiencing any of the following symptoms that you cannot contribute or attribute to another health condition? Fever or chills, cough, shortness of breath, sore throat, muscle or body aches, fatigue, headache, new loss of taste or smell, congestion or runny nose, nausea or vomiting, diarrhea*
- *Do you have a fever (100 degrees or above) or a sense of fever?*
- *Have you come into contact recently with some you know has tested positive for COVID-19?*

In addition, students, staff and visitors will complete a wellness screening when arriving on campus.

Temperature Checks

As part of the screening process at the beginning of the school day, temperature checks will be taken with a no touch, infrared thermometer before entering the classroom. Students and staff with a temperature of 100 degrees or above will have a follow up temperature check done with a temporal thermometer. Thermometers will be cleaned between each use.



EUSD INFECTION CONTROL MEASURES

PROACTIVE HYGIENE PRACTICES

- Handwashing, sanitizing and covering a cough will be taught and reinforced with all students and staff. Procedures will be posted at all sinks.
- Handwashing and sanitizing routines will be incorporated into the school day, including prior to transitions (between classes, upon arrival, before departure, before and after lunch, recesses).
- Supplies will be provided to each class, such as soap, hand sanitizer and towels.
- Resources: [Handwashing/Sanitizing Procedure Videos & Resources](#)



EUSD INFECTION CONTROL MEASURES

TESTING AND CONTACT TRACING

Testing and contact tracing are both critical elements to limit and control an outbreak of COVID-19. The 16 school districts in Placer County worked with the Placer County Office of Education and the Placer County Health Department closely to review the importance of having testing for staff available -- as is required by the California Department of Public Health which calls for not only symptom testing but surveillance testing as well.

The Placer County Health Department has set up three different testing sites exclusively for school districts, including one in Rocklin that is serving school districts in South Placer County. This will allow Eureka to meet CDPH requirements for fast turnout on staff testing, which beyond being required is a central piece of being a responsible piece of reopening schools and protecting both staff and students from potential spread of COVID 19. The County has promised a turn around time of between 48 and 72 hours.

In addition to contact tracing within school sites, which will be made easier through the cohorting of students and staff, the District will be working with the County Department of Public Health in the event there is a COVID 19 positive case among either a student or a staff member.

EUSD INFECTION CONTROL MEASURES

SCHOOL OPERATIONS

ARRIVAL AND DEPARTURE PROCEDURES

- Principals will communicate with families the drop off and pick up locations before school reopens
- Parents/guardians should drop off their children and not be escorted onto campus. Principals will communicate with families any exceptions for the beginning of the school year before school begins. Staff will be present to assist students as needed.
- Flow patterns for common spaces on campus will be established and shared with staff and families before school begins. Students will follow these patterns upon arrival to school.

VISITORS ON CAMPUS

- Outside visitors, volunteers are prohibited with exceptions only at the discretion of the principal.
- Parent volunteers at this time will be limited and will be at the discretion of the principal.



EUSD INFECTION CONTROL MEASURES

TRANSITIONS

- Transitions of classroom cohorts will be staggered throughout the day as much as possible.
- Traffic flow patterns will be established and shared with staff and students before school begins. Patterns will be followed during all daily transitions.
- Whenever possible, staff will transition between classrooms rather than students to minimize shared spaces, materials and equipment.

TRANSPORTATION

- While implementing distancing guidance, transportation will be available for the AM Cohort in the hybrid model as well as in the 5-day model.
- If space is limited, students will receive transportation based on priority such as siblings, economic need, etc.
- Masks will be required to ride the bus.
- Buses cleaned and disinfected between routes.



EUSD INFECTION CONTROL MEASURES

SCHOOL OPERATIONS

LUNCH PROCEDURES

- Students will eat lunch in classroom and/or space outside designated for class cohort as practicable.
- Bag lunches will be encouraged and kept with students all the time.
- No food sharing is allowed.
- Principals will communicate with families additional lunch procedures before the school year begins.
- EUSD is working with Roseville JUHSD to finalize plans for lunch distribution in the hybrid model and 5-day model.

RECESS PROCEDURES

- Recesses will be staggered as much as possible to limit the mixing of classroom cohorts.
- Areas for recess may be limited or assigned to cohorts.
- Playground equipment may be closed or not available dependent on the current guidelines at that time.
- Alternative recess activities will be taught and encouraged.
- Recess supervisors will encourage students to maintain distancing guidelines.

EUSD INFECTION CONTROL MEASURES

SCHOOL OPERATIONS

PHYSICAL EDUCATION

- PE will occur for one class at a time.
- Lessons will focus on non-contact games, movement and exercises which can be done separately and without shared equipment.
- PE classes will occur outdoors whenever possible.
- PE will incorporate health education.
- Face coverings will not be worn during vigorous aerobic activity.

ENRICHMENTS (ARTS, MUSIC, ETC)

- Whenever possible, classes will be taught within the classroom in order to prevent students rotating between a common space.
- Art supplies and musical instruments will be limited to individual use; no sharing allowed.

SUPPORT SERVICES

- Whenever possible support services will be provided within a child's classroom.
- If students receive instruction or services outside of their regular classroom these protocols will be followed:
- Student workspaces will be organized to provide as much space as possible. Barriers may be incorporated to support distancing guidelines.
- Students will wash or sanitize their hands upon entry and exit to the support classroom.

EUSD INFECTION CONTROL MEASURES

CLASSROOM MODIFICATIONS

WORKSPACES

- Student workspaces will be facing forward and organized in the classroom to maximize space for physical distancing.
- Barriers will be provided when working in close proximity, e.g. reading assessments.

CLASSROOM SUPPLIES & STUDENT BELONGINGS

- Supplies and student belongings (i.e. backpacks) will be kept separate for individual students.
- Individual supplies will be stored in a container labeled with the child's name. Supply containers will be stored in a dedicated space within the classroom (i.e. desk or cubby).
- Schools will communicate supply lists and recommend storage for supplies for each grade level to families. Classroom supplies will be provided for families who are unable to donate.

SHARED TREATS & COMMUNAL FOOD

- Shared treats or communal food such as birthday or potluck items should not be brought to school.

VENTILATION

- Windows will be left open as often as possible to provide additional ventilation.

EUSD INFECTION CONTROL MEASURES

CAMPUS MODIFICATIONS

RESTROOMS

- Signage will be posted sharing how many students can be in the restroom at one time.
- Markers will be added for reference while waiting to enter the restroom.
- Common restroom surfaces will be cleaned throughout the school day.

WATER FOUNTAINS

- Communal water fountains will be inaccessible and are not to be used.
- Students and staff are asked to bring a water bottle to school.
- Water bottle, along with other personal use items, should be brought home each day for cleaning.

LIBRARIES

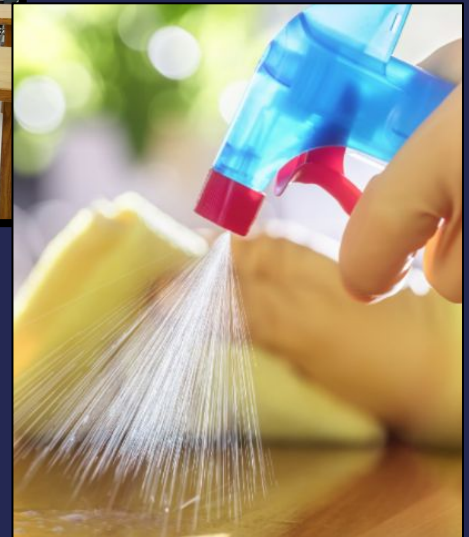
- Libraries will be closed.
- Instructional materials will be kept inside the classrooms.
- Instructional materials will be distributed by the teacher.



EUSD INFECTION CONTROL MEASURES

CLEANING AND DISINFECTING

- Clean and disinfect highly touched areas such as door handles, sink handles, desk and tables
- Ensure ventilation systems will operate properly and increase circulation of outdoor air as much as possible, using appropriate filters
- Usage and proper storage of EPA approved household disinfectant that disinfects SARs-Cov-2, per CDC guidelines
- Clean and disinfect between cohorts
- Provide supplies to teachers and staff for intermittent cleaning





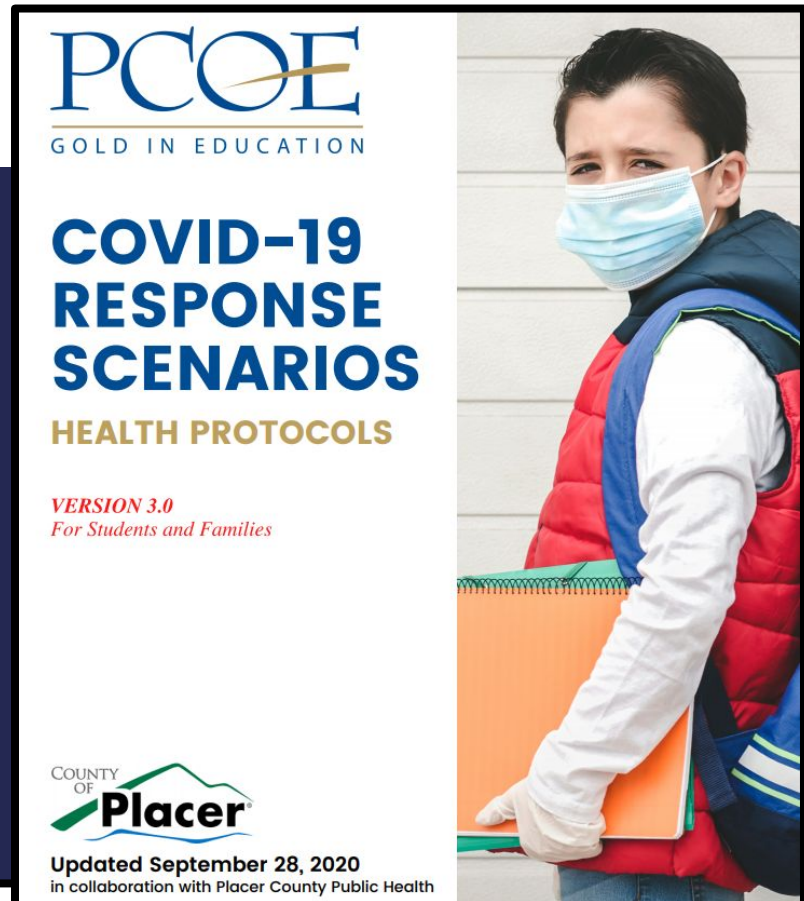
SECTION 4

COVID RESPONSE SCENARIOS

- COVID Scenarios and Response, [pages 37-39](#)
- COVID Response Flowchart, [page 40](#)
- COVID-19 Testing for Students, [page 41](#)
- Partial and Total School Closure, [page 42-43](#)

COVID RESPONSE

EUSD will work collaboratively with Placer Health Department to follow the recommended protocols established in handling emergent and confirmed cases. Placer Health has established protocols to address four scenarios which may occur within the school community



COVID-19 RESPONSE SCENARIOS



The California Department of Public Health (CDPH) issued [guidance](#) on what measures should be taken when a student, teacher or staff member has symptoms of COVID-19, has had close contact with someone who tests positive for COVID-19 or who is diagnosed with COVID-19.

Students and staff members will be asked to conduct a health self-assessment before interacting with others and before attending school.

If symptoms are present, please stay home from school and other activities.

COVID RESPONSE

01	SYMPTOMS OF ILLNESS	
	SCENARIO	PROTOCOL
	<p>A student or staff member exhibits symptoms of COVID-19 which cannot otherwise be explained with pre-existing conditions such as seasonal allergies, etc. Primary symptoms of COVID-19 include:</p> <ul style="list-style-type: none"> • Fever (100.4°F/38°C or higher) • Cough • Loss of taste or smell • Difficulty breathing 	<ul style="list-style-type: none"> • Students who display symptoms of illness during the day should go to a designated triage room until they can be picked up by a parent or guardian. Staff members who display symptoms of illness during the day will be sent home. • State guidelines recommend testing for the individual experiencing symptoms. Staff members will be directed to a Placer County School Testing Site. Students can contact their physician or access the free OptumServe testing site. • If the individual was symptomatic, but not exposed, and tests negative for COVID-19, the student or staff member may return to in-person instruction three days after symptoms resolve. • If the individual does not get a COVID-19 test, the student or staff member may return to school 10 days after symptoms first appeared, and are 24 hours fever-free without fever-reducing medication. • School/classroom/cohort will remain open.
02	CLOSE CONTACT/EXPOSURE	
	SCENARIO	PROTOCOL
	<p>A student or staff member has been in close contact with someone who tests positive for COVID-19.</p>	<ul style="list-style-type: none"> • Students and staff should not come to campus if they knowingly had close contact with someone who tests positive for COVID-19. Centers for Disease Control defines close contact as anyone who has been within six feet of an infected individual for at least 15 minutes. • The individual will be asked to quarantine for 14 days from last exposure.
		<ul style="list-style-type: none"> • State guidelines recommend testing for the individual who had close contact. Staff members will be directed to a Placer County School Testing Site. Students can contact their physician or access the free OptumServe testing site. • If the individual had close contact and tests negative, it does not shorten the 14-day quarantine. • School/classroom/cohort will remain open. • Families in the cohort will receive notification regarding any additional safety precautions.

COVID RESPONSE

03

POSITIVE COVID-19 TEST

SCENARIO

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

PROTOCOL

- Individuals cannot come onto campus for 10 days from symptom onset or test date. In addition, individuals must be fever free without fever-reducing medication for at least 24 hours and other symptoms have improved.
- If an individual tests positive, but has had no symptoms, they may return to campus 10 days after the test.
- Site administrators will identify school site contacts, quarantine and exclude exposed contacts for 14 days after the last date the case was present at school while infectious. State guidelines recommend testing of close contacts, especially those who are asymptomatic.
- Disinfection and deep cleaning of classroom and primary spaces where the case spent significant time will be conducted.
- At a minimum, cohort will be closed.
- Families and staff will receive notification regarding any additional safety precautions.

04

NEGATIVE COVID-19 TEST

SCENARIO

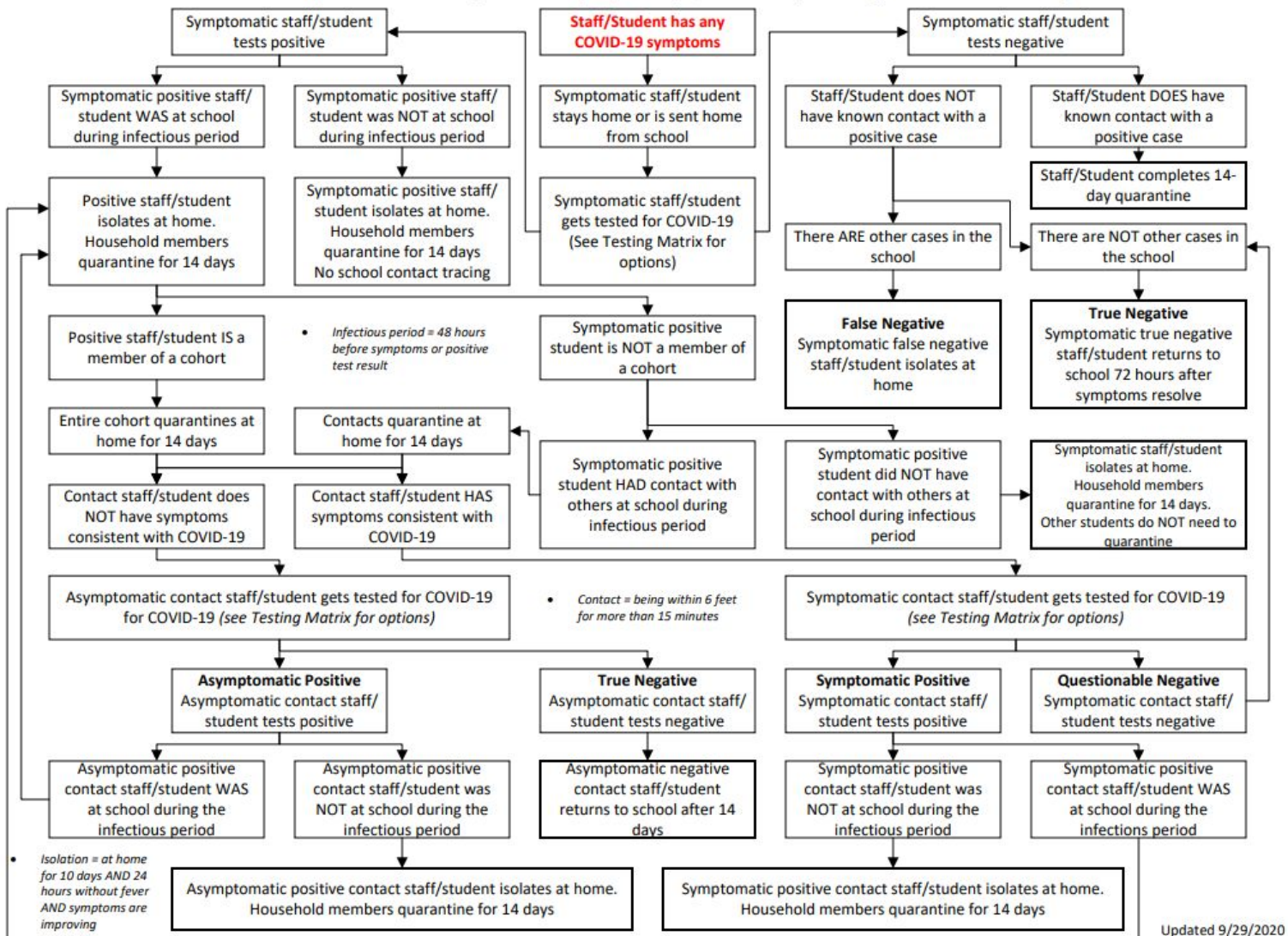
A student or staff member tests negative for COVID-19.

PROTOCOL

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Negative test after symptoms, but with no close contact or exposure:</p> <p>Student or staff may return to in-person instruction three days after symptoms resolve.</p> | <p>Negative test after close contact or exposure regardless of symptoms:</p> <p>Full 14-day quarantine required before return to school for student or staff.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- School/classroom/cohort will remain open.
 - Families and staff will receive notification regarding any additional safety precautions.

COVID RESPONSE DIAGRAM

Placer County COVID-19 Staff/Student Symptoms, Quarantine, Testing, and Isolation Diagram



COVID RESPONSE SCENARIOS



STUDENT COVID-19 TESTING FOR THOSE WHO ARE SYMPTOMATIC/EXPOSED

Guidance from California Department of Public Health recommends testing of students who are symptomatic or who have been exposed to COVID-19 through their cohort or group. In consultation with Placer County Public Health, the following testing options are available:

PRIMARY CARE PROVIDER

Contact your primary care provider to request a COVID-19 test. After receiving test results, report the results with your school district to ensure appropriate safety measures are being taken on campus.

OPTUMSERVE TESTING SITES

Schedule your test at a location near you by visiting lhi.care/covidtesting or call (888) 634-1123. After receiving test results, report the results with your school district to ensure appropriate safety measures are being taken on campus.

ADDITIONAL TESTING OPTION FOR STUDENTS WITHOUT INSURANCE

COVID-19 testing for your student may be available through School Testing Sites by appointment only, pending availability. Make an appointment by visiting www.placercoe.org/schooltestingsites. You will be asked for photo ID and to sign a waiver so that your students school district and you can be notified of results within 48-72 hours.



VERSION 2.0 Updated September 18, 2020

PARTIAL or TOTAL SCHOOL CLOSURE

State and local health orders will be monitored to see if operational adjustments are needed.

EUSD will seek guidance from local Public Health Officials if the need for partial or total closure of a classroom(s) or school(s) is necessary due to positive COVID-19 case(s) of staff, student(s), or visitor(s)/volunteer(s). The State and Public Health Officials may also order the partial or full closure of a school/ district due to the level of community spread.

EUSD has contingency plans in place for the following instances if needed:

- Closing of a classroom
- Reducing the number of students on campus
- Closing of a specific school/site
- Transitioning to Distance Learning
- Communication plan for staff and community

State Guidelines for schools, state district or individual school closure is recommended based on the number of cases, the percentage of teachers/students/staff that are positive for COVID-19 and following consultation with the Local Health Officer. Individual school closures may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of students & staff are infected or potentially infected in a 14-day time period. This may also depend on the size and physical layout of the school.

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

PARTIAL or TOTAL SCHOOL CLOSURE

Frequently Asked Questions

What is the State's criteria for closing a school?

Individual school closures may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of students & staff are infected or potentially infected in a 14-day time period. This may also depend on the size and physical layout of the school.

What is the State's criteria for closing a school district?

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

If a school district/individual school is closed, when will it reopen?

Districts will typically reopen after 14 days, in consultation with the local public health department. If public health officials order total closure of schools, Eureka Union School District students will default to full distance learning with virtual instruction by their teacher. This model is 100% online and home-based.

Does the State of California "Blueprint for Safer Economy" tiered system affect school opening and closures?

No, the "Blueprint for Safer Economy" tiered system does not affect school opening and closures in Placer County.



SECTION 5

IMPLEMENTATION, CHALLENGES, AND OTHER CONSIDERATIONS

- Supporting Implementation, [pages 45](#)
- Staffing Challenges, [page 46](#)
- Preparations for Trimester II, [page 47](#)
- Contact List for Questions, [page 48](#)

SUPPORTING THE IMPLEMENTATION

EUSD is poised to flexibly adapt to the changing COVID infection landscape by preparing for the delivery of the different instructional models described in Sections 1 and 2. The implementation of the infection control protocols described in Section 2 and the responses articulated for each COVID scenario in Section 3 additionally require a timely and thoughtful approach. EUSD plans to implement these protocols by following a multi-dimensional approach to teaching and learning. The following additional variables all factor into the district's plan in preparing for re-opening:

Learning Loss and Acceleration of Instruction

- Professional Development
- Materials and Supplies

Distance Learning

- Chromebooks
- Software/Subscriptions
- Hot Spots
- Meal Delivery
- Teacher Computers
- Cameras Pilot
- Wireless Access Points

Safety and Protective Equipment

- Custodial Supplies
- Electrostatic sprayers
- Professional Development
- Thermometers
- Personal Protective Equipment

Total Expenditures: \$1.03 M



Staffing

- Special Ed Staff
- Substitutes/Temporary Certificated Staff
- Noon Duty Aides, etc.
- Bus Drivers
- Substitute Clerk
- School Clerk

Potential Expenditures: \$637,439

PLANNING FOR TRIMESTER 2 IN-PERSON LEARNING

Distance Learning Exit To In-Person Timeline

STAGE	Academic (GenEd and SpEd)	Campus or School Modifications & Operations	Health and Safety	Human Resources
1	<ol style="list-style-type: none"> Board Approval of (AM/PM) Hybrid Models for TK-6 and 7-8 ReST Meeting Discuss details of Hybrid Model ReST Meeting Discuss details of Five Day Model Prepare District Guidance for conducting micro-classrooms/small groups. Parent Communication : Send Commitment Form to Families for Trimester Two. Confirmation of DL/IP Placement - Emails to Parents EVA and DL at JHS: Develop solutions for SDC, Music, and Advanced Math students in EVA. Instructional Guidance for Hybrid & Five Day Modified Models - Leadership Review C and I/Instructional Technology: Provide guidance on the safe use of cameras in the classroom (privacy/confidentiality issues). Diagnostic Assessments for Measuring Learning Loss - Starts ELs: In-Person, initial ELPAC Continuation and completion of initial ELPAC assessments Special Education: In-Person (IP) SDC Classes Plans for Full Implementation Assessment and purchase of technology resources inside each classroom. (Chromebooks, MacBooks, Document Cameras, Cameras for plot, monitors, etc.) 	<ol style="list-style-type: none"> Emails/phone calls made to parents who did not respond. Hybrid/Class Placements (cohorts) created implementing cohort priorities JHS: Find a configuration solution (physical distancing maintained) for PE as class sizes are comparatively big. MPR/Gym used for physical distancing. JHS: Begin modifications in master schedule (Enrichments, Electives). Families receive communication about Cohort Assignments. Begin phase in of in person instruction with additional student groups (micro-classrooms/small groups) - All groups Identification of an isolation room. Survey families for interest in Transportation Services. Conduct final assessments and purchase of modifications for the whole site to the classroom for safety and health: barriers, signage, etc. 	<ol style="list-style-type: none"> Prepare District Guidance for conducting micro-classrooms/small groups. Purchase additional PPE, supplies based on needs assessment including signs and posters. Complete risk assessments at each site, determine needs and actions based on assessments for IIPP/Safety Plans, ordering, etc. 	<ol style="list-style-type: none"> Hold interactive processes with staff requiring supports. Assess health status/medical conditions of staff members and start an interactive process. Continue interactive processes with staff requiring supports as needed. Begin processing substitutes from EdJoin to prepare for reopening of school. Plan for COVID testing protocols. Plan for COVID surveillance testing protocols. Schedule Negotiations for Memorandum of Understanding addendum. Determine staffing needs and/or rescission needs of laid off staff based on preparing for in-person instruction (bus drivers, health assistants, custodians, noon duty, crossing guards, school office clerks, school secretaries)
2	<ol style="list-style-type: none"> Finalize EVA enrollment for Trimester Two. Finalize in-person enrollment for Trimester Two. PD: Instructional Guidance on Hybrid Models & Five Day Modified Models Diagnostic Assessments for Measuring Learning Loss - Ends 	<ol style="list-style-type: none"> Adjustments to EVA or IP classes based on final survey data Create site-specific/grade-span specific arrivals/dismissal plan. Site/Teachers create groups for micro-classrooms/small groups and send invitations to families. 	<ol style="list-style-type: none"> Complete actions based on site risk assessments Plan timeline for student training via virtual lessons: COVID, preventative hygiene routines Finalize protocol for contact tracing, testing and communication of +COVID case/s. Confirmation of delivery of additional health and safety materials (barriers, face shields, etc). 	<ol style="list-style-type: none"> Implement voluntary/involuntary collective bargaining agreement provisions to accommodate EVA/in-person instruction. Begin and continue staffing adjustments for classrooms. Continue interactive processes with staff requiring supports as needed. Continue processing substitutes from EdJoin to prepare for reopening of school. Begin negotiations on MOU addendum.
3	<ol style="list-style-type: none"> Update Parent Portal to reflect communication regarding reopening Organize information meetings for families - Information about instruction and assessments in the in-person instruction model. EUSD brochure for school reopening created. Start micro-classrooms/small groups for transition and acclimate students with peers and teacher(s) for social development, school safety protocols, etc. Final Communication to Families - <i>Instructions for Coming Back to School - District Level</i> Final assessments (summative), grading, and parent conferences. 	<ol style="list-style-type: none"> Begin organizing classrooms for cohorts. Organize classroom supplies to ensure students are not sharing materials Preparation of an isolation room. Final Preparations for in-person learning - Classroom walkthrough. Final Communication to Families - <i>Instructions for Coming Back to School - Site Level</i> <i>Reminders for Students to bring required classroom materials (personal school supplies and Chromebooks)</i> 	<ol style="list-style-type: none"> Include Safety Announcements in Parent Portal Second safety needs assessment - classroom level Training at each site - Health and Safety Protocols Create safety videos for parents and students. Begin deep-cleaning at sites. Ensure all teachers and staff have PPEs. Use of Electrostatic Sprayers for Defogging of all Classrooms and buses 	<ol style="list-style-type: none"> Continue any staffing adjustments based on enrollment. Continue interactive processes with staff requiring supports as needed. Continue processing substitutes from EdJoin to prepare for reopening of school. IIPP/Safety Plans Completed for District Office. Continue negotiations as needed for MOU addendum. Finalize all staffing adjustments based on enrollment. Staff receive overview of IIPP/Safety Plans at each site. Continue interactive processes with staff requiring supports as needed. Training for substitutes on safety protocols Continue negotiations as needed for MOU addendum

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Tasks**

STAFFING CHALLENGES

Staffing Concerns across Placer County

- There is a trend in staffing across Placer County. Substitutes are extremely hard to find to fill vacant positions. Personal calls have been being made to substitutes to encourage filling of positions with little to no luck most days. This can take 1-3 hours depending on the number of substitutes required that were not filled automatically by the substitute system, and how many substitutes are required each day. As personal calls have had to be made to try to fill vacant substitute needs, we are finding many of our certificated substitutes cannot support right now due to their own children's school closure, medical needs, or new contracts due to increased need with Distance Learning in some Districts. Classified substitutes are not taking jobs because in many cases they are already receiving compensation through unemployment.
- Additionally, posted positions, such as paraeducators and health assistants, at this time are getting few to no applicants across the county, even with more hours to the positions added for possible employment due to COVID health needs. With increased unemployment rates, many classified employees are not returning to the workplace in COVID conditions due to many unknowns with positions, the virus itself, and potential layoffs if closures occurs again. If a position is filled, the paperwork and hiring processes for hire (physicals, fingerprinting, getting required copies of employment materials, etc.) are taking longer due to COVID by at least a week on average as well.

PREPARATION FOR TRIMESTER 2

EUSD is poised to implement the following instructional models for Trimester II, dependent on the COVID tier the county is placed:

TIER 1 or 2 (Yellow and Orange) - Five days of instruction per week for TK-8, reflecting a more regular class schedule, with safety and health protocols in place.

TIER 3 (Red) – AM/PM hybrid model for TK-6 as described in Section 1. This will allow for physical/social distancing. Each site will establish student assignments into a cohort (AM or PM).

TIER 4 (Purple) – Schools close and all instruction is delivered remotely.

EVA (Eureka Virtual Academy) will always remain an option for families for the entire academic year.





Got questions?

QUESTIONS	NAME OF PERSON	EMAIL ADDRESS
Curriculum & Instruction	Ginna Myers	gmyers@eurekausd.org
Health and Safety and Student Supports	Kristi Marinus	kmarinus@eurekausd.org
Staff Wellness, Human Resources	Kelli Hanson	khanson@eurekausd.org
Transportation, Facilities, Budget	Melissa Mercado	mmercado@eurekausd.org
District Operations and Reopening Plans	Tom Janis, Superintendent	tjanis@eurekausd.org

For class placements, school schedules, and other site-specific questions, please contact your school administrators.