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MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
School Year 2020–2021
Proposed Pandemic School Reopening Plan

Health and Safety Recommendations

Last updated: July 7, 2020

[Current Yuba County Health Officer Order](#)

Based on Yuba Sutter Health Orders, schools in the Yuba Sutter area are considered high risk businesses that should remain closed until further notice. (see attachment 1)

As the Marysville Joint Unified School District (MJUSD) plans to reopen schools in August 2020, recommendations from the Center for Disease Control, the Yuba County Health Department, and the California Department of Education’s *Stronger Together*, were taken into consideration when developing the reopening plan.

CD - The Child Development Program recommendations in the MJUSD reopening plan are adapted from guidelines from the Center for Disease Control, California Department of Education, Yuba County Health Department and Community Care Licensing as our preschool and childcare settings are licensed facilities. Any additional measures and/or requirements for the Child Development Program outside of the MJUSD reopening plan will be noted with the Child Development logo.

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Guiding Principles to Keep in Mind

The more contacts a student or staff member has and the longer the interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#) and [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are covered in this document. Fortunately, there are a number of actions schools can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

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Promoting Behaviors that Reduce Spread

MJUSD is implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- Stay Home When Appropriate
 - Staff and families will be educated about when they/their child(ren) must [stay home](#) and when they can return to school.
 - Employees and students who are sick or who have recently had [close contact](#) , (less than 6ft for 15 minutes or more) with a person with COVID-19 must stay home.
 - [Staff and students must stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
 - Staff and students who have recently had [close contact](#) (less than 6ft for 15 minutes or more) with a person with COVID-19 must also [stay home and monitor their health](#).
 - Encourage Staff or Students to go to local Yuba Sutter testing sites if sick: https://www.yuba.org/coronavirus/Screening_Testing.php
 - See Attachment 2
 - ****INSERT CDC guidance / visual around when to stay home
 - School administrators and families will work together to develop a plan if you are required to stay home.
 - A note from your primary doctor will be required in order to return to the school or work setting.
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)

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- Hand Hygiene and Respiratory Etiquette
 - Enable students and staff to regularly wash their hands at staggered intervals.
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
 - CD - All children and staff engage in hand hygiene at the following times: Arrival to the facility and after breaks; Before and after preparing food or drinks; Before and after eating or handling food; Before and after administering medication; After using the toilet or helping a child use the bathroom; After coming in contact with bodily fluid; After playing outdoors or in sand; After handling garbage.
 - CD - After assisting children with handwashing, staff will wash their hands.
 - CD - Place [posters](#) describing handwashing steps near sinks.
 - Encourage staff and students to [cough and sneeze](#) into a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If you don't have a tissue, cough or sneeze into your elbow, not your hands.
 - Avoid touching your face (eyes, nose, and mouth).
- [Facial coverings](#) are meant to protect other people in case the wearer is unknowingly infected, but does not have symptoms.
 - All staff will use facial coverings or face shields when 6ft distance cannot be maintained, in transit and within common areas such as hallways, bathrooms, and offices.
 - Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
 - Staff, while in direct contact with the public (e.g., front office handing out enrollment packets, food, medicine, chromebooks, or paper based products), should use gloves and facial coverings.
 - Students are to use face coverings. Face coverings are most essential in settings where physical distancing cannot easily be maintained, in transit and within common areas such as hallways, bathrooms, and offices, or other settings where space may be insufficient.

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- Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Teach and reinforce the use of [face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in settings such as school.
- Information will be provided to staff, students, and students' families on [proper use, removal, and washing of face coverings](#).
 - Note: [face coverings](#) should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the face-covering without assistance
- Current Yuba County Health Order states:
 - *When persons leave their places of residence for purposes authorized under this Order, they shall follow the non-pharmacologic interventions (NPIs) to the greatest extent feasible including but not limited to maintaining social distancing of six feet or more from another person not part of their household, good hand hygiene with frequent handwashing with soap and water or use of hand sanitizer, staying home when having symptoms concerning for COVID-19 including fever, cough, sore throat, shortness of breath and wearing facial coverings when social distancing is not achievable.*
 - [Yuba Sutter Facial Covering Guidance](#)
 - [Yuba Sutter Facial Covering Poster](#)
 - [Yuba Sutter FAQ's on Facial Coverings-English](#)
 - [Yuba Sutter FAQ's on Facial Coverings-Spanish](#)
 - [Yuba Sutter FAQ's on Facial Coverings-Punjabi](#)
- Adequate Supplies
 - Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and face coverings (as feasible).
- Signs and Messages
 - Post COVID-19 informational posters in highly visible locations (e.g., school entrances, restrooms)
 - [CDC Signs](#)
 - [Protect Yourself and Others](#)
 - [Stop the Spread of Germs](#)

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- [Proper Handwashing](#)
- [Face Covering Tips](#)
- Broadcast regular [announcements](#) on reducing the spread of COVID–19 on PA systems.
- Include messages (e.g., [videos](#)) about behaviors that prevent the spread of COVID–19 when communicating with staff and families (e.g., school websites, in emails, and on school [social media accounts](#)).
- Find free CDC print and digital resources on CDC’s [communications resources](#) main page.

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Maintaining Healthy Environments

- **Cleaning and Disinfection**

- Reduce the risk of exposure to COVID-19 by cleaning and disinfecting. High cleanliness standards must be maintained. [Cleaning and disinfecting](#) areas used by staff and students with a special focus on frequently touched surfaces within the school and on school buses at least daily or between use as much as possible.
- Staff will have access to sanitation materials.
- Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student Desks
 - Chairs

CD -Child Development staff will sanitize the sink and toilet handles before and after each child's use. Child Development staff will teach children to use a tissue when using the handle to flush the toilet.

- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible or cleaned between use.
 - Playground equipment use shall comply with the Yuba and Sutter Schools & Community Sports Programs guidance from Yuba County Public Health Officer, dated May 26, 2020. See Attachment #2
 - Follow a schedule for increased routine cleaning and disinfection.
 - Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#) including storing district provided products securely away from children. Use products that meet [EPA disinfection criteria](#).
- **Shared Objects**
 - Discourage the sharing of items that are difficult to clean or disinfect.
 - Keep each child's belongings separated from others.
 - Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.

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- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- CD - Toys that cannot be cleaned and sanitized should not be used.
- CD - Do not share toys with other groups of children unless they are washed and sanitized before being moved from one group to the other.
- CD - Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

CD - Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rise, sanitize with an EPA-registered disinfectant, rinse again, and air-dry.

CD - Machine washable cloth toys will be used by one individual at a time or will not be used at all. These toys will be laundered before being used by another child.

- CD- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys". Keep the dish pan and water out of the children's reach. Washing with soapy water is the ideal method for cleaning, prior to sanitizing. Try to have enough toys so that the toys can be rotated between cleanings.
- CD - Children will not bring items from home. For everyone's protection, no blankets, stuffed animals, backpacks or toys

- **Ventilation**

- Ensure ventilation systems operate properly and increase the circulation of outdoor air as much as possible, for example, by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

- **Water Systems**

- Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

- **Modified Layouts**

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

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- Physical Barriers and Guides
 - Physical barriers may be installed in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
 - Visual guides, such as tape on floors or sidewalks and signs on walls, will help ensure that staff and children remain at least 6 feet apart.
- Communal Spaces
 - Communal use of shared spaces, such as cafeterias with shared tables must be staggered, cleaned and disinfected between uses.

Food Services

Universal Meals: Breakfast and lunch at MJUSD schools continue to be at no cost under the Community Eligibility Provision (CEP) and meal applications will not be required.

- Safety Measures & Staff Protocol:
 - Plexi-glass shields for serving areas will be installed.
 - Staff will wear a face shield in addition to a facial covering where a table-top shield is not possible.
 - Employees will wear a face covering or face shield at all times.
 - Employees are trained and must follow FDA Food Code and Department Standard Operating Procedure for handwashing.
 - Employees must wear disposable gloves when handling food during preparation and serving tasks.
 - Food service employees must follow the district's safety protocol for checking into the site upon arrival. In addition, food service employees will be excluded from work if experiencing vomiting and/or diarrhea.
 - Start and break times will be staggered to prevent close contact.
- Menu:
 - Wrapped/package items: housemade items will be placed in a container at serving time. Fruits and vegetables will be a mix of wrapped in house and purchased pre-portioned.
 - Offer vs. Serve: students will have an opportunity to select items for their meal (i.e. milk may be declined; choice of fruit and/or vegetable).
- Breakfast:
 - Elementary breakfast will only be served when students arrive on campus.

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- Secondary breakfast will be served when students arrive on campus and at the nutrition break.
- **Lunch:**
 - Menu items will be packaged so meals are mobile. Dining location will be determined by school staff.
 - Elementary schools will accommodate a staggered schedule to serve one class at a time in the cafeteria.
 - Intermediate and high schools will have staggered release times to accommodate social distance requirements and reduce line wait time.
 - High schools will open a limited number of serving lines to accommodate social distance requirements.
 - Signs for social distancing will be posted in the serving areas.
- **Point of Sale:**
 - Elementary schools will only use the biometrics finger scanner when paired with disinfectant. Meal count will be determined by using a clicker when the biometrics finger scanner cannot be used.
 - Secondary schools will not use a clicker due to multiple lines of service format. Students will need to self-identify at the point-of-sale computer by using an ID badge printed with a barcode to scan. Technology can facilitate ID cards; the Aeries student ID number will be used since that is the account number also used by Nutrition Services (the PIN is separate and will not be printed on the ID card).
- **Sanitizing:** food service operations have robust cleaning and sanitizing procedures already in place for food contact surfaces. These procedures are revised to address the protocol for the increased frequency of sanitizing food contact surfaces. The food service cleaning and sanitizing process includes 5 steps: scrape, wash, rinse, sanitize, and air dry. The contact time for the chemical sanitizer quaternary ammonium is 60 seconds.
- **Hybrid and Distance Learning Meal Equity:**
 - In a hybrid instructional delivery schedule, meals for the non-attendance days will be served at dismissal.
 - Parents will need to pre-order meals via online Google Forms available on the MJUSD website for students who are enrolled in distance learning. There will be designated schools available for the parent to select which location to pick up meals.
 - Pick up locations: Edgewater Elementary, Kynoch Elementary, Lindhurst High, Foothill Intermediate, and Yuba Feather Elementary

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- Pick up day and time: Monday afternoon
- Implement USDA waiver for parent (or designee) pick up without student in attendance.

Transportation

MJUSD is currently working on an alternative solution for some students who routinely ride the bus. There are many challenges to the ability to safeguard all students' health under the Yuba County Health order and CDE guidelines. More information will follow soon regarding bus capacity, which will be very limited due to social distancing requirements.

- **LOADING/UNLOADING ZONES AND BUS STOPS**
 - Students will wear face coverings at all times while accessing transportation services.
 - Students will stand in line at least six feet from each other facing traffic.
 - Students will remain six feet from each other while loading and load in an orderly fashion.
- **BUS SEATING PROCEDURES**
 - Students will have assigned seats.
 - Students will sit one to a seat, every other seat, staggered on the opposite side of the bus.
 - Seats not to be used will be identified with signs.
 - Certain buses will have bus monitors. Bus monitors are a requirement of certain student's Individualized Education Plans. The bus monitors will follow the same seating procedures as the students.
 - Students must remain seated at all times.
 - Each morning route will be designed so that students will be able to seat from back-to-front without having to pass each other.
 - Upon arriving at school, the students will unload from front-to-back.
 - In the afternoon route, the bus will load back-to-front.
 - The afternoon route will be designed so that the students will be able to unload from front-to-back.
- **BUS DRIVERS RESPONSIBILITIES**
 - Drivers and bus monitors are required to wear the proper personal protective equipment, which are approved masks and gloves.
 - Students' temperatures must be taken before boarding the bus on the morning route.
 - The driver will be provided with a touchless thermometer.

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- As the student is boarding and in the stairwell of the bus, the driver, or the bus monitor will take the student's temperature.
 - If the student's temperature is 100.4 or greater, the student will be released back to the parent/guardian if that student's parent/guardian is at the bus stop.
 - The driver will call the student's name into dispatch to record the student did not ride that day.
 - If a student gets sick on the bus, the driver is to contact dispatch immediately. Further instructions will be provided by dispatch.
 - The driver is responsible to clean and sanitize the bus after every route both morning and afternoon, as described in the following cleaning and sanitizing procedures.
- **BUS CLEANING AND SANITIZING PROCEDURES**
- Step 1: The driver puts on proper personal protective equipment which are approved masks and gloves.
 - Step 2: Open windows and doors of the bus prior to beginning to clean and sanitize.
 - Step 3: Spray disinfectant on all contact surfaces starting from the back of the bus and moving toward the front. Let the disinfectant sit on the surface for 3 minutes (according to manufacturer's recommendation). Move on to step 4 during the disinfection period.
 - Step 4: Sweep and mop floors.
 - Step 5: After allowing the disinfectant to remain on the surface for 3 minutes, wipe the surfaces until clean. Start from the back of the bus and work toward the front.
 - Step 6: Wipe clean all heat and a/c vents.
 - Step 7: Remove all trash from the bus.

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Maintaining Healthy Operations

Schools will implement several strategies to maintain healthy operations.

- Protections for Children at Higher Risk for Severe Illness from COVID-19
 - Review existing Health Care Plans to identify students who may need additional accommodations. Develop a process for engaging families for potentially unknown concerns that may need accommodations and/or identify additional preparations for classroom and non-classroom environments as needed.

Groups that might be at increased risk of becoming infected, or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.
- Students at [higher risk of severe illness](#) will be provided options that limit their exposure risk, including distance learning.
- In order to protect the privacy of people at [higher risk for severe illness](#), information regarding underlying medical conditions will remain confidential, consistent with applicable law.
- Regulatory Awareness
 - MJUSD will remain aware of local or state regulatory agency policies related to group gatherings to determine when and if events can be held.
 - [Please refer to Yuba-Sutter Health Order last updated May 4, 2020.](#)
- Gatherings, Visitors, and Field Trips
 - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
 - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations– especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
 - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights.

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- Follow CIF and public health guidelines to convene sports activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.
- Identifying student groups (cohorts/pods) and keeping them together.
 - Through the current hybrid model, MJUSD is ensuring that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children and as much as possible for older children).
 - Limit mixing between groups if possible.
 - CD - Program will adhere to the teacher:child ratio and group size of 1:10 for prevention, containment and mitigation measures.
 - CD - All groups should be stable, meaning the same children and staff should be grouped together whenever possible. Siblings should be grouped together whenever possible to reduce further risk of exposure for the family.
- Implementing Social Distancing Inside and Outside the Classroom
 - ARRIVAL AND DEPARTURE
 - Minimize contact at school between students, staff, families, and the community at the beginning and end of the school day.
 - Stagger arrival and drop off times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
 - Use plexi glass or clear screens to avoid exposure.
 - CD - One central entry point has been designated at each setting for universal entry system screening/temperature check and visual wellness check.
 - CD - Child Development staff will stagger pick-up and drop-off times and/or have staff come outside the facility to pick up the children as they arrive.
 - CD - The plan for curb side drop-off and pick-up limits direct contact between parents and staff members and adheres to social distancing.
 - CD - Child Development staff will sign children in and out to minimize the transfer of germs between parents and staff.
 - CD - Children will not bring items from home. For everyone's protection, no blankets, stuffed animals, backpacks or toys. Parents will provide a change of clothes in a disposable labeled bag. Staff will send home any soiled clothing in the bag and parents will provide clean clothes in a labeled disposable bag the following day.

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○ **CLASSROOM SPACE**

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teachers or staff with each group, to the greatest extent practicable.
- Minimize the movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing, or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.

○ **NON-CLASSROOM SPACES**

- Limit nonessential visitors, volunteers, and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants, and disinfect in between uses.
- Consider the use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable.
- Avoid sharing of foods and utensils and buffet or family-style meals.
- **Limit the mixing of children, such as holding recess activities in separate areas designated by class and stagger recess times.**

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- CD - Implement strategies to model and reinforce social and physical distancing and movement.
 - Use carpet squares, mats, or other visuals for spacing.
 - Model social distancing when interacting with children, families and staff.
 - Role-play what social distancing looks like by demonstrating the recommended distance.
 - Give frequent verbal reminders to children.
 - Create and develop a scripted story around social distancing, as well as hand washing, proper etiquette for sneezes, coughs, etc.
 - Send home a tip sheet for parents and caregivers to also learn about social distancing.
- School Site Designated COVID-19 Point of Contact
 - The administrator and a designated staff person will be responsible for responding to COVID-19 concerns. All school staff and families should know who this person is and how to contact them.
 - MJUSD [Point of Contact List](#)

Recognize Signs and Symptoms

Students—Entering Campuses

- Parents are expected to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- MJUSD staff will engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit)
 - All students must wash or sanitize hands as they enter campuses and buses.
 - Provide supervised, sufficient points of access to avoid larger gatherings.
 - Use plexiglass or clear screens when practicable.
- If a student is symptomatic while entering campus or during the school day:
 - Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass.
 - If more than one student is in an isolation area, ensure physical distancing.

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- Any students or staff exhibiting symptoms will be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- Students will remain in an isolation area with continued supervision and care until picked up by an authorized adult.
- Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
- Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.

Staff—Entering Campuses

- Perform a daily self-check before you come to work that includes the following:.
 - Do not come to work if you are feeling sick, or if you have a temperature at or above 100.4 degrees.
 - Affirm that you have been without fever for 24 hours without the use of fever reducing medication.
 - Affirm that you have not had symptoms of respiratory illness such as cough, shortness of breath, or runny nose within the past 24 hours
- If you do not pass the self-check, STAY HOME - DO NOT COME TO WORK.

Entrance / Exit - Check In/Out Process

All staff must use the main entrance closest to their workstation and complete the check in/out process the first time entering each day and the last time leaving each day. Leaving for a break or during lunch does not require check in/out each time.

Check-in/Check-out Protocols:

- Use QR Code / [MJUSD Site Check-in Sheet](#) and check out when you exit.
- Wash hands and or use hand sanitizer upon arrival and throughout the day.
- Wipe down / disinfect your work space frequently.
- CD - Daily [system screening/temperature check](#) and visual wellness check will be conducted for all students at time of arrival. A designated Child Development staff member will be just outside the classroom to take the child's temperature using a no-touch thermometer and will conduct a visual wellness check and ask health questions when concerned. Child Development staff will wear a face shield and gloves as well as adhere to social distancing

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(maintaining a distance of 6 feet from parents/guardians) during the system screening/temperature check and visual wellness check.

- Watch for symptoms
 - People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.
 - Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Use of Facilities
 - In accordance with the California Department of Education's Stronger Together Guidance for Reopening schools, MJUSD facilities must have limited access from all non-essential visitors, therefore; use of facility permits are currently suspended.
- Support Coping and Resilience
 - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
 - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
 - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
 - See resources for Teachers about talking with children about COVID-19
 - Yuba.Org resource - [Coping with Stress during infectious disease outbreaks.](#)
 - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

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Instructional Programs

Principles of 2020–2021 Instructional Program Models

For the 2020–2021 School Year Marysville Joint Unified School District will provide in-person instruction to the extent possible while keeping our students and staff safe in accordance with federal, state, and local guidelines. We want to provide parents and students a range of instructional program options that will equitably and appropriately meet the needs of all families during this unprecedented emergency.

The proposed instructional programs presented below are based on the following guiding principles:

- Relationships are a critical component of education. We want our students to be connected to school and their teachers no matter what instructional models are currently implemented.
- Students, particularly those most vulnerable, learn best with daily direct teacher contact.
- All of our planning is built to bring students back 5 days a week as soon as possible, while respecting current COVID-19 health and safety guidelines.
- Distance learning is defined as instruction in the home without attending the in-person class sessions at the school site, while remaining formally enrolled at the student’s current school of residence or other assigned comprehensive school.
- Distance learning will be part of all solutions and our plan must have the flexibility to transition between instructional models without continual restructuring.
- We acknowledge that there will be a variation in how schools operate if and when diagnosed COVID-19 cases impact on the school environment. We will need the capacity to transition effectively and rapidly based on emerging circumstances.

Regardless of the instructional model any of our schools are in at a given point in time, parents will, to the extent allowed by law, have the opportunity to select distance learning for their child. Based on the May 2020 parent surveys, we anticipate that up to 20% of families may choose distance learning during the 2020–2021 school year. Upon request, parents will have the ability to transition their students back into the in-person instruction from distance learning.

During the 2020–2021 school year, we anticipate the need for three phases of instruction. The phases are designed to work in conjunction with each other in a seamless fashion.

	Phase 1	Phase 2	Phase 3
Define Phase	Distance Learning	Blended Learning	Full time in School
Time on Campus	No time on campus	Some time on campus and shortened days	5 full days on campus
Learning schedule/modality	Online or paper-based courses only	Multiple schedule options available based on social distancing	School as normal with adjustments as needed based on social distancing and other

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		and other health and safety guidelines	health and safety guidelines
We anticipate the need to move between models as needed throughout the school year			

With the above considerations, the needs of our students are diverse based on the grade span and school configurations. The following are the instructional models MJUSD is considering for the 2020–2021 school year.

Elementary School

Transitional Kindergarten through grade 3:

TK–3rd grade classes have an average class size of 24 students to 1 teacher (24:1). Students in distance learning are included in this ratio. With an anticipated 20% of students participating in distance learning, we foresee physical class sizes of 20:1 ($24 \times 20\% = 4$ to 5 students in distance learning). Also, when considering the health and safety guidelines, we project some students will be absent due to the cold and flu season. Therefore, the model below assumes that, on any given day, that there will likely be fewer than 20 students per class.

Assumptions:

- Due to the 24:1 class size and expected students engaged in distance learning, MJUSD anticipates that the number of students who are physically attending school can be present for physical instruction and maintain health and safety guidelines including social distancing and wearing face coverings when social distancing is not feasible.
- Instances may occur when a school or class cannot safely maintain all students in the class and an instructional model may need to be modified to limit the number of students in the classroom.

Each student (not engaged in distance learning) will be assigned to a learning cohort (small group of students grouped together) in the event that it is necessary to transition to a modified Blended learning model. Below is a diagram of the Blended learning model for TK–3:

- Students will attend school 4 days a week unless the site needs to shift to Modified Blended schedule.
- School will be on a shortened day schedule.
- Social Emotional Check in for students will be available (SEL Check in).
- Teachers will be available on Mondays for appointments to provide intervention to meet specific needs of students and specific student populations (i.e., Special Education and English Learners).
- Teachers will work with distance learning students on Mondays and every afternoon after students leave for the day.

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Sample Elementary Bell Schedule:

Times	Tuesday through Friday
8:00-8:15	SEL check in
8:15-8:30	Breakfast
8:30-12:00	Academic Time
12:00-12:30	Lunch
12:30-1:30	Academic time and staggered release
1:30-3:00	Distance Learning

Blended Learning – TK-3 Normal schedule

All TK-3 students on campus 4 days a week

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet with students by appointment	On campus: Cohort A Cohort B Cohort C Cohort D	On campus: Cohort A Cohort B Cohort C Cohort D	On campus: Cohort A Cohort B Cohort C Cohort D	On campus: Cohort A Cohort B Cohort C Cohort D
Students in distance learning with teachers in the afternoon				

NOTE: In the event it becomes necessary for modification to the schedule in order to ensure social distancing, TK-3 may also use the Hybrid Learning model currently designed for grades 4 and up.

Blended Learning – TK-3 Modified Schedule

All TK-3 students on campus 3 days a week

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet by appointment with students	On campus: Cohort B Cohort C Cohort D	On campus: Cohort C Cohort D Cohort A	On campus: Cohort D Cohort A Cohort B	On campus: Cohort A Cohort B Cohort C
	Distance Learning: Cohort A	Distance Learning: Cohort B	Distance Learning: Cohort C	Distance Learning: Cohort D
Students in distance learning with teachers in the afternoon				

Grade 4 to Grade 5/6 on an Elementary School Site

Grades 4, 5, and 6 on an elementary school site have an average class size of 34 students to 1 teacher (34:1). Students on distance learning are included in this ratio. Therefore, the model for this grade

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span differs from the TK–3 model. With the anticipated 20% of students in distance learning (34 x 20% = 6 to 7 students in distance learning) and a quarter of the students on Blended distance learning (34 – 6 students from distance learning is 28 total students; 28 divide by 4 is an additional 7 students not in the class any given day) we anticipate physical class sizes of 21:1. Also, when considering the health and safety guidelines, we anticipate students will be absent due to the cold and flu season. Therefore, the model below assumes that, on any given day, there will be fewer than 21 students in a room.

Assumptions:

- Due to the 34:1 class size and expected students engaged in distance learning, MJUSD does not anticipate that all students will be present for physical instruction due to health and safety guidelines.

Each student (not engaged in distance learning) will be assigned to a learning cohort (small group of students who stay together) and attend physical school 3 days a week.





- School will be on a shortened day schedule.
- Social Emotional Check in for students will be available (SEL Check in).
- Teachers will be available on Mondays for appointments to provide intervention to meet specific needs of students and specific student populations (i.e., Special Education and English Learners).
- Teachers will work with distance learning students on Mondays and every afternoon after students leave for the day.

Sample Elementary Bell Schedule:

Times	Tuesday through Friday
8:00–8:15	SEL check in
8:15–8:30	Breakfast
8:30–12:00	Academic Time
12:00–12:30	Lunch
12:30–1:30	Academic time and staggered release
1:30–3:00	Distance Learning

Blended Learning - Grades 4 and Up

Students on campus 3 days a week

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet by appointment with students	On campus: Cohort B Cohort C Cohort D  Distance Learning: Cohort A	On campus: Cohort C Cohort D Cohort A  Distance Learning: Cohort B	On campus: Cohort D Cohort A Cohort B  Distance Learning: Cohort C	On campus: Cohort A Cohort B Cohort C  Distance Learning: Cohort D
Students in distance learning with teachers in the afternoon				

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Middle and High School

Grades 6 to 12

Grades 6 to 12 typically have an average class size of 36 students to 1 teacher (36:1) and students see multiple teachers during the day. Students on distance learning are included in this ratio. Therefore, the model for this grade span differs from the elementary model. With the expected 20% of students anticipated in distance learning ($36 \times 20\% = 7$ to 8 students in distance learning) and a half of the students on Blended distance learning ($36 - 7$ students in distance learning is 29 total students; 29 divide by 2 is 15 students) we anticipate 15 students physically on campus per class. Also, when considering the health and safety guidelines, we project some students will be absent due to the cold and flu season. Therefore, the model below assumes that on any given day there will be fewer than 15 students in a room.

Assumptions:

- Due to the 36:1 class size and expected students in distance learning, age of the student, and instructional need, MJUSD still anticipates that all students cannot be present for physical instruction and maintain health and safety guidelines. However, it is possible that enough students are engaged in distance learning that only two learning cohorts are necessary.

Each student (not engaged in distance learning) will be assigned a learning cohort and attend physical school 2 days a week.





- School will be on a shortened day schedule.
- Social Emotional Check in for students will be available (SEL Check in)
- Teachers will be available on Mondays for appointments to provide intervention to meet specific needs of students and specific student populations (i.e., Special Education and English Learners).
- Teachers will work with distance learning students on Mondays and every afternoon after students leave for the day.

Sample Secondary Bell Schedule

Times	Tuesday through Friday
7:45-8:00	SEL check in
8:00-12:00	Academic Time including 10 min Nutrition Break
12:00-12:30	Lunch
12:30-2:00	Academic time and staggered release
2:00-3:00	Distance Learning

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Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet by appointment with students	Cohort A On campus 	Cohort A On campus 	Cohort B On campus 	Cohort B On campus 
	Distance Learning Cohort B	Distance Learning Cohort B	Distance Learning Cohort A	Distance Learning Cohort A
Students in distance learning with teachers in the afternoon				

OR

Blended Learning – Middle and High School

Students on campus 2 days a week

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers meet by appointment with students	Cohort A On campus 	Cohort B On campus 	Cohort A On campus 	Cohort B On campus 
	Distance Learning Cohort B	Distance Learning Cohort A	Distance Learning Cohort B	Distance Learning Cohort A
Students in distance learning with teachers in the afternoon				

Whichever model above is selected, the 2 days students are on campus will be one of the following:

- Attend periods 1, 2, & 3 one day and periods 4, 5, & 6 the second day.
- OR
- Attend periods 1-6 each of the two days.

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Distance Learning During any Instructional Model

Any student participating in distance learning only, subject to state laws and regulations, will be accountable on attendance, grades, and academic progress. This will be required to promote participation and will require us to keep a strong focus on equity, and intervention for our special populations. In this model, students and teachers may interact in a variety of ways.

- Teachers may record and broadcast lessons.
- Teachers may call in small groups to work with students as needed during the Monday appointment time.
- Parents may come in with students to get help support their students.
- Students will generally be paced together allowing for an easier transition back to the classroom for full time school.
- The school will accentuate program elements that draw students to school (CTE, Music, Arts).
- The school will provide possible supervision locations for study centers for most vulnerable students.

Example Schedules at Each Grade Span

Elementary Sites

Times	Tuesday through Friday
8:00–8:15	SEL check in
8:15–8:30	Breakfast
8:30–12:00	Academic Time
12:00–12:30	Lunch
12:30–1:30	Academic time and staggered release
1:30–3:00	Distance Learning

Secondary Sites

Times	Tuesday through Friday
7:45–8:00	SEL check in
8:00–12:00	Academic Time including 10 min Nutrition Break
12:00–12:30	Lunch
12:30–2:00	Academic time and staggered release
2:00–3:00	Distance Learning

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Blended Learning Models:

Blended Learning – TK-3 Normal schedule

All TK-3 students on campus 4 days a week

Cohort	Tuesday	Wednesday	Thursday	Friday
A	In School	In School	In School	In School
B	In School	In School	In School	In School
C	In School	In School	In School	In School
D	In School	In School	In School	In School

Blended Learning – TK-3 Modified Schedule

TK-3 students on campus 3 days a week

Blended Learning – Grades 4 and Up

Students on campus 3 days a week

Cohort	Tuesday	Wednesday	Thursday	Friday
A	Distance Learning	In School	In School	In School
B	In School	Distance Learning	In School	In School
C	In School	In School	Distance Learning	In School
D	In School	In School	In School	Distance Learning

Blended Learning – Middle and High School week

Students on campus 2 days a week

Cohort	Tuesday	Wednesday	Thursday	Friday
A	In School	In School	Distance Learning	Distance Learning
B	Distance Learning	Distance Learning	In School	In School

OR

Blended Learning – Middle and High School week

Students on campus 2 days a week

Cohort	Tuesday	Wednesday	Thursday	Friday
A	In School	Distance Learning	In School	Distance Learning
B	Distance Learning	In School	Distance Learning	In School

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Curriculum and Chromebooks

MJUSD has a 1:1 ratio for Chromebooks for students. However, internet connectivity or access may be a challenge in some locations, in particular in the hill communities. Currently, we have 750 active hotspots for distribution to help cover our anticipated need. We will continue to work with our internet and data providers to find ways to bridge those gaps that may still exist. As we move forward, students will be offered both digital and print options.

For the core subjects (English Language Arts, Mathematics, 3–Course Model Science, and History Social Science), MJUSD has online access, as well as print materials, for all students. These programs will be available on an easy platform for students to navigate. Our technology team will be available to help support the needs of families with Chromebooks and accessibility to the programs. MJUSD uses Single Sign On (SSO) to negate the need for multiple passwords for students.

Each classroom will have a Google page/website where all assignments and lessons will reside. This will serve as a launch point to the online curriculum programs as well. Parents will be able to engage, monitor, and support their student(s). With Google classroom and Aeries communication, parents and teachers can have regular communication. No matter what phase of instructional model we are in, this platform will be used to promote a seamless transition between instructional models in the event it becomes necessary.

Assessments

MJUSD will use a variety of assessments to monitor all students in all of the instructional phases.

- Initial screening and diagnostic assessments for grades K–8 and struggling students in high school will be assessed at least three times a year in Reading and Mathematics (Renaissance Learning – STAR 360).
- Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning relative to the specific goal of the lesson.
- MJUSD is providing access to programs like Go Guardian to assist in monitoring assessments.

Unless California Department of Education directs otherwise, all state assessments will be administered this school year. MJUSD will work on administering the assessments while following all applicable health and safety guidelines.

Special Programs

MJUSD will ensure students with disabilities, and other special populations, are fully integrated into every aspect of preparation and participation in the District's 2020–2021 Pandemic Plan. The needs of all students will be addressed and the decisions made by the IEP and 504 teams will benefit all students, staff, and families.

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Specifically, regarding planning for students who are medically fragile and/or immune-compromised, MJUSD will build in flexibility to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. MJUSD will ensure the ability to quickly pivot to virtual class attendance in order to retain some regular connection to teachers and parents in the event a student is unable to physically attend school.

In order to ensure a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act, MJUSD will work with each family and student to determine how to meet each student's individual educational needs within the context of any instructional model required by the COVID-19 emergency. MJUSD will use the IEP process to plan for the traditional school year and will include an emergency circumstances plan to address the potential for immediate or future school site closures.

English Learners

MJUSD continues its goal that English Language Learners (ELL) acquire fluent English proficiency as rapidly and effectively as possible. Our ELL students will need to be monitored closely to ensure that they are making growth and achieving the same grade-level academic standards that are expected of all students. With that in mind, the following resources are available to all English Language Learners during all instructional models:

- K–6 students will have access digitally to the ELL designated resources in Wonders to support ELD time.
- Students in grades 7–12 will access iLit digitally for designated ELD time.

MJUSD also has a district level ELD Teacher on Special Assignment who will also be available to support the teachers in monitoring the progress of our ELL students during all phases of instructional models. This will include activities such as the following:

- Reviewing ELPAC data.
- Reviewing grades and progress towards standards.
- Provide PD to teachers in supporting the needs of EL students.

MJUSD will strive to continue to ensure meaningful communication with parents of English Language Learners in a language they understand and to adequately notify parents of the same information about any program, service, or activity that is shared with all parents.

Initial/Summative ELPAC will be administered to each student requiring an assessment. Initial ELPAC is administered throughout the school year and Summative ELPAC is administered between February 1st to May 31st. Arrangements will be made for in-person testing during the times it is required.

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Preparing for When Someone Gets Sick

Schools will implement several strategies to prepare for when someone gets sick.

- Advise Staff and Families of Sick Students of Home Isolation Criteria
 - Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- You can be with others after
 - 3 days with no fever and
 - [Symptoms](#) improved and
 - 10 days since symptoms first appeared
 - Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, symptoms have improved, and you receive two negative test results in a row, at least 24 hours apart.
- Isolate Those Who are Sick
 - Make sure that staff and families know that they (staff) or their children (families) should not come to school and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#), (less than 6ft for more than 15 minutes) to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
 - School staff should identify an isolation room or area to separate anyone who has COVID-19 symptoms.
 - If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Clean and Disinfect
 - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Health Officials and Close Contacts will be notified

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- In accordance with state and local laws and regulations, school administrators will notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#)
- Administrators will inform those who have had [close contact](#), (within less than 6ft for 15 minutes or more) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.
- [Yuba and Sutter County List of the local testing sites for COVID-19](#)
 - See Attachment2
- Considerations for Partial or Total Closures
 - Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
 - When a student, teacher, or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps:
 - In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
 - Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.
 - Additional close contacts (less than 6ft for 15 minutes or more) at school outside of a classroom should also isolate at home.
 - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
 - Plans will be communicated for school closure to include outreach to students, parents, teachers, staff, and the community.
 - Guidance will be provided 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.
 - Refer to the continuity of education plan at www.mjusd.com .
 - Schools will maintain regular communications with the local public health department.

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Toolkit for MJUSD Administrators

- California Department of Education Stronger Together reopening schools guide–<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>
- [Signs and Resources to promote health during COVID-19](#)
- [Sample Cleaning Schedules and EPE process–MCOE](#)
- Resource for determining supplies needed at the site. –[EPE Calculator](#)
- Hygiene supplies will be available through the normal MJUSD Warehouse Stores requisition process. Step-by-step instructions can be found [here](#).
- [CDC FAQ's for teachers, parents, and administrators](#)
- Communication Systems
 - Put systems in place for:
 - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations](#).
 - (e.g. see “Notify Health Officials and Close Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
 - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- Back-Up Staffing Plan
 - Monitor absenteeism of students and employees, cross-train staff and create a roster of trained back-up staff.

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- Staff Training
 - All MJUSD professional development training and staff meetings will be conducted virtually or [social distancing](#) will be maintained.
 - Each staff member is required to complete the COVID-19 Safety Training available through Public School Works. The two courses required are How to Protect Yourself and Others and How to Clean and Disinfect Your School.
 - Below is a link to a short video explaining how to register and take the courses:
 - <https://vimeo.com/410380959/0d709fe6c3>
 - Below is the link for employee registration and the courses:
 - <https://www.publicschoolworks.com/LMS/lmsStudentView.php?di=1779&dia=byba3&landing=mycoursepage>

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Toolkit for MJUSD Teachers

Children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear.

Tips for talking to children

- Remain calm. Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- **Reassure children** that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope with you.
- Make yourself available to listen and to talk. Let children know they can come to you when they have questions.
- Avoid language that might blame others and **lead to stigma**.
- Pay attention to what children see or hear on television, radio, or online. Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to anxiety.
- **Provide information that is truthful and appropriate** for the age and developmental level of the child. Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information. Children may misinterpret what they hear and can be frightened about something they do not understand.
- **Teach children everyday actions** to reduce the spread of germs. Remind children to wash their hands frequently and stay away from people who are coughing or sneezing or sick. Also, remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
- If school is open, discuss any new actions that may be taken at school to help **protect children and school staff**.

Facts about COVID-19 to discuss with children

Try to keep information simple and remind them that health is working hard to keep everyone safe and healthy.

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What is COVID-19?

- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Scientists and doctors are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors are trying to learn more so they can help people who get sick.
- Doctors and health experts are working hard to help people stay healthy.

What can I do so that I don’t get COVID-19?

[You can practice healthy habits](#) at home, school, and play to help protect against the spread of COVID-19.

What happens if you get sick with COVID-19?

- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths. Most people who have gotten COVID-19 have not gotten very sick. Only a small group of people who get it have had more serious problems.
- If you do get sick, it doesn’t mean you have COVID-19. People can get sick from all kinds of germs. What’s important to remember is that if you do get sick, the adults at home will help get you any help that you need.

- [CDC FAQ’s for teachers, parents, and administrators](#)

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Attachment 1- Health Order

[Current Yuba County Health Officer Order](#)

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Attachment 2- Yuba & Sutter Schools & Community Sports Programs May 26, 2020



To: Yuba and Sutter Schools & Sports Programs

Date: May 11th, 2020

From: Yuba Sutter Bi-County Public Health Officer, Dr. Phuong Luu

Dear Coaches,

As we continue to navigate this COVID-19 public health pandemic, we must also consider the totality of health in our community. While the risk of viral transmission is very much present in our community, other factors such as physical, mental and behavioral health additionally impact the wellbeing of our students and athletes. Therefore, as sports programs begin to reopen no-contact conditioning practices, the following guidance should be followed:

- Both athletes and coaches will be screened upon arrival to each conditioning practice to ensure they are asymptomatic prior to being allowed to participate.
- Adequate access to hand sanitizers and thorough cleaning of any commonly used surfaces is required.
- Groups shall be 10 or less, including coaching staff.
- Once a group of 10 or less is established, there will be no exchanging of players from one group to another creating a consistent pod structure.
- During the conditioning period the players and coaches shall maintain physical distancing of 6 feet or greater at all times.
- Groups shall be either time staggered or separated significantly on the fields to prevent co-mingling of pods.
- Gear should not be shared between pods and adequately disinfected after each conditioning practice.
- Staff will have plans in place to make sure athletes are not allowed to gather prior to and after the conditioning practice.

Thank you for your cooperation and collaboration during these extraordinary time. May you have a safe and healthy sports season.

Phuong Luu, MD, MHS, FACP
Bi-County Health Officer
Yuba County and Sutter County

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Attachment 3-Test Sites

INFORMATION ABOUT SCREENING/TESTING SITES IN YUBA SUTTER

The OptumServe no-cost testing site for COVID-19 testing is now open

Online registration can be done at <https://LHI.care/covidtesting>

- Phone registration (only for those without Internet access): (888) 634-1123
- Testing will be by appointment only.
- If the person being tested has insurance, the insurance company will be billed. For uninsured individuals, the testing costs will be covered by the state.
- Test result turnaround time is typically 48-72 hours (2-3 days).
- Those tested will be given a card they can use to check for results later. Those who test positive for COVID-19 will be contacted by a nurse.
- There are two OptumServe testing sites:

--Sutter County Veterans Hall, 1425 Veterans Memorial Circle in Yuba City.

--Wheatland Community Center, 101 C Street, Wheatland.

Other COVID-19 screening and testing locations*

- Peach Tree, if you're in Yuba County - Ampla, if you're in Sutter County

****We know that by posting these locations many may feel compelled to show up for testing even without a recommendation from a doctor. Please do not do this as it is not safe for staff. Contact Peach Tree Health or Ampla Health after discussion with your doctor.***

Peach Tree Health

Corner of 5th and H streets at Marysville Immediate Care.

Screening and testing Monday - Friday, 8 a.m. – 5 p.m./Saturday and Sunday, 8 a.m.-3 p.m.

*Please call 749-3242 ahead of time so nurses can expect you.

DRAFT

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
School Year 2020-2021
Proposed Pandemic School Reopening Plan

Ampla Health Lindhurst Medical & Xpress Care

4941 Olivehurst Avenue, Olivehurst, CA

(530) 743-4611

Medical Hours

Mon-Fri 8am-6pm

Xpress Care Hours

Mon-Sat 9 am-7 pm

Sun & Holidays 9am-4pm

Closed for Lunch 12pm-12:30pm

Ampla Health Richland Medical

334 Samuel Street. Yuba City, CA

(530) 674-9200

Mon & Thurs 8am-7pm

Tues, Wed & Fri 8am-5pm

Closed for Lunch 1pm-2pm

Ampla Health Yuba City Medical & Xpress Care

1000 Sutter Street, Yuba City, CA

(530) 673-9420

Medical Hours

Mon-Fri 7am-5pm

Xpress Care Hours

Mon-Sat 9 am-7pm

Sun & Holidays

9am-4pm

Closed for lunch 12pm-1pm

Ampla Health Yuba City Pediatrics

932 Market Street, Yuba City, CA

(530) 671-8820

Mon-Fri 7:30am-5:30pm

(530) 671-8820

Mon-Fri 7:30am-5:30pm