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

ORANGE UNIFIED SCHOOL DISTRICT
ORANGE, CALIFORNIA
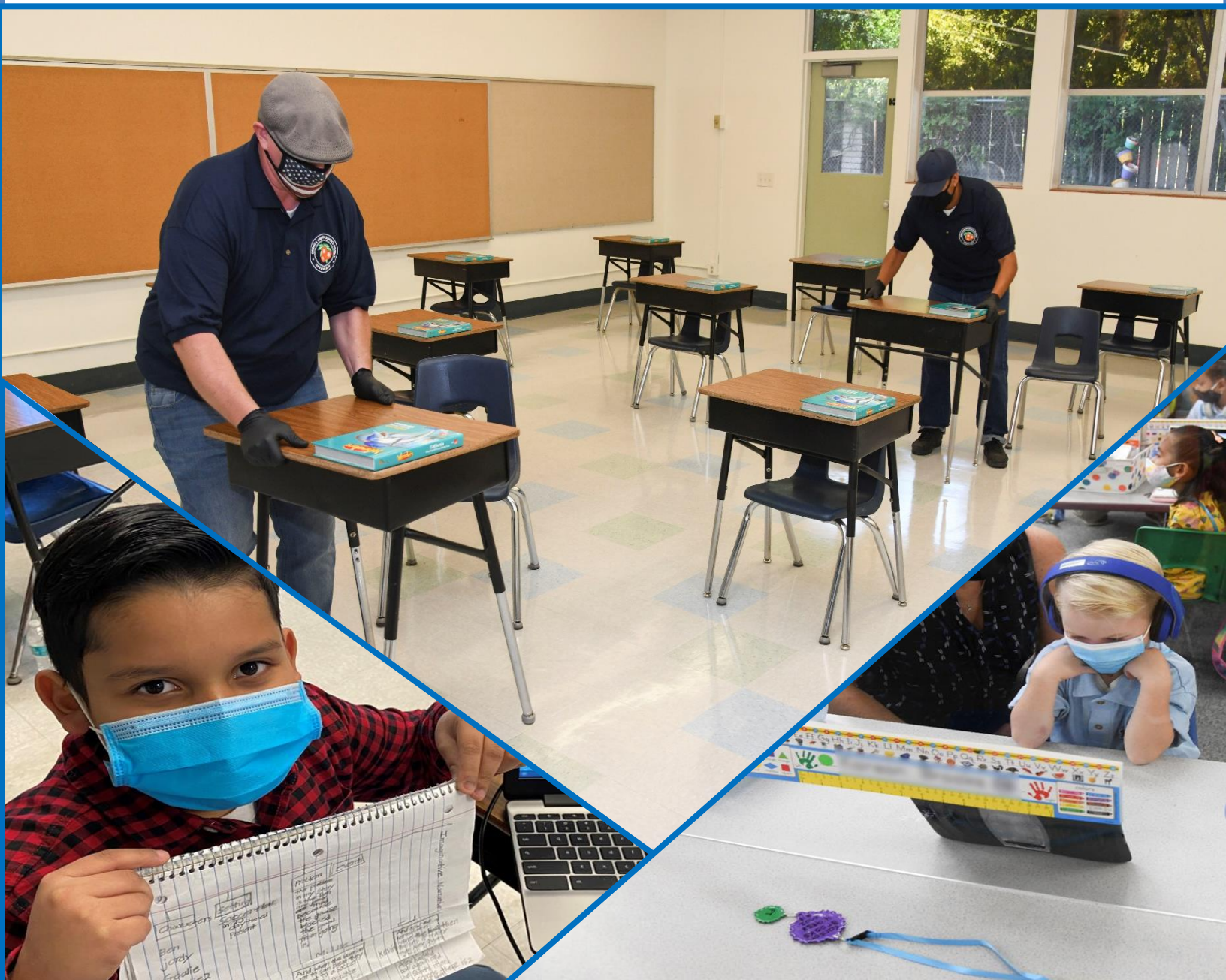
February 1, 2021
Orange Unified School District
1401 North Handy Street
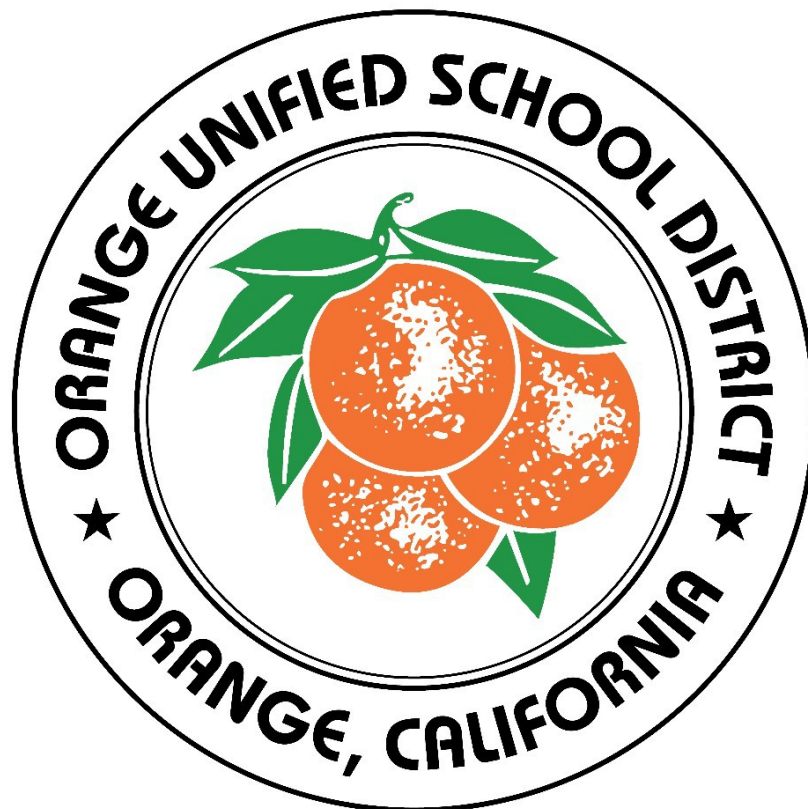Orange, CA 92867
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Orange Unified School District

COVID-19 Prevention Plan (CPP)

CCR Title 8, § 3205

1401 N. Handy St.

Orange, CA 92867

(714) 628-5390

COVID-19 Prevention Program (CPP)
Orange Unified School District

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

Date: December 9, 2020

Authority and Responsibility

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

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

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A:** Identification of COVID-19 Hazards form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, Centers for Disease Control (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), Orange County Health Care Agency (OCHCA) and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B:** COVID-19 School Site Hazard Assessment, COVID-19 Non-School Site Hazard Assessment, or COVID-19 Nutritional Services Hazard Assessment as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

- Reaching Memorandum of Understandings with employee associations covering the reopening of school.

- Creating a Reimagining Schools Task force, which provided a forum for input regarding the Districts Safety and Health Driven Reopening Plan. The Reimagining Schools Task force included representatives from all employee groups.

- Posting the COVID-19 Site Hazard Assessments at individual sites in a public location. Employees and their authorized employees' representatives are encouraged to communicate directly with their site administrator regarding any potential safety hazards.

Employee screening

Employees are required to self-screen daily (prior to leaving your home for work) for COVID-19 symptoms See **Appendix E**, which adheres to the CDC guidelines for self-screening. In addition, District wide COVID-19 testing is being conducted on a regular basis.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices, or procedures will be documented on the **Appendix B**: COVID-19 School Site Hazard Assessment, COVID-19 Non-School Site Hazard Assessment, or COVID-19 Nutritional Services Hazard Assessment form, and corrected in a timely manner.

Reports of threats to life, health and safety will be addressed based on the severity of the hazard in accordance with the provisions of the respective Collective Bargaining Agreements and applicable District Policies.

Timely corrections of the above will be mitigated/addressed by the appropriate staff and documented to ensure that proper mitigation measures were taken.

Control of COVID-19 Hazards

Physical Distancing

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

- Reducing the number of persons in an area at one time, including visitors.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
- Staggered arrival, departure, work, and break times.
- Using video or telephonic meeting platforms.

In areas where six feet distancing cannot be achieved, the use of sneeze guards/plexiglass partitions will be implemented. Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the CDPH or local health department. To the extent practicable supplies will be made available to employees. Employees receive three cloth face coverings and access to disposable face coverings at their respective sites. Employees are provided training on CDC guidelines for the storing and washing of cloth face coverings, see Appendix F.

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

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the

unmasked employee is tested at least twice weekly for COVID-19.

Engineering controls

OUSD has placed sneeze guards/plexiglass in areas where physical distancing cannot be achieved. Sneeze guards/plexiglass have been placed in high traffic areas, especially those visited by students and the community.

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

- Installing/replacing filters on a triannual basis and immediately after a hazard, such as wildfire smoke.
- Performing routine maintenance on a quarterly basis.
- Ensuring filtration efficiency including the filters and equipment have been set to the highest level compatible with the existing ventilation system.

Cleaning and disinfecting

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

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.
- Acquiring additional custodial staff and outsourcing services as needs arise.

Should we have a COVID-19 case in our workplace, we will implement the following procedures: When possible and applicable the area will not be used (for a period of 24 hours) until it is cleaned and disinfected, using EPA approved chemicals proven to eliminate COVID-19. Custodial, Maintenance, and Operations Staff are trained by our vendors on the proper use and application of COVID-19 eradication chemicals. Where applicable, staff are provided medical clearance and training on the use of N95 masks.

Shared tools, equipment and personal protective equipment (PPE)

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

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by cleaning/sanitizing staff and/or by the employee. All employees are provided the materials and training to clean and disinfect their personal work areas and high touch items.

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

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities at all sites and created a matrix to determine the need for additional portable handwashing stations at each location. The matrix is based on the total population at a site and the size of the site. For example, all elementary schools received a minimum of two portable handwashing stations while middle and high schools received a minimum four;
- Encourage and allow time for employee handwashing;
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol). Hand sanitizing stations have been added in strategic areas at all sites;
- Provide information material, verbal encouragement, and visual cues to emphasize employees washing their hands for at least 20 seconds each time.

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

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. Please reference the OUSD Respiratory Protection Program for applicable details.

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. Please reference the Draft OUSD Aerosol Transmissible Diseases Program for applicable details.

Investigating and Responding to COVID-19 Cases

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

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

- Offered COVID-19 testing at no cost during their working hours.
- Provided the information on benefits described in Training and Instruction, and in the Exclusion of COVID-19 Cases sections of this document to employees who had a potential exposure to COVID-19 in the workplace.

System for Communicating

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

- Employees should report COVID-19 symptoms and work place hazards to their immediate supervisor. Administrators and supervisors will assess the information. Once determination is made that additional guidance or assistance is required; the administrator/supervisor will contact Human Resources or Risk Management for assistance.
- Employees can report symptoms and hazards without fear of reprisal.
- Procedures for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness through the interactive process.
- Where testing is not required, employees can access COVID-19 testing through District employee COVID-19 testing events and community testing sites hosted through the Orange County Health Care Agency.
- In the event testing is required due to a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - o COVID-19 is an infectious disease that can be spread through the air.

- o COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - o An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Training is provided to staff on an online platform, requiring staff to log-in with an individualized identifier. The system provides a series of videos followed by a quiz section. If the employee does not meet the minimum, passing grade of 80%, they are required to retake the training. Most videos are available in other languages such as Spanish. The system tracks employee trainings and provides weekly reminders of new or missing assignments.
- OUSD is using the Informed K12 platform to provide additional information to staff on COVID-19 guidance such as the use of face coverings, physical distancing, social and emotional wellbeing, and Cal/OSHA regulations.
- See **Appendix D:** COVID-19 Employee Mandatory Trainings

Exclusion of COVID-19 Cases

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

- Ensuring that COVID-19 cases are excluded from the workplace until return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace after the last known COVID-19 exposure to a COVID-19 case in accordance with guidance provided by CDPH.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by providing access to all statutory benefits and leaves in which a person may be eligible.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

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

19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.
- The District has created an online COVID-19 Dashboard that identifies confirmed COVID-19 cases on school campuses and at OUSD facilities.

Return-to-Work Criteria

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

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Gunn Marie Hansen, Ph.D., Superintendent of Schools

Appendix A: Identification of COVID-19 Hazards

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

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

Person conducting the evaluation:

Date:

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

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

COVID-19
SCHOOL SITE HAZARD ASSESSMENT
(Assessment must be shared with Risk Management and Human Resources before site re-opening)

Site/Department Name _____ Date _____

Street Address _____ City/State _____ Zip _____

○ Full Site Assessment ○ Front Office ○ Classrooms ○ Restrooms ○ Cafeteria/MPR ○ Library

○ Locker Room ○ Parking Lot ○ Playground ○ Other _____

Person Conducting Assessment _____ Title _____

Site Administrator Name _____ Site Administrator's Signature _____

This assessment is intended to be used as a guide for the safe return of staff, students, and community members to your site/department.

BUILDINGS AND EQUIPMENT						
Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Has an inspection of the facility been conducted to include: a) Signs of vagrant occupation or attempts at entry? b) Physical security (doors, fences, roof hatches, etc.) uncompromised? c) Water flow in building/s plumbing has been maintained to prevent stagnation issues? d) HVAC system is running?	X			Completed by Facilities, Maintenance & Operations during Summer Mos.		08/01/20
Has an inspection of life safety systems been conducted to include: a) AED equipment is in place and operational? b) Fire alarm is functioning? c) Emergency preparedness kit is in place?						
Deep cleaning has been completed and a plan is in place for continued applications?	X			Completed		08/01/20
Signage has been placed in strategic areas for the following COVID-19 related issues: a) Hand Washing b) Physical Distancing c) Face-Coverings/Masks (Wearing/Handling/Disposal) d) Self-Symptom Screening Checklist						

	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Provide workers with an adequate supply of materials required to clean and disinfect frequently touched surfaces of vehicles (particularly if it is shared).						

ACCESS CONTROLS

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Are control points to enter site/department defined and physical distancing markings in place where applicable?						
Are all visitors required to check-in at a designated area? Are signs posted at all entrances requiring visitors to check-in?						
Do you have an inventory of face-coverings/masks to offer employees, students, visitors, and vendors when they do not have one available?						
Are areas of frequent contact with public (such as cashier, reception area, etc.) reinforced with protective barriers for staff, such as plexiglass or sneeze guards?						
Is there a plan in place for the flow of traffic, to control and reduce the potential for exposure caused by lines and congestion of students/staff? a) Bus drop off/pick-up b) Parent drop off/pick-up c) Employee/Student/Visitor parking						

PHYSICAL DISTANCING

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Have areas with physical distancing challenges been identified? Have areas where lines form been identified? Are markings being placed to help identify physical distancing positions (ex. bus, cafeteria, classroom, restrooms, reception)?						
Is there a plan in place for addressing physical distancing (plan may include altering work/school schedules, staggering arrival/departure times)? Has this plan been shared with Transportation, Nutritional Services and other integral departments?						
Have classrooms, office, and other meeting rooms been evaluated to determine layout/seating assignments to ensure a minimum of 6 feet between staff/students? This may include reducing capacity of space, removing furnishings, and/or visually identifying seating arrangements. Does Maintenance & Operations need to address storage or moving needs?						
Has physical distancing been addressed in staff breakrooms or other shared areas? Are postings prevalent throughout the facility?						
Where necessary, are postings provided where foot traffic must travel in one direction?						

HYGIENE AND SANITATION

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Has a hygiene plan been established: includes use of sanitizing stations, disinfecting wipes, a sanitation schedule: products used, frequency of sanitation and what is to be sanitized?						
Is there active management (evaluation, planning, ordering) for increase in supplies (such as disinfecting wipes, hand sanitizer)? Does it follow District standards?						
Is there a plan for enhanced cleaning and disinfecting practices? Have these expectation been shared with Custodial staff? Is there a need to inform Maintenance and Operations of any changes?						
Are hand sanitizer, handwashing stations, or sanitizer wipe dispensers in high traffic areas, easily accessible areas such as entrances, reception areas, lobbies, near restrooms, and in classrooms?						
Are common touch point items identified (ex. door handles, switches, drawers, facet handles, markers, etc.) and plans defined to remove items or avoid or reduce touching? For example – keeping doors open during work hours.						
Does the plan include review of shared tools (ex. staplers, pencils/pens, tape dispensers, copiers, fax machines, coffee maker, microwave, & refrigerator)? Are disinfecting supplies strategically set in these areas? Are expectations for cleaning/sanitizing posted for staff/students to follow?						
Are signs posted throughout facility to wash hands (with details of proper washing techniques)? Are students taught hand-washing techniques as part of the plan?						
To avoid potential ingestion of toxic chemicals, are hand sanitizer removed from all food and beverage areas (cafeteria, break rooms)? Instead, in those areas, emphasis should be placed on hand washing.						
Is leadership conducting regular review and evaluation of the hygiene and sanitation practices to ensure compliance?						

STAFF RESPONSIBILITIES

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Have all employees completed the trainings related to COVID-19 protocols on the Keenan SafeSchools training site? a) Coronavirus Awareness b) Coronavirus: CDC Guidelines (Face-covering/masks) c) Coronavirus: Cleaning & Disinfecting Your Workplace d) Common Illness Prevention	X			Trainings have been assigned to staff through Keenan-SafeSchools		08/01/20
Have all employees completed the Integrated Pest Management (IPM) training on the Keenan SafeSchools training site for the use of disinfecting wipes/chemicals?	X			Trainings have been assigned to staff through Keenan-SafeSchools		08/01/20
Are all staff encouraged to be Physical Distancing Protocol Leaders to ensure compliance?						

Question	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Have you communicated the importance of Self-Monitoring for COVID-19 to staff? Does your staff understand the importance of reporting an absence if they feel ill, have a fever higher than 100.4 degrees, or have been in close contact with an individual who tested positive for COVID-19?						
Have you established a plan for contact tracing should a staff member or student test positive for COVID-19?						
Are staff encouraged to voice their concerns regarding their needs for Personal Protective Equipment? Are you prepared to potentially provide face-coverings/masks, face shields/goggles, gloves, and disposable gowns?						
Are updated staff responsibilities identified (such as physical distancing management, suspected COVID-19 case actions, touch-point management)?						
Have you identified the primary contact for employee questions? Additional information can be obtained by contacting Human Resources (Ext. 5519) or Risk Management (Ext. 5390)						
Are all employees provided with where to find district updates? https://orangeusd.org/resources						

STUDENT AND PARENT RESPONSIBILITIES

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Are you reviewing your new expectations for students returning to schools such as: a) Taking personal responsibility for their hygiene b) Adhering to hygiene (hand washing) and physical distancing protocols c) Wearing face-coverings/masks d) Education provided on Transportation and Nutrition rules/guidelines e) Voicing concerns or challenges to an adult						
Are you considering holding remote (ex. MS Teams, Google Meets, Blackboard Collaborate) meetings to review plans, answer questions, and provide locations for resources?						
Have you identified the primary contact for student and parent questions?						
Will students have specific requirements in order to attend classes (ex. wearing face-coverings/masks)? If so, how will they comply and also obtain assistance (ex. they do not have a face-covering/mask)						
Are parents being provided with a process (actions, communication) when a COVID-19 case is suspected or confirmed at school site?						

| Will parents and students be provided with how they can find the latest updates from:
   a) School District
   b) Local Govt.
   c) State Dept. of Education
   d) Centers for Disease Control | | | | | | |

PLAN YOUR COMMUNICATIONS

Questions/Considerations	Yes	No	N/A	Action, Comment, and/or Requests	By Whom	By When
Internal: Is there a detailed communication that outlines the operational changes, responsibilities, and timelines for employees? Has this been shared with Cabinet Members and/or any other pertinent staff?						
Internal: Does communication include: when to stay home, basics of COVID-19 (awareness, symptoms), requirements while at work (procedures, face-covering/masks, gloves, distancing), requirements for managing visitors, procedures for suspected COVID-19, and where to find detailed operational information?						
External: Prior to reopening, is communication provided to students and parents through a public press release or using the schools communication process?						
External: Does communication include at a minimum: opening plan, student requirements, actions being taken prior to return, actions planned to reduce exposures during operations, role of parents and resources (such as CDC or Local Govt. information), and contact information?						
Is there a plan for responsibilities, procedures, and communication of potential COVID-19 cases? Does the plan follow district, local, state requirements?						
Have you engaged your vendors (Social Workers, Contractors, MOU Contractors, Consultants, Police, and SCC) in your social distancing requirements?						

Appendix C: Investigating COVID-19 Cases

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

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

Date:

Name of person conducting the investigation:

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

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	**Date:**		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	**Date:**		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Employee Mandatory Trainings

Common Illness Prevention (Full Course)		Begin Date 01/01/2020	Days until Due 60	Days until Expired 60
All Positions	All Locations	Mandatory Training		

Coronavirus Awareness (Full Course)		Begin Date 01/01/2020	Days until Due 60	Days until Expired 60
All Positions	All Locations	Mandatory Training		

Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)		Begin Date 01/01/2020	Days until Due 60	Days until Expired 60
All Positions	All Locations	Mandatory Training		

Coronavirus: Cleaning and Disinfecting Your Workplace (Full Course)		Begin Date 01/01/2020	Days until Due 60	Days until Expired 60
All Positions	All Locations	Mandatory Training		

IPM for Teachers and Office Staff (Full Course)		Begin Date 01/01/2020	Days until Due 60	Days until Expired 60
All Positions	All Locations	Mandatory Training		

OUSD Employee Self-Health Daily Check

BEFORE ARRIVING TO WORK, conduct a daily self-health check by screening for a fever and other COVID-19 symptoms.

The CDC advises that if you are feeling unwell or exhibiting any of the symptoms listed below, **you do not report to work**. Call and report your absence to a supervisor. It is also advised you contact your healthcare provider.

Currently the CDC has identified the following symptoms of COVID-19:

- ✓ Fever or chills
- ✓ Cough
- ✓ Shortness of breath or difficulty breathing
- ✓ Sore throat
- ✓ Muscle or body aches

- ✓ Nausea or vomiting
- ✓ Congestion or runny nose
- ✓ Headache
- ✓ Fatigue
- ✓ New loss of taste or smell
- ✓ Diarrhea

CDC Centers for Disease Control and Prevention

Coronavirus Disease 2019 (COVID-19)

MENU >

# How to Store and Wash Masks

Updated Oct. 28, 2020   Print

Store your cloth mask properly and wash it regularly to keep it clean. Consider having more than one mask on hand so that you can easily replace a dirty mask with a clean one. Make sure to remove your mask correctly and wash your hands after touching a used mask.

Store your mask

Store wet or dirty masks in a plastic bag

If your mask is wet or dirty from sweat, saliva, make-up, or other liquids or substances, keep it in a sealed plastic bag until you can wash it. Wash wet or dirty masks as soon as possible to prevent them from becoming moldy. Wet masks can be hard to breathe through and are less effective than dry masks.
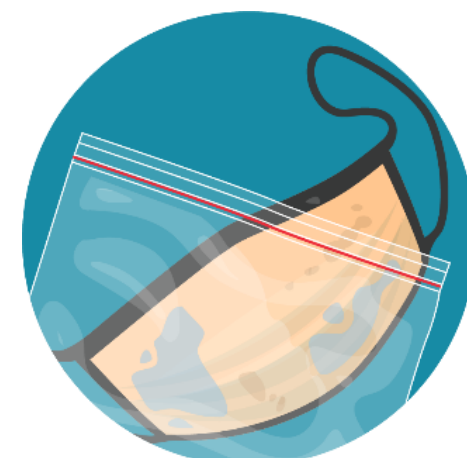
Store masks that are not wet or dirty in a paper bag

You can store your mask temporarily to reuse later. Remove your mask correctly and wash your hands after touching a used mask. Keep it in a dry, breathable bag (like a paper or mesh fabric bag) to keep it clean between uses. When reusing your mask, keep the same side facing out.

If you are taking off your mask to eat or drink outside of your home, you can place it somewhere safe to keep it clean, such as your pocket, purse, or paper bag. Make sure to wash or sanitize your hands after removing your mask. After eating, put the mask back on with the same side facing out. Be sure to wash or sanitize your hands again after putting your mask back on.

Wash your mask

Wash your cloth mask whenever it gets dirty or at least daily. If you have a disposable face mask, throw it away after wearing it once.

Using a washing machine

- Include your mask with your regular laundry.
- Use regular laundry detergent and the appropriate settings according to the fabric label.

By hand

- Wash your mask with tap water and laundry detergent or soap.
- Rinse thoroughly with clean water to remove detergent or soap.

Dry your mask

Dryer

- Dry your mask completely in a warm or hot dryer

Air dry

- Hang your mask in direct sunlight to dry completely. If you cannot hang it in direct sunlight, hang or lay it flat and let it dry completely.

More Information

Considerations for Wearing Masks

How to Wear Your Mask

How to Wash Your Mask

How to Make Your Own Mask Video

ASL Video Series: Easy DIY Mask

How to Make Your Own Mask Video (Spanish)

COVID-19 School Guidance Checklist

Guidance

Checklist

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives

CDPH
California Department Of
PublicHealth

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent:

Orange Unified School District

Number of schools:

39

Enrollment:

24,086

Superintendent (or equivalent) Name:

Dr. Gunn Marie Hansen

Address:	**Phone Number:**
1401 N. Handy St.	714-628-4479

City	**Email:**
Orange	superintendent@orangeusd.org

Date of proposed reopening:

September 28, 2020

County:

Orange

Current Tier:

Purple

(please indicate Purple, Red, Orange or Yellow)

Type of LEA:	**Grade Level (check all that apply)**				
K-12	X TK	X 2nd	X 5th	X 8th	X 11th
	X K	X 3rd	X 6th	X 9th	X 12th
	X 1st	X 4th	X 7th	X 10t	

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate >=25/100,000 individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

| X | I, Gunn Marie Hansen, Superintendent, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH Guidance on Schools. For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team. |

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

| X | **Stable group structures (where applicable)**: How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group. |

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

Our stable elementary cohort groups have been successfully implemented since late September with no return to virtual only instruction of our school sites due to COVID outbreaks.

At our elementary sites Pre-School and TK-6th grade, students have the choice to be in person, virtual only, or hybrid (half day in person). Teachers are conducting live synchronous instruction which means they are teaching the students in front of them while also teaching those virtually at home. For the 60% of students who have elected to be on campus, they are in stable cohorts. Each cohort is assigned to a single teacher and no more than 24 students are in these cohorts (cohort size is dependent on social distancing requirements and the number of students that can safely be housed in their assigned classroom with social distancing measures). Our current instructional model does have paraprofessional instructional coaches that also supervise stable cohorts for asynchronous instructional time (typically at the end of the instructional day). Currently, ten students is the minimum in our stable cohort groups (in some of our specialized programming). During unstructured time such as recess and/or lunch, students maintain their stable cohorts and play in sectioned off areas of their playgrounds and lunch tables areas (lunch tables and any shared spaces are sanitized between student groups). Starting times, ending times and lunches have also been staggered to reduce any contacts between cohorts, typically TK-1st, 2nd-3rd and 4th-6th ingress, egress, recess and lunch at similar times in their separated cohort groupings.

If you have departmentalized classes, how will you organize staff and students in stable groups?

Our stable secondary (departmentalized) groups have been successfully implemented since early to mid October with no return to virtual only instruction of our school sites due to COVID outbreaks.

At our departmentalized secondary sites 6th-12th grade, students have the choice to be in person or virtual only (with 60% of our Secondary students choosing the virtual only option). Teachers are conducting live synchronous instruction which means they are teaching the students in front of them while also teaching those virtually at home. For the 40% of students who have elected to be on campus, they are in stable groups. Periods have been reduces at each of the secondary schools with students only going to half of their normal classes (middle school has it is split

every half trimester and high school by quarter). Additionally, alternate lunch times were developed on each campus to keep students groups separated (one lunch is for underclassmen and a second lunch is for upper classmen). Lunch tables and any shared spaces are sanitized between student groups. Every Wednesday continues to be a virtual day for all secondary students in the district. Staff are organized in their classrooms with social distancing measures in place. Every student and staff member is behind plexiglass and students continue to rotate through their reduced number of periods each day (middle school four per day and high school three per day). Students can freely elect to go back to the virtual option should they want to at any point in the year-continuing to receive their live synchronous education from the school site according to their assigned period times.

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

For secondary schools, electives are part of the instructional day (see information in the departmentalized classes above). Elementary students normally have Visual and Performing Arts and STEM electives; however, during the COVID instructional times these electives are done exclusively via synchronous learning on the computer to avoid and chance of additional contact or mixing of cohort groups.

| X | **Entrance, Egress, and Movement Within the School**: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts. |

| X | **Face Coverings and Other Essential Protective Gear**: How CDPH's face covering requirements will be and enforced for staff and students.satisfied |

| X | **Health Screenings for Students and Staff**: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately. |

| X | **Healthy Hygiene Practices**: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students. |

| X | **Identification and Tracing of Contacts**: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19. |

| X | **Physical Distancing**: How space and routines will be arranged to allow for physical distancing of students and staff. |

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: Unlimited feet

Minimum 4 feet

If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

In limited situations where 6 feet distancing is not possible between students, specifically in lower grades, furniture is not conducive to 6 feet distancing.

| X | **Staff Training and Family Education**: How staff will be trained and families will be educated on the application and enforcement of the plan. |

| X | **Testing of Staff**: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone withCOVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence. |

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Employee COVID-19 testing will be provided on a regular basis in accordance with the California Department of Public Health (CDPH) testing guidance.

| X | **Testing of Students**: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone withCOVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence. |

Planned student testing cadence. Please note if testing cadence will differ by tier:

Orange Unified will comply with California Department of Public Health (CDPH) testing guidance and incorporate testing options for students to the current offering provided to employees through a third-party provider.

| X | **Identification and Reporting of Cases**: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with Reporting Requirements. |

| X | **Communication Plans**: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA. |

| | **Consultation**: (For schools not previously open) Please confirm consultation with the following groups |

| | Labor Organization |

Name of Organization(s) and Date(s) Consulted:

Name:

Date:

| | Parent and Community Organizations |

Name of Organization(s) and Date(s) Consulted:

Name:

Date:

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in <u>PURPLE</u>:

| X | Local Health Officer Approval: The Local Health Officer, for (state County) Plan, cases Orange. County has certified and approved the CRP on this date: . If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved. |

Additional Resources:

Guidance on Schools

Safe Schools for All Hub

ORANGE UNIFIED SCHOOL DISTRICT
ORANGE, CALIFORNIA

2020-2021 SAFETY & HEALTH-DRIVEN SCHOOL REOPENING PLAN

Guided by EDGE Focus Area 3.0: Genuine Wellness & Safety

Orange Unified EDGE
INTEGRITY · EQUITY · RESPECT · EXCELLENCE
RE-IMAGINING SCHOOLS 2020-2021

Approved by the Board of Education on July 23, 2020
This is a dynamic document that is subject to change based upon public health guidelines.

Rev. 8/5/2020

TABLE OF CONTENTS

Dear Orange Unified Community,

Per Governor Newsom's announcement on July 17, all public and private schools in California counties on the state's COVID-19 monitoring list shall suspend on-campus instruction until monitoring criteria from California Department of Public Health (CDPH) are met. According to Governor Newsom's Pandemic Plan for Learning and Safe Schools, Orange County must meet CDPH criteria before Orange Unified schools can consider resuming on-campus instruction when the 2020-2021 school year begins on August 19.

Orange Unified remains committed to the safety of our students and staff and providing a high-quality education during these challenging times. While we will are planning to begin the school year with distance learning, we are ready to reopen our sites for instruction as soon as we are permitted. Orange Unified staff has spent the past few months preparing to open schools following all CDPH, Orange County Health Care Agency, and Cal-OSHA safety guidelines. This preparation will allow us to offer full-time on-campus instruction to interested families as soon as it is safe to do so per Governor Newsom's directives. When schools reopen, CDPH guidelines for Health and Safety will be followed.

In the meantime, we are prepared to offer a robust distance learning program that includes improved access to devices and connectivity, live daily virtual teaching with students engaged in challenging curriculum and collaborative work with peers. Students with disabilities and English Learners will have access to and be supported in any of the instructional models adopted by the District.

Virtual, in-person, and hybrid options will be offered seamlessly to all students based on current health conditions in Orange County and established by the CDPH. To ensure equitable access to technology for distance learning, we will continue to have devices and internet hotspots available for check out from your school. The District will also continue to provide the community technical support through email at techsupport@orangeusd.org and by phone at (714) 628-5372. If you have any issues with your device or internet connection, please do not hesitate to contact our Technology Services Department.

We thank you for your ongoing patience and support as we navigate the fluid dynamics created by the COVID-19 pandemic. Please check the OUSD website and follow us on social media to receive our latest news and information.

Sincerely,
Gunn Marie Hansen, Ph.D.
Superintendent of Schools

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?
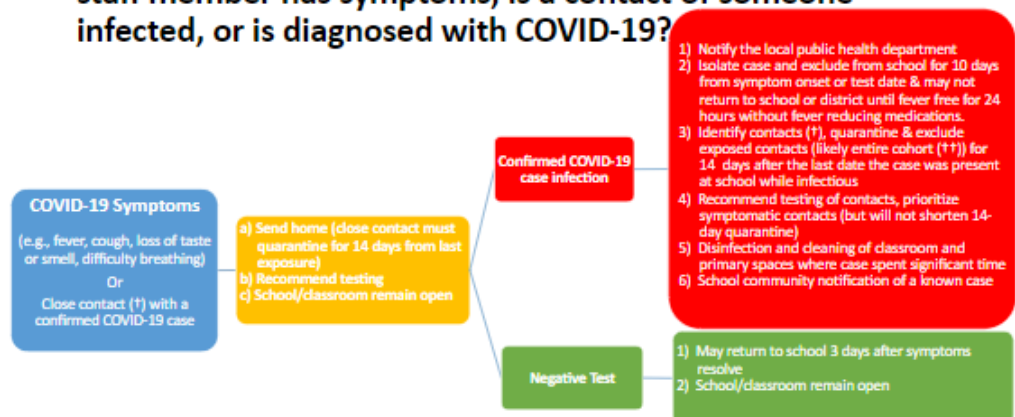
WHAT FAMILIES CAN EXPECT
AS SCHOOLS REOPEN

The health and safety of our students, staff, and families is of the utmost importance. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to new health and safety measures. This plan to reopen schools is based on current guidance from public health officials and state agencies and will be updated as the situation evolves.

It is important to note that District plans must focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, OUSD is committed - to the maximum extent possible - to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

Schools were completely cleaned and disinfected over summer break, and OUSD will continue to adhere to all necessary safety precautions. Campuses are to follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces are be cleaned regularly (e.g. counter tops, door handles, restrooms, student desks, student chairs, etc.).

In addition:

- Physical barriers are installed in front office areas where face-to-face interaction with the public occurs.
- Staff and students are expected to wash/sanitize their hands regularly.
- Every classroom and workstation has been provided hand sanitizer to use.
- Schools are to limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily.
- On-campus signage promotes healthy hygiene practices and reminds individuals to stay home when ill.
- Students are encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains.
- Staff will be provided COVID-19 online trainings covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety.
- Staff will adhere to social/physical distancing guidelines.

We are practicing social distancing at this location.

Please adhere to the following guidelines:

- Maintain a minimum of 6' distance from one another.
- Avoid entering the facility if you have a cough or fever.
- Sneeze or cough into a cloth or tissue. If one is not available please use your elbow.
- Do not shake hands or engage in any unnecessary physical contact.
- Wash hands with soap and water often and use hand sanitizer.
- Wear a mask or face covering in all public spaces.

FACE COVERINGS & PPE

Staff and students will adhere to face covering guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Students and staff are expected to use face coverings while in the classroom, waiting to enter campus, leaving school, and/or on the bus.

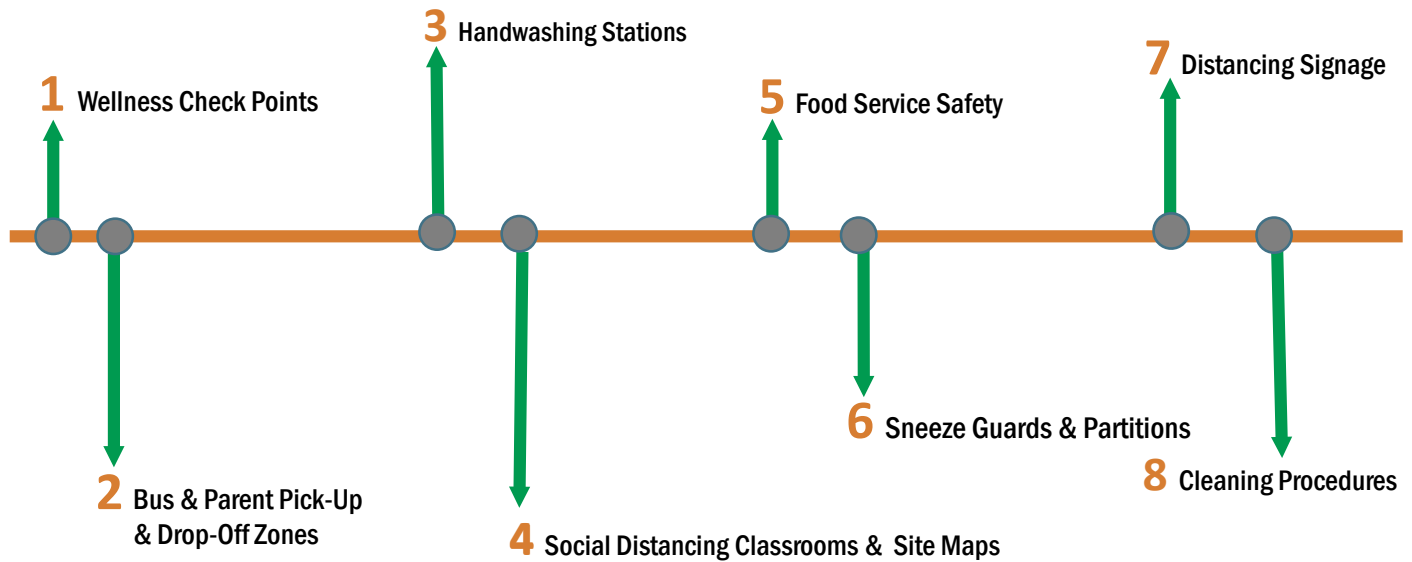## SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

- Students with sensory/cognitive/behavioral needs will not be required to wear facial coverings, but are encouraged to utilize a face shield or covering to the greatest extent possible.
- Students who are deaf/hard of hearing will not be required to wear facial coverings, but are encouraged to use facial shields.
- School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school.

CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be provided appropriate personal protective equipment (PPE) most appropriate for addressing their specific students' needs.
- Staff will be provided additional PPE as needed, to maximize students' access to their IEP services.
- IEP services will be delivered with adherence to the wearing of facial coverings, social distancing, increased hand washing, and sanitizing.
- Staff who work with students who require modeling of oral tasks to complete work will be issued face shields so students are able to view their instructor.

EIGHT STEPS TO PROTECT STUDENTS & STAFF

1 Wellness Check Points

2 Bus & Parent Pick-Up & Drop-Off Zones

3 Handwashing Stations

4 Social Distancing Classrooms & Site Maps

5 Food Service Safety

6 Sneeze Guards & Partitions

7 Distancing Signage

8 Cleaning Procedures

WELLNESS CHECKPOINTS

OUSD staff will perform visual wellness checks and will check temperatures with no-touch thermometers as needed. OUSD also monitors students and staff throughout the day for signs of illness.

During regular school hours, non-essential visitors, volunteers, and activities involving other groups are not permitted on any school campus.

Screening at Home:

It is recommended that families take temperatures daily before going to school. Anyone feeling feverish or with a fever of 100.4°F or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom-related absences will be excused.

Students and adults should self-screen for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Staff members are required to self-screen and complete a daily temperature check prior to coming to work. If staff members are experiencing symptoms or feel unwell, they will be directed to stay home and contact their supervisor.

Arriving at School:

Staff and students will adhere to face covering guidelines unless exempted.

Parents and visitors have limited access to the school campus.

School sites have designated routes for entry and exit in order to limit direct contact with others.

School sites have signage throughout campus to remind students and staff about social distancing, hand washing, and how to prevent the spread of germs.

The District is committed to procuring additional safety equipment as needed, including mobile hand washing stations, student partitions, hand sanitizer, disinfecting wipes, face shield and masks, and other items to the extent the supply chain allows.

BUS & PARENT DROP-OFF AND PICK-UP ZONES

Parent and Student Pick Up and Drop Off

- Students are to be dropped off in designated areas.
- Parents must remain in their cars while dropping off or picking up students.
- City/County resources are being requested to help manage traffic issues.

Student Transportation-Buses

- Bus seating is heavily reduced per 6-foot social distancing guidelines. District staff has marked or blocked seats that must be left vacant. A maximum of 14 students will be allowed on a large bus.
- A minimum of 6-foot distancing at bus stops and while loading and unloading is strongly encouraged.
- Windows are left opened and ventilation on during all bus trips
- Buses are disinfected between routes.

BUS SEATING DIAGRAM
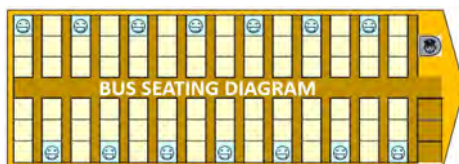
HANDWASHING STATIONS

According to the CDC, regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Outdoor handwashing stations have been added to school campuses to supplement the existing restroom sinks. Hand sanitizer (with a minimum of 60 percent alcohol) is also available in all areas and supervised at or near all workstations and on buses.

Orange Unified School District, per CDC Guidelines, promotes washing hands when: arriving and leaving home; arriving at and leaving school; after playing outside; and after having close contact with others.

SOCIAL DISTANCING CLASSROOMS & SITE MAPS

OUSD is limiting the number of people on all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. To the extent possible, and as recommended by the CDC, OUSD will create smaller student/educator cohorts to minimize the mixing of student groups throughout the day. The movement of students, educators, and staff is minimized as much as possible.

Principals and staff have been provided with custom site maps that have social distancing strategies mapped out. It is our goal to get as many students back to our schools as possible in a safe, clean and healthy environment.

FOOD SERVICE SAFETY

Nutrition Services is now serving individually packaged meals for students.

Students are to eat lunch in designated lunch areas outside of the classroom and mealtimes are staggered to allow for cleaning between meal services and to serve students in smaller groups. Staff encourages physical distancing through increased spacing, small groups, and limited mixing between groups. Physical guides, such as sneeze guards and partitions, as well as signage to promote social distancing are installed on each campus.

Surfaces frequently touched by students during meal service, including tables, chairs and carts are thoroughly cleaned and disinfected after use.

SNEEZE GUARDS & PARTITIONS

Physical barriers are placed where physical distancing among students and staff is not feasible. Additionally, 1,000 table guards and 15,000 individual student desk guards have been ordered.
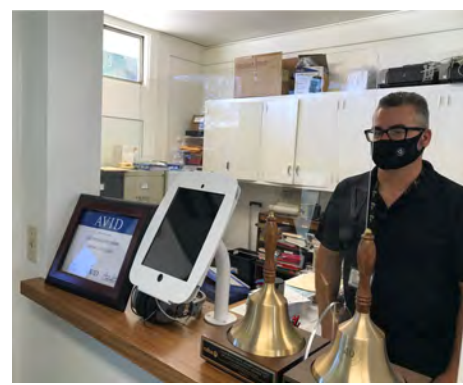
DISTANCING SIGNAGE

Social distancing will limit the spread of the virus. Schools will adhere to the following strategies to maintain social distancing as much as possible. Signage to promote and remind students and staff about best practices, including hand washing, social distancing, and wellness checks are installed on all OUSD campuses.

To best ensure the Transportation Department can be compliant with social distancing guidelines, provide transportation for approximately 2,400 students, and utilize the current number of buses and drivers, it is highly suggested the district implement a three-tier bell schedule. This three-tier bell schedule will allow us to transport to an elementary, middle, and high school on each route. This means that the start of school in Phase 2 will entail the following:

Proposed Bell Schedules					
7:30 AM	8:10 AM	8:15 AM	8:35 AM	8:45 AM	9:45 AM – 1:15 PM
Drop Time 7:15 AM	Drop Time 8:00 AM	Drop Time 8:05 AM	Drop Time 8:25 AM	Drop Time 8:35 AM	Drop Time 9:30 AM
Cambridge ES	Anaheim Hills ES	Cerro Villa MS	Canyon Hills	Canyon HS	Orange Pre-K
Esplanade ES	California ES	Portola MS		El Modena HS	
Fairhaven ES	Canyon Rim ES	Yorba MS		Orange HS	
Fletcher ES	Chapman Hills ES			Richland Continuation	
Imperial ES	Crescent ES			Villa Park HS	
Lampson ES	Handy ES				
Linda Vista ES	Jordan ES				
Palmyra ES	La Veta ES				
Panorama ES	McPherson ES				
Parkside (Transition)	Nohl Canyon ES				
Running Springs ES	Olive ES				
Villa Park ES	Prospect ES				
	Serrano ES				
	Sycamore ES				
	Taft ES				
	West Orange ES				

CLEANING PROCEDURES

The Maintenance & Operations Department developed a staffing and cleaning plan to accommodate the new CDE/CDE guidelines for safe operation of schools.

All areas occupied by staff and students will be disinfected daily with EPA registered disinfectants.

BacShield Antimicrobial Spray will be used to inhibit the growth of bacteria, mold, mildew, and fungi between cleanings.

Restrooms are thoroughly and completely disinfected each evening. Day custodians are to replenish restroom products, disinfect touch points, check for vandalism and ensure there are no slip hazards.

As students return to campus, additional Custodial support will be provided at each site to assist.

High-quality instruction and a commitment to equity for all students continue be areas Orange Unified focuses on. We know the needs of our students and families vary, which is why we are providing multiple instructional options for the 2020-2021 school year. The Orange Unified School District is prepared to pivot between the following instructional plans based on local, state and county health department guidance. We realize this is a dynamic situation and family needs may change. There will be opportunities to switch program choice throughout the year. Parents will have the choice of 100% virtual options.

Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Learners will be made as needed. Students with disabilities and English Learners will have access to and be supported in any of the OUSD Re-imagining Schools models adopted by the District. Regionalized special education programs will operate on a traditional model, and related services for special education will be provided in person/virtually to the fullest extent possible.

Phase 1: 100% Distance Learning
- All students are engaged in daily synchronous (live) online instruction with teachers.
  - Middle School 4X4 SLICE Block (four classes in Trimester 1 and four in Trimester 2)
  - High School 3X3 SLICE Block (three classes in Quarter 1 and three in Quarter 2)
- Per Governor Newsom's mandate, until Orange County is off the monitoring list and has a decline in COVID-19 cases for 14 days or as mandated by local health officials
- SB98 EC 43501 mandates that the following minutes (can be a combination of live and assigned minutes) must be met:
  - TK/Kindergarten: 180 minutes
  - Grades 1-3: 230 minutes
  - Grades 4-12: 240 minutes

Phase 2: Modified In-Seat Instruction
ELEMENTARY (TK-6) SLICE allows families to pick from one of three options:
- Full Day at school with no more than 20 students in classroom (50% with teacher and 50% with collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff)
- Blended Model (AM or PM choice) in the classroom with students completing assigned work virtually
- 100% Virtual Option: Taught by teachers at each elementary school (exact schedule to be released)

SECONDARY (6-12) SLICE allows families to pick from one of two options:
- Full Day at school with social distancing. Number of days in classroom depends on student requests (could be 2-5 days)
- Continue blocks through the end of the trimester (middle school) or semester (high school)
- Students can change models between quarters to allow for flexibility
- 100% distance learning option retaining enrollment status at student's home secondary site

Phase 3: Normal Operations Resume
This phase will be reached when the state of California moves to Stage 4 and the Orange County Health Care Agency states that conditions support in-seat instruction without the need for social distancing.

100% Virtual Learning Option
- Students can choose the OUSD EDGE Virtual Academy (7-12) as a virtual learning option.

S L I C E

Student Centered   **Live Instruction**   **Innovative Learning**   **Culturally Inclusive**   **Equitable Choices**

Option 1: Full Day Model

- Instruction by teacher in the classroom (20:1)
- Rotating lunches on site in Second Block: 30 minutes
- Completion of assigned work under supervision of a collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff (20:1) in a collaborative learning space

OR

- Completion of assigned work under supervision of a collaborative paraeducator, Instructional Specialist, Education Specialist, and/or other instructional staff (20:1) in a collaborative learning space
- Rotating lunches on site in Second Block: 30 minutes
- Instruction by teacher in the classroom (20:1)

Option 2: Blended Model

OR

- Instruction by teacher in the classroom (20:1)
- Grab & Go Lunch
- Completion of assigned work at home

- Completion of assigned work at home
- Rotating lunches on site in second block: 30 minutes
- Instruction by teacher in the classroom (20:1)

Option 3: Distance Learning Model with Live Instruction
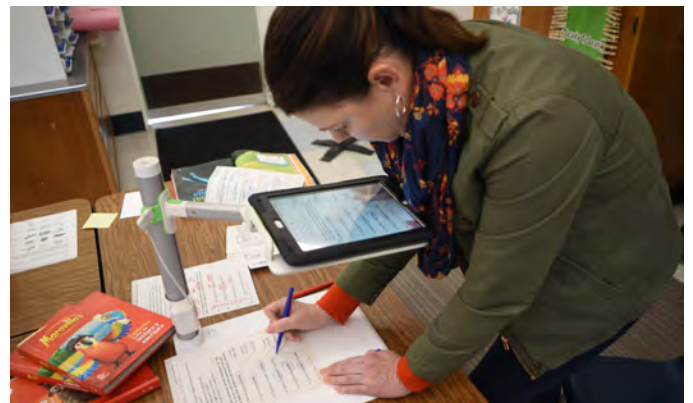
- Instruction by teacher virtually at your home elementary school: Time TBD
- Grab & Go Lunch
- Completion of assigned work at home

Elementary Distance Learning Sample Schedule TK-6th Grade

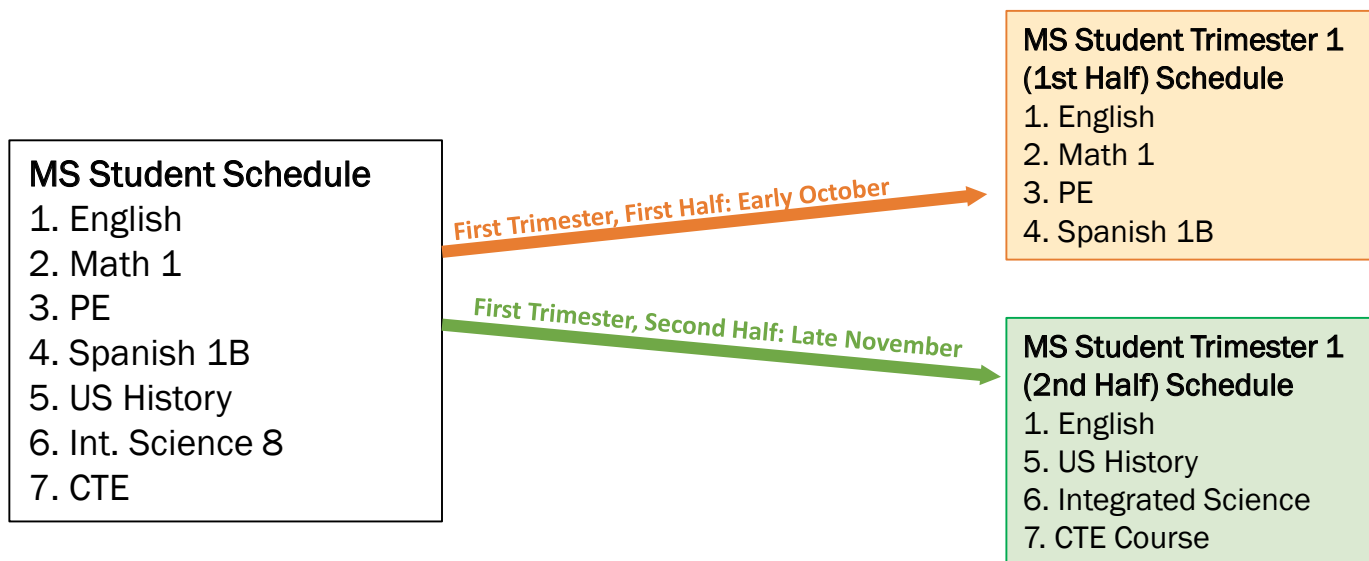| Scheduled Content	Times
Schedule Review / Warmup Activities	8:10-8:20 am
ELA	8:20-9:20 am
Break	9:20-9:30 am
Math	9:30-10:30 am
Break	10:30-10:40 am
Science, STEM, Social Science, PE, VAPA	10:40-11:40 am
Lunch	11:40-12:20 pm
Collaborative Learning	12:20-1:10 pm
Structured Office Hours/Teacher Planning/Professional Development	1:10-2:10 pm

Elementary Model for In-Person Instruction Sample Student Schedule - Phase 2

Mon/Tues/Th/Fri	TK-6 Early schedule AM 8:10-10:55
Teacher Instructional time (ELA, Math, Science, Social Studies)	8:10-9:40
Recess	9:40-9:55
Teacher Instructional time (ELA, Math, Science, Social Studies)	9:55-10:55
Collaborative Learning (STEM, PE, VAPA)	10:55-11:30
Lunch	11:30-12:10
Collaborative Learning (STEM, PE, VAPA)	12:10-2:30

- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District
- Regionalized special education programs will operate on a traditional schedule
- Related services for special education will be provided in person/virtually to the fullest extent possible

Middle School Instructional Model

MS Student Schedule
1. English
2. Math 1
3. PE
4. Spanish 1B
5. US History
6. Int. Science 8
7. CTE

First Trimester, First Half: Early October →

First Trimester, Second Half: Late November →

MS Student Trimester 1 (1st Half) Schedule
1. English
2. Math 1
3. PE
4. Spanish 1B

MS Student Trimester 1 (2nd Half) Schedule
1. English
5. US History
6. Integrated Science
7. CTE Course

- The trimester will be split into two halves. Students will take four classes Trimester 1 (first half) and four classes Trimester 2 (second half).
- Students will earn one Trimester of credit for each class taken in the grading period (first half and second half)
- This schedule allows schools to return to a traditional schedule at the end of the trimester.
- The Middle School SLICE Schedule benefits include students focusing on less course work. Teachers can also focus on building out course work for a smaller number of classes (four classes at a time) to go online/virtual to start. This will create more live teaching opportunities virtually.
- Since virtual education is necessary, teachers will follow their class schedules instead of schoolwide subject-based class schedule.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

Middle School Sample Schedule 4 SLICE Block - Phase 1 & 2

Time	Trimester 1 (First Half) Through Early October	Trimester 1 (Second Half) Through Mid November
8:15-8:50	Period 1	
9:05-10:15	Period 2	Period 5
10:30-11:40	Period 3	Period 6
11:40-12:20	Lunch	Lunch
12:20-1:30	Period 4	Period 7
1:30-2:30	Structured Office Hours/Teacher Planning/Professional Development	

Middle School Sample Model for In-Person Instruction - Phase 2

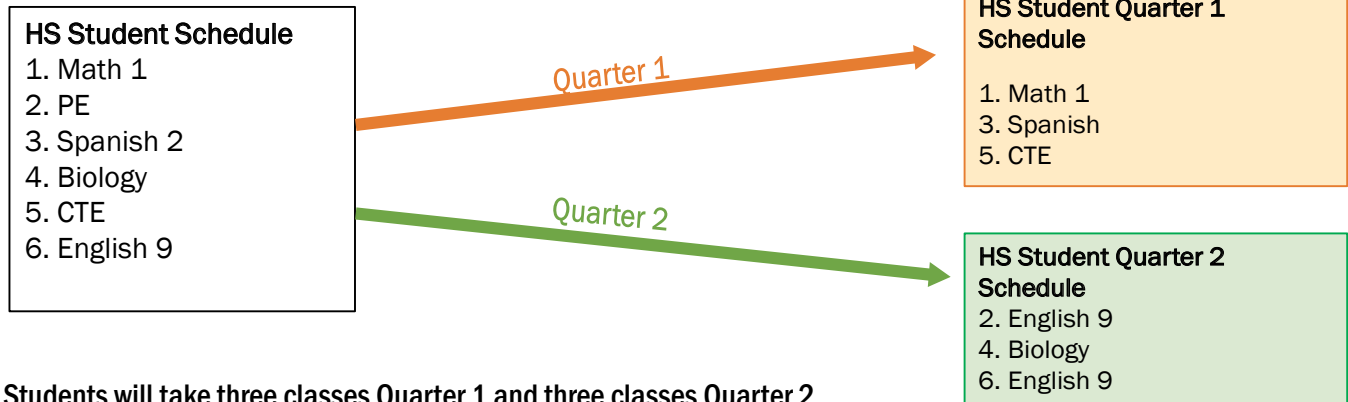| Time	Trimester 1 (First Half) Through Early October	Trimester 1 (Second Half) Through Mid November
8:15-8:50	Period 1	
8:55-10:05	Period 2	Period 5
10:05-11:55	10:05-10:40 Lunch A (6th and 7th Graders) / 10:40-11:50 Period 3 — 10:10-11:20 Period 3 / 11:20-11:55 Lunch B (8th Graders)	10:05-10:40 Lunch A (6th and 7th Graders) / 10:40-11:50 Period 6 — 10:10-11:20 Period 6 / 11:20-11:55 Lunch B (8th Graders)
11:55-1:05	Period 4	Period 7
1:05-2:05	Structured Office Hours/Teacher Planning/Professional Development	

- The number of days students will be instructed within the classroom will be dependent on families who pick 100% virtual education, possibility of live streaming and social distancing guidelines from the CDC and State Government (two to five days of in-seat instruction).
- If we offer five days of in-seat instruction per week, we will build out the middle school online course offerings.
- To allow for flexibility of enrollment, students can change models between trimesters.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

OUSD EDGE HIGH SCHOOL SLICE

High School Instructional Model

```
HS Student Schedule
1. Math 1
2. PE
3. Spanish 2
4. Biology
5. CTE
6. English 9
```

Quarter 1 →

```
HS Student Quarter 1
Schedule

1. Math 1
3. Spanish
5. CTE
```

Quarter 2 →

```
HS Student Quarter 2
Schedule
2. English 9
4. Biology
6. English 9
```

- Students will take three classes Quarter 1 and three classes Quarter 2.
- Students will earn one Semester of credit for each class taken in each Quarter.
- This schedule allows schools to return to a traditional schedule at the end of the semester (January)
- The High School SLICE Schedule benefits include students focusing on less course work. Teachers can also focus on building out course work for a smaller number of classes (three classes at a time) to go online/virtual to start. This will create more live teaching opportunities virtually.
- Since virtual education is necessary, teachers will follow their class schedules instead of schoolwide subject-based class schedule.
- Zero period will remain an option for high school scheduling.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

High School Sample Schedule 3 SLICE Block - Phase 1 & 2

Time	Quarter 1	Quarter 2
7:55-8:35	Zero Period (Meets Daily) *	
8:45-10:05	Period 1	Period 2
10:15-11:35	Period 3	Period 4
11:35-12:05	Lunch	Lunch
12:15-1:35	Period 5	Period 6
1:35-2:35	Structured Office Hours/Teacher Planning/Professional Development	
2:35 and beyond	Club Meetings once per week (as prearranged by teacher)	

* For students that take a zero period, their daily minutes equal 200. They are required to complete 40 additional minutes of teacher assignments via Google Classroom.

OUSD EDGE HIGH SCHOOL SLICE

High School Sample Model for In-Person Instruction - Phase 2

Time	Quarter 1		Quarter 2	
8:00-8:40	Zero Period			
8:45-10:05	Period 1		Period 2	
10:05-12:10	10:05-10:45 Lunch A (9th and 10th Graders)	10:10-11:30 Period 3	10:05-10:45 Lunch A (9th and 10th Graders)	10:10-11:30 Period 4
	10:50-12:10 Period 3	11:30-12:10 Lunch B (11th and 12th Graders)	10:50-12:10 Period 4	11:30-12:10 Lunch B (11th and 12th Graders)
12:15-1:35	Period 5		Period 6	
1:35-2:35	Structured Office Hours/Teacher Planning/Professional Development			

- The number of days students will be instructed within the classroom will be dependent on families who pick 100% virtual education, possibility of live streaming and social distancing guidelines from the CDC and State Government (two to five days of in-seat instruction).
- If we offer five days of in-seat instruction per week, we will build out the middle school online course offerings
- To allow for flexibility of enrollment, students can change models between quarters.
- Students with disabilities and English Learners will have access to and be supported in any of the OUSD instructional models adopted by the District.
- Regionalized special education programs will operate on a traditional schedule.
- Related services for special education will be provided in person/virtually to the fullest extent possible.

 * For students that take a zero period, their daily minutes equal 200. They are required to complete 40 additional minutes of teacher assignments via Google Classroom.

S L I C E

Student Centered   **Live Instruction**   **Innovative Learning**   **Culturally Inclusive**   **Equitable Choices**

We are aware that there will be families who are not comfortable returning to school under any of the above-noted models. For these families, the following personalized options will be available all year:

K-12 Home School through Parkside Education Center
Home school opportunity where parents serve as the instructor with support from an OUSD teacher who sets up learning schedules with virtual and in-school opportunities provided weekly or monthly

7-12 Independent Study
Independent study opportunity providing the flexibility of instruction guided by OUSD teachers and supported with daily, weekly, or monthly check-ins virtually or in-person

OUSD EDGE Virtual Academy (Secondary)
New online learning opportunity with virtual and in-class weekly meetings with credentialed teachers for middle and high school students.

Orange Unified EDGE VIRTUAL ACADEMY

- ONLINE CURRICULUM
- WEEKLY CHECK-INS
- 24/7 PROGRAM ACCESS

TUITION-FREE

OUSD EDGE Virtual Academy is for students in grades 7-12 during the 2020-2021 school year.

- Personalized, flexible learning in a virtual environment
- Innovative opportunities to foster communication, collaboration, critical thinking, and creative learning
- Rigorous course offerings - Advanced Placement, Honors, and Lab Science Courses (A-G approved)
- Credentialed mentor teachers provide academic and social-emotional support

www.orangeusd.org/EDGEacademy

ATTENDING TO THE SOCIAL EMOTIONAL WELLBEING OF OUR STUDENTS WILL BE TOP PRIORITY AS THEY RETURN TO SCHOOL.

District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social-emotional learning, building relationships, virtual community-building activities, and increased access to mental health/wellness services. Families and schools will need to work together to evaluate how students are feeling and assess their individual needs to provide the support students need during these challenging times. Families and staff can access the free tele-health and virtual therapy resources made available through our partner, Care Solace. Those in need of support may contact Care Solace 24/7 at 888-515-0595 or email weserve@caresolace.org.

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

JANUARY 2017   COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING   www.casel.org

SOURCE: CASEL.ORG/WHAT-IS-SEL

ATHLETICS & EXTRACURRICULAR ACTIVITIES

The California Interscholastic Federation (CIF) Sports Medicine Advisory Committee has developed a comprehensive document to help school districts prepare for their student athletes to return to athletic activities. OUSD resumed athletics in June adhering to CIF guidelines. With guidance from the California Department of Health (CDHP), California Department of Education (CDE), and CIF, OUSD determines the level and duration of each phase for a gradual full physical return to athletics. As of August 3, per CDPH guidance, site-based athletic programs will begin a phased return to activity for conditioning, training, and athletic drills only. Participants will need to abide by all safety protocols as spelled out in their sport's return policy.

Low-Risk Activities

- Cross Country
- Golf
- Color Guard
- Swimming & Diving
- Sideline Cheer/Dance
- Tennis
- Track-Specific Events

Moderate-Risk Activities

- Baseball
- Basketball
- Lacrosse (girls)
- Soccer
- Softball
- Track - Specific Events
- Volleyball
- Water Polo

High-Risk Activities

- Choir
- Competitive Cheer/Dance
- Football
- Marching Band
- Wrestling
- Lacrosse (boys)

As the school year approaches, further guidance will likely be forthcoming from the California Department of Public Health (CDPH), California Department of Education (CDE), and California Interscholastic Federation (CIF). OUSD, with guidance from the California Department of Public Health and Orange County Health Care Agency, will determine phase level and duration of each phase for a gradual full physical return of athletics. All sports are permitted to participate in conditioning activities as long as they adhere to the phased approach outlined below prior to resuming a full physical return of athletics.

Phase 1

- 10 people > indoors
- 10 people > outdoors
- No locker rooms
- Six feet distance
- No athlete contact
- No shared equipment
- Pods of 5-10 students
- No vulnerable individuals involved

Phase 2

- 10 people > indoors
- 50 people < outdoors
- No locker rooms
- Six feet distance
- No athlete contact
- Shared equipment
- No vulnerable individuals involved

Phase 3

- 50 people < indoors/outdoors
- Locker room open (six feet LOW-RISK ACTIVITIESapart)
- Three to six feet distance
- Vulnerable individuals social distance
- Athlete contact

Field trips are not currently recommended. Consider virtual field trips when possible. Assemblies, dances, athletic competitions, and rallies are not recommended at this time.

CIF ATHLETIC PROGRAMS

On July 20, CIF determined that education-based athletics for the 2020-2021 school year will begin with a modified season of sport schedule. The calendar reflects the season for each CIF sport and the last date for Section Championships and Regional/State Championships in those sports where a Regional/State Championship is currently offered. Following this announcement, each CIF Section Office will release their own calendar to reflect regular season starting and ending dates and Section playoffs. It is anticipated that most Section start dates will commence in December 2020 or January 2021. Given this calendar change, CIF has temporarily suspended Bylaws 600-605 (Outside Competition) in all sports for the 2020-21 school year. Sports and Clubs will continue to meet virtually with coaches developing individuaized training plans for preparation of the fall and spring CIF Sports Calendar.

2020-21 CIF Sports Calendar
as of July 20, 2020

Sport	Last Day for Section Playoffs	*Last Day for Regional/State Championships
FALL		
Volleyball (Boys & Girls)	March 13, 2021	March 20, 2021
Water Polo (Boys & Girls)	March 13, 2021	March 20, 2021
Cross Country	March 20, 2021	March 27, 2021
Trad. Competitive Cheer	Determined by Section	April 17, 2021
Football	April 10, 2021	April 17, 2021
Field Hockey	Determined by Section	**
Gymnastics	Determined by Section	**
Skiing & Snowboarding	Determined by Section	**
SPRING		
Badminton	May 22, 2021	May 29, 2021
Soccer	May 29, 2021	June 5, 2021
Swimming & Diving	May 29, 2021	June 5, 2021
Tennis (Boys & Girls)	May 29, 2021	June 5, 2021
Wrestling	June 5, 2021	June 12, 2021
Basketball	June 12, 2021	June 19, 2021
Golf (Boys & Girls)	June 12, 2021	June 23, 2021
Baseball	June 19, 2021	June 26, 2021
Softball	June 19, 2021	June 26, 2021
Track & Field	June 19, 2021	June 26, 2021
^Competitive Sport Cheer	Determined by Section	**
Lacrosse	Determined by Section	**

*Regional/State Championship events have been reduced to one week for all sports
** Regional/State Championship events are not currently offered by the State CIF in these sports
^CSC teams are approved to compete in season culminating tournament on June 12

The Board of Education believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to earn course grades that represent an accurate evaluation of the student's achievement.

Principals and teachers shall ensure that student grades conform to a uniform grading system based on standards that apply to all students in that course and grade level. Teachers shall inform students and parents/ guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and District standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

Students in grades K-3 shall receive progress reports/report cards rather than letter grades.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Effect of Absences in Distance Learning Model

Senate Bill 98 requires each local educational agency to document daily participation for each pupil on each school day, for which distance learning is provided. A student who does not participate in distance learning on each school day will be documented as absent. The LEA will ensure that a weekly engagement record is completed for each student documenting both synchronous and asynchronous instruction, verifying daily participation, and tracking assignments. Written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These written strategies will be encompassed in the state required continuity and attendance plan that will be presented to the OUSD Board of Education in September for approval.

American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Reentry: https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

California Department of Education (CDE) Stronger Together: A Guidebook for the reopening of California's Public Schools: https://www.cde.ca.gov/ls/he/hn/strongertogether.asp

California Department of Public Health (CDPH) Industry Guidance: Schools and School Based Programs: https://files.covid19.ca.gov/pdf/guidance-schools.pdf

CDPH Guidance on Isolation and Quarantine for COVID-19 Contact Tracing: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Guidance-on-Isolation-and-Quarantine-for-COVID-19-Contact-Tracing.aspx

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year: https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf

California Occupational Safety and Health Services Department COVID-19 Resources: https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html

Center For Disease Control (CDC) Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again: https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/cdc-activities-initiatives-for-covid-19-response.pdf

CDC Guidelines For Schools: COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

CIF Return to Physical Activity/Training Guidelines: https://cifstate.org/covid-19/Resources/RTP_Combin

CIF Statement Regarding 2020-21 Sports Calendar and Bylaw Modifications: https://www.cifstate.org/mediacenter/releases/2019-20/PR-34_7.20.20_CIF_Statement_2020-21_Sports_Calendar_Final.pdf

Governor Gavin Newsom Lays Out Pandemic Plan for Learning and Safe Schools: https://www.gov.ca.gov/2020/07/17/governor-gavin-newsom-lays-out-pandemic-plan-for-learning-and-safe-schools/

Orange County Health Department COVID-19 Resources: https://occovid19.ochealthinfo.com/

We are practicing social distancing at this location.

ORANGE UNIFIED SCHOOL DISTRICT
ORANGE, CALIFORNIA

Please adhere to the following guidelines:

6ft.

- **Maintain a minimum of 6' distance from one another.**

- **Avoid entering the facility if you have a cough or fever.**

- **Sneeze or cough into a cloth or tissue. If one is not available please use your elbow.**

- **Do not shake hands or engage in any unnecessary physical contact.**

- **Wash hands with soap and water often and use hand sanitizer.**

- **Wear a mask or face covering in all public spaces.**

*Based upon guidelines provided by the California Department of Public Health and Centers for Disease Control