

# Twin Rivers Unified School District **Road to Reopening**



*Guidelines are subject to change based on public health orders.  
Guidelines outlined in this document are based on the California Department of Public Health guidance.*

## Superintendent's Communication

To Staff and the Twin Rivers School Community,

The TR team has been busy preparing for the reopening of our schools for in-person instruction.

We are energized and eager to get back to school in the more traditional sense. Teachers miss working directly with the students, and students miss the social and extracurricular activities that bring joy to learning.

As we prepare for the return to in-person instruction, we have gathered information into this one document for easy reference. This comprehensive guide provides information across all areas of school operation, and we encourage you to keep it on hand for quick reference.

***The overarching purpose of our planning is to protect the health and well-being of our students and staff.***

We have followed the guidelines from the Centers for Disease Control and Prevention (CDC) and state and local public health agencies to ensure proper cleaning, disinfecting, spacing, traffic patterns (to manage spacing), and air filtering/quality. Questions about the following topics and then some are covered in the guide:

- Attendance/Absences
- Class schedules for hybrid models, which involve a blend of in-person and online
- Cleaning and disinfecting protocols on campuses and in classrooms
- Health protocols, including face coverings and campus traffic patterns for proper physical distancing of a minimum of 6 feet
- Nutrition and food service modifications to accommodate physical distancing
- Student resources and supports, including access to libraries, tech centers, and counseling services
- Testing and tracing guidelines for each campus, in accordance with public health agencies

Please review the information in the guide and consider the steps that you will take to help keep yourself and those around you healthy: ***hand hygiene; proper and courteous physical distancing; observing the entrance/exit and traffic guidelines; and respecting the rules about visiting campuses.***

Thank you for doing your part. We are all in this together, and our goal is to prudently phase back into in-person instruction safely and without compromise to our employees' and students' health.

With respect,

Steve Martinez, Ed.D.  
Superintendent, Twin Rivers Unified

[Link to Superintendent's letters to families.](#)

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## SECTION 1: Instructional Programs

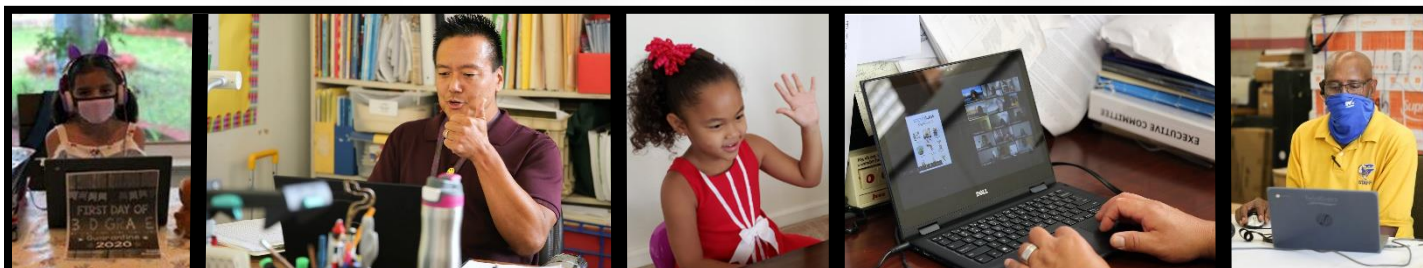
### Reopening Phasing

Per the Governor's Order of 7/17/2020, Sacramento County is on the COVID-19 monitoring list, which indicates that all schools may open through a remote distance learning format. Once Sacramento County meets the reopening guidelines (14 days off the monitoring list), TRUSD will begin a phased approach to opening schools. We will do so with all safeguards and precautions for students and staff safety in place.

<b>PHASE 1</b> All Remote	<b>REMOTE LEARNING FOR ALL GROUPS</b>  This will continue until we meet the reopening criteria, as mentioned above, which we will monitor regularly. Remote learning = 5 days synchronous & asynchronous One-on-one assessments
<b>PHASE 1a</b> Small Group Returns: All others remain remote	<b>Small Group Returns for In-Person Targeted Specialized Supports and Services</b> <b>Two (2) - Four (4) Days per Week (M, T, TH, F)</b> Small Group Cohorts - Continuity students. Students will be identified and notified in advance by school administration. All other students remain remote learning during this phase.
<b>PHASE 2</b> Group A & B Return	<b>Group A &amp; B Return to In-Person Instruction</b> <b>Two (2) Days per Week</b> Students will return to on campus instruction 2 days per week. Classes will be divided into A and B cohorts to reduce class size and increase social distancing. Cohorts will attend Monday/Tuesday or Thursday/Friday. Students will attend online learning 3 days per week. This phase will commence when Sacramento County enters the "Red Tier" or waivers are granted for instruction (waivers apply to K-6 instruction only).
<b>PHASE 3</b> Full Attendance	<b>Full Attendance</b> <b>Full Attendance:</b> All students will be on campus 5 days for in-person instruction with regular bell schedules.

**Phase 1: Remote Learning for All Groups:** This will continue until we meet the reopening criteria, which we will monitor regularly. *Remote learning = 5 days synchronous & asynchronous*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MORNINGS</b> Synchronous					
<b>AFTERNOONS</b> Asynchronous					



Distance Learning: TK-6 Elementary 332 Minutes Regular 220 Early Release
Synchronous: Live instruction 180 minutes minimum
20 minutes live daily meetings with whole class Additional small group sessions with students on a consistent schedule
Lunch Service Distribution 11:30 - 12:30
Asynchronous Learning: Assigned through Google Classroom, 152 minutes equivalent
Includes iReady, Swun, Beyond the Basic Facts, Science, Social Emotional Learning, and Social Science



**Distance Learning: Middle School Schedule**  
**367 Regular**  
**247 Early Release**

Synchronous: 180 minutes per day

Asynchronous Learning: 187 Maximum Assignment  
 Equivalent Time Allocation

Lunch Service 11:30-12:30  
 (No Synchronous)

Additional Supports: Swun math lessons, iReady, Khan Academy



**Distance Learning: High School**  
**397 Regular**  
**277 Early Release**

Synchronous: 180 Minutes Minimum










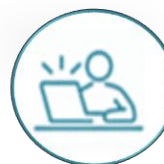
Lunch Service 11:30-12:30  
 (No Synchronous)

Additional Supports: UC Scout,  
 On-Line Curriculum, Khan Academy,  
 AP Suite of Supports























**PHASE 1a:**

Small groups return for in-person, targeted specialized supports and services. Two (2) - Four (4) days per week (M, T, TH, F). Students will be identified and notified in advance by school administration. All other students remain remote learning during this phase.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SMALL GROUP					
ALL OTHER					





















**PHASE 2: Students Return in Part:**











Elementary students attend school in-person two days a week (either Monday/Tuesday or Thursday/Friday) and are dismissed at lunchtime. Student attends Zoom with teacher two days a week after lunch. Student completes independent work during school hours when not in-person or on Zoom.

COHORT A Elementary					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					
COHORT B Elementary					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					








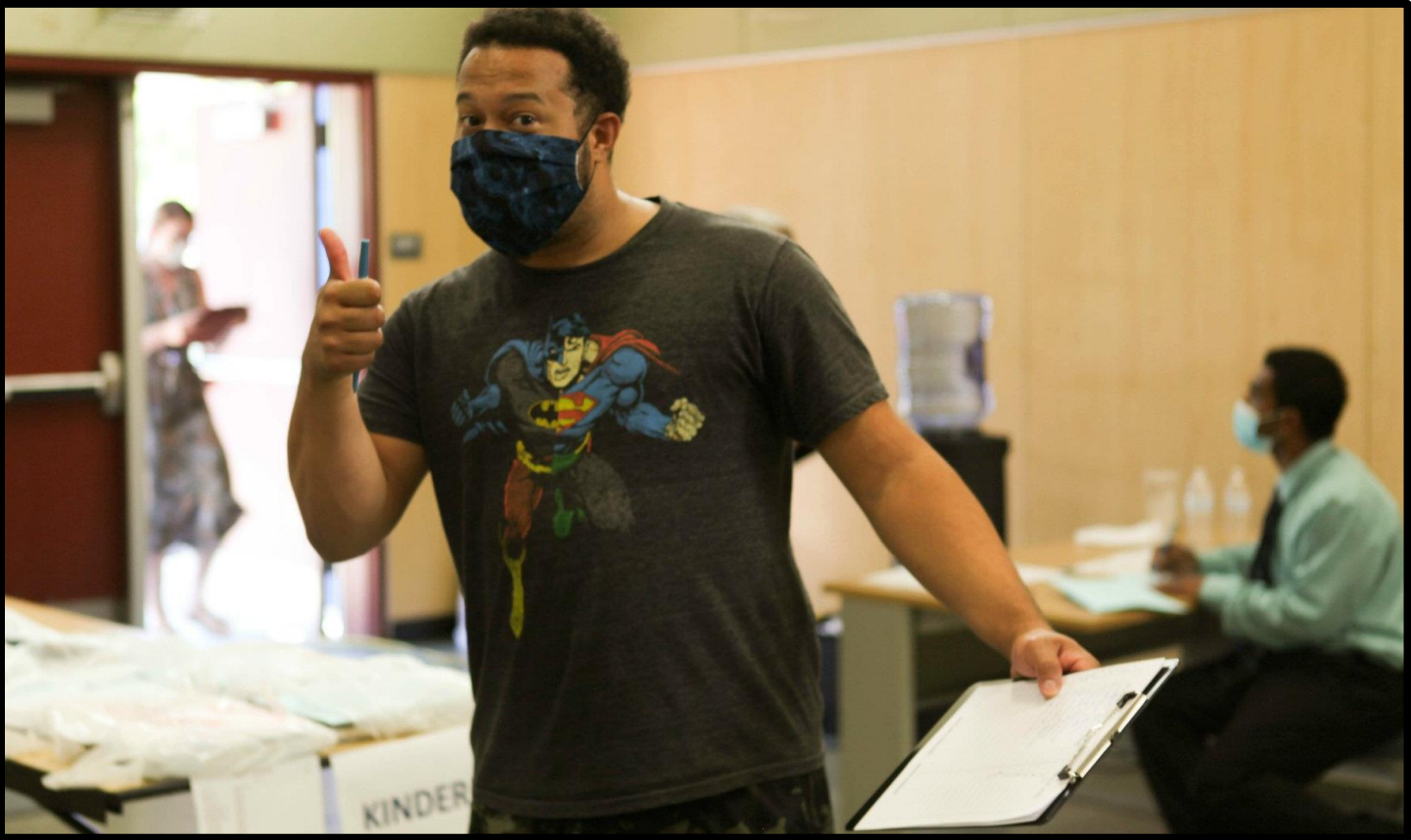
Secondary students attend school in-person two days a week (either Monday/Tuesday or Thursday/Friday) and are dismissed at lunchtime. Student attends Zoom with teacher two days a week after lunch. Student completes independent work during school hours when not in-person or on Zoom.

COHORT A Secondary					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning	 In-Person Periods 1, 3, 5	 In-Person Periods 2, 4, 6			
Afternoon				 Zoom Periods 1, 3, 5	 Zoom Periods 2, 4, 6
COHORT B Secondary					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning				 In-Person Periods 1, 3, 5	 In-Person Periods 2, 4, 6
Afternoon	 Zoom Periods 1, 3, 5	 Zoom Periods 2, 4, 6			

COHORT C Virtual Only Option					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

**Phase 3: Full Attendance:** All students will be on campus for 5 days, in-person instruction with regular bell schedules.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				



## Student Attendance

### K-12 Site Based Interventions Flow Chart

Local Education Agencies (LEAs) are required to develop written, tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. The engagement strategies may include transitioning specific students back to in-person instruction.

## Teacher Intervention

STEP

01



#### ***Student absences exceeds 60% of week.***

- Teacher inquires about absences via home phone call/text or email using Aeries Student Information System (SIS).
- Teacher must document all outreach attempts in Aeries under interventions.
- Teacher submits to School Principal/Vice Principal and attendance lead list of students who have missed 60% of weekly distant learning program. School site administration will be knowledgeable on how to obtain this information via Aeries SIS.  
Example: Run an attendance report/query.
- Students in this category are defined to have not responded to distant learning program for three consecutive or non-consecutive school days in one week equaling 5 days or missing 60% of an instructional week that is reduced due to holidays or board approved school calendar for students.  
Example: Student missed 3 days out of a 5 day week and the teacher has called home and sent emails to express her concerns of the student's absences and the risks it places on the student's academic achievements. She has also documented in Aeries each contact she has made with the family.

## Principal/Vice Principal Intervention

STEP

02



#### ***Student's absences exceed 60% or more in one week cont. and does not respond to teacher's attempted contact.***

- Site Principal/Vice Principal will work with support staff such as attendance leads, school counselors, and other support staff to contact families who have students in this category.
- All contact attempts must be documented in Aeries under interventions.
- School officials will identify barriers and reasons as to why students missed 60% of the school week.  
Example 1: student missed 60% of a school week because she was watching cartoons.  
Example 2: Student missed 60% of a school week because he overslept.
- A personalized plan may/will be developed to identify and address barriers to increase attendance.  
Example 1: Student will get 1 hour of TV time at the end of the day.  
Example 2: Create a set bedtime schedule with alarm clock and a morning routine.

## Admin and District Intervention

STEP

03



#### ***Student's absences exceeds 60% or more in one week and does not respond to attempted interventions from site administration and support staff.***

- Site Principal/Vice Principal will work with support staff such as attendance leads, school counselors, and other support staff to compile a list of non-responsive families.
- School officials will submit to District Child Welfare & Attendance (CWA) officials list of non-responsive families for district level coordinated school and interagency response.

## District Office Next Steps Flowchart

Local Education Agencies (LEAs) are required to develop written, tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. The engagement strategies may include transitioning specific students back to in-person instruction.

### STEP

# 01



#### ***Identify the percent of homeless students needing McKinney-Vento support such as hygiene items, clothing, and school supplies***

- Date will come from housing questionnaire forms
- Last year's records
- School outreach to CWA Teams

### STEP

# 02



#### ***Provide schools with resources based on the percent of students who qualify for McKinney-Vento support***

- Additional students/families in need will need to fill out the HQ form (form can be downloaded online, completed at the school site or over the phone with school office staff or CWA staff)
- School site/office will reach out to CWA staff about families in need
- CWA team will connect with families to determine resources needed

### STEP

# 03



#### ***Distribution of resources***

- CWA team will arrange to drop off items to the school if the option is available
- CWA team will arrange to drop off items to families staying in a shelter/motel
- CWA team will arrange to meet family in a safe location to provide items
- These options can be available to minimize stigma and public exposure





### What to Consider Before You Start

- ☐ Find a quiet spot without distractions and with good lights.
- ☐ Be on time. Dress appropriately. Practice professionalism.
- ☐ Follow the same school rules as in the Student Handbook.
- ☐ Prepare for and behave during the Zoom meeting just as you would prepare for and behave in the classroom.



### Important Privacy Issues

- ☐ Do not screenshot or record anything during the meeting. Your teacher may choose to record the session.
- ☐ When you participate in a video meeting, you are providing a “window” into your home. Consider what may come into camera view during the meeting. Is everything in the background appropriate?



### Joining the Zoom Meeting

- ☐ Click on the Zoom link provided by your teacher.
- ☐ Do not forward a Zoom link to others outside the class.
- ☐ Attendance will be taken during the Zoom meeting sessions.
- ☐ As you join, check in with your teacher, then mute yourself by selecting the mic icon.



### Using Your Mic

- ☐ Talk at your normal volume.
- ☐ Avoid side conversations when unmuted.
- ☐ The mic will pick up other noises in the room, so it's best to select a quiet place to join.



### Using Your Camera

- ☐ Position yourself close enough and centered to the camera so your teacher can clearly see you.
- ☐ If you can, avoid windows behind you or other bright lights directly in the camera view to keep a clear image.
- ☐ When speaking, try to look at the camera, not your screen, as direct eye contact improves communication.



### Staying Engaged

- ☐ Nod or signal a “thumbs up” to acknowledge other student contributions to the class discussion.
- ☐ Avoid doing anything else when you are in the meeting. This is your time to stay focused.
- ☐ If the teacher allows it, use the chat to ask questions, request to speak, or share ideas.



### Using the Reactions Buttons (Teacher Optional)

- ☐ If available, use the “raise your hand” option to indicate when you want to speak.
- ☐ If available, use other engagement icons when appropriate: thumbs up, applaud, etc.



### Keeping Track

- ☐ Take notes during class conversations and teacher lessons.
- ☐ Demonstrate commitment to learning online by making the extra effort to be engaged.



### Final Thoughts

- ☐ Always behave as if your camera and mic are on.
- ☐ Always be respectful and patient, especially when there may be technical challenges. By following these guidelines, we will get through this together!



## Special Education Instruction

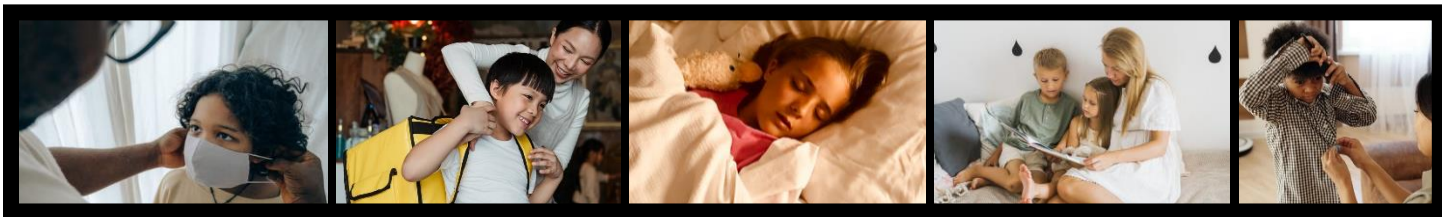
Special Education instructional services will be provided and incorporated within the same schedule and guidelines as the general education programs. During both distance learning and reopening of schools for in-person learning, an Addendum for Individualized Student Distance Learning Plan (ISDLP) may be developed for students with an IEP and shared with parents to document the services to be provided during each phase of re-opening. A new, required component of the IEP is the Temporary Emergency Educational Plan, which will be incorporated into future IEPs as they occur. Some specific programs and students will be prioritized for in-person, small group instruction based on needs and services that are challenging to provide remotely.

**All Special Education programs will align with District and school schedules and instructional minutes.**

### Transitioning Your Child Back to School

Going back to the classroom is going to look very different this year. As students transition back into the classroom, it is important that routines and expectations be established around the new school environment. Safety is key and practice with these routines will help our students get into the habit of new school norms.

### Suggested Steps to Prepare your Child to Return to the Classroom



Prepare your child in advance for returning to school (at least one week prior).

- Establish a morning routine
- Establish a bedtime routine

Begin reading social stories or showing videos to your child around COVID-19 and protocols for wearing a mask.

- Practice putting on and taking off a mask correctly with your child.
- Practice wearing a mask during virtual learning. This can be a great opportunity for parents and teachers to praise students wearing a mask prior to going back to school.
- Praise your child when appropriately wearing their mask when out in public.
- Practice taking your child's temperature at home so they know what is expected when arriving at school.

Model calm behavior and talk about what might be expected during their school day.

- Limited number of teachers and students who will be present in the classroom at one time.
- Expectation to wear their mask throughout the school day.
- What lunchtime may look like: cafeteria closed, eating in classroom, while remaining socially distanced.
- What recess may look like: staggered recess schedule with assigned area by cohorts, mask will be required, while remaining socially distanced.

## Additional Resources for Families:

- ❖ [Talking with Children about Coronavirus Disease 2019](#)
- ❖ [Videos for Kids and Parents | Coronavirus Information](#)
- ❖ [More Best Ideas for You and Your Family](#)
- ❖ [Introducing Your Child to Wearing a Mask](#)
- ❖ [16 Activities to Practice Mask Wearing](#)
- ❖ [8 Things to Practice With Your Kids Now for COVID-19 Classroom Safety](#)
- ❖ [Back to School Planning and Packing COVID-19](#)
- ❖ [How to Get Your Kids Comfortable With Wearing Masks, Broken Down by Age](#)

## Social Emotional Learning/Mental Health and Wellness

- TRUSD recognizes the critical role in-person instruction plays in the health and wellness of students.
- Isolation of “shelter-in-place” along with the stress and anxiety associated with COVID-19 and distance learning has taken a toll on students and their mental health.
- Teachers will continue to receive training and coaching to assist in forming meaningful connections and engaging students during Phase 1 of instruction.
- Counselors, school psychologists, and mental health personnel are ready to provide varied levels of supports to students and families in all phases of our return to instruction.
- The following are SEL and Mental Health & Wellness resources for parents and students:
  - School-based counseling
  - Suicide prevention training for all certificated staff
  - Positive Behavior Interventions & Supports (PBIS)
  - Restorative Practices
  - Social Emotional Learning and curriculum
  - TRUSD Mental Health and Wellness website with links to resources
  - Care Solace information, mental health service referrals and support, crisis hotline (888) 515-0595
  - National Suicide Prevention Crisis Line: (800) 273-8255
  - Teen Help Line: (800) TLC-TEEN

## Academic Supports

- Identification and prioritization of essential learning standards
- Formative assessments for learning gaps
- Tiered levels of support and interventions in small groups
- Added tutoring for identified students
- Web-based supplemental support curricula in both English Language Arts and mathematics



## English Learners

Designated English Language Development will be delivered during each instructional day of the week. Integrated English Language Development will continue to be delivered in all content areas to ensure students have access to rigorous curriculum and success in grade level standards during both hybrid and distance learning models. English Language support staff will be available throughout the instructional day to assist students and families in content area curriculum and digital platforms.

## Access to Technology



- All TRUSD students were provided with a Chromebook on their first day of school
- All students TK-12 have TRUSD email accounts
- Wi-Fi equipment installed on TRUSD buses
- Verizon and Sprint partnerships for affordable Wi-Fi mobile devices
- Comcast Internet Essentials program - offering families free in-home internet access
- Dedicated parent Help Desk access
- Internet Safety through Go Guardian
- Hotspots available for families as needed

## Sports and Extracurricular Activities

For any sports updates, [visit the CIF](#) website.

- All school districts nationwide face multiple challenges in planning the 2020-21 school year, including how to safely continue with robust athletic and sports programs. Sports play an important role in the culture and communities of our schools, and in the lives of our many dedicated student athletes.
- TRUSD is working closely with representatives from neighboring districts to plan a safe and thoughtful approach to athletics and to provide competitive sports this next school year. Please [visit the CIF website](#) to review the decisions they've made in alignment with Public Health. ([Sports Schedule](#))
- [8.3.20 Update on Youth Sports from CDPH](#)

## High School Return to Athletics

### Overview

- The initial return to athletics phase is very limited. It has been designed to smartly return the students to physical conditioning, allow for the social emotional connection with peers/coaches, and to test the degree of self-discipline adults and students will demonstrate that might allow TRUSD to transition to the next step.
- Safety **must be the priority** above all else.
- Student participation in a program is completely voluntary and based upon parental discretion. Any student who chooses not to participate in summer workouts will not be penalized.
- Limited conditioning began on June 28, 2020.

## Program Start Criteria

Before programs began, they were required to meet the following criteria:

- Coaches have completed this presentation/training
- Student-athletes must have been cleared by athletic directors (ADs) and:
  - Have a physical on file for returning students (60 day extension)
  - Submit a new physical exam (for new & transfer students)
  - Submit a completed COVID-19 waiver turned in to AD/coach
- Infrared thermometers (touchless) must be available for use
- Hand sanitizer pump or spray must be available and plentiful
- Posted student-athlete daily precautions
- Individuals must bring their own hydration bottles with personal labels, not to be shared with others
- Principal/AD/District AD must approve plans to participate and use specific areas of the facilities to practice
- Principal/AD must have a custodian schedule in place to ensure appropriate cleaning of restrooms/facilities
- Principal/AD monitoring schedule by admin to supervise and ensure safety and guidelines are being followed

## Pre-Workout Screening Protocol

- All coaches and students screened for signs/symptoms of COVID-19 prior to workout. Screening includes a temperature check. Recommend recording responses to screening questions for each person and stored. This record is to be used for contact tracing in case a student develops COVID-19. **During screening, if a student records 100.4 or higher they will be sent home and may not return for 14 days or until cleared by a medical doctor.**
- Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate healthcare professional.
- Vulnerable individuals should not oversee or participate in any workouts during Phase 1.





## Athletics Distancing Measures



- No gatherings of more than 25 people outside – 10 inside.
- Locker rooms should not be utilized during Phase 1. Students should report to workouts in proper gear and immediately return home to shower and place clothing in washing machine at end of the workout. Phase 2 students and coaches should be wearing masks in any indoor facility.
- Workouts should be conducted in “pods” of students with the same 25 students working out together. Smaller pods (10) can be utilized for weight training to ensure limited exposure in case of infection.
- There must always be a minimum distance of 6 feet between everyone. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur.
- All students must bring their own water bottle. Water bottles must not be shared. Students should label their own personal water bottles.
- Hydration stations (water cows, water trough, water fountains, etc.) should not be used.
- Coaches should bring their own water bottles labeled with their names.

## Athletics Cleaning & Sanitizing Protocols

- Coaches/athletes will wash their hands and/or use hand sanitizer before and after and intermittently.
- Coaches working with multiple groups on the same day must wear a cloth face covering.
- Coaches are expected to constantly remind students to wash hands and/or use hand sanitizer.
- Coaches are responsible for ensuring that all equipment is wiped down and cleaned following each use. Coaches/athletes should practice appropriate cleaning methods.
- Adequate cleaning schedules created and implemented for all athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, weight room equipment, bathrooms, etc.).
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces and participating in workouts.



- Weight equipment shall be wiped down with District-supplied cleaner by individual thoroughly, before and after individual's use of equipment.
- Appropriate clothing/shoes should always be worn in the weight room to minimize sweat from transmitting onto equipment/surfaces.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.
- Students must be encouraged to shower and wash their workout clothing immediately upon returning home.
- Uniforms will not be issued until athletic play resumes and will be washed immediately upon returning home.

### **Physical Activity and Athletic Equipment**

- There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students.
- Students should wear their own appropriate workout clothing (do not share clothing). Individual clothing/towels should be washed and cleaned after every workout. Students may wear sports gloves for added protection based upon activity.
- All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.
- Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual.
- Resistance training should be emphasized as body weight, sub-maximal lifts and use of resistance bands.
- Free weight exercises that require a spotter cannot be conducted while honoring social distancing norms. Safety measures in all forms must be strictly enforced in the weight room.

# Phased Return



With a Phase 1 return to sports, ALL coaches need to be mindful that athletes have not been physically active since March.



Please adjust workouts to slowly build to full workouts.



Begin with shorter, less intense practice and training activities, with longer recovery intervals between bouts of activity.

## SECTION 2: Prevention

### Cleaning, Disinfecting, and Sanitization Procedures



- ☐ Clean and disinfect student restrooms (including scheduled disinfecting throughout the school day)
- ☐ Disinfect rooms and empty trash at end of day and throughout the day as practicable
- ☐ Disinfect exterior surfaces (touchpoints) every day, and throughout the day as practicable, by trained custodial staff
- ☐ Clean and disinfect office
- ☐ Open and clean staff restrooms (scheduled disinfecting throughout the day)
- ☐ Clean cafeteria/kitchen area after staff has been present
- ☐ Clean MP rooms and touchpoints after staff has been present
- ☐ Refill spray bottles for staff on site for periodic disinfecting as needed
- ☐ Custodians at primary site (no split site shift)
- ☐ Cleaning logs in rooms and restrooms throughout campus
- ☐ Shared computer, equipment, and toys regularly wiped down throughout the school day as feasible
- ☐ Communicate the daily cleaning plan to staff and community
- ☐ Custodial staff who are responsible for cleaning and disinfecting school sites will be equipped with proper protective equipment including gloves, eye protection, respiratory protection and other appropriate Personal Protective Equipment (PPE)
- ☐ Definitions of cleaning types:
  - Sanitize - Reduces the occurrence of bacteria, viruses, and fungi
  - Clean - Removes dirt, debris, crumbs and grease by washing wiping and rinsing
  - Disinfect - Removes nearly all germs on hard, non-porous surfaces

### Frequently Touched Surfaces

High-touch areas such as door handles, light switches, sink handles, bathroom surfaces, tables, and desks will be cleaned daily, or more frequently as needed.

More Frequent Cleanings as Needed



## Cohorting

Small, stable cohorts of students will be established in all phases of in-person instruction. Small group cohorts identified in Phase 2a will contain no more than 15 combined students and staff. Staff will only belong to one cohort of students. Likewise, students will only be included in one cohort. Students will not mix with other cohorts nor will they have breaks, lunch, or other leisure time with other student cohorts.

During the hybrid learning phase, cohorts will be established through the A and B cohort process outlined in the Instructional Programs portion of this document. Students will not mix during lunch or recess. A schedule will be established for younger students to ensure students are placed in recess and lunch zones by cohort to maintain separation.

Students in grades 7-12 will attend in a block schedule to minimize contacts with other students and will be provided with training and instruction around physical distancing protocols/expectations. Staggered release times will occur for classes to allow students to maintain social distancing in halls.

Exceptions to stable cohorts include:

- Students with disabilities and staff providing Special Education services may rotate into general education and Special Education classrooms for a portion of the day.
- Students with disabilities may spend a portion of their day in a separate classroom cohort for the provision of Special Education services.
- Substitute teachers can provide coverage for teachers who are absent.

## Entrance, Egress, & Movement within the School

### Campus Visitors

*Visitors will be limited*

- Family members/caregivers will meet at facility entryways for pick-up and drop-off of children whenever possible and will utilize drive-through pick-up practices whenever possible.
- Family members/caregivers who must enter a school building will enter and exit one person at a time to allow for social distancing.
- Visitors will follow the same health screening protocols as students:
- Routes for entry and exit are designated, using one-way paths of travel where feasible



## Campus Modifications

- Classroom rugs, group tables, and non-essential furniture have been removed, and individual desks or tables installed with distance between student stations.
- Students have their own designated space with their own supplies.
- Signage will be added to the campus for social distancing reminders.
- Social distancing and best practices signage posted around campus and distributed to families.
- Plexiglass will be added to the office area, and in some areas of the classroom and common spaces.
- Symptom rooms have been identified.



## Classrooms

- Universal signs are placed in classrooms with reminders of important health practices.
- Furniture is placed to allow for social distancing; extraneous desks and tables are removed.
- Soft materials, fabric seating, etc. are removed.
- High-grade, MERV 13 HVAC filters are used in buildings throughout the District, and the filters are routinely inspected and changed. Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Student belongings will be stored separately and will be sent home each day to be cleaned.



TR SECONDARY

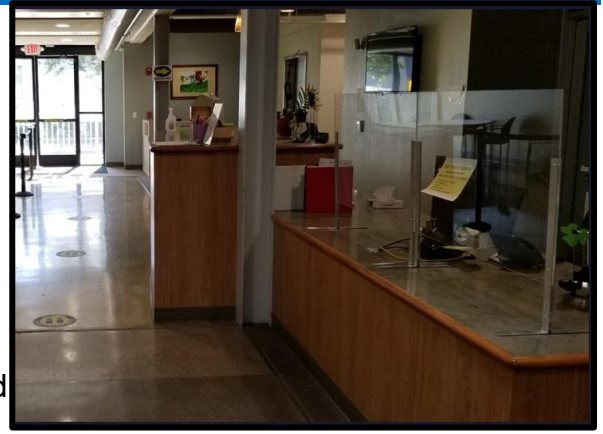
TR ELEMENTARY





## Common Areas

- Restroom use will be encouraged during class time and lunch to ensure social distancing.
- Schools are minimizing and structuring congregate movement through hallways.
- Schools have established entry and exit protocols to minimize congregate movement.
- Schools have reconfigured recess schedules and reduced sharing of equipment.
- Schools are minimizing large gatherings on campus, e.g. elimination of in-person assemblies and school-wide events.



## Other Modifications

- Non-classroom spaces may be used for instruction, including outdoor campus spaces.
- Lunches will be conducted in multiple campus settings, including classrooms and outdoor spaces.
- Schools will continue to communicate, teach, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Schools will continue to educate families and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.

## Nutrition Services

### Elementary and Secondary

- All meals will be offered as grab-n-go.
- Eliminate self-service (e.g. elimination of salad bars and “food share table”).
- No keypad entry for student code - students can use Student ID cards instead of entering student numbers on a keypad for touchless meal service.
- Staff, whenever possible, will use pre-packaged, individually wrapped items or pre-plated food in closed containers.
- Staff to provide condiments/wrapped utensils for students.
- Supports safety & social distancing for everyone on campus.
- Training and procedures are developed for training.



### “School Meals 2 Go” Curbside Program for Distance Learners

- The “School Meals 2 Go” program will continue to operate as a drive-thru, curbside pick-up meal program for children 18 years and under, and for students learning at home.
- The curbside program meals will be offered at regionalized Twin Rivers school sites.
- Meals provided are to be consumed at home.
- Meal kits will include breakfast, lunch and supper for each student.
- Only one meal kit per child, per day.
- We ask that families visit only one meal service time and site per day.



## Meal Preparation

- Use pre-packaged meal items whenever possible.
- Staff to use disposable prep supplies, i.e.: aprons, gloves, masks, face shields, etc., whenever possible.
- Staff will be trained on current health and safety protocols and employee expectations (i.e. handwashing procedures).
- Increase cleaning and sanitizing of frequently touched areas in kitchen.

## Transportation

### Phases 2 – 4

#### Loading and unloading of buses



- Students are required to wear their PPE or mask (the District will provide a mask if the student does not already have one).
- Students will be required to use the Student ID/student bus pass, once issued.
- Load students onto the bus from “rear to front” and unload students from the bus “front to rear” to avoid students walking past each other.
- Encourage students to maintain physical distancing while loading and unloading at school sites.
- Encourage students to practice social distancing while waiting at bus stops.
- Buses and touchable surfaces will be sanitized after AM and PM routes.

#### Seating and physical distancing



- Students will be physically distanced on bus seats utilizing an “x” placed on the seat.
  - Students must wear a face covering, unless exempt.
  - A protocol will be developed for students who may have issues with wearing a mask while on the bus, such as Special Education students due to sensory issues.
  - All bus drivers must wear a face covering.
- A supply of masks for each bus will be made available in the case that a student does not have one.
  - Procedures for drivers to follow if the driver believes the student is showing COVID-19 symptoms have been established.
  - Notify families/students of the District’s transportation process, including adjustments due to COVID-19.

## Face Coverings & Other Essential Protective Gear

Twin Rivers maintains an inventory of masks, ranging from disposable, cloth, KN95 and N95 to ensure staff have adequate Personal Protective Equipment (PPE) needed for a safe return to in-person instruction.

The District shall require the use of face coverings (“masks”) in accordance with federal, state, and local guidelines in effect. (<https://covid19.ca.gov/masks-and-ppe/>)

Face coverings must be used in accordance with CDPH 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.

Current guidelines for face coverings:

Age	Face Covering Requirement
Under 2 years old	No
2 years old – 2nd grade	Strongly encouraged
3rd grade – High School	Yes, unless exempt



If a student or staff member does not have a face covering, one will be provided to them.

Schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Schools should offer alternative educational opportunities for students who are excluded from campus.

## Staff Personal Protective Equipment (PPE)



Face coverings for staff (masks or face shields) must be worn while working in accordance with CDPH and Cal/OSHA standards. [Link to the Department of Public Health.](#)

Office space examples of when a face covering is now required:

- Interacting in person with any member of the public.

- Working in or walking in common areas such as hallways. Common areas include all cubicles.
- When in rooms where other people are present and unable to distance (this includes any in-person meeting).

Face shields may be used in addition to face coverings if staff choose.

Face shields with drape or clear masks may be used instead of face coverings in specific situations where the mouth of the adult needs to be visualized by students in order to provide instruction per CDC and CDPH guidelines.

## Health Screenings for Staff and Students

### Student Daily COVID-19 Self/Guardian-Checklist

**During Phase I:** when students are brought on campus for 1:1 essential services, the District shall ask parents to screen students at home prior to coming on campus, and stay home for any COVID-like symptoms or close exposure to others with COVID-19. In addition, upon arrival on campus, students will enter through the main entrance of the school site to undergo an active screening, including temperature and review of symptoms. Anyone displaying or reporting symptoms will be rescheduled for another time when appropriate.

**During Phase 1a the, following will apply:** the District shall ask parents to screen students at home prior to coming on campus, and stay home for any COVID-like symptoms or close exposure to others with COVID-19. In addition, upon arrival on campus, students will undergo an active screening, including temperature and review of symptoms. Anyone displaying or reporting symptoms will be sent home with appropriate follow-up prior to return to campus.

**During Phase II and III:** the District shall ask parents to screen students at home prior to coming on campus, and keep student home for any COVID-like symptoms or close exposure to others with COVID-19.

### Employee Daily COVID-19 Self-Checklist

**During all instruction models:** The District has established a passive screener using Catapult EMS and will require all staff to perform a passive screening prior to the start of the work day. Catapult EMS will send all staff an alert every morning. Staff will log-in and be directed to answer a short series of COVID-19 related questions. Staff will be directed to stay home for any COVID-like symptoms or close exposure to others with COVID-19. Catapult will notify only essential personnel of any staff directed to stay home for appropriate follow-up action(s).

**Staff Member Selects 'New Report':**

Back Catapult EMS

Twin Rivers Unified School District  
District Office  
Driving Directors (916) 586-1600

**Employee Daily COVID-19 Self-Assessment**

All employees are required to complete the COVID-19 Illness-Health Assessment form prior to returning to work for the 2020/21 school year. The assessment is vital to ensure the health and well-being of each employee and our school district.

**NOTE:** Employees are required to do a DAILY self-assessment before reporting to work. Should ANY of your responses change to "yes" after the initial completion of this form you are required to stay home and notify your supervisor.

1) Fever (100.4° F or greater), loss of smell or taste, cough, muscle aches, sore throat, congestion/runny nose, shortness of breath, chills, headache  
☐ Yes ☒ No

2) Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or placed in quarantine for possible exposure to COVID-19 within  
☐ Yes ☒ No

3) Have you been asked to isolate or quarantine by a medical professional or a local public health official in the last two weeks?  
☐ Yes ☒ No

What other details should we know?  
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Back Next

## Plan for When Someone has Symptoms or Isn't Feeling Well

### Identification of staff or students with symptoms or exposure to COVID-19

Once a student or staff member is identified on a District campus as having COVID-like symptoms or having close contact with a positive case of COVID-19, they will leave the site immediately if possible. If not, they will be moved to a designated area for isolation either outside as appropriate and if being picked up soon, or to the designated symptom room as needed. Symptom rooms/areas are established on all District campuses for use when someone becomes ill with COVID-like symptoms in order to isolate the ill student or staff member until they can safely exit the site.

### Procedures for Symptom Rooms

- Designated Symptom Room/Area and Delivery of Care for those with COVID-19 symptoms. (Note: It is important to maintain privacy and prevent discrimination for those who may have COVID-19, while ensuring separation of symptomatic staff or students to ensure wellness for all.
- Room is fully stocked with necessary supplies including: touchless thermometer, procedure masks (child and adult size), hand sanitizer and pulse oximeter.
- The room should have access to outdoor ventilation.
- There should be a sink and bathroom in the room or nearby.
- Room should have a phone available.
- Physical distancing should be clearly marked.

### COVID-19 Symptoms

- Fever (100.4 degrees F) or chills
- Congestion or runny nose
- Cough
- Muscle or body aches
- Shortness of breath or difficulty breathing
- Fatigue
- Headache
- Nausea or vomiting
- New loss of taste or smell
- Diarrhea
- Sore throat



### Students with COVID-19 Symptoms

To the extent possible, students provide self-care with staff direction and physical distancing. Call parent to pick up student.

- A trained staff member or nurse monitors and/or provides care
- Additional non-health compromised staff may be necessary to monitor students in areas visible by the nurse or health staff
- Staff delivering care must wear gloves, mask, and other PPE as needed
  - Use non-contact thermometer to take temperature
  - Have students put on masks (some students may not tolerate a mask)
  - Have students sanitize/wash hands (children under the age of 9 should be supervised)
  - Instruct/remind students to use their arm to cover their cough/sneeze
  - If 911 is called, notify EMTs the student has COVID-19 symptoms
  - Notify Public Health/Contact Tracing Team



- Ventilate the room to outside air immediately after student leaves and wait to clean area after 24 hrs., if possible

### Staff with COVID-19 Symptoms

Staff members who develop COVID-19 symptoms during work hours should go home as soon as possible if they are able to do it safely. If not...

- Notify administrator to find coverage for class
- Call staff member's contact on their emergency card
- A trained staff member or nurse monitors and/or provides care for ill staff member
- Staff delivering care must wear gloves, mask, and other PPE as needed.
  - Use non-contact thermometer to take temperature
  - Have staff member put on masks (some people may not tolerate a mask)
  - Have staff member sanitize/wash hands
  - Instruct/remind them to use their arm to cover their cough/sneeze
  - If 911 is called, notify EMTs that staff member has COVID-19 symptoms
  - Notify Public Health/Contact Tracing Team
  - Ventilate the room to outside air immediately after staff member leaves and wait to clean area after 24 hrs., if possible

### SEEK EMERGENCY MEDICAL CARE IMMEDIATELY IF SOMEONE HAS THE FOLLOWING:

- Trouble breathing
- Inability to wake or stay awake
- Persistent pain or pressure in the chest
- Bluish lips or face
- New confusion
- Low pulse oximeter saturation reading <95%, unless individual has underlying health conditions and typically has low O2 saturation readings

### Healthy Hygiene Practices

All modifications based upon CDC, State & County Health Guidelines.

The Twin Rivers Unified School District has developed multiple SARS-CoV-2 mitigation strategies minimizing close contact among our students, staff, and families. These measures are based on the most recent health and safety guidelines from the Centers for Disease Control and Prevention, the California Department of Education, and California Department of Public Health. Individual schools will provide additional information specific for each campus.

### Promoting Healthy Hygiene Practices

The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.


- Twin Rivers Unified School District aims to ensure adequate supplies are available to support healthy hygiene behaviors. School sites will have the following available:
  - Soap
  - Tissues
  - Face coverings
  - Face shields (staff)



- Hand sanitizer
- Medical grade cleaning supplies
- Plexiglass dividers in front offices and for Special Education assessments



## Hand Hygiene

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
  - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
  - Encourage students and staff to wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
  - Encourage students and staff to wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
  - Staff will model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
  - Students and staff will use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
  - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
    - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
  - Staff are required to wash their hands upon entering the District Office or Winona. This is prior to going to the workstation or location.
  - Staff are required to wash their hands upon exiting the District Office or Winona. This is prior to exiting the building either at lunch, break or going home.
  - Twin Rivers Unified School District will implement and enforce strict handwashing guidelines for all staff and children. Wash hands for 20 seconds with soap, rubbing thoroughly after
- 



application, and use paper towels (or single use cloth towels) to dry hands thoroughly. It may be helpful to sing a 20-second song while children wash.

- Use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
- Teach children to avoid contact with one's eyes, nose and mouth, and use tissue to wipe their nose and to cough/sneeze inside their elbow. Model and practice handwashing before and after eating, after coughing or sneezing, after playing outside, and after using the restroom.
- All personal items should be labeled and kept in a separate bag to ensure personal items are separate from others.

The health and safety of our students and employees, and their families, is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. The District will emphasize healthy hygiene practices for students and employees.

- Report to work in clean clothing and closed-toe shoes.
- Adhere to the handwashing process and wash hands thoroughly with soap and warm running water, **scrubbing for at least 20 seconds.**
- Keep fingernails trimmed, filed, and maintained. No acrylic nails.
- Limit jewelry to a plain-banded ring only. Medical alert identification tags are permitted.
- Cover cuts or open sores on hands with a waterproof bandage and gloves.
- Store personal items in designated locations.
- Eat, drink, or chew gum in designated areas.
- Refrain from use of any tobacco products.

Guidelines for hygiene practices for students and staff, which include the manner and frequency of handwashing and other best practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing.
- Use paper towels to dry hands if available instead of a hand dryer if they are available.

Handwashing should occur:

- ☐ Before starting work
- ☐ Before putting on a mask or face covering
- ☐ Before and after eating food
- ☐ After touching mobile phone
- ☐ After touching face, hair, eyes or mouth
- ☐ After touching a mask or face covering
- ☐ Before and after using the toilet
- ☐ After touching clothing
- ☐ After removing a mask or face covering
- ☐ After finishing work



- ☐ Arriving home from work and school
- ☐ As often as possible

The use of hand antiseptics or sanitizer may be an effective way to stop the spread of the coronavirus if the hand sanitizer contains at least **60% alcohol**. Hand sanitizers are most useful when used in combination with regular handwashing and the use of single-use gloves. Hand sanitizers may also be a good option for areas where handwashing is not possible or convenient. However, these products are not a replacement for handwashing.

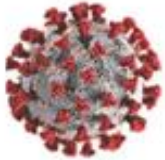
#### When to Use Hand Sanitizer

- ☐ In combination with handwashing
- ☐ Between glove changes
- ☐ Any time you touch or change a mask or face covering
- ☐ Any time handwashing is not possible
- ☐ As often as possible as supplies permit





# What you should know about COVID-19 to protect yourself and others



## Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



## Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



## Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a mask that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



CS 3149378 06/01/2020



## Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



## Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



## Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



## Identification & Tracing of Contacts

### Contact Tracing Support for Staff and Students

The guidelines evolve. Below is the current guidance as of October 8, 2020. Click on the links provided below for the most recent guidelines. Staff or students with confirmed COVID-19 may not return to school sites until:

No longer having a fever (100.4 °F or higher) without the use of fever-reducing medicine like Advil, Tylenol, or aspirin) and significant improvement of your other symptoms (cough, sore throat, headache, etc.) **and** at least 10 days have passed since symptoms first appeared.

Staff or students with symptoms of COVID-19 who have not been tested or evaluated by a medical professional are assumed to have COVID-19. Those with symptoms of COVID-19 may not return to sites until the same criteria listed above have been met, or staff member has a statement from a medical professional that clears them to return to work based on an alternative diagnosis.

Staff or students with close exposure to persons known to have COVID-19 may not return to work until the end of the 14-day self-quarantine period from the last date of exposure.

Return-to-work guidance cannot anticipate every unique situation and Public Health guidance is changing frequently. Therefore, always coordinate return dates with HR and Health Services as they are working closely with Sacramento County Public Health to ensure best practices.

### Contact Tracing Support Team

The TRUSD Contact Tracing Support Team includes:

- Coordinator of Health and Wellness
- Human Resources Manager
- Human Resources Director
- TRUSD Health Services Staff

Procedures are clearly outlined to track both staff and student contact tracing support between Sacramento County Public Health and TRUSD in flowcharts and detailed procedures outlining responsibilities of the Contact Tracing Support Team.

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.

Staff or students with confirmed COVID-19 may not return to school sites until CDC and Sacramento County Public Health guidelines have been met. See these links for the most current guidelines:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>

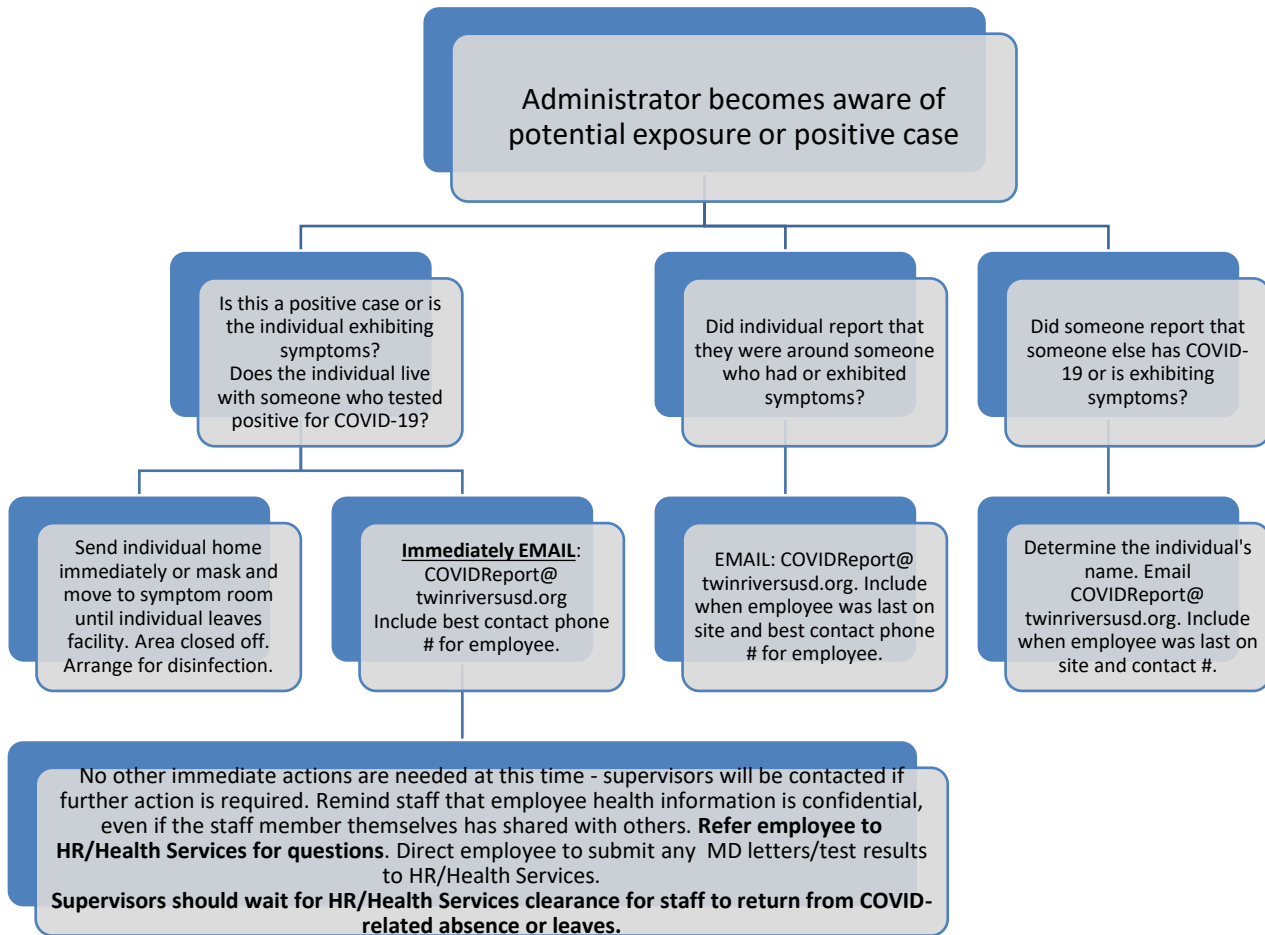
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

Return-to-work or school guidance cannot anticipate every unique situation and Public Health guidance is changing frequently. Therefore, members of the TRUSD Contact Tracing Support Team will be working closely with Sacramento County Public Health to ensure best practices in the contact tracing work, using their latest guidance [Recommended COVID-19 Guidance for Schools](#).

See the school/cohort setting scenarios below, which were updated 9/17/2020.

## Staff & Student COVID Contact Tracing Communication Protocol

### Staff COVID Contact Tracing & Procedure Flowchart



### Follow Up Steps for Staff Contact Tracing

#### Health Services

- Coordinator will assign a nurse to begin contact tracing support work.
- Nurse will contact employee to get contact tracing information.
- Nurse will consult with coordinator to determine if SCPH consult warranted.
- Coordinator or nurse will call SCPH if indicated for guidance.
- If no actions are recommended, HR/Health Services will inform staff member and supervisor.
- Positive cases are added to the district dashboard for public viewing consistent with FERPA and HIPAA requirements.

#### Human Resources & Health Services

- If further actions are advised, the employee will be called by nurse to review applicable CDC/SCPH guidance.
- Staff member and supervisor will be notified by HR and Health Services in writing through the dedicated COVID Report email of guidance with follow-up instructions.

## Health Services

- Health Services tracks dates for return to work and follows up with staff as needed.
- Health Services notifies HR, employee, and supervisor when medically to return to in-person work.
- Health Services refers all leave/HR questions to HR.

## Human Resources

HR Manager notifies employee and supervisor when cleared to return to in-person work.

## Follow Up Steps for Student Contact Tracing

### Health Services

- Coordinator will assign a nurse to begin contact tracing support work.
- Nurse will contact student's parent/guardian to get contact tracing information.
- Nurse will consult with coordinator to determine if SCPH consult warranted.
- Coordinator or nurse will contact SCPH if indicated for guidance.
- No Actions Recommended:
  - If no actions are recommended, Health Services will inform family and principal.
- Positive Case:
  - SCPH notified if not already done.
  - Health Services notifies executive leadership if a positive case exposure occurs on TRUSD site.
  - HR notifies labor partner of any positive case exposure on TRUSD site.
  - Health Services will consult with SCPH and executive leadership to determine next steps, including any need for others to quarantine, or potential class or school closures.  
\*see attached
- Quarantine or Isolation:
  - The student's parent/guardian will be called by nurse to review applicable CDC/SCPH guidance.
  - Site principal will be notified by HR and Health Services in writing through the dedicated COVID Report email of guidance with follow-up instructions.
- Follow-up:
  - Health Services tracks dates for return to work and follows up with staff as needed.
  - Health Services notifies the site principal when student cleared to return to school.

## Communication Protocol

Twin Rivers will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

- If a positive case is confirmed, Twin Rivers applies contact tracing and all families will be immediately notified, along with public health officials.
- Confidentiality is maintained in accordance with state and federal privacy laws.
- All staff members or students will be informed not to return to work and should maintain home isolation until the following has occurred:
  - 24 hours with no fever
  - Symptoms have improved
  - It has been 10 days since the symptoms first appeared

[Sacramento Public Health Contact Tracing Protocol Recommendations Link](#)

## Disinfection Actions

- Areas of potential infection are not used until thoroughly cleaned.
- When possible, custodians will wait 24 hours before cleaning to reduce the risk of exposure.
- Students and staff may be asked to learn or work remotely to prevent transmission.

## Physical Distancing



Each school campus has put measures in place to increase physical distancing in hallways, classrooms, walkways, bathrooms, and other areas of the campus. Students will be encouraged to not congregate together especially in high traffic areas.

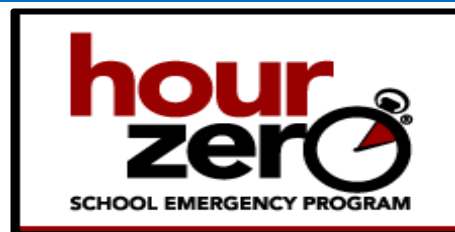
*Physical distancing requirements are integrated throughout this guidance document.*

## Staff Training & Family Education

### Staff Training

All employees will be required to complete the following trainings related to COVID-19:

- Hour Zero
- Safety Protocol video
- Posted signs, reminders and messages



Supervisors will review key PPE and safety concepts at regular meetings and Professional Learning Community meetings.

Health Services will provide frequent updates to “Matters of Management”.

Nutrition Services will provide frequent safety memos to staff focusing on both COVID-related safety guidelines as well as food safety guidelines.

### Student and Family Education

Student and family education will be provided through:

- Zoom meetings/Town Halls on *What Families Can Expect When Schools Reopen* (as suggested by the [SCOE School Year Planning for Families](#)) Topics will include:
  - How to Assist with Screening at Home & Arriving to School
  - Promoting Healthy Practices as a Family
  - Maintaining a Safe and Physical Distance on Campus & in the School
  - Informing Families on the District and Schools Safety Protocols
- Frequently Asked Questions (FAQs) on Safety Protocols and Guidelines for Students & Families.
- The Five Scientific Golden Rules (Wear Face Coverings & Promoting its Use in a Proactive Manner; Handwashing & Sanitizing Protocols; Continuous Cleaning; Social Distancing; Ventilation of School Spaces)



- Videos to Promote Health Tips for Healthy Students & Families (similar to ones created by [Health Services](#)) to be included on parent/guardian messaging

The CDC has developed videos on schools reopening during COVID-19:

- School Reopening with COVID-19: [Maintain Healthy Operations](#)
- School Reopening with COVID-19: [Promote Healthy Behaviors](#)



Promoting Family Practices at Home with Materials such as:

- The CDC's [Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers](#)
- [CDC Checklist for Families](#)
- Mental Health and Community Resources ([COVID-19 District Webpage](#), and FACE website for [Resources for Family and Students](#)) to help parents, guardians, and caregivers navigate stress and uncertainty and to build resilience with their students.

Twin Rivers Unified School District is committed to train staff and provide educational materials, protocols, and resource lists for families in the following safety actions:

- Sanitation practices
- Safe practices for the use of Personal Protective Equipment (PPE)
- Physical distancing guidelines
- Proper usage and care of face coverings
- Screening practices
- COVID-19 specific symptom identification
- Dedicated COVID-19 resource webpage
- Support navigating remote learning for families with the website
- Mental health services and supports
- Information regarding COVID-19 leaves for staff (contact Human Resources)

## Testing of Students & Staff

### Plan for COVID-19 Testing

The District shall post on the District webpage a list of available testing sites, including those offered on school site/District locations as available, on a monthly basis.

### Staff Testing

An ambitious COVID-19 saliva-based voluntary testing program is underway in Twin Rivers Unified. Testing began September, 2020 with employees who are not displaying symptoms of the coronavirus. With approximately 27,000 Twin Rivers Unified students and staff expected to resume in-person instruction at some point during the 2020-2021 academic year, our top priority is the health and safety of our school community.

“We feel the saliva-based COVID-19 testing kits - approved by the FDA - will play a critical role in helping us expand our safety efforts during the pandemic,” says Dr. Steve Martinez, Superintendent. “It’s a noninvasive test and provides a quick turnaround. The purchase of the kits is to ensure they are available as the District continues developing its comprehensive safety plan specifically in response to the pandemic. The plan encompasses many areas, including contact tracing, PPE, signage and physical distancing. The goal is to have a plan in place that supports continuity of instruction for students and employees when we are able to return to a traditional in-class model of instruction.”

The saliva test kits, developed by Rutgers University’s RUCDR Infinite Biologics and its partners. We will provide the tests at no cost to our staff. Voluntary sample collection only takes 3-5 minutes and is painless. Twin Rivers USD will continue to offer surveillance testing to all TRUSD staff on a voluntary basis using the VAULT saliva PCR testing program in place in the district since September 2020. Testing is available daily. There are currently no limits on the number of times staff can test. TRUSD will limit the testing if needed depending on availability of test kits, to a level no less than once every 2 weeks.

Twin Rivers USD will partner with CDPH to obtain and offer BINAXNow rapid antigen tests to any staff who have on-site symptoms or an on-site exposure to COVID-19. TRUSD is obtaining a CLIA waiver for the administration of these tests by partnering with SCPH Dr. O. Kasirye acting as the Laboratory Director.

Staff undergoing this rapid antigen testing will be advised by the trained staff working with the district contact tracing team while adhering to all current public health guidelines and written district COVID-19 procedures.

## **Student Testing**

Purple Tier– Twin Rivers USD will pursue a contract with an outside Laboratory such as Molecular Matrix to offer weekly testing to asymptomatic students.

Red Tier - Twin Rivers USD will pursue a contract with an outside Laboratory such as Molecular Matrix to offer testing every 2 weeks to asymptomatic students.

Orange Tier – Twin Rivers USD will refer families to SCPH test sites for asymptomatic testing.

Twin Rivers USD will partner with CDPH to obtain and offer BINAXNow rapid antigen tests to any student who has on-site symptoms or an on-site exposure to COVID-19. TRUSD will obtain a CLIA waiver for the administration of these tests by partnering with SCPH Dr. O. Kasirye acting as the Laboratory Director. Students undergoing this rapid antigen testing will be advised by the trained staff working with the district contact tracing team while adhering to current public health guidelines and written district COVID-19 procedures.

Each school must designate a person for the local health department to contact about COVID-19.

**The Coordinator of Health Services or their representative shall be the designated point of contact for communication with Sacramento County Health Department for collaboration and guidance surrounding contact tracing work. Methods of communication shall include email, phone calls and the appropriate forms using all relevant FERPA and HIPAA requirements.**

## Triggers for Switching to Distance Learning

### Instruction if a Full Closure is Required











When a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school, the District will refer to the CDPH Framework for K-12 Schools, and implement the following steps:

- In consultation with the Sacramento County Public Health Department, the District will ensure cleaning and quarantine of exposed persons and whether any additional intervention 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.
- Close off the classroom or office where the person was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait for at least two hours or as long as possible.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be cleaned and disinfected.
- Implement communication plans for exposure at school and assess the need for potential school closures in collaboration with the Sacramento County Health Department, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws and information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance as applicable to schools. See additional information on government programs supporting sick leave and worker's compensation for COVID-19, including worker's sick leave rights under the Families First Coronavirus Response Act and employee rights to workers compensation benefits and presumption of the work-relatedness of COVID-19 pursuant to the Governor's Executive Order N-62-20, while that order is in effect.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If a return to 100% distance learning for identified cohorts is deemed necessary, the District will ensure that those students and families will be provided nutrition and other services provided in the regular school setting.
- Maintain regular communications with the local public health department.

### Instruction if a Full Closure is Needed

Students will return to Phase I virtual model.

Teachers will deliver synchronous instruction.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MORNINGS</b> Synchronous					
<b>AFTERNOONS</b> Asynchronous					

### Communication Plan

The District remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and community. The plan will be available to all stakeholders via the District website [www.twinriversusd.org](http://www.twinriversusd.org) (with Spanish and Hmong translations), and will be updated throughout the school year as necessary to respond to local circumstances.

Timely and effective communication about health and safety protocols and schedules will be critical. The District will use its existing communication modes as well as appropriate signage/posters to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

### Goals

- Provide students, staff and families with clear and ongoing communication about the actions the District is taking—step-by-step—prior to and during the reopening of schools for in-classroom instruction. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines, transportation, and nutrition and food service programs.
- Make Health and Safety reopen plans available and accessible, in English, Spanish and Hmong.



## Audience

- TR staff
- Students and families
- Community leaders
- Community education partners
- SCOE
- Public health officials

## Messaging

Clear messaging will continue to be prepared and consistently communicated before the return to in-class instruction, **recognizing differences between districtwide messaging, building-level messaging and classroom-level messaging.** Topics include, but are not limited to:

- District policies/procedures, including how to properly wear and dispose of a face mask/respirator, etc.
- Who to contact with questions/concerns.
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home, proper hand hygiene, respiratory etiquette.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- The facts as we currently know them from public health officials.

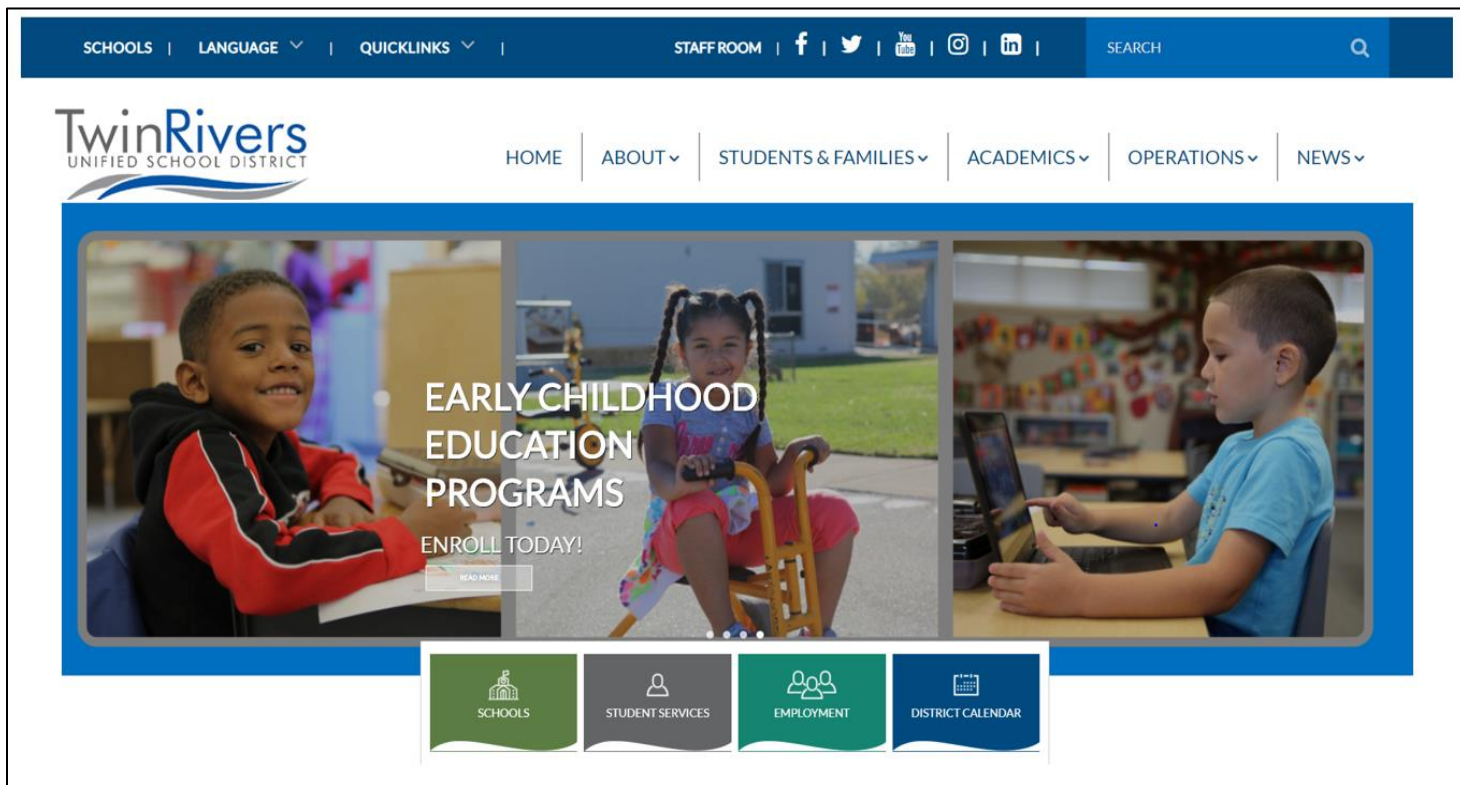
## Communications Channels

Information will be dispersed in a variety of platforms that include:

- Superintendent's Friday Update
- District website/school webpages
- Aeries Communication - email and texts
- Constant Contact - E-news to families (weekly)
- Correspondence (letters) to homes
- Social media accounts used by the District/schools
- Zoom meetings/Town Halls
- Videos
- Talking points to guide leadership response to questions from families
- Auto-calls, as needed

## Website

- Create a new banner with a link to dedicated and redesigned webpage with the Safety Plan – with translations in Spanish and Hmong. Share with school webpages.
- Update website any time there is new information to share.
- All content intended for parents/students translated into Spanish and Hmong.
- Online list of resources for families.
- Post video webinars for parents as they are made available.
- Develop infographics addressing questions of high interest.
- Update FAQs.



## Community Relations

- Be responsive to social media/email/phone inquiries from the public.
- Monitor social media comments and metrics, as well as website metrics, to determine what information is proving most useful to families/community.
- In collaboration with TR Student Health and Wellness Coordinator, continue to develop holding statements that address a variety of scenarios, including when a new case or cases of COVID-19 are identified in students or staff, including a description of how the school or District is responding.

## Social Media

- Create social media campaign focused on reopening for in-class instruction.
- Use document and relevant photos and videos to “hook” TR school community.
- Frequently update content.
- Share content that comes from trusted sources.

## Media Relations

- Respond to media inquiries promptly.
- Pitch stories that proactively convey the work of the District.
- Media briefing/availability at the point that schools reopen in order to ease the burden on individual schools.

## Additional Resources

### Prior to Entering the Workplace

If you become sick, review the “[Prevent the spread of COVID-19 if you are sick](#)” document published by the CDC.

All TRUSD employees need to become familiar with the “[Guidance for Face Coverings](#)” document, published by the California Department of Public Health on June 18, 2020.

### Leaves

[FFCRA Leave](#)

[FFCRA Leave Flowchart](#)

### County Health Information

[How to Protect Yourself and Others](#)

[FAQ COVID-19](#)

[CDC Guidelines](#)

[California Department of Education Guidance for Schools 2020-2021](#)

[California Department of Public Health COVID-19 and Reopening Updated 7.17.20](#)

[California Department of Public Health Guidance Updated 7.17.20](#)

[California Department of Public Health Guidance Updated 8.3.20](#)

[DMHC FAQ for Health Coverage of COVID-19 Testing](#)

### Childcare

**Link to available Childcare based on open spots:** <https://www.twinriversusd.org/Students--Families/Special-Projects/Childcare-Programs/index.html>

TRUSD has partnered with Catalyst Family, Rio Linda Parks and Recreation and North Highlands Parks and Recreation which will provide a limited number of childcare slots across the District. These programs range in operating hours and price, but all will support our student’s educational needs. Some support will be provided during student live (synchronous) instruction and some with assignments (asynchronous).

Once providers have completed the licensing process, priority enrollment will be given to homeless youth, English Learners, and children of TRUSD employees. Additional space will be granted through a lottery system. Below outlines the locations for childcare and provider information.

- **Catalyst Family:** 20 slots per site
  - Babcock Elementary School - 2400 Cormorant Way, Sacramento, CA 95815

- Kohler Elementary School - 4004 Bruce Way, North Highlands, CA 95660
- Las Palmas Elementary School - 477 Las Palmas Ave., Sacramento, CA 95815
- Madison Elementary School - 5241 Harrison St., North Highlands, CA 95660
- Strauch Elementary School - 3141 Northstead Dr., Sacramento, CA 95833
- **Rio Linda Recreation & Park District:** 12 slots per site
  - Dry Creek Elementary School - 1230 G St., Rio Linda, CA 95673
  - Orchard Elementary School - 1040 Q St., Rio Linda, CA 95673
  - Westside Elementary School - 6537 W. 2nd St., Rio Linda, CA 95673
- **North Highlands Recreation & Parks District:** Currently Enrolling

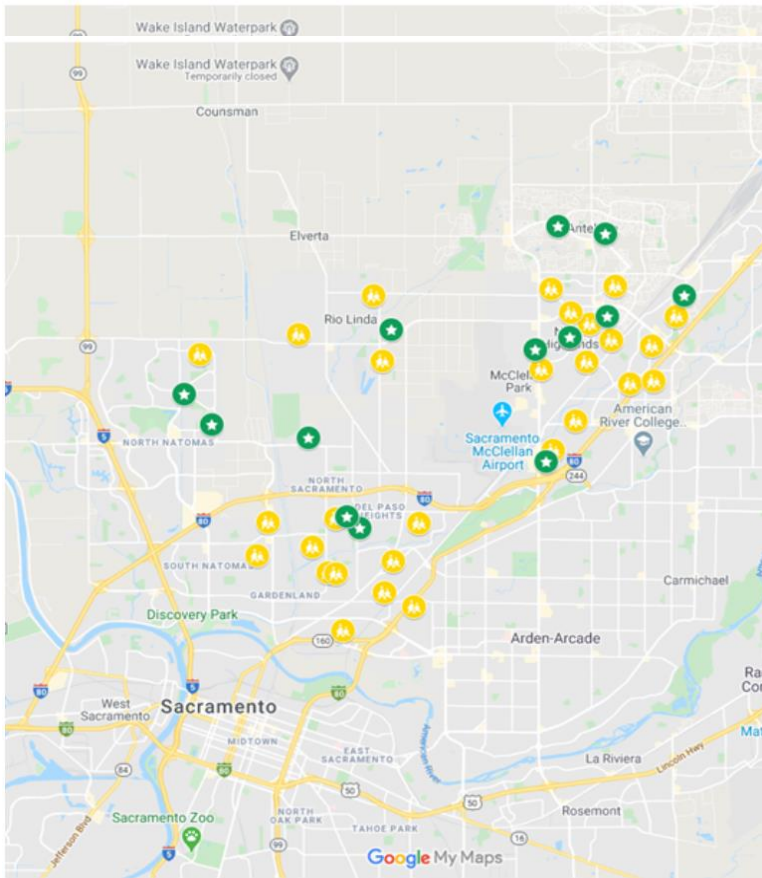
Enrollment will be in stages as sites are licensed and approved. Strauch, Madison and Westside will be the first to open and accept students.

There will be no cost for students participating in these programs. We are also working on facility agreements with agencies that would expand the availability throughout the District.

Additionally, the City of Sacramento recently established the Sac Childcare Learning and Student Support Program (Sac CLASS) to provide a continued intervention program to mitigate COVID-19 related learning loss and address students' social emotional learning this fall. The program will provide support for at-risk students who have difficulty with on-line learning to support the students and offer other enrichment activities at City community centers. Sac CLASS is a free all-day program. Sac CLASS will contract with certificated multi-subject substitute teachers to support student learning for 4 hours per day and there will be one teacher located at each center. These teachers will be able to re-teach or reinforce lessons for students that need additional instruction, and assist students with completing lessons and homework received from schoolteachers.

Operations of Sac CLASS run Monday-Friday, 7:00 a.m. - 3:00 p.m. with the goal to expand to 6 p.m. after operations begin at the following locations listed in priority order based upon identified Promise Zone communities; Mims Hagginwood, Oak Park, George Sim, and Pannell Meadowview Community Center. Sac CLASS will start on September 3, 2020 and December 18, 2020. The Sac CLASS program takes place in a separate designated area in community centers to limit exposure/interaction with public and other programs.





## **Child Care Options**

- Family Learning Center
- Growing Brilliant Preschool Natomas
- Nature Exploring Playschool WeeCare
- 7201 Aberfield Way
- 137 Pinedale Ave.
- Joyland Fun Club
- Mitra Ashrafi
- James Guilmet
- Maria Georgia Vega
- Pitter Patter Childcare & Preschool
- Shawna Rodriguez
- My Love 4 Your Kids
- Good Neighbors Child Development Center
- Coco's Wiggle Worms
- Natalia Deriabina