**Sonoma County Schools COVID Safety Plan Rubric**

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| **School name** |  |
| **Point of Contact name/email/phone** |   |
| **Date plan submitted** |   |
| **Date plan reviewed** |   |
| **Reviewer initials** |   |
| **Recommendation** |  |

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| 1. Stable Group Structures (Pages 18–20) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| **Group/Cohort schedule** |  |  |  |  |  |
| **Stable Groups** |  |  |  |  |  |
|  -grades TK–6 |  |  |  | We recommend limiting the number of stable groups (SG’s) that each individual student or staff is a part of. For example, trying to limit in person stable groups to two (2) plus one (1) extracurricular activity is a way to accomplish this. Stable group size is determined by the capacity of the room and the ability to maintain at least six (6) feet separation between students. Schools should attempt in good faith to achieve this spacing. If spacing must be between four (4) and six (6) feet, school will demonstrate how greater separation is not feasible and how they plan to offset the increase in risk of transmission between students. Teacher and other staff desks must be separated by at least six (6) feet from student and other staff desks.We recommend SG’s of a manageable size (typically approx. 15 students but this can vary depending on the space, mitigating factors, and design of curriculum). Limiting the size of a SG limits everyone’s exposure and lessens the risk of an outbreak in class. SGs should not mix with other SGsSG’s should remain as consistent as possible; for example, keeping the same stable group for at least three (3) weeks.  |  |
|  -grades 7–12 |  |  |  | Same as above except recognizing that secondary schools may require more stable groups (SG’s) to accommodate classes and extracurricular activities. An example of this would be trying to limit SG’s to three (3) plus one (1) extracurricular. While there is no absolute limit to the number of stable groups, mixing should be limited as much as possible and balanced by mitigation measures to include:routine surveillance testing, use of A/B schedules to minimize class size, virtual classes for single class or zero periods sections, minimizing number of days any one student is on campus, minimizing length of day, use of appropriate PPE, social distancing and cleaning and disinfecting measures. |  |
| **Additional stable groups** |  |  |  | Examples of this might include electives, targeted education, after care, sports, etc. We recommend these either be held within SG or virtually. If this is not possible, refer to previous SG guidance.  |  |

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| 2. Visitors/Volunteers/Vendors (Page 22) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Essential visitor policy |  |  |  | Essential visitors (i.e., deliveries, repairs, maintenance) should be screened and, if possible should not be in a classroom while students are present.  |  |
| Non-essential visitor policy  |  |  |  | We recommend no parents, or others who are not staff or students, to be routinely allowed on campus.  |  |

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| 3. Entrance (Pages 20–21) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Drop-off procedure |  |  |  | A drop off procedure should be designed to eliminate mixing of SGs and their parents. Please explain your plan and include a campus map that notes drop off times, drop off locations, and routes through campus for each SG.Extra staff should be available to ensure that students/parents follow the school’s arrival plan.  |  |
| Staggered arrival times |  |  |  | We recommend staggered drop off times to minimize mixing of SGs.  |  |
| Separate entrances |  |  |  | Different entrances and routes through campus should be utilized by SGs arriving at the same time.  |  |
| Screening upon arrival |  |  |  | We recommend a temperature check with a touchless thermometer and symptom check upon arrival. |  |
| No mingling before school |  |  |  | We recommend a policy of no loitering or mingling of students or parents before school. Parent and child should remain in car until time to go to class then parent should leave immediately.  |  |

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| 4. Movement Within School (Pages 22–25) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Assigned Routes |  |  |  | If different SGs will be transitioning at the same time, each SG should be assigned to different routes through the campus to eliminate the risk of mixing. |  |
| Staggered breaks/recess/PE |  |  |  | Breaks, recess, PE, etc., should be staggered to minimize the number of students using the outside areas at one time.  |  |
| Hallways (divided/one way) |  |  |  | If wide enough, hallways should be divided for directional traffic (able to place a 6' barrier between directions – can be lines marked on the floor). If hallways are too narrow for a 6' barrier then should have one-way traffic only, if possible. |  |
| Divided playground |  |  |  | Playgrounds and playing fields should be divided into separate play spaces if more than one SG will be using them at the same time.  |  |
| Assigned bathrooms |  |  |  | Limit the number of SGs who use each bathroom. Consider assigning specific bathrooms by SG and rather than by gender. Please mark your bathrooms on the map and designate which SGs will be using them. |  |

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| 5. Egress (Pages 20–21) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Pick-up procedure |  |  |  | A pick-up procedure should be designed to eliminate mixing of SGs and their parents. Please explain your plan and include a campus map that notes pick up times, pick up locations, and routes through campus for each SG. Extra staff should be available to ensure that students/parents follow the school’s departure plan. |  |
| Staggered departure |  |  |  | We recommend staggered pick times to minimize mixing of SGs. |  |
| Separate exits |  |  |  | Different entrances and routes through campus should be utilized by SGs arriving at the same time. |  |
| No lingering after school |  |  |  | We recommend a policy of no loitering or mingling of students or parents after school. Parents should remain in the car and should leave campus immediately once their child is buckled.  |  |

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| 6. Face Coverings/Other PPE (Pages 16–18) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Mask policy |  |  |  | Double or triple layered cloth masks or surgical masks are required by everyone while on campus unless medically exempt. See page 16 of CDPH Guidance for recommendations / requirements.If students need a temporary “mask break” then it must be outside and >6’ from others. This should not be a routine situation, even while exercising. | 16 |
| Well fitting, no valves, >2 ply |  |  |  | We recommend a clearly defined policy that describes acceptable masks – well-fitting (no gaps), no valves, and >2 ply fabric (cloth or surgical type) |  |
| Extra masks on hand  |  |  |  | Schools need to provide masks for anyone who forgets or if a mask becomes soiled. |  |
| Plan for refusal |  |  |  | Policy needs to state that a student who is not medically exempt and refuses to wear a mask is prohibited from campus.  |  |

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| 7. Health Screening / Symptoms (Pages 27–28) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Pre-Screening from home |  |  |  | Pre-Screening from home is a State Requirement.  |  |
| Support for staff/students in staying home, if needed |  |  |  | A policy should state that staff and students will be supported in staying home if ill without concern of repercussions to employment or their grade.  |  |
| Onsite screening for staff |  |  |  | We recommend onsite screening (temp and symptoms) for staff. |  |
| Protocol for sick staff |  |  |  | A protocol should be in place for staff who is sick (time off, subs, etc.). Please specify. |  |
| Onsite screening for students |  |  |  | We recommend onsite screening (temp and symptoms) for students. |  |
| Protocol for sick student |  |  |  | A protocol should be in place for sick students (make up work/tests, etc.). Please specify. |  |
| Symptom monitoring throughout day |  |  |  | All staff should be monitoring self and students for symptoms throughout the day.  |  |
| Screening of essential visitors/vendors  |  |  |  | Essential visitors/vendors (repairs/maintenance, etc.) should be screened upon arrival. |  |

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| 8. Routine Testing (Pages 39–40) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Plan for staff by tier |  |  |  | Routine/Surveillance testing of staff is recommended based on current tier (see Guidance doc pg. 40 for chart of recommendations) | 40 |
| Plan for students by tier |  |  |  | Routine/Surveillance testing of students is recommended based on current tier (see Guidance doc pg. 40 for chart of recommendations) | 40 |

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| 9. Physical Distancing (Pages 14, 20) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Bus/transport |  |  |  | Masks are required at all times on the bus. Physical distancing should be maximized to the extent practicable and minimally two windows on a bus should be opened fully. Only members of the same household may sit in the same seat. |  |
| Carpools |  |  |  | Carpools are discouraged but if necessary then ideally all children are in the same SG. Masks should be worn (consider double masking) and windows should be open. |  |
| Classrooms |  |  |  | Recommended 6' of distancing between desks. If, in rare circumstances, this isn’t possible then other mitigating factors are necessary (i.e., plastic screens, extra ventilation). Teacher’s desk should be 6' away at all times.  | 21, 22 |
| Hallways |  |  |  | Hallways that allow 6' of spacing between directions should be divided and marked with arrows showing the proper route. Narrower hallways should be made one way only.  |  |
| Student Lockers |  |  |  | Student lockers should be closed so that students cannot congregate |  |
| Bathrooms |  |  |  | We recommend limiting the number of people in bathrooms (1 at a time is best, 2 max) and block off sinks and stalls as needed to create 6' distance. Leave windows and doors open and increase ventilation if possible.  |  |
| Locker rooms |  |  |  | If used, students should be supervised and # using it at a time should be limited so that >6' can be maintained at all times. Ensure good ventilation.  |  |
| Cafeteria/eating area |  |  |  | Eating meals outside while at least 6' apart only with assigned SG is the safest option. Next would be >6' apart in student’s classroom. We recommend indoor cafeterias be closed, but if necessary, students should be >6' apart and seated with their SG with increased ventilation.  |  |
| Gym |  |  |  | Outer doors should remain open for increased ventilation and physical distancing should be maintained in the gym. School athletic activities and sports should follow the **CDPH Outdoor and Indoor Youth and Adult Recreational Guidance**. Note that risk of infection transmission increases for indoor activities; indoor sports are higher risk than outdoor sports due to reduced ventilation. And transmission risk increases with greater exertion levels; greater exertion increases the rate of breathing and the quantity of air that is inhaled and exhaled with every breath.  |  |
| Playground/playing fields |  |  |  | Playgrounds and fields should be clearly divided, with no crossover, if more than one SG will be using it at a time. Play structures do not need to be cleaned between use if students’ clean hands before and after.  |  |
| Staff break rooms |  |  |  | Staff break rooms should be limited to 1 or 2 at a time and it is recommended that staff not eat in the break room.Of note, adults appear to be more infectious overall than children, making staff-to-staff transmission an important focus for safety efforts. A specific situation that has resulted in exposure and transmission among staff in multiple schools is eating and drinking indoors without being physically distant (for instance, in break rooms or common areas).  |  |
| Plastic Barriers/increased ventilation if >6’ not possible |  |  |  | Whenever 6' is not possible, mitigating factors become even more important. Good masks, plastic dividers and increased ventilation are recommended.  |  |
| Virtual meetings, etc., whenever possible |  |  |  | Staff meetings should be conducted virtually whenever possible. Outside with >6' distance would be next best choice.  |  |
| Other |  |  |  |  |  |

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| 10. Healthy Hygiene Practices (Pages 24–26) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Handwashing routines |  |  |  | Students and staff should wash their hands frequently throughout the day, for at least 20 seconds, 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. Staff should model and practice handwashing. For example, use bathroom time in lower grade levels as an opportunity to reinforce healthy habits and monitor proper handwashing. Students and staff should 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.  | 24 |
| Handwashing station locations |  |  |  | We suggest that handwashing stations be available throughout the campus in as many locations as practicable – inside & outside classrooms, playground (multiple if needed), at bottle filling stations, hallways, and near any frequently touched surfaces/items. Please mark their locations on your site map.  |  |
| Drinking Fountains off |  |  |  | Drinking fountains should be turned off. Bottle filling stations are okay (supervision might be required to assure students aren’t using it a drinking fountain). We also recommend hand sanitizer is available since the knob/lever will be a frequently touched item.  |  |

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| 11. Routine Cleaning and Disinfection (Pages 25–27)Note: “Cleaning” refers to soap and/or detergent. “Disinfecting” refers to agents that kill germs on surfaces. |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Classrooms |  |  |  | Classrooms (desks, chairs, etc.) and frequently touched surfaces should be cleaned between SGs and disinfected at the end of the day. |  |
| Bathrooms |  |  |  | Bathrooms should be cleaned regularly, especially the frequently touched surfaces like door latches and faucet handles between SGs and disinfected at the end of the day. If more than one SG is sharing a bathroom then increase cleaning schedule.  |  |
| Cafeteria |  |  |  | If in use, clean daily. Clean tables between students. (It is not recommended that students eat in the Cafeteria – see physical distancing recommendations) |  |
| Playgrounds |  |  |  | Playground equipment does not need to be cleaned between SGs if students clean hands before/after use. But disinfecting once / day is suggested, especially if it is used by the general public.  |  |
| Offices |  |  |  | Frequently touched surfaces or shared equipment should be cleaned at least daily or between users and disinfected at the end of the day.  |  |
| Hallways |  |  |  | Frequently touched surfaces everywhere should be cleaned at least daily and disinfected at the end of the day. |  |
| Locker rooms |  |  |  | Frequently touched surfaces everywhere should be cleaned at least daily and disinfected at the end of the day. |  |
| Gym |  |  |  | Frequently touched surfaces everywhere should be cleaned at least daily and disinfected at the end of the day. |  |
| Frequently touched surfaces in all settings; e.g., light switches, door knobs, etc. |  |  |  | Frequently touched surfaces everywhere should be cleaned at least daily and disinfected at the end of the day.  |  |
| Buses |  |  |  | Buses should be cleaned daily.  |  |
| Other |  |  |  |  |  |

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| 12. Plan for Shared (Page 29) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Supplies |  |  |  | Supplies should not be shared if possible, or at least cleaned between users.  |  |
| Toys |  |  |  | Toys should not be shared if possible, or at least cleaned between users. |  |
| Play structures |  |  |  | Play structures should only be used by one SG at a time, with 6' apart at all times.  |  |
| Electronics / Equipment |  |  |  | Electronics/ Equipment should not be shared if possible, or at least cleaned between uses. |  |
| Tools |  |  |  | Tools should not be shared if possible, or at least cleaned between uses. |  |

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| 13. Handling Ill Individual Onsite (Pages 31–36) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Designated Isolation Room/Area with good ventilation |  |  |  | The isolation room/area should be separate from other spaces (with a door that closes or in a tent). It should have enhanced ventilation such as at least 2 windows that can open and, if possible, HEPA filtration.  |  |
| Immediately remove ill staff or student and place in appropriate Isolation |  |  |  | A child who develops symptoms while at school should be immediately removed from his/her classroom and taken to the isolation room. Parent/guardian should be called for immediate pick up. Ill staff should immediately leave the building and begin home isolation. |  |
| If practical clean classroom |  |  |  | Consider immediate cleaning ill student’s desk and frequently touched surfaces.If not practical, disinfect at end of day. |  |
| PPE available for staff assisting ill child |  |  |  | Full PPE (N95, face shield, gown, gloves) should be available for any staff member caring for a symptomatic child. |  |
|  - Plan for fit-testing |  |  |  | It is recommended to have designated staff members N95 fit tested. SCDHS offers fit testing kits and instructions if school nurses want to get trained to fit test staff members.  |  |
| Disinfect Iso Room/Area after staff/student has left |  |  |  | Allow for increased ventilation in isolation room. Thoroughly disinfect after staff/student has left, allowing appropriate amount of time for airing out and clearance of chemicals used, before individuals return to effected space. |  |
| Instruct staff/parent to follow up with PCP, testing, and provide guidance |  |  |  | Give parents guidance on next steps such as following up with PCP, testing and return criteria.  |  |

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| 14. AFTER AN EXPOSURE – Disinfection/Reporting/Tracing/Testing (Pages 28–29, 31-32, 36–39, 47–49) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Disinfection after positive COVID-19 case is confirmed |  |  |  | Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time.  | 31-32 |
| Case reporting to PH and/or OSHA, per guidelines |  |  |  | Include plan for timely reporting (within 24 hrs.) of the positive case to Public Health, as well as to OSHA and any other applicable agencies to which your site is required to report. Criteria to report are: Name of positive case, DOB, phone number, address, date of symptom onset, date of positive test, last days onsite (starting from 2 days before symptom onset or 2 days before date of positive test collection, if asymptomatic) and which school site.  | 47–49 |
| Designated and trained Contact Tracing staff |  |  |  | Identify those who will be trained and responsible for Contact Tracing. |  |
| Contact identification per County guidelines |  |  |  | Please explain how close contacts will be identified and instructed to quarantine after an exposure event onsite | 36–39 |
| Exposure testing for staff |  |  |  | Recommend testing 8–10 days after their most recent exposure, consider requiring negative result prior to return (except for those who tested positive w/in last 90d) | 31–32 |
| Exposure testing for students |  |  |  | Recommend testing 8–10 days after most recent exposure, consider requiring negative result prior to return (except for those who tested positive w/in last 90d) | 31–32 |
| Support for staff in isolation or quarantine |  |  |  | Ensure that staff have access and ability to continue instruction when staying home. |  |
| Support for student(s) isolation or quarantine |  |  |  | Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law. | 28 |
| Outbreak response plan |  |  |  | Include details of response plan in the event of an Outbreak – i.e.: closing school, review of mitigation strategies to prevent future transmission, etc.  | 36 |
| Return to school criteria for Case |  |  |  | Include return to school criteria for case: completed 10d of isolation (Day 0 is day of symptom onset or day of positive test collection, if asymptomatic) and symptom improvement, and no fever (100.4) for 24+ hrs without the use of fever reducing medications. | 28–29 |
| Return to school criteria for Contacts |  |  |  | Include quarantine guidance and return to school requirements for those who were Close Contacts to the positive Case. (Refer to SoCo Guidance Packet scenarios.) If agreeing to test, testing on Day 8 (or later) after exposure, and returning on Day 11 (if negative and no symptoms). Continue monitoring for symptoms until Day 14. If declining to test, close contacts must complete full 14 days of quarantine and may return on Day 15 if no symptoms have developed.If symptoms develop during quarantine, complete 10 days of isolation beginning the day after symptom onset. | Sonoma County Guidance packet scenarios |

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| 15. Communication Plans Re: Exposure (Pages 31–36) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Communication plan with FERPA/HIPAA compliance |  |  |  | Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining confidentiality, as required by FERPA/HIPAA and state law related to privacy of educational records.  |  |
| Communication templates |  |  |  | Attach letters that will go out to families in the event of an exposure, closure of SG, the entire campus, etc.  |  |

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| 16. Staff Training on Plan Implementation (Pages 23–24) |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref** |
| Training on current plan |  |  |  | Staff should be trained on the current CSP. Explain your process. |  |
| Continuing education plan |  |  |  | Staff should be kept updated as situations change. Explain your process.  |  |

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| 17. Family Education on Plan Implementation |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Teaching on current plan |  |  |  | Families should be trained on the current CSP. Explain your process. |  |
| Continuing education plan |  |  |  | Families should be kept updated as situations change. Explain your process. |  |

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| 18. Engineering Controls |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Windows/doors |  |  |  | Windows and doors should be kept open as much as possible to allow fresh air flow. |  |
| Ventilation/HVAC/Filtration |  |  |  | Maximize central air filtration for HVAC systems by using filters with a minimum efficiency reporting value (MERV) of at least 13. Consider installing portable high-efficiency air cleaners, upgrading the building’s air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces. If portable high-efficiency air cleaners are used they should use HEPA filtration and should not be located in hallways. |  |
| Plan for poor air quality |  |  |  | Please detail your plan for days when the air quality is poor and doors/windows will need to remain closed. (Consider reverting to distance learning for those days.) |  |

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| 19. Consultation on Plan Development |
| **Plan Element** | **Acceptable** | **Minor deficiency** | **Major deficiency** | **Comments/Needed Corrections** | **Ref.** |
| Labor organizations/staff |  |  |  | Please detail how and when (include dates) you consulted with staff/labor organizations  |  |
| Parents/students |  |  |  | Please detail how and when (include dates) you consulted with parents/guardians.  |  |
| Other stakeholders |  |  |  | If other organizations were involved, please mention how and when they were consulted.  |  |
| Continued communication without fear of reprisals |  |  |  | Explain your plan/method for how staff and families can bring up concerns regarding this CSP and/or how it is being actively implemented, without fear of reprisals.  |  |

**Additional Notes**: