



Evergreen School District

From strong roots grow bright futures



RETURN TO IN-PERSON LEARNING PLAN

MARCH 2021

SAFE
TOGETHER
Learning. Teaching. Working.

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EXECUTIVE SUMMARY: TRULY EVERGREEN

Our district's name, "Evergreen" has been a truly poignant symbol over the past year. An evergreen, as its name suggests, is a plant that retains green leaves throughout the year. An evergreen is also symbolic of immortality. In other cultures, the evergreen is a symbol of strength during hardship, invincibility, survivorship, and goodness in a chaotic world.

| Our community has been all of this and more.

Since our district--like many others across the United States--shifted its schools into distance learning at the beginning of the COVID 19 pandemic, we found ourselves in uncharted waters as students, parents, and educators. We moved from seeing, hearing and encountering each other in person everyday to being safe at home, joined by technology, but physically separated. We had hope that the beginning of the school year would bring us back together, in person, again, only to have our community be faced with more devastation from this pandemic, and continued to come together in unity through our mutual support, goodwill, and goodness to each other, and continued to stay connected through technology and safe at home.

Our dedication to providing a world class education to our students remains truly evergreen, as is our commitment to support them socially and emotionally. We have continually implemented ways to improve our delivery of instruction remotely and support our most vulnerable of students with small cohorts.

Since the beginning of January 2021, several changes began to emerge that provided needed guidance and direction for districts to consider returning students to campuses for in-person learning:

- The revised California Department of Public Health Guidance released on January 14, 2021 opens opportunities for K-6 schools to return to in-person learning in counties currently in the Purple Tier when COVID-19 cases are below 25 cases/100,000 for five consecutive days;
- The increased availability of vaccinations, including the expansion of eligibility of teachers to receive the vaccination beginning on February 28;
- Updated guidance from the Centers for Disease Control providing clearer guidance on the safe return of schools to in-person learning;
- Increasing evidence from schools that have returned to in-person learning that schools are not sources of widespread transmission; and
- Continual reduction in positive COVID-19 cases in Santa Clara County;

We can now realistically plan to open our doors to our students for in-person learning again.

Evergreen’s comprehensive Safe Together: Return to In-Person Learning Plan leverages our ability to work together as a Truly Evergreen community to assess our progress, county-level scientific data, and other variables. The objective is not just to return to in-person learning but to move flexibly between distance learning, hybrid, and in-person modalities, should local COVID-19 conditions change. This document incorporates Evergreen School District’s COVID-19 Prevention Plan comprising all the COVID-19 related safety measures the district has implemented in accordance with the California Department of Public Health’s COVID-19 School Guidance Checklist and the Cal/OSHA COVID-19 Prevention Program. Evergreen School District will continue to offer full Distance Learning to families choosing this model for their student. Families choosing to return to their school campus will transition to the In-Person Hybrid learning model on April 19, 2021 (pending CDPH approval). The Distance Learning Model will also be provided to all students, should we need to transition over to this model in the event of an outbreak or classroom closures. Please note that this plan may change as local, state and federal guidance and requirements change.

GOALS & GUIDING PRINCIPLES

Evergreen School District’s Safe Together: Return to In-Person Learning Plan is based on the following goals:

- To develop a robust teaching and learning plan that addresses keeping students and employees safe
- Returning to in-person learning under various circumstances
- Adapting our learning environment to various circumstances
- Creating an equitable learning environment for all students under any circumstance

The Guiding Principles used in this process are:



Health and Safety
Adhere to public health orders and rely on guidance and recommendations from public health officials



Flexibility
Provide reasonable accommodations to individual students, families, and employees in response to their unique situations.



Student Social Emotional Well-Being
Support the social and emotional well-being of our students, staff, and community.



Learning
Provide high-quality instruction aligned with California State Standards.

As we thoughtfully approach returning students to our school campuses to in-person learning, we recognize our teachers and staff and thank them for their care, professionalism, flexibility and commitment throughout this historic time in our district. Because of their creativity and compassion, students have not only received a world-class education, they have also connected with other students through engaging and creative opportunities offered through virtual district-sponsored events and enrichment classes. Students' social and emotional needs have been supported by their teachers and through our district’s wellness resources.

This plan was approved by the Evergreen Board of Trustees on March 17, 2021. This plan is also contingent on the approval of the California Department of Public Health. An official

announcement will be made regarding the final school schedules after the California Department of Health approves the plan. At that time, additional instructions and details will be provided by principals and teachers to parents/guardians of students who will be returning to in-person learning.

Each member of our Evergreen family has been a branch of hope and strength as we increase the number of students and staff returning to campus, and keeping us Truly Evergreen and Safe Together.

TIMELINE



March 17, 2021: Evergreen Board of Education approved the Superintendent's recommended Return to In-Person Learning Plan.

March 18-April 18, 2021: School sites continue preparations for in-person learning. The District, site principals and teachers will communicate information about schedules, health screening, masking and other health and safety measures that students and staff will follow.

Week of April 19, 2021: Special Day Class Preschool, Transitional Kindergarten, Grades 1, 2, 7, and 8 students return to campus for in-person learning with their assigned cohort. New Distance Learning Schedules begin on this date as well.

Week of April 26: Grades 3, 4, 5, 6 students return to campus for in-person learning with their assigned cohort. New Distance Learning Schedules begin on this date as well.

This timeline assumes that the CDPH will approve the district's return to in-person learning plan by these dates. Dates are subject to change and the district will keep our community informed with frequent updates.

LEARNING MODELS

Throughout this process, Evergreen School District has been operating with two learning models-- Full Online Distance Learning and Home Schooling--and has been providing in-person learning to small student cohorts. Evergreen School District will continue to follow the state and county guidelines with these learning models in mind:



Full Online Distance Learning: Evergreen School District is currently providing full distance learning. Curriculum and instruction are delivered in a 100% distance education format, which can include using online instruction, online class meetings, online exams, and online submission of projects and assignments.



Home Schooling: Evergreen is providing homeschooling support to parents/caregivers who have chosen to provide home schooling for their children through our [Virtual Pathways \(1-6 grade\)](#) and [Pods4Learning \(TK & K\)](#) program. This program provides the best individualized learning environment for their child, and builds a community of learners by supporting parents/caregivers with instructional resources, small group instruction, tutorials, and enrichment activities to ensure that students meet California State Content Standards.



In-Person Learning With Small Student Cohorts: On-campus, classroom instruction is provided to small cohorts of at-risk and special needs students.



Hybrid Learning (with Social Distancing): A blend of distance education and in-person, on-campus, classroom instruction, to achieve having fewer students on campus in order to ensure six feet of social distancing in the classroom and on campus.

PLAN OVERVIEW

This Safe Together: Return to In-Person Overview provides a checklist of topics to consider for students and staff to safely return to campus.

Before Staff and Students Access Campus

- Each school site has designated a contact person(s) for PPE distribution, disinfection protocol, self-screening, monitoring of spaces, the flow of people, and safety.
- Each school site has determined spacing and usage of common areas to allow for physical distancing, including airflow management, desk spacing, etc.
- Each school site has posted signs in strategic areas of campus, reminding stakeholders to wear a face covering, frequently wash their hands, use hand sanitizer, keep distance to the greatest extent possible from others, avoid unnecessary contact, and to NOT enter school facilities if they are experiencing COVID-19 symptoms.
- Prior to returning to in-person learning, each school site will provide COVID-19 Training Prevention Plan, and other training on prevention, at all levels, including hygiene and preventative care, with training to include CDC guidelines for using cloth face coverings, cleaning and disinfecting the workplace.
- Each school site will promote an inclusive environment so that no person shall be discriminated against for wearing additional personal protection gear beyond face coverings, such as a protective mask, face shields, goggles, or clothes covering.
- Each school site will conduct passive health screening using ParentSquare for our staff and students prior to entering our campus.

While Students and Staff are on Campus

- Each school site will follow frequent disinfecting and sanitation protocols, with special attention to common spaces and high-touch surfaces.
- Staff and students will be informed on how to wear, maintain, and dispose of protective gear.
- All staff, PreK, and TK through 8th grade students are required to wear face coverings.
- Each school site will orient students on health education around minimizing the spread of germs, covering sneezes/coughs, washing hands, and physical distancing.
- Each school site will provide a safe place for as needed.

After School

- Each school site will be thoroughly and safely disinfected after students and staff leave campus.

Suspected or Confirmed COVID-19 Cases

- The principal will identify space or classrooms visited by students or staff with suspected or confirmed cases of COVID-19, and inform the custodian and/or ESD Maintenance and Operations Supervisor to disinfection according to CDHP guidelines.
- Students and staff follow the County Department of Public Health (CDPH) guidelines abiding by district policies on student health, to be readmitted on campus after exhibiting symptoms.

PLAN DETAILS

The details of the ESD Return to in-Person Learning Plan are organized into four primary areas:

- ➔ [Health & Safety](#)
- ➔ [Instruction](#)
- ➔ [Facilities & Transportation](#)
- ➔ [Communication & Accountability](#)



HEALTH & SAFETY



Entrance, Egress and Movement within the School



Arrival and Departure

- Instruct drivers to remain in their vehicles to the extent possible when dropping off and picking up their students. Passengers must remain in the car unless assisting a child with unbuckling a car seat or unloading from a two-door vehicle. If passengers exit their cars, they must be wearing a face covering.
- Allow only one parent or guardian (per occasion) to pick up or drop off a student.
- It is recommended to have multiple, assigned, drop off and pick up locations to minimize contact and avoid unnecessary gatherings (i.e. assign locations by grade or track).
- Staff are to monitor students entering campus to ensure they are wearing face coverings and maintaining social distance as much as possible. If students do not have face coverings when entering campus, staff are to give students a face covering.
- Parents/guardians may reunite with their children outside of the areas designated on each campus that are for students and staff only, and must be wearing a face covering.
- Students are to walk to their classroom and line up, social distance from each other and wait for the teacher to let students into the classroom.
- Bike rack: Site to supervise before and after school to maintain social distancing.
- Provide supervision to disperse student gatherings during arrival and departure times.
- Students that are transported via district transportation must abide by all safety guidelines in the Covid Safety Plan.



Passing periods

- One-way hallways, where applicable, and social distance signs in hallways.
- Campus supervisors, administrators, and/or other staff members to monitor students during the passing period.
- Extra time to be given between passing periods for cleaning classrooms

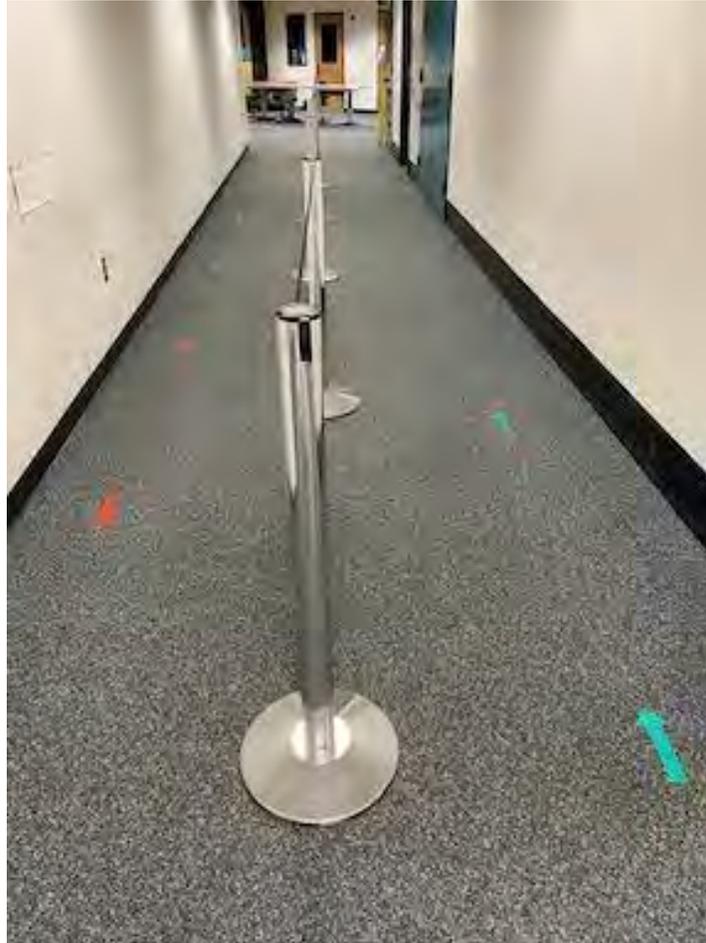


Photo: Pathway marked with signage at Silver Oak Elementary School.

Face Coverings and Other Essential Protective Gear

- Face coverings will be used in accordance with [California Department of Public Health \(CDPH\) guidelines](#).
- All staff and students must wear face coverings at all times.
 - If students do not wear a face covering and are not exempt, they must be excluded from school and participate in distance learning.
- Students and staff must have a medical waiver signed by their primary care physician to be exempted from wearing a face covering.

- Students and staff are exempted from the requirement if:
 - Have a medical or mental health condition or disability that would impede them from properly wearing or handling a face covering (waiver required).
 - 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.
 - 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 face shield with a drape, clear mask or cloth mask with a clear panel when appropriate.
 - Education 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 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.
- Schools will have protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
 - In order to comply with CDPH guidelines, 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.
- Face coverings should not distract from the learning environment.
- Education will be provided to all students and staff on how to properly wear, dispose, and clean face coverings, masks, and shields.
- All visitors, including families, must wear face coverings when on campus.
- Students and staff will be monitored throughout the day to ensure they are properly wearing a face covering.
- Removing face coverings or face shields with a drape, will only occur during meals, snacks, naptime, or when needed.

Selecting a Mask

When selecting a Mask there are many choices. Here are some do's and don'ts.

DO choose masks that	DO NOT choose masks that
 <p>Have two or more layers of washable, breathable fabric</p>	 <p>Are made of fabric that makes it hard to breathe, for example, vinyl</p>
 <p>Completely cover your nose and mouth</p>	 <p>Have exhalation valves or vents which allow virus particles to escape</p>
 <p>Fit snugly against the sides of your face and don't have gaps</p>	 <p>Are intended for healthcare workers, including N95 respirators</p>
 <p>Have a nose wire to prevent air from leaking out of the top of the mask</p>	

Children

		
<p>Find a mask that is made for children to help ensure proper fit</p>	<p>Check to be sure the mask fits snugly over the nose and mouth and under the chin and that there are no gaps around the sides</p>	<p>Do NOT put on children younger than 2 years old</p>

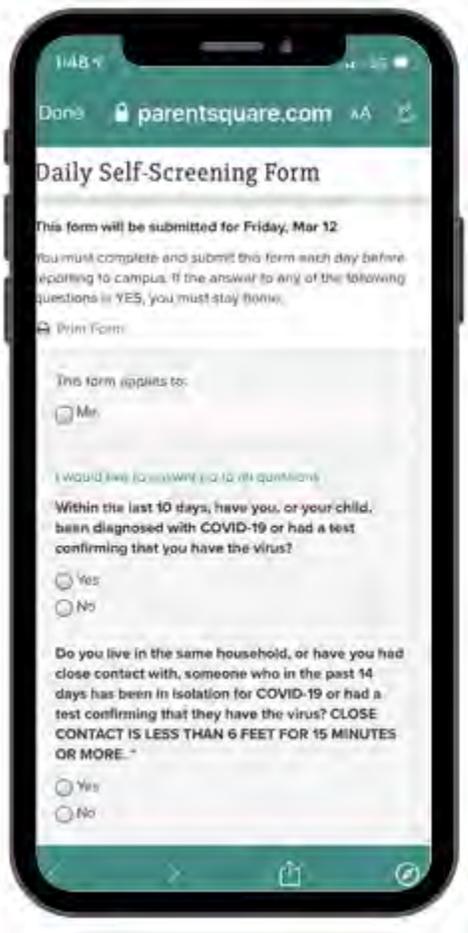
Source: [CDC Your Guide to Masks](#), [Su guía para el uso de mascarillas](#), [Hướng dẫn đối với khẩu trang](#)



Health Screenings for Students and Staff

- Staff and students need to complete passive screening at home daily prior to coming to work or school:
 - Families and staff must report fever/symptoms to their school and work site.
 - The ParentSquare app will be used to send employees and parents/guardians reminders about daily screening before the start of every school/work day via email.
 - Screening reminders will include a symptom screening link for immediate access. District and school site administrators have access to the data dashboard every morning and throughout the day.
 - Students must also complete the symptom screener prior to participating in any on-campus activities and boarding Evergreen School District buses.
 - Stay home if a student or staff has a fever, other symptoms, or have come in close contact with a person diagnosed with COVID-19. Close contacts include people who had 15 minutes of total cumulative contact with the infected person over a 24 hour period, as well as people who had repeated short-duration interactions with the infected person. In addition, while face coverings do reduce the likelihood of COVID-19 transmission, they have no impact on the determination of whether someone is a close contact and should quarantine.
 - Communication to staff and families on how to properly check for COVID-19 symptoms daily.

- Training will be completed for staff on how to recognize COVID-19 symptoms in staff and students.



**COVID-19 Health Screening
Daily Self-Screening Form**

You must complete and submit this form each day before reporting to campus. If the answer to any of the following questions is YES, you must stay home.

Date: _____

This form applies to:

Student Name	Student Grade

Within the last 10 days, have you, or your child, been diagnosed with COVID-19 or had a test confirming that you have the virus?

Yes No

Do you live in the same household, or have you had close contact with someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming that they have the virus? **CLOSE CONTACT IS LESS THAN 6 FEET FOR 15 MINUTES OR MORE.**

Yes No

In the last 72 hours have you, or your children, experienced any of the following symptoms? **Fever greater than 100F, Chills, Cough, Shortness of breath, Difficulty Breathing or Loss of Taste or Smell!**

Yes No

Have you, or your children, experienced any of the following symptoms today or within the past 72 hours and that are new or not explained by another reason? **Fatigue, Muscle or Body Aches, Headache, Cough, Sore Throat, Gastrointestinal (nausea, vomiting or diarrhea)**

Yes No

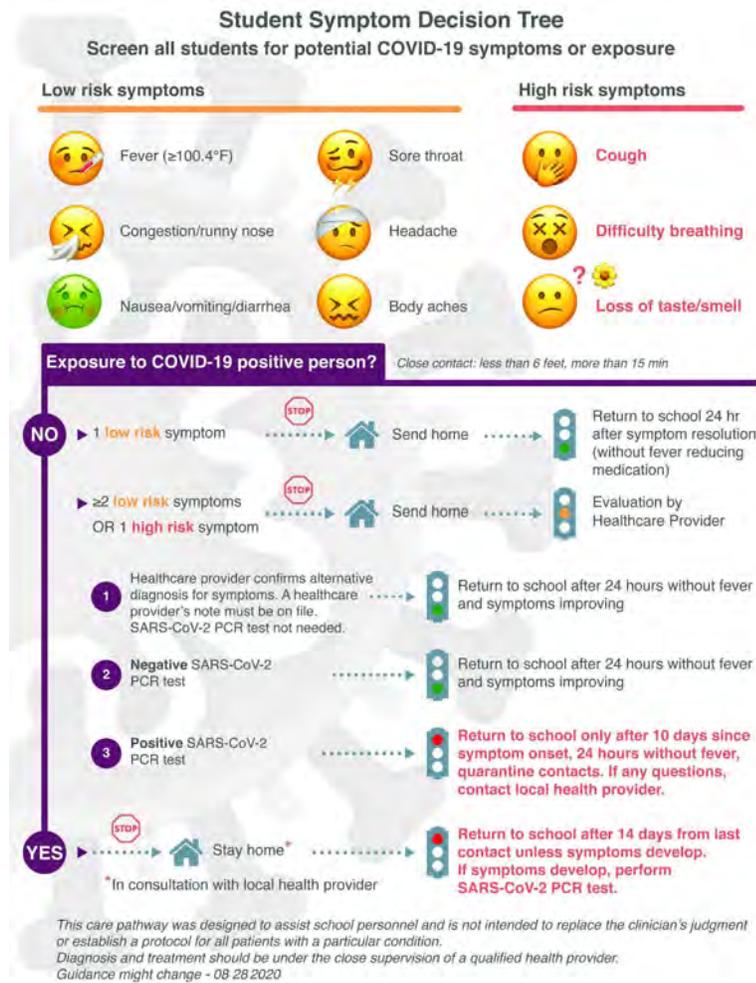
Parent/Guardian initials

Images: Parents can use the ParentSquare mobile phone app or login to ParentSquare on their desktop to complete the daily health screening requirement. From ParentSquare on a desktop there is the additional option to print and complete a form.

Symptoms on campus

- Students who are symptomatic on campus will be sent to the COVID-19 Symptom Isolation (COSI) room to be assessed by a trained staff.
- Health offices will be provided a sufficient number of no-touch thermal scan thermometers.
- Parents/guardians will be called to pick up student(s) as soon as possible.
- Cleaning of the COSI room will be done in-between students.

- Staff who are symptomatic on campus will be sent home by their supervisor.
- For all cases, it will be recommended that they reach out to their physician and take a COVID-19 test if needed.
- Follow Santa Clara County Public Health symptom decision tree for students and staff.
- Anyone exhibiting or reporting symptoms of COVID-19 or having close contact with a known positive case will be excluded from the workplace or campus.



[View PDF: Student Symptom Decision Tree](#)

Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

Scenario	Immediate Steps	Interpreting Results	Return to School/Work
<p>Scenario 1: Individual exhibits one or more COVID-19 symptoms</p>	<ul style="list-style-type: none"> Send student/staff home. Recommend immediate testing. Notify school administration and COVID-19 Designee. Classroom remains open. If student/staff is not tested, must obtain medical note (explaining why not tested) OR follow instructions for positive case. 	<ul style="list-style-type: none"> If test is negative, stay at home until 24 hours after resolution of fever and other symptoms improve. If test is positive, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters. 	<ul style="list-style-type: none"> If negative, return to school 24 hours after resolution of fever and improvement in other symptoms; provide evidence of negative test or medical note explaining why testing was not performed. If positive, can return once full isolation period is completed.
<p>Scenario 2: Student or staff identified as a Close Contact* to a person who has tested positive for COVID-19</p> <p>NEW - Fully vaccinated individuals may not be required to quarantine, if they meet certain conditions. See www.cdph.ca.gov for more info.</p> <p>A close contact is someone who was within 6 feet of the infected person for at least 15 minutes at any time beginning 2 days before the infected person had symptoms or tested positive.*</p>	<ul style="list-style-type: none"> Send home with instructions to quarantine for 10 days after last exposure. Recommend testing around day 6 after last exposure or, if symptomatic, test immediately. If test done earlier than day 6, repeat test towards end of quarantine. Notify school administration and COVID-19 Designee. Send out appropriate letters. Classroom remains open. All test results should be reported to the school. 	<ul style="list-style-type: none"> If test is negative, quarantine for 10 days and monitor symptoms for 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case's isolation (e.g. household member), quarantine ends 10 days after the case's isolation period ends. If test is positive, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.) 	<ul style="list-style-type: none"> Return to school/work once full 10-day quarantine is completed (or if contact became positive, full isolation period is completed). No medical note is needed. NOTE: Contacts must self-monitor for symptoms for a full 14 days from last exposure to case. If symptoms develop during the 14-day monitoring period, see Test Result Decision Tree for guidance.
<p>Scenario 3: A student or staff member tests positive for COVID-19 in a cohort or non-cohort setting</p>	<p>COHORT – Classroom closes</p> <p>Case:</p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p>Contact:</p> <ul style="list-style-type: none"> Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2. Notify school administration and COVID-19 Designee Notify Public Health Department <p>NON-COHORT – Classroom remains open</p> <p>Case:</p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p>Contact:</p> <ul style="list-style-type: none"> Use seating chart/roster & staff/student input to determine close contacts to send home. Then follow SCENARIO 2. 	<p>Case:</p> <ul style="list-style-type: none"> For student/staff whose test is positive, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If never symptomatic, isolate for 10 days after date of positive test.) <p>Contact: FOLLOW SCENARIO 2</p>	<p>Case:</p> <ul style="list-style-type: none"> Return to school/work once full isolation period is completed. No medical note needed. <p>Contact: FOLLOW SCENARIO 2</p>
<p>Scenario 4: Routine COVID-19 screening (no symptoms)</p>	<ul style="list-style-type: none"> Continue at school/work until results are available. 	<ul style="list-style-type: none"> If negative, no action needed. If positive, FOLLOW SCENARIO 3. 	<ul style="list-style-type: none"> If negative, continue at school/work. No documentation needed.

*Close contact can be 15 minutes of continuous contact OR repeated short-duration interactions with the infected person. Being considered a close contact does not depend on whether the contact or the infected person was wearing a face covering during their interaction.

2/23/21

Source: Santa Clara County Public Health

Healthy Hygiene Practice

- All students and staff will be taught proper handwashing practices.
- All classrooms and offices have access to hand sanitizer and/or hand washing stations.
- Hand sanitizer stations will be available at all entrances.
- All students and staff should wash hands, or use hand sanitizer if soap and water is not available, at increased frequencies.
- All handwashing/hand sanitizing supplies noted above or otherwise provided shall be checked and, if depleted, restocked immediately upon notification to the site supervisor and/or reported to the Custodial Supervisor.
- Items that must be shared will be cleaned and disinfected between uses.
- Staff and student contact with high touch surfaces will be minimized (e.g. propping open building/room doors particularly at arrival and departure times).
- Staff, students, parents, and community members shall be instructed to wash their hands or use hand sanitizer upon entering any school site and the District Office, as well as every time a classroom is entered.

- Handwashing times need to be built in the daily activities in classrooms for students and staff when:
 - Entering and exiting a classroom
 - Before and after meals
 - Before and after using the restroom
 - After blowing your nose, sneezing or coughing into a tissue
 - Before and after playground use

Identification and Tracing of Contacts

Supervisor must be notified and supervisor will notify their school nurse and the COVID designee of any positive COVID-19 cases.

School nurse will:

- Follow-up and confirm test results with the identified positive case and conduct in-district contact tracing.
- Contact Santa Clara County Department of Public Health for confirmation and recommendations.

Students/staff who test positive must self-isolate at home until:

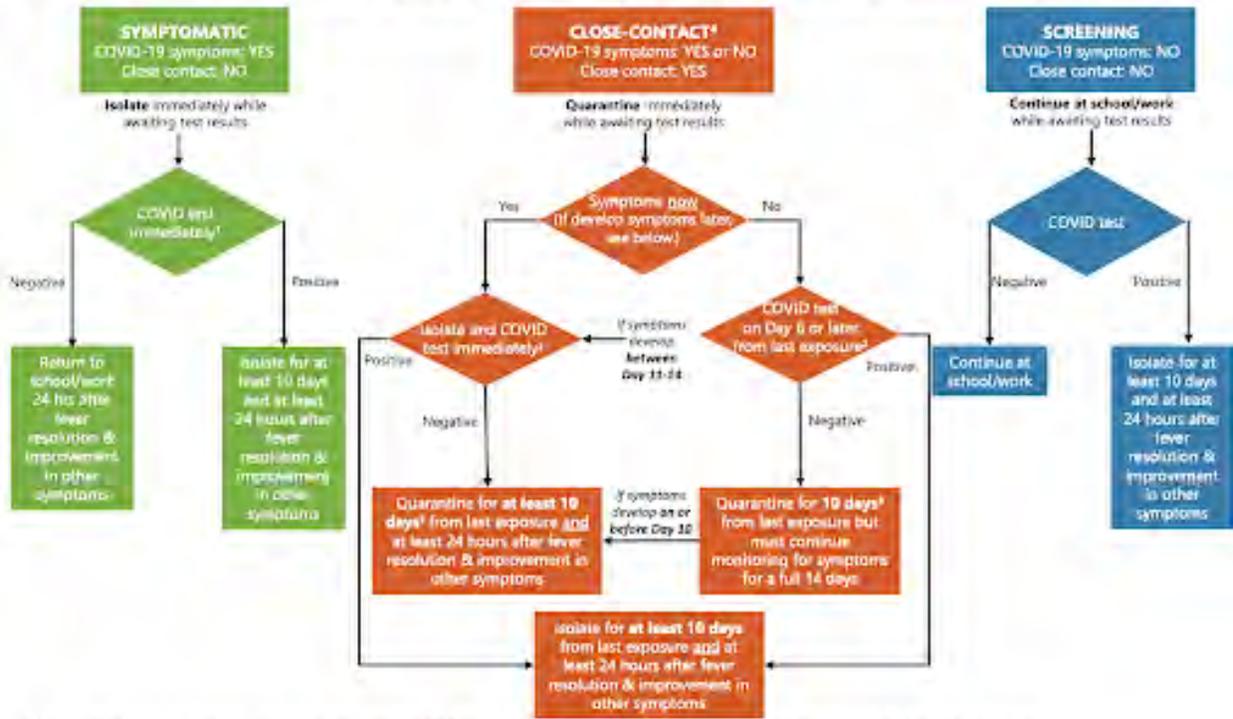
- 10 days since symptoms first appeared AND
- 24 hours with no fever AND
- Respiratory symptoms have improved (e.g. cough, shortness of breath)

Exposure notifications will be sent to all staff and families who were possibly exposed on campus.

TEST RESULT DECISION TREE

Isolation and Quarantine Recommendations While Awaiting and After Receiving COVID-19 Test Results

NEW - fully vaccinated individuals may not be required to quarantine, if they meet certain conditions. See [sccdcphd.org](https://www.sccdcphd.org) for more info.



1. If not tested, obtain medical note (explaining why not tested) OR follow instructions for positive case. Fully vaccinated individuals must be tested if symptomatic.
 2. If test done earlier than 6 days after last exposure to case, repeat testing towards the end of the quarantine period. If not tested, quarantine for 10 days.
 3. If person is a household contact and is continuously exposed, quarantine starts once the case's isolation period ends and continues as directed above.
 4. Individuals who have been fully vaccinated may not need to quarantine if they meet certain conditions. See [sccdcphd.org](https://www.sccdcphd.org) for more information.

2.28.2021

Source: [Santa Clara County Public Health](https://www.sccdcphd.org)

Physical Distancing

- Follow six (6) feet social distancing guidelines when designing classrooms and offices.
- 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. Under no circumstances should the 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 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.

- On buses, social distance to the maximum extent possible, but face coverings must be worn at all times while on the bus.
- All students' desks are to face the same direction.
- Students' desks will be set-up at least six (6) feet distance from the teacher's desk and from where the teacher will be providing instruction as required per current CDPH guidelines.
- Empty rooms with unneeded desks and other furniture to allow for more space.
- Storage for extra furniture and equipment in unused areas.
- Limit congregate activity in hallways as much as possible.
- Staff Break Rooms are currently closed for dining
- Signs are posted around campus to remind students and staff of social distance throughout the campus.



Images: Pictures of different orientations of desks 6' distanced in ESD classrooms.

Staff Training and Family Education

- Training has been provided for all staff in illness prevention (including handwashing, social distance, face coverings, and proper cleaning and disinfecting), recognizing COVID-19 symptoms, etc.
- [CDPH PSA training videos](#)

Testing of Students and Staff

- Students and staff who are symptomatic or exposed to COVID-19 will be advised to contact their primary care physician or set-up an appointment through a free community testing site through SCPH as soon as possible.

Identification and Reporting of Cases

When a student/staff member must quarantine/isolate: Quarantine/isolate will be determined by a physician, public health officer, school nurse and/or COVID designee.

School nurse or the Covid designee will:

- Notify the family/staff member when they need to quarantine.
- Notify Santa Clara County Department of Public Health of positive cases on campus.

Health Coordinator will:

- Notify the custodial manager for deep cleaning at site, when appropriate.
- Send appropriate exposure letters for distribution.

INSTRUCTION

Our approach to hybrid and distance learning models take into consideration each of the following factors considered in this process, as well as our District Mission: Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to academic and civic excellence.



- **Public Health Risks:** To what extent can the health of students, staff, families and the general population be safeguarded while opening schools?
- **Impact on Student Learning and Achievement:** To what extent do students fall behind when schools are closed? To what extent are inequities exacerbated during school closures?
- **Ability to Safeguard Schools:** To what extent are we prepared to return to in-person learning with the right safety measures in place?
- **Flexibility:** To what extent are we prepared to offer learning options for students whose families may want 100% online distance learning?

As a result, safety guidelines suggest distinguishing approaches between elementary and secondary schools. Maintaining cohorts and supporting routine handwashing are key elements of most guidelines.

Elementary Schools

Features of Elementary Learning Models

- Instructional minutes will meet the established state standard.
- Attendance will be taken daily.
- All support services will be provided to students, as needed.
- PE, Music, and Library continue in all models. Instruction delivered synchronously and asynchronously.

Hybrid Learning Model - Elementary

- In-person instruction will occur through an A/B schedule: half of the class attends school in person on campus two days per week for grades PreK-6; Families who wish to remain in Distance Learning will have the opportunity to do so.
- Wednesdays will continue to be asynchronous days with no students on campus.

- At-home instruction will be a combination of asynchronous and synchronous lessons.
- Staggered breaks at recess and lunch (if included in final school schedule) to maintain separation of student cohorts.
- Stable Group Structure: Students will remain in the same assigned group of students and staff throughout the entire day.

Full Distance Learning Model - Elementary

- Designed for families who wish to keep their children in full distance learning for the year.
- Families encouraged and resources provided to maintain a connection to the assigned school.
- Students receive supplemental services from their assigned school as practicable; i.e., IEP services, Counseling, etc.

Recess

- Stagger recess times throughout the school day.
- Students may be assigned playground areas to keep them apart from other stable classroom groups. Students must remain in the same groups during recess, no mixing of groups.
- Staff and/or administration must monitor and supervise students during recess.
- Social distance be maintained between all students and between students and staff, to the extent possible.
- Face coverings must be worn by all students and staff.
- No sharing of equipment, such as balls and jump ropes.
- For playground use students will wash their hands before and after and be monitored for social distance.

Middle Schools

Middle schools are not structured to support pure cohorts throughout a school day. Spacing and face covering guidelines are more prescriptive for secondary schools, as a whole. Academic and mental health support continue to be important aspects of safe schools.

Features of Secondary Instruction

- At-home instruction will be a combination of asynchronous and synchronous lessons.
- Extra-curricular activities available in socially distanced settings.
- Grades are assigned.

- All schools and classes will follow an established routine schedule with synchronous components.
- Attendance is taken daily.

Hybrid Learning Model - Middle School

- Stable group structure: Students are divided into two groups (A and B).
- Two days per week, Group A is on campus for in-person learning (In-Class Day), while Group B has a combination of asynchronous and synchronous lessons. (At Home Day)
- The other two days per week, Group B is on campus for in-person learning (In-Class Day), while Group A has a combination of asynchronous and synchronous lessons. (At Home Day)
- Wednesday continues to be an asynchronous, off-campus learning day, as well as targeted support time for students.

Full Distance Learning Model - Middle School

- Designed for families who wish to keep their children in full distance learning for the year.
- Families encouraged and resources provided to maintain a connection to the assigned school.
- Students receive supplemental services from their assigned school as practicable; i.e., IEP services, Counseling, etc.

ESD Protocols for Athletics, Physical Education, and Physical Conditioning Activities

Athletics

The California Department of Public Health (CDPH) released new guidance pertaining to youth sports effective February 26, 2021. Based on this guidance, irrespective of setting (outdoor or indoor) case rate or sport played, the following general guidance requirements must be adhered to at all times:

- Face coverings to be worn when not participating in the activity (e.g., on the sidelines).
- Face coverings to be worn by coaches, support staff and observers at all times, and in compliance with the CDPH Guidance for the Use of Face Coverings.
- Observers maintain at least 6 feet from non-household members.
- No sharing of drink bottles and other personal items and equipment.
- Mixing with other households prior to and post any practice or competition must strictly adhere to current gathering guidance.

- Limit indoor sports activities (practice, conditioning) to comply with capacity limits (which shall include all athletes, coaches, and observers) indicated in current CDPH Gym & Fitness Center Guidance Capacity.
- Associated indoor activities for the team (e.g., dinners, film study) are prohibited if engaged in competition given evidence that transmission is more likely to occur in these indoor higher risk settings.
- Teams must not participate in out-of-state games and tournaments; several multistate outbreaks have been reported around the nation, including California residents.

Limitations on Observers

- Limit observation of youth sports (age 18 years and under) to immediate household members, and for the strict purpose of age appropriate supervision. This includes observation of practice and competition. Limit number of observers to ensure physical distance can be maintained, reduce potential crowding, and maintain indoor and outdoor capacity limits.
- Consider video streaming of games so that they can be watched "live" from home.

Limitations for Inter-Team Competitions and Tournaments

- Inter-team competitions, meets, races, or similar events are permitted to occur only if
 - (a) both teams are located in the same county and the sport is authorized
 - (b) teams are located in immediately bordering counties and the sport is authorized in both counties based on [CDPH-authorized sports per Reopening Tier](#).
 - [These county-based authorizations](#) apply to the locations/counties in which the teams, schools, clubs, leagues, and similar organizations are functionally based (e.g., where the players reside, where facilities are located, etc.).
 - Local Health Departments to be notified of any cross country competitions within their jurisdiction and reserve the right under their own discretion to deny the competition at any time in their jurisdiction. Teams participating in cross country competitions will follow the more stringent rules if the participating teams are coming from counties that may be at different case rate thresholds.
- Teams adhere to current [CDPH Travel Advisory](#) recommendations when determining travel for competition in neighboring counties.
- No tournaments or events that involve more than two teams to occur. Exceptions may be made, with authorization from the local health department where the event is being held and each of the local health departments where teams originate from, for sports where individual competitors from multiple teams are routine such as: track and field; cross-country; golf; skiing/snowboarding; tennis; swimming/diving/surfing; biking and equestrian events.

- Only one competition, per team, per day maximum to be played.

This impacts all youth sports and activities, including school-based club and recreational youth sports. Adjustments will be made as the requirements and guidelines evolve.

Physical Education

Because middle school schedules and in-person instructional approaches are still under consideration, more information about physical education will be provided at a later date. Per CDC and CDPH guidelines, physical education is permitted only when the following can be maintained: 1) physical distancing to the greatest extent possible between participants; and 2) a stable cohort, such as a class, that limits the risks of transmission (see CDC Guidance on Schools and Cohorting). Activities should take place outside to the maximum extent practicable.

Physical Conditioning

Sport conditioning programs are permitted for individual or team training with minimal contacts. Conditioning and training should take place outside, where practicable, and focus on individual skill-building activities such as running drills and body weight resistance training.

Indoor sports activities should follow local guidance for gyms and auditoriums, including requirements for physical distancing, face coverings, and occupancy.

- Physical activities should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Physical conditioning, practice, skill-building, and training that can be conducted outdoors, with 6 feet of physical distancing, and within stable cohorts are authorized regardless of case rate or sport. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
- Activities will be held in separate areas designated by class and/or staggered throughout the day.
- Whenever possible, activities will be conducted outdoors with appropriate physical distancing within groups to the greatest extent practicable.
- Use of shared equipment will be limited in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
- Consistent with guidance for gyms and fitness facilities, cloth face coverings must be worn during indoor physical conditioning and training or physical education classes (except when showering).
- Activities that require heavy exertion should be conducted outside in a physically distanced manner without face coverings.
- Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.

- Players should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the player's face and obstructs breathing.
- Masks that restrict airflow under heavy exertion (such as N-95 masks) are not advised for exercise.

Special Education

- Address students with disabilities who refuse or are unable to wear masks. Plan for students who are medically fragile and/or immune-compromised.
- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- If a student is attending in person, ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teachers and peers.
- Determine any special or unique needs for students with disabilities related to the District Health and Safety Plan.
- Establish any necessary flexibilities for specific students-with disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish an accommodation plan to implement physical distancing, given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Conduct assessments for staff and providers to practice physical distancing ensuring Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act.
- Work with each family and student to determine what FAPE looks like for them during COVID-19 (it may be different than the Individualized Education Program (IEP) developed pre-COVID-19).
- Use the district model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models, by using the IEP process to customize educational opportunities and provide support, when necessary.
- Use annual IEP to plan for the traditional school year. Provide emergency distance learning plan or addendums to address distance learning needs for IEPs during immediate or future school site closures.

Support for Students with Additional Needs

It will be important to individually support access and functional needs for students who may be at increased risk of becoming infected with COVID-19, or those who have unrecognized illness due to COVID-19, with a tailored plan using existing student health plans to identify any additional accommodations. Working with each student's family may help to identify any unknown concerns and can help staff to make additional preparations needed for classroom and non-classroom environments. Site-specific hazard assessments should be conducted to limit risk.

Social Emotional Learning & Mental Health Support

Evergreen School District fosters a culture that promotes the health, safety, and well-being of students, staff, and families. As a key component to our curriculum program, we also provide mental health strategies to help our students learn skills to remove stress and cope with the ever-increasing competitive nature of learning. In addition, you will find that many of the resources we provide are also applicable to servicing our adult community.

A systemic approach to Social and Emotional Learning (SEL) intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities. All classrooms have been equipped with the Second Step curriculum to provide weekly SEL lessons to all students. Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

Please visit the Evergreen District's Health and Wellness Connections resources by clicking the following link:



[ESD Mental Health & Wellness Resource Website](#)

Evergreen staff and families also have support through our Care Solace partnership. Care Solace is an online resource with a live 24/7 concierge line meant to assist individuals in finding local mental health-related programs and counseling services. To use Care Solace, individuals answer ten basic questions in order to receive an extensive list of referrals to applicable care providers. Care Solace takes into account all types of private insurance including Medi-Cal, Medicaid, and Medicare, and those that have no insurance. The system also filters by age, gender, zip code, and special request.

Care Solace is available for use by Evergreen students and families at no cost. Please note, this service is an optional resource available by choice and is not mandatory in any way. Care Solace does not require a user's name, address, phone number, or date of birth. All of the information that is entered on their platform is completely confidential and stored securely.

Those in need of support may contact Care Solace 24/7 at 888-515-0595, email weserve@caresolace.org, or access our district's unique page: caresolace.com/evergreenfamilies.

All Schools

Cohort Sizes and Mixing

- Closely monitor, adjust, and follow cohort size guidelines provided by CDE, CDPH, and Santa Clara County Public Health and Education Office for both general and special education.
- Interactions between cohorts, including interactions between staff assigned to different cohorts.
- Assign students who live together or carpool together to the same cohort, if possible.
- Avoid moving students from one cohort to another, unless needed for a child's overall safety and wellness.
- Keep cohorts separate from one another for special activities such as art, music, and exercise; stagger outside time and other activities so that no two cohorts are in the same place at the same time.
- Provide one-to-one specialized services to students by a support service provider that is not part of the child's cohort. Specialized service includes, but is not limited to, occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.
- Provide services consistent with the industry guidance for limited services.

Staffing

- Avoid changing staff assignments to the extent practicable.
- Allow substitute providers, covering for short-term staff absences, who must work only with one cohort of children per day.
- Conduct meetings among the staff from different cohorts remotely, outdoors, or in a large room, wearing cloth face coverings, while maintaining physical distancing to the greatest extent possible from other providers.
- Promote outdoor meetings and meetings in large rooms with windows open, over meetings in small rooms with windows closed.

Ongoing Instructional Support

The ESD Instruction Plan strives to deliver equitable, accessible, high-quality education by laying the foundation through multiple options that incorporate online learning into the traditional learning model while respecting physical distancing guidelines. In an effort to create and support student engagement:

- Provide all students with devices and wifi access to ensure accessibility to the instruction.
- Provide teachers with training and professional development in pedagogy, as well as online and blended learning.
- Provide academic accommodations for students impacted by COVID-19.
- Provide targeted support as needed, for students from low-income backgrounds, students with disabilities, English Learners, Foster/Homeless youth, and other vulnerable student groups.
- Establish procedures to re-engage students who are absent for more than 60 percent of instruction per week.
- Physical Distancing - When creating a cohort and planning a student event on campus, plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining distance between individuals. As recommended by the CDC, create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Minimize the movement of students, educators, and staff as much as possible.
- Determine student and staff capacity of each school, which to the greatest extent possible. Follow CDC recommendations to provide virtual activities instead of field trips and intergroup events.

Classrooms

- Determine maximum capacity for students of each classroom.
- Position teacher and staff desks at least six feet away from students.

- Face student desks in the same direction, and not facing each other, maximizing the space between each desk.
- Utilize other campus spaces for instructional activities (e.g., gyms, cafeterias, outdoors) as classrooms, as needed.
- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
- Maintain physical distancing objectives as students move between classrooms.
- Students may bring only school essentials items to campus securely in a backpack/bag. Essentials items may include a reusable water bottle.
- Keep student belongings separate so that students do not come into contact with other students' belongings and elementary students may use hooks for backpacks outside of the classrooms if available.
- Reduce the amount of furniture and equipment in the classroom to facilitate distancing and to reduce frequently touched surfaces.
- Place markings on classroom floors to facilitate physical distancing.
- Provide hand sanitizer to students and staff in office spaces and classrooms.
- Implement engineering controls where less than six feet can be maintained. Examples include: Plexiglass barriers, mobile plexiglass, vinyl barriers, and hard plastic dividers are available for special education programs and any additional areas where less than six feet can be maintained.



Image: Classroom with physical distancing markers and distanced desks.

PPE Usage on Campus

- Adults must wear a face covering at all times while on campus, except while eating or drinking.
- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Staff who are unable to wear a face covering for medical reasons shall not be assigned duties that require close contact with students.
- Students (transitional kindergarten through 8th grade) are required to wear face coverings including:
 - While arriving and departing from the school campus;
 - In any area inside and outside of the classroom (except when eating, drinking, or engaging in physical activity); and
 - While waiting for or riding on a school bus.

PPE Supplies on Campus

- The District will provide staff information and guidance on the use of gloves, drapes and alternative face coverings.
- Provide masks for staff and students in an amount sufficient to meet the site's needs.
- Provide face shields for technicians, educators, and paraprofessionals, if needed.
- Provide gloves in an amount sufficient to meet the site's needs including nitrile gloves.
- Provide smocks to wear over clothes for staff in an amount sufficient to meet the site's needs.
- Provide hand sanitizer in office spaces, applicable entry points, and in classrooms.



Non-Classroom Settings

Facility Access Adjustments

- Limit access to campus for parents and other visitors.
- Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
- Review facility use agreements and communicate common facility protocols for all users of the facility.
- Remove or suspend use of share tables and self-service buffets for food and condiments.
- For providing off-site meals, offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Stagger and limit restroom usage to specific cohort use as much as practicable.
- Place physical distancing markings outside of restrooms to facilitate physical social distancing.
- Limit congregate activities in hallways as much as possible.
- Clean and disinfect playground structures at elementary sites daily.
- Physical distancing reminder signage has been placed at various locations throughout campus including bike cages.

Food Services

- Staff must wear face covering, gloves, single-use aprons (or cloth aprons washed daily).
- Promote fresh, healthy meals that are individually boxed, using pre-portioned and pre-wrapped produce when available.
- Use disposable paper goods for meal service.
- Reorganize work stations for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.
- Limit physical interaction during meal preparation and meal service (e.g., serve meals in classrooms, increase meal service access points, stagger cafeteria use).
- Suspend the use of shared tables and self-service buffets for food and condiments.
- Install physical barriers, such as sneeze guards and partitions, at point of sale, and other areas where maintaining a physical distance is difficult.
- With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort. Consideration on a case by case basis. Require students to sanitize hands before meal service/distribution .
- Students will throw all food and utensils in the trash after eating.
- Sharing food is not permitted.
- Serve meals outdoors.

- Sanitize the pin pad/keypad between uses.
- Physical distancing through increased spacing, small groups, and limited mixing between groups.
- Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Maximize spacing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls, to minimize close contacts while waiting in lines and/or for seating.

FACILITIES & TRANSPORTATION

ESD will continue to take essential actions to ensure district-wide assets remain safe and healthy for students and staff by creating a physical environment that promotes safety through established protocols, procedures, and industry best practices regarding facilities and transportation.



Facilities

Physical Distancing on Campus

Physical distancing has two main components: keeping individuals a safe distance, as practicable, from one another, and reducing the number of people with whom an individual interacts face-to-face. Reminder signage coupled with floor markers will be placed throughout applicable areas of campus to help with the flow of foot traffic and to avoid unnecessary contact.





Images: Examples from school campuses showing physical distancing markers (in offices, on buildings, in classrooms).

Space Usage

Continue to ensure physical distancing among staff in their work environment to reduce the spread of the virus by:

- Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
- Avoiding grouping staff together for training or staff development by conducting the training virtually or, if in-person, ensure distancing is maintained.
- Evaluate all workspaces, in accordance with Cal/OSHA regulations and guidance, to ensure that employees can maintain physical distancing to the extent possible.
- Rearrange workspaces to maximize the space between employees and students, whenever possible.
- Add physical barriers that cannot be moved to separate workspaces If physical distancing between workspaces or between employees, students, and visitors is not possible.
- Place desks with the maximum distance between students, according to physical distancing guidelines.

- Adjust the capacity of multipurpose rooms or common areas according to the CDPH guidelines for spacing between students.

Cleaning and Disinfection Protocols

- Continue to deliver high cleanliness and disinfection standards at school sites prior to reopening, and sustain this standard during the school year.
- Remove stuffed animals and any other toys that are difficult to clean, sanitize, and disinfect in the school facilities.
- Remove soft furniture from school sites that are difficult to clean, sanitize and disinfect.
- Clean and disinfect frequently-touched surfaces in offices, classrooms, restrooms often - at least daily - items such as, door handles, switches, handrails, desks and tables, chairs, office equipment, etc.
- 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.
- Use disinfecting products approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2, and follow product instructions.
- Reduce the risk of asthma-related disinfecting by aiming to select disinfectant products on the EPA List N with asthma-safer ingredients (i.e., hydrogen peroxide, citric acid, or lactic acid).
- Avoid products that mix the above ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
- Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- 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.
- When cleaning, ensure sufficient ventilation is provided before staff and children arrive, and disinfect the space when children are not present.
- Isolate areas used by any sick person and do not use the space before cleaning and disinfection.

- Drinking fountains will be cleaned and sanitized regularly but staff and students will be encouraged to bring their own water to minimize the use and touching of water fountains. Automated water bottle hydration stations have been installed at most sites and we will have them at all sites by Summer of 2021. All water fixtures will be turned on and allowed to run so that the water system will be flushed and replaced with fresh water.



Image: Electrostatic Sprayer being used in ESD Classroom

Ensuring Adequate Air Ventilation

- Doors and windows are to be opened to increase air ventilation. Leaving doors open is acceptable, as long as it does not create a safety risk for students or employees. Utilizing open windows and existing heating, ventilation, and air conditioning (HVAC) systems are good options for increasing air ventilation. Maintenance and Operations preventive maintenance protocols are already in place in ESD and all HVAC high efficiency rated filters throughout the District are changed on a periodic basis. Indoor air ventilation is closely monitored and maintained by Maintenance & Operations staff during on-going preventive maintenance efforts.
- Make sure that shared spaces have adequate airflows, provided by an air conditioner or an opened window, weather permitting.

- Keep ceiling fans off.
- Ionizers are being installed into the HVAC system to clean the air in enclosed areas. The air conditioning system along with the ionizer will supply proper ventilation and filtration.

COVID-19 Campus Zoning

ESD is creating a temporary campus zoning program designed to maintain a safer and healthier academic environment. Each school's Academic Zone identifies campus entry/exit points. All ESD students and staff will be asked to enter and exit through the identified entry/exit locations at their sites. Bike and skateboard rack areas will be available in the Academic Zone to promote active transportation. Specific student and staff restrooms are also assigned. Hand sanitizer will be available at all entry points. These Academic Zones are restricted to ESD students, staff and pre-approved essential visitors on campus. Therefore, parents accompanying their children onto campuses will need to drop off ("Hug and go") their children outside of these zones if walking their children onto campus. In most cases, physical access to school offices will be limited, and appointments will need to be scheduled ahead of time. School sites will set up processes for dropping off and picking up forms and other materials to allow for social distancing and the reduction of crowds.

ESD seeks to balance state and local guidance with the various needs of our school communities. ESD will limit access within Academic Zones so that only approved students and essential staff may enter and resume educational activities. Guidelines and revisions for all school zones will be shared with each school community.

Transportation

Promoting active and safe transportation is part of the Health Element under Santa Clara County's (SCC) General Plan adopted in 2015, and is recommended through SCC's Public Health Order for COVID-19.

Encouraging students to use active and safe transportation as an option to get to and from school provides opportunities for students to be physically active, which supports the CDC's efforts to promote [one hour of daily exercise](#) recommended for children, leads to improved concentration and academic performance, and is vital for student physical, mental, and emotional well-being.

Additional benefits include reduction of traffic congestion around schools, creating safer street conditions; better access for buses; and reduced idling and air pollution, such as CO2 emissions that contribute to climate change.

Lastly, the CDC Health Equity guidance suggests that in order to reduce the spread of COVID-19 and move toward greater health for all, we must ensure that active transportation resources are

available to everyone, including culturally and linguistically tailored activities, materials, and outreach.

ESD will continue to encourage families and students to use active transportation to and from school, on foot, and by bike, scooter, wheelchair, etc., while following physical distancing protocols. School travel policies and procedures are being developed to support physically distanced, active, and shared transportation options for all modes of transportation.

ESD will continue its work with the City and the Safe Routes to School program to ensure that safety patrol or crossing guards are properly trained by following protocols to encourage safe walking behaviors, such as wearing a face covering and distancing from others. Maximize the space between safety patrol volunteers, crossing guards, and students should be maintained, as practicable, at controlled intersections.

ESD is working with the Safe Routes to School program in collaboration with local municipalities, such as the Public Works Department or Transit Agency, to identify highly used bicycle and pedestrian routes to school, and support safe physical distancing safety mitigation at traffic lights, stop signs or busy intersections. Commute options will be incorporated that promote social relationships within stable cohorts such as cohort-based Walking School Busses and Bike Trains.

Walking and bicycling route maps will continue to evolve , provide safety information about practicing active school commutes and sharing links to transit maps and other transportation information readily available on District, school, PTA, and other parent club websites, or social media pages.

School bus drivers will follow all safety protocols as indicated for other staff, including the use of facial coverings and hand hygiene. In addition, bus drivers will need to wear gloves and will be supplied with cleaning wipes. When students line up before boarding, they should be wearing facial coverings, unless medically inadvisable, and bus drivers will ensure that students are practicing physical distancing.

All students must complete the symptom screening process at home and answer "NO" to all screening questions before leaving home to board their bus. If they answer "YES" to any of the questions, they must remain at home, and will not be allowed to board the bus. However, if the parent, guardian or student forgets to complete the symptom screening process, and the student arrives at the bus stop, the bus driver will ask the student to fill out the symptom screening form prior to boarding the bus. If the student answers "YES" to any of the questions and the parent or guardian is not available to take the student home, the student will be transported to their school (by a different district vehicle) where s/he will wait in the isolation room until a parent or guardian arrives.

ESD will help to maximize physical distancing between students at bus stops by placing physical distancing ground markings. Spacing must be maintained to the greatest extent possible between the bus driver and students when seated. Floor decals, colored tape, or signs to indicate to students where they should not sit or stand near the bus driver will be deployed. Maximized

physical distancing between students while seated on the bus will be achieved by limiting available seats to the extent practicable. Students from the same family, and/or the same classroom, should be instructed to sit together whenever possible to minimize exposure to new contacts.

Air circulation must also be maintained as much as possible. This can be done through opening windows or using HVAC systems, if available. When leaving the bus, students must maintain physical distancing and will need to check in with the school. School buses will be thoroughly cleaned and disinfected daily and especially after transporting an individual who is exhibiting COVID-19 symptoms.

Checklist for Bus

- Weather permitting, keep bus windows open for ventilation purposes.
- Practice physical distancing at school loading zones when lining up for the bus.
- Sit in designated seats with siblings and classroom cohorts seated together.
- Sanitize hands and wear face masks/covering before entering the bus.
- Wear a face mask/covering while riding the bus.
- Disembark the bus upon arrival in an orderly fashion, maintaining physical distancing.
- If fever is detected or suspected at home before boarding the bus, parents are asked to keep students at home.
- Follow disinfecting schedules and be responsible for any/all vehicles driven.
- Disinfect all handrails, seats, etc., between each group of students, and disinfect all equipment at the end of the day.
- Provide the driver with surplus masks to provide to students without masks.
- Determine maximum capacity for students of each vehicle while meeting physical distancing objectives.
- Create a plan for seating, based on the maximum capacity determined above, and develop a plan for bus routes that accommodate the capacity limitations, and mark or block seats that must be left vacant.
- Instruct students and parents to maintain distancing at bus stops and while loading and unloading.
- Seat students from the rear of the bus forward to prevent students from walking past each other.
- Students who get off first should board last and sit in the front; i.e., afternoon runs should be boarded based on the order in which students will be dropped off.



Image: Marked bus seats must be left vacant

Carpools and Shared Rides

ESD advises staff and families who are carpooling to rideshare with their assigned stable cohort, to open windows and maximize air circulation when feasible, and to wear a face covering at all times.

COMMUNICATION & ACCOUNTABILITY



The Evergreen School District is committed to working with outside agencies and our community to coordinate efforts to keep our students and staff safe and healthy. We also recognize that the steps that need to be taken to create and maintain healthy and safe in-person learning also need to be clear to our community. In the information below, we have outlined the decision making and communication approaches and protocols that the ESD will take to raise awareness, train and inform our community about COVID-19 prevention and outbreaks so that we can continue to cultivate a culture where all students and families feel safe, welcomed, respected, and valued as part of the school community.

Awareness and Training

- Conduct training on prevention at all levels, focused on COVID-19, including hygiene (e.g., handwashing), and preventative care (e.g., wearing face coverings).
- Train staff on how to wear, maintain and dispose of protective gear safely.
- Provide support for self-isolators due to confirmed cases and symptoms.
- Provide information and support for the impact of not being physically close, being able to read emotions or social cues with faces covered, and how to share thoughts and feelings for others to understand what is needed for both students and staff.
- Train staff on how to identify students struggling with trauma and refer them to mental health professionals for additional support.

Communication

- Provide communication on prevention of infectious diseases for students, staff, and parents.
- Regularly remind staff, parents, and students of the need to stay home if any signs of illness are present.
- Communicate to staff, students, and parents about COVID-19-related protocols, including proper use of PPE/EPG, cleanliness and disinfection, transmission prevention, guidelines for families about when to keep students home from school, systems for self-reporting symptoms.
- Target communication to include vulnerable members of the school community.

- If a school has a positive COVID-19 case, contact the Safety Manager at the district to report, track, and trace infections in coordination with public health officials to begin the notification process.
- Notify staff and families immediately of any possible cases of COVID-19.
- Review legal responsibilities and privacy rights for communicating about cases of the virus.
- Provide guidance to parents, teachers, and staff, reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.
- Communicate regularly with all stakeholders regarding academics, health and social services, youth and community development, and community engagement.
- Communicate regularly with students and families about resources, and continue to focus on equity and access in critical areas, such as nutritious meals, appropriate technology, language accessible learning options, academic as well as mental health supports, and community resources to ensure basic needs are addressed.
- Engage the Superintendent's Teaching and Learning in Safe Environments Advisory Committee (TLSEAC), on developing specific teaching and learning plans for the 2020-21 school year. Each subcommittee will meet concurrently and provide information and updates to the TLSEC throughout the process. The TLSEAC is an advisory committee for the Evergreen for Evergreen School District appointed by Superintendent Dr. Flores. This committee is comprised of parents, community partners, principals, teachers, and support staff.
- The TLSEAC works alongside three subcommittees--Education Services, Facilities & Pupil Services, and Human Resources--as well as a student focus group. [Learn more about each committee's responsibility, process, and focus.](#)
- Provide communication on potential contacts to cases following the Santa Clara County Public Health Department (SCCPHD) requirements.
- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods, such as telephone, text, social media, newsletters, and school websites, and use the following template notifications provided by SCCPHD for different scenarios.
- Positive cases will be reported to the local health authorities and recorded and displayed on the district's COVID-19 Dashboard. We will need to create a dashboard. I have examples of this--some are complex, some are easy.

Evergreen School District COVID-19 Dashboard

Week	# of students who have tested positive for COVID-19	# of staff who have tested positive for COVID-19	Were close contacts notified?	Was the County Public Health Department notified?
Mar 1-Mar 7	0	0	NA	NA
Feb 22-Feb 28	1	0	Yes	Yes
Feb 15-Feb 21	0	0	NA	NA
Feb 8-Feb 14	0	1	Yes	Yes
Feb 1- Feb 7	0	4	Yes	Yes
Jan 25-Jan 31	0	0	NA	NA

Image: [ESD COVID-19 Dashboard](#)

Correction of Hazards/Reporting of Observed Unsafe Condition

In the interest of protecting the Evergreen community and workplace health, any student, parent, staff and community member shall report in writing any known or observed unsafe condition in the working environment, or work issue related to COVID-19 to the designated site administrator or District supervisor. The site administrator/district supervisor shall respond as soon as possible, but not to exceed two (2) working days, with a written response to the individual who submitted the written complaint. The investigation process will include the following:

- Unsafe or unhealthy work conditions, practices or procedures will be documented on the [Appendix B: COVID-19 Inspections form found in the ESD COVID-19 Prevention Plan](#), and corrected in a timely manner based on the severity of the hazards, as follows:
 - The severity of the hazard will be assessed and correction time frames assigned.
 - Individuals are identified as being responsible for timely correction.
 - Follow-up measures are taken to ensure timely correction.

The District takes all concerns and complaints seriously. The District values the concerns of our staff, students, parents and community members. Complaints are respected and honored; there

are no negative consequences for filing a complaint. No reprisals or retaliation shall be invoked against any staff, student, parent or community member for filing a complaint, either on an informal or formal basis, or for participating in any way in the complaint process.

Coordination with Local Authorities

- Work with the California Department of Education (CDE), Santa Clara County Office of Education (SCCOE), Santa Clara County Department of Public Health (SCCDPH), and related authorities to follow the most up-to-date recommendations regarding screening and testing, contact tracing, and isolation and quarantine measures, as well as ongoing prevention measures including frequent hand-washing and physical distancing.
- Coordinate with partnering childcare providers to ensure safety protocols for participating students and families.

Equity and Access

- Prevent and address discrimination and inappropriate behaviors related to COVID-19.
- Provide awareness and emphasis on cyber citizenship, prevention of cyberbullying, and teasing, as provided in the digital citizenship curriculum.
- Implement a one-to-one device model so that all students will have access to a device. WiFi is available on our campuses and provided on an as-needed basis to students off-campus.
- All students and staff must abide by all ESD technology usage guidelines. This includes reproduction, distribution, or public transmission of teacher-created lessons and materials, which is strictly prohibited.
- No person shall be discriminated against for wearing a protective mask or other personal protective gear, such as face shields, goggles, or clothes covering.
- Refrain from stigma and/or discrimination associated with COVID-19.
- Continue to focus on equity and access in five critical areas:
 - a. Nutritious meals
 - b. Appropriate technology
 - c. Language accessible learning options
 - d. Mental health supports
 - e. Community resources to ensure basic needs are addressed

Human Resources

- Engage employees on COVID-19 plans and provide necessary training and accommodations, and work collaboratively with representatives of labor groups.
- Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.

- Develop and provide staff training or utilize state-provided training on disinfecting frequency, and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations.
- Provide training for staff who use specialized hazardous chemicals for cleaning.
- Provide confidentiality around health recording and reporting.
- Provide training on trauma-informed practices and suicide prevention.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns.
- Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks), or who cannot safely distance from household contacts at higher risk, by providing options such as telework or negotiated change in classification or duties.
- If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.
- Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.

COVID-19 Monitoring, Testing, and Reporting

- Students identified with COVID-19 one or more symptoms are to be reported to a designated school staff, separated from the school population by campus supervision and escorted to the isolation room until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 911 without delay.
- Contact thermometers should only be used when a fever is suspected and if appropriate PPE can be used (face mask, eye protection, and disposable gloves).
- The secretary or a designated school staff is to use existing procedures to contact the parent or guardian and request a school pick up. It is very important for all student emergency contact information to be current.
- If transportation is not immediately available, the school staff will hold the student in isolation for the remainder of the school day. The school staff will provide a resting place for the student.
- A designated school staff may arrange transportation to a healthcare setting, if necessary.
- A designated school staff will file necessary forms, per existing procedures for return of the possible COVID-19 infected student to a parent or guardian.
- School Administrators should report any confirmed cases of COVID-19 to the Safety Manager.
- School Administrators are to notify the SCCPH immediately of any positive COVID-19 case by emailing coronavirus@phd.sccgov.org and calling 408-855-4214.

- Per California Public Health Directive: Reporting Details of Positive Cases, Required COVID-19 Case Reporting By Schools (January 14, 2021): “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).) 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.”
- All staff and families in the school community must be notified of any positive COVID-19 case while maintaining confidentiality, as required by state and federal laws.
- The CDPH recommends routine testing for all staff. Testing is now widely available at testing sites and through healthcare providers. In addition, ESD is investigating options to provide routine testing at a designated site(s).

Positive Test Results

- Students and staff are required to get tested as soon as possible after they develop one or more COVID-19 symptoms, or if one of their household members or non-household close contacts tests positive for COVID-19.
- Parents/guardians and staff are required to notify school administration immediately if a student or staff tests positive for COVID-19, or if one of their household members or non-household close contacts tests positive for COVID-19.

Negative Test Results

- Symptomatic students or staff who test negative for COVID-19 are to remain home until at least 48 hours after resolution of fever (if any) and improvement in other symptoms.
- Asymptomatic non-household close contact to a COVID-19 case will remain at home for a total of 10 days from the date of last exposure, even if they test negative.
- Asymptomatic household contacts should remain at home until 10 days after the COVID-19 positive household member completes their isolation period.

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.

When a Cluster or Outbreak is Being Investigated at a School

- When either a school or local health department (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).
- The 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.
- If an outbreak investigation occurs, the involved school(s) will notify parents/guardians and affected school staff members of a cluster/outbreak investigation related to the school(s) and encourage them to follow public health recommendations. The school(s) will follow additional directions per the CDPH guidelines and local public health department.

Media Inquiries

Please have all COVID-19 media inquiries forwarded to Johanna Villareal jvillareal@eesd.org, at the District Office. All inquiries will be shared with the Superintendent.

VENTILATION MEASURES

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

- To include circumstances where the amount of outside air needs to be minimized due to other hazards, such as heat and wildfire smoke.
- Determining how the ventilation system will be properly maintained and adjusted.
- Determining if it is possible to increase filtration efficiency to the highest level compatible with the existing ventilation system.
- The District has contracted with Pacific West energy management company to install ionizers on every HVAC unit in the district. These will increase air filtration in all occupied spaces.
 - [View the informational video.](#)
 - [View product specifications.](#)
 - [Access study results from using this product.](#)
- The District will upgrade building air filters to the highest efficiency possible, pending availability and as recommended by the CDC. Adding the ionizers to the existing MERV 8 Systems will filter the air to a level of MERV 16+ without any added wear and tear to the HVAC unit itself. Any new HVAC units installed will have MERV 13 filters with the ionizers. This chart shows the air filtration efficiency. Testing has proven that existing MERV 8 combined with ionization achieves >MERV 13 filtration near HEPA levels.

% of Virus Controlled Based on Technology

MERV Rating	Filter Only	Filter + Ionization
6	6.2%	34%
7	7%	61%
8	11%	84%
10	12%	89%
13	46%	97%
15	71%	99%
16	76%	99.90%
17 (HEPA)	99.9%	99.99%

Image: Filtration performance from EPA study “Transmission of Viruses in Indoor Air”. Ionization improvements based on independent tests by Blue Heaven Labs & the National Research Council of Canada. Source: [Pacific West](#)

- The District shall ensure all HVAC systems operate on the mode which delivers the maximum fresh air changes per hour, including enabling settings that provide constant outside air ventilation. HVAC air filters shall be changed at the recommended intervals.
- All locations with functioning windows and doors shall be encouraged to keep windows and doors open depending on weather, temperature, or air quality conditions.
- If an occupied space is unable to have proper ventilation, due to power outage or mechanical failure of the HVAC system the following actions shall be taken in order until the situation is corrected.
 - Open windows and door(s) to increase ventilation and airflow.
 - Bring in fan(s) to increase ventilation and airflow placed to push air out of the room.
 - Relocate students and staff to a different area where there is appropriate ventilation and airflow. To minimize the risk of waterborne illnesses, the following steps recommended by the CDC have been taken to ensure that all water systems and features (e.g. sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown.

FREQUENTLY ASKED QUESTIONS

These frequently asked questions and answers summarize and distill the majority of the questions the District Office has received to date. This page will be updated often. Please remember, all of our plans for reopening our schools are subject to the guidance/orders of Santa Clara County Public Health Department, California Department of Public Health, local guidance from SCCOE, California Department of Education, to name a few, and all working conditions are subject to collective bargaining with our labor partners. The staff FAQs have been posted on the staff information webpage, and will also be updated frequently. Thank you for your patience and understanding.

PLANNING FOR IN-PERSON LEARNING & CURRENT STATUS

What guidance is Evergreen School District consulting as it considers reopening schools?

The Evergreen School District's Return to In-Person Learning Plan is based on the following goals: to develop a robust teaching and learning plan that addresses keeping students and employees safe, returning to in person learning under various circumstances, adapting our learning environment to various circumstances, and creating an equitable learning environment for all students under any circumstance.

The Guiding Principles used in this process are:

Health and Safety: Adhere to public health orders and rely on guidance and recommendations from public health officials.

Flexibility: Provide reasonable accommodations to individual students, families, and employees in response to their unique situations.

Students' Social Emotional Well-being: Support the social and emotional well-being of our students, staff, and community.

Learning: Provide high-quality instruction aligned with California State Standards.

ESD will continue to work closely with regional officials in determining when and how to return to in-person learning. Guidelines that will influence our return to in-person learning plans include:

- [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, January 14, 2021](#)

- [Criteria and Processes for School Reopenings Under the Blueprint for a Safer Economy Framework](#)
- [CDC-California K-12 Schools Guidance Crosswalk, February 16, 2021](#)
- [CDC Operational Strategy for K-12 Schools through Phased Mitigation, February 12, 2021](#)
- [Cal/OSHA COVID-19 Prevention Emergency Temporary Standards, December 1, 2020](#)
- [CDPH Guidance Related to Cohorts, September 4, 2020](#)
- [Cohort Guidance FAQ, September 4, 2020](#)
- [COVID-19 Prepared: Reopening Santa Clara County K-12 Schools for the 2020-2021 School Year](#)
- [Current Santa Clara County Public Health Guidance for TK-12 School District Superintendents, School Boards, And Other School Administration Leaders.](#)

What is the status of returning ESD schools to in-person learning?

On March 17, 2021, the ESD Board of Trustees approved the district’s in-person learning plan, which has now been sent to the California Department of Public Health and Santa Clara County Department of Public Health for their review and approval. Assuming that the district receives this approval, our schools will return to in-person learning on April 19, 2021.

Have ESD teachers and staff had access to vaccinations?

On February 28, 2021 the Santa Clara County Department of Public Health expanded vaccination access to workers who reside in Santa Clara County in the following industries: education and childcare, food and agriculture, and emergency services. The District continues to work with the Santa Clara County Department of Public Health to reserve appointments for ESD employees, and at this time, all employees have had access to vaccinations.

HEALTH & SAFETY

What will be done to promote physical distancing?

Utilizing signage and pathway markers, ESD will encourage physical distancing throughout the day. Schedules are developed to reduce numbers of students in common areas during breaks, lunches, and to reduce large gatherings. Classrooms will utilize space by spreading desks and tables around the room, as well as using vacant classrooms and outdoor spaces, as available.

What precautions will be taken for ensuring the disinfection of surfaces on buses?

Disinfecting of buses and implementing protocols will ensure the health and safety of students that utilize District transportation. Windows or roof ventilation will be open to maximize ventilation during transport. Students may sit with siblings or members of the same household.

Will there be changes to the arrival/departure procedures?

Per County Health Department requirements, drivers are to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child. All adults entering the campus for in-person pick-up or drop-off must wear a face covering and stay outside of the designated areas where only students and staff are permitted.

Will schools review hygiene with students?

Hygiene practices will be reviewed regularly with students. ESD will teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. ESD added hand sanitizer stations to high traffic areas on all campuses.

What measures will be implemented on campus to ensure the safety of staff and students?

ESD will take essential actions to create a physical environment that promotes student and staff safety through established protocols and procedures, including mask wearing, social distancing, self-screening, and following procedures for known positive COVID-19 infections and close contacts. These will include daily disinfection of areas used by students and staff, and focus on high-touch surfaces such as door handles and restrooms during the day.

What is the status of indoor air quality and ventilation for our classrooms? Will the district improve the ventilation situation for the classrooms?

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

- To include circumstances where the amount of outside air needs to be minimized due to other hazards, such as heat and wildfire smoke.
- Determining how the ventilation system will be properly maintained and adjusted.
- Determining if it is possible to increase filtration efficiency to the highest level compatible with the existing ventilation system.

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 - Open windows and door(s) to increase ventilation and airflow.
 - Bring in fan(s) to increase ventilation and airflow placed to push air out of the room.

- Relocate students and staff to a different area where there is appropriate ventilation and airflow. To minimize the risk of waterborne illnesses, the following steps recommended by the CDC have been taken to ensure that all water systems and features (e.g. sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown.

What happens if a student comes to school ill?

Students identified with COVID-19 symptoms are to be reported to a designated school staff, separated from the school population by campus supervision and escorted to the isolation room until they can be transported home or to a healthcare facility, as soon as practicable.

What happens if a staff member or student tests positive? Will the school be closed for 14 days? Is there a procedure in place for quarantining in the event that a person on campus tests positive or in the case that a family member of a student or staff personnel tests positive?

ESD will follow the SCCPHD guidelines for closures, beginning with notification to families and staff members. There is not a predetermined blanket answer. Each scenario has different circumstances that could affect ability to trace likely contacts. The SCCPHD will assist in the process.

I would like my student to return to in-person learning; however, I am also worried he/she may contract COVID-19. What assurances do I have as a parent that every precaution will be taken to ensure my child's safety specific to this virus?

The safety of the students and staff is our highest priority. Please review the [ESD COVID-19 School Guidance Checklist](#) and [ESD COVID-19 Prevention Plan](#) for more information about the measures we will be taking to reduce infection risk. ESD continues to monitor, adjust, and follow CDPH and SCCPHD guidelines and orders to ensure safety. Health and COVID-19 safety measures that must be followed while learning on campus include:

- Required use of masks except when eating or drinking
- Physical distancing of 6 feet at all times
- Frequent hand washing or use of hand sanitizer
- Stable student cohorts that do not mix

Does the District require COVID testing for staff and students?

The guidelines at this point from the CDC do not require COVID testing for students before attending school, however, it is strongly encouraged. The CDPH recommends routine testing for all staff. Testing is now widely available at testing sites and through healthcare providers. In addition, ESD is investigating options to provide routine testing at a designated site(s).

Even After Receiving a Vaccine...

continue best practices for infection prevention *and* monthly testing.



How often will the classrooms be cleaned?

The classrooms and all school and district facilities will be disinfected at the end of each day, and will have more enhanced cleaning on the day (Wednesdays) that students are not on campus. Restrooms will be cleaned throughout the day as needed. Students will be eating with their cohort of fellow students either in their classroom or outside their classroom, but not in the cafeteria as congregate gatherings do not comply with guidance from Public Health. Drinking fountains will be cleaned and sanitized regularly but staff and students will be encouraged to bring their own water to minimize the use and touching of water fountains. Automated water bottle hydration stations have been installed at most sites and we will have them at all sites by Summer of 2021. All water fixtures will be turned on and allowed to run so that the water system will be flushed and replaced with fresh water.

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 local health department. 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 local health officer 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 local health officer. 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.

When 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 local health department

What are the 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 a 14-day period and in consultation with the local health department.

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

Local Education Agencies (LEAs) may typically reopen after 14 days, in consultation with the local health department.

FOOD SERVICES

What precautions will be taken for issuing food services on campus? What meal options will be provided for online learners?

As we consider school scheduling, we will be considering whether lunchtime will occur on campus or when students are at home. Should our final scheduling and plans include lunchtime on campus, then staggered lunch times will be developed through the site-specific logistic planning to reduce the number of students. Hand sanitizer stations will be located near food service areas to support personal hygiene. If lunch will be offered on campus, lunch options will be limited and students will eat in classrooms or outside.

We will continue to offer Grab & Go Meals for students in distance learning, and, if needed, for students in hybrid learning, if lunch will not be offered on campus.

What will lunch and recess look like?

School schedules are currently under consideration, and we will be determining whether lunch will be incorporated into the schools' schedules. The school sites will provide families with information about the finalized schedule, including instructions about lunch or nutritional breaks. The school schedules will be adjusted to reduce the numbers of students in common areas during breaks, lunches, and reduce large gatherings. Markings to indicate spacing for any area where students may line up such as the lunch area are in place.

Recess times will be staggered throughout the school day.

- Students may be assigned playground areas to keep them apart from other stable classroom groups. Students must remain in the same groups during recess, no mixing of groups.
- Staff and/or administration must monitor and supervise students during recess.
- Social distance be maintained between all students and between students and staff, to the extent possible.
- Face coverings must be worn by all students and staff.
- No sharing of equipment, such as balls and jump ropes.
 - If shared equipment is used, cleaning will be done between use.
- For playground use students will wash their hands before and after and be monitored for social distance.
- Equipment should be cleaned between use, or at least once daily.

ATHLETICS & ENRICHMENT

Will sports and extra-curricular activities be permitted for the 2020-21 school year?

Students have the option to participate in on-campus sports and extracurricular activities as available. [Please reference Athletics information for additional details.](#)

Will music be provided in either on-campus or virtual options?

Music classes are currently taking place virtually. While in-person music classes are approved within current SCCPHD guidelines, adjusting the schedule with two different cohorts might not be feasible. Likely, music classes will remain virtual. However, ESD continues to monitor developments and adjust accordingly.

Will ESD's continue to provide its enrichment program after schools return to in-person learning?

ESD's popular enrichment program will continue to be offered to all students in a virtual format for the remainder of the 2020-21 school year.

COVID-19 EXPOSURE & ATTENDANCE

Will truancy limits (10 percent of missed days) remain the same in event that a student is sent home for a minimum of 14 days due to COVID-19 exposure?

An absence of this type will not count towards truancy. Students with needs for extended absences will participate in distance learning.

What happens to learning and teaching if an entire classroom or school needs to close?

The teachers and students would transition into an online learning model. ESD will have a plan and teacher training in place for this scenario.

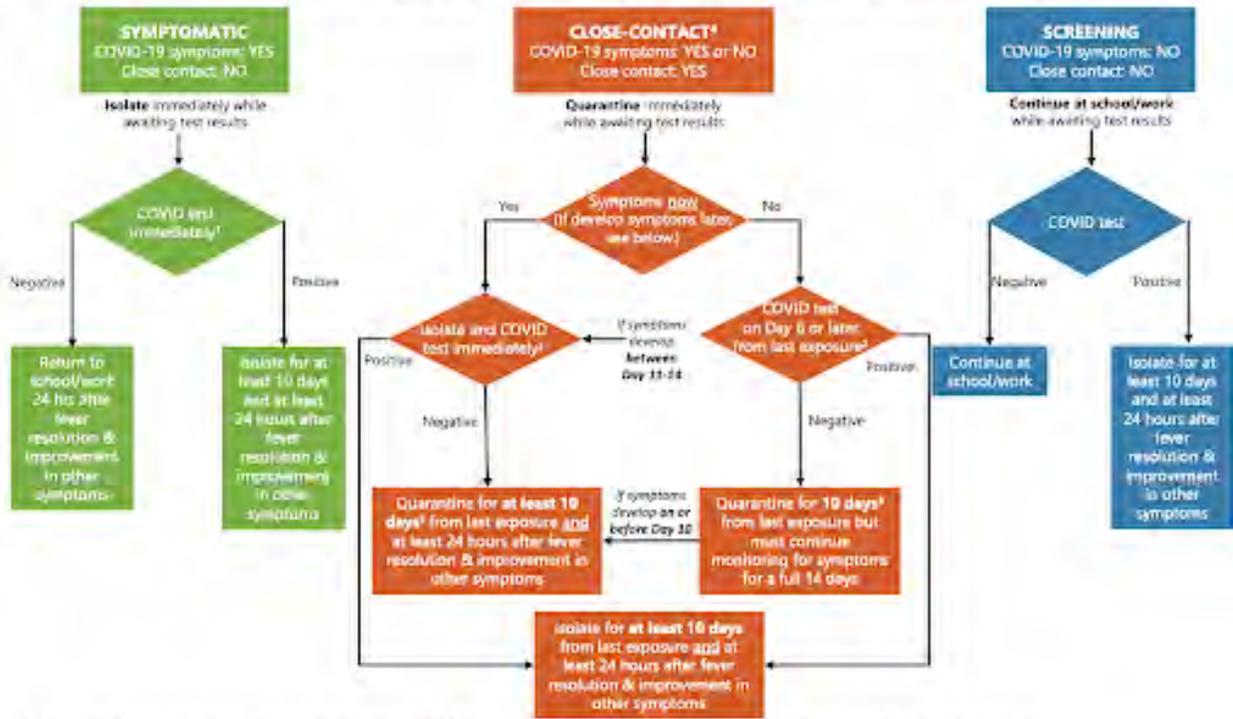
What if a family member that lives in the same home with a student or staff member that tests positive for COVID?

Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing. Additional required steps are outlined in the [Santa Clara County Department of Public Health's Test Result Decision Tree: Isolation and Quarantine Recommendations While Awaiting and After Receiving COVID-19 Test Results](#), as shown in the image on the next page.

TEST RESULT DECISION TREE

Isolation and Quarantine Recommendations While Awaiting and After Receiving COVID-19 Test Results

NEW - Fully vaccinated individuals may not be required to quarantine, if they meet certain conditions. See [sccstatehhsme.org](https://www.sccstatehhsme.org) for more info.



1. If not tested, obtain medical note (explaining why not tested) OR follow instructions for positive case. Fully vaccinated individuals must be tested if symptomatic.
 2. If test done earlier than 5 days after last exposure to case, repeat testing towards the end of the quarantine period. If not tested, quarantine for 10 days.
 3. If person is household contact and is continuously exposed, quarantine starts once the case's isolation period ends and continues as directed above.
 4. Individuals who have been fully vaccinated may not need to quarantine if they meet certain conditions. See [sccstatehhsme.org](https://www.sccstatehhsme.org) for more information.

2.28.2021

Will students sent home due to COVID-19 exposure move to the distance learning program temporarily until it is safe for them to return, or permanently?

These students will be enrolled in the distance learning program and then return to the in-person hybrid cohorts once they are no longer infectious.

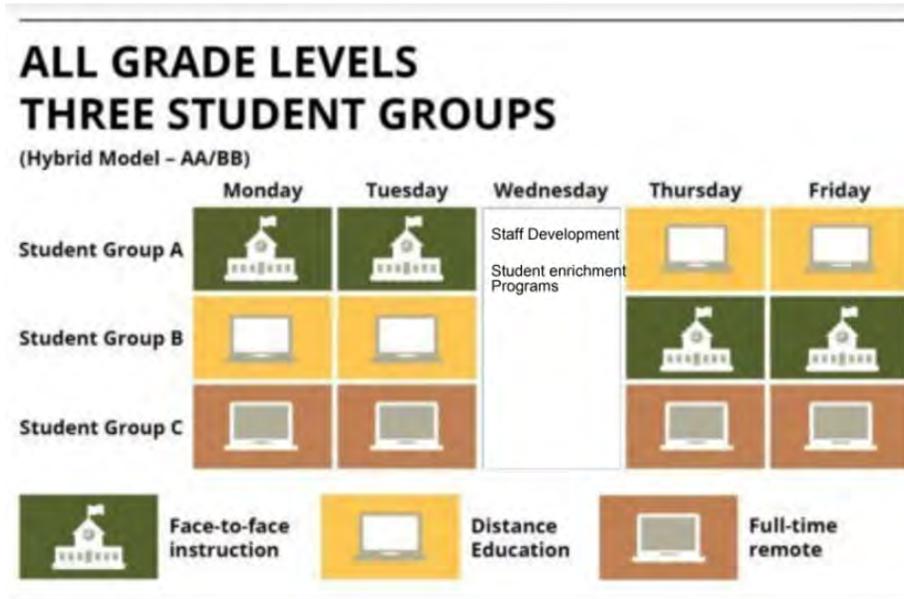
LEARNING MODEL & TEACHER ASSIGNMENTS

When the time comes and a family has to choose an option, will a family's/student's choice be for a month, semester/trimester or for the year?

The commitment would be for the remainder of the 2020-21 school year.

Will my child be assigned to the same teacher for in-person learning?

To minimize disruptions to student learning, to the greatest extent possible, each school site will ensure that students will remain with their currently assigned teacher(s) whether they are in in-person learning or distance learning. However, exceptions may occur, and your school site will contact you if your child is assigned to a different teacher.



If I select a full Distance Learning program option as my preference for my child, will I lose placement at my current homeschool?

No. Students will be guaranteed a spot in their assigned neighborhood school for the 2021-22 school year.

Is ESD providing childcare options for parents?

The ESD does not provide childcare. Childcare is provided at school sites by outside contractors, Champions and YMCA. Please contact these providers if you have any questions about childcare. For more information about Champions, which is based at Cedar Grove Elementary, visit the [Champions website](#). For more information about the East Valley YMCA, which is based at Silver Oak Elementary, [see this YMCA webpage](#).

Will classroom volunteers be allowed on campus?

Initially, volunteers on campus will not be permitted. At some point, ESD would like to have volunteers and will be monitoring safety regulations to welcome volunteers back to the school. The ESD community is working together to prevent illness and reduce the number of people on campus for physical distancing.

What would be the maximum number of kids allowed per class?

The maximum number of students per class is dependent upon the size of the classroom and the six feet of required social distancing between students and teachers. For this reason, class size may vary from class to class.

REFERENCES & RESOURCES

[COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, January 14, 2021](#)

[Criteria and Processes for School Reopenings Under the Blueprint for a Safer Economy Framework](#)

[CDC-California K-12 Schools Guidance Crosswalk, February 16, 2021](#)

[CDC Operational Strategy for K-12 Schools through Phased Mitigation, February 12, 2021](#)

[Cal/OSHA COVID-19 Prevention Emergency Temporary Standards, December 1, 2020](#)

[CDPH Guidance Related to Cohorts, September 4, 2020](#)

[Cohort Guidance FAQ, September 4, 2020](#)

[COVID-19 Prepared: Reopening Santa Clara County K-12 Schools for the 2020-2021 School Year](#)

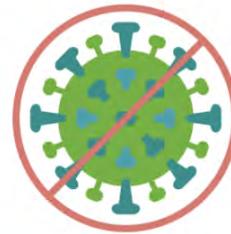
[Current Santa Clara County Public Health Guidance for TK-12 School District Superintendents, School Boards, And Other School Administration Leaders](#)

COVID-19 Prevention Plan

The California Department of Public Health (CDPH) developed a new framework (published on January 14, 2021) to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. This framework supersedes the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020) guidance.



[Evergreen School District 2021
COVID-19 School Guidance
Checklist](#)



[Evergreen School District
COVID-19 Exposure Prevention
Plan](#)

California's Safe Schools for All

Plan provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis.



[CA Safe Schools for All](#)