

MEMORANDUM OF UNDERSTANDING
BETWEEN THE BERRYESSA UNION SCHOOL DISTRICT
AND
THE CALIFORNIA TEACHERS ASSOCIATION OF BERRYESSA

Temporary School Site Closure in a COVID-19 Environment

August 10, 2020

The Berryessa Union School District (District) and the California Teachers Association of Berryessa ("Association") enter this Memorandum of Understanding ("MOU") regarding the impacts and effects of the temporary school site closures related to a COVID-19 environment.

In preparation for the 2020-21 school year, the parties recognize the need to address the district's learning environment and instructional model given the continuing pandemic. It is in the mutual interest of the parties to abide by the recommendations of public health officials to prevent illness and further spread the virus. The parties recognize that schools are critical to daily life and that collaboration between local public health, education officials, and educators is the best means to determine and balance competing concerns surrounding school reopening decisions.

The Parties recognize that beginning the 2020-2021 school year with a full time distance learning model for students and staff is necessary as a result of an order or guidance from the office of the Governor, California Department of Public Health (CDPH), and Cal OSHA (July 17, 2020). In any event, the District will operate within the guidance or orders issued by these entities during the term of this Agreement.

Compensation and Benefits

1. Unit members shall not suffer a loss of wages, salary, pay, or fringe benefits during the temporary school closure according to rights afforded to them by the collective bargaining agreement.
2. If any portion of extra-curricular duties/stipends can be performed remotely, bargaining unit members shall receive all stipends and/or additional pay. Administration approval is needed for extra duties/stipend.

Leaves

3. Paid sick leave and expanded family and medical leave are provided to employees for specified reasons related to COVID-19 under the Families First Coronavirus Response Act (FFCRA). The District shall notify employees of available leaves and bargaining unit members shall receive all leaves under State and Federal laws for which they are eligible. These provisions will apply from April 1, 2020 through December 31, 2020.



The Families First Coronavirus Response Act summary is attached. If the FFCRA is extended, the District will implement the new provision(s).

4. If a bargaining unit member is taking a leave under the FFCRA, then the bargaining unit member may elect, by notifying the District in writing, that the bargaining unit member wants to supplement the amount of pay they receive under the FFCRA by using paid sick leave time to receive 100% of their regular pay.

Working Remotely

5. Bargaining unit members may work from home and may, but are not required, and shall not be directed to work from their school sites pursuant to the conditions of this MOU. All bargaining unit members will follow the same Distance Learning schedule for their grade level.
6. Bargaining unit members shall respond to parents and students accordingly through video, email, or phone. Should parents or students need to speak to a unit member who is working remotely, they will email the unit member, and the unit member shall call via telephone at a mutually agreeable time. It is recommended the unit members utilize [*67] to block their personal phone numbers or register online for a free Google Voice number.
7. Bargaining unit members working remotely shall perform professional duties equivalent to their assignment prior to March 16, 2020, when Distance Learning was implemented due to COVID-19.
8. In relation to District-wide distribution of student materials, unit members will not be required nor directed to assist with these tasks.

Access to Worksites

9. Under the distance learning model, bargaining unit members may access and work from their classroom/worksite during regular school hours as they deem necessary. In the event a bargaining unit member reports to a district worksite, they shall be responsible for following all public health guidance and orders. Bargaining unit members who wish to access their classrooms during regular work hours will notify administration if they occupied a classroom, bathroom, or any common area.
 - a. All State and local health orders and safety guidance will be followed. Each bargaining unit member using their classroom as a workspace will be provided masks, soap/hand sanitizer, paper towels, disinfecting spray, and upon request gloves. Social distance requirements must be followed, and masks must always be worn.
 - b. The district will ensure that common areas and classrooms are disinfected daily based on CDPH guidelines and Cal OSHA guidelines.



- c. When bargaining unit members are in their classroom/workspace, no other individual shall enter without prior notice/permission.
- d. Bargaining unit members may "meet" virtually using Zoom or similar programs.
- e. Each bathroom will have water, soap, paper towels, materials to wipe down handles, and liners for toilets. If a bathroom has been used, the custodial staff will sanitize the bathroom daily.

Distance Learning

- 10. Teachers will follow the "Distance Learning Schedule" which is attached and incorporated into this proposal. Implementation of the DL Program shall comply in all respects with the requirements of Senate Bill 98 (Education Code section 43500 et seq.).
- 11. For the purpose of this MOU, "distance learning" means instruction in which the student and instructor are in different locations and students are under the general supervision of a unit member and may include, but not limited to:
 - a. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology
 - b. Video (Zoom or Google Meet) as the primary mode of communication between unit member and students
 - c. Print or digital materials incorporating assignments that are the subject of written or oral feedback.
- 12. Distance learning will include daily live interaction between the teacher and student peers for the purposes of instruction, progress monitoring and maintaining school connectedness. Daily live instruction/interaction shall be equivalent to District in-person instruction/interaction and shall include the following activities. These instruction/interaction activities may occur over the course of the instructional day and week, within the Distance Learning schedule, as determined by the teacher:
 - a. Daily morning community meeting for all students
 - b. Provide students and families an agenda/assignments for the day (or week)
 - c. New curriculum content
 - d. Curriculum review and practice (ie. Independent work, projects, completing assignments etc.)
 - e. Diagnostic (and ongoing, formative and summative) assessment
 - f. Small group instruction
 - g. Whole group instruction

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h. Daily end of day afternoon community/closing (TK-5)

13. Bargaining unit members shall use their professional judgement regarding the implementation of daily live interaction (internet or telephonic) and delivery of instruction.
14. Unit members will adhere to the District content aligned grade level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
15. Unit members shall deliver distance learning through District prescribed platforms, (i.e., Google Suite, SeeSaw).
16. Under the distance learning model, bargaining unit members shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator/designee for additional outreach and follow up.
17. The District and the Association will collaborate to provide academic and other supports in distance learning that are designed to address the needs of pupils who are not performing at grade level, have IEPs and/or 504s, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
18. The District will be responsible for distribution and collection of Emergency Contact Forms, Acceptable Use Forms which include the District's online etiquette agreement (Family Guide to Distance Learning), and all other required District forms.
19. Students will only be permitted to participate in any live interaction (internet or telephonic communication via video, email, web links, etc.) after the District has secured the District's Acceptable Use Forms and online etiquette agreement (Family Guide to Distance Learning).
20. Unit members will provide developmentally appropriate reminders and warnings about expected behaviors and established practices on progressive student discipline prior to reporting inappropriate student behavior to parents and if necessary, administration. When students are reported to administration, the administrator shall update the bargaining unit member of actions taken, before the next class period, or within twenty-four (24) hours, whichever occurs first.
21. Bargaining unit members acting within the course and scope of their duties and consistent with all requirements to maintain appropriate adult-student boundaries and

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interactions shall be held harmless/not disciplined for any inappropriate online behavior by a student or other participant.

22. Bargaining unit members will not be required to conduct recorded video of themselves providing instruction.
23. In order to provide access and support for bargaining unit members, administrators shall make themselves available and be responsive to their staff needs in a timely manner (within 24 hours).
24. Administration may "join" a class, but shall not disrupt the lesson. Administration will make every effort to give advance notice (by beginning of work day) of "joining" a class to limit distractions.
25. It is the responsibility of the District to provide coverage/substitutes for bargaining unit members who are unavailable to work for any reason/duration. Bargaining unit member's passcodes shall not be provided to substitutes. Emergency lesson plans shall be provided electronically to administration.

Special Education

26. Regular practices of IEP, SST, 504, etc. meetings and scheduling will resume. Meetings shall be held virtually. Bargaining unit member attendance shall be by video/phone/audio. Visual attendance is optional. Virtual tools shall be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP.
27. The Parties acknowledge the need to implement guidance from the CDE and/or United States Department of Education in order to provide equitable and appropriate education for students with special needs. Special education teachers will work collaboratively with general education teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment, ensure that lessons and activities are appropriate as documented in the student's IEP, and successfully implement accommodations specified in IEPs and 504 plans.
28. Representatives that are chosen by each the parties shall meet monthly to address implementing guidance from the California Department of Education as well as the United States Department of Education in order to provide equitable and appropriate education for our students with special needs.
29. School Psychologists shall provide legally mandated special education assessments, as deemed necessary by the Psychologists or the student's IEP, as well as communicate with families to provide support. Any appointments scheduled may be conducted via email, telephone or other virtual tools. School Psychologist may volunteer to provide in person, one-one-one mandated special education assessments.

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30. Students with exceptional needs will be provided continuity of learning through a variety of distance learning resources. Related Service Providers (Adapted PE, etc.), will prepare appropriate distance learning activities that can be performed at home. Special Education teachers may volunteer to provide in person, one-on-one mandated special education assessments.

31. School Counselors and School Social Workers shall provide appointments to students for social emotional and/or behavioral needs, academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools.

32. Speech and Language Pathologist shall provide individual and/or group virtual lessons. These lessons may be conducted via email, telephone, or other virtual tools. Speech and Language Pathologist may volunteer to provide in person, one-on-one mandated assessments.

Early Release Days

33. Early Release Days shall take place in accordance with the attached Wednesday Calendar and Article 14.5 of the Collective Bargaining Agreement.

Parent Conferences

34. Minimum Days shall take place in accordance with the Collective Bargaining Agreement and the agreed upon 2020-2021 calendar. Parent conferences shall take place virtually or by phone.

After School Activities/Extra Curricular Activities

35. Back to School Night shall take place virtually in accordance to 14.1.3.7. The event will occur after August 28, 2020. Specific Back to School Night details will be developed by each site's administrator and grade level lead/Leadership Team.

Grading

36. All grading procedures and practices will be according to Board policy.

Technology/Equipment

37. The District shall provide all necessary equipment to deliver "Distance Learning" such as computers, hotspots, document cameras, etc. to enable unit members to deliver distance education.

38. If a bargaining unit member chooses to provide printed materials to students, they will collaborate with the site administrator regarding distribution.

39. The District shall provide reasonable requests for tools and resources to enable bargaining unit members to complete the essential duties of their job.
40. Bargaining unit members shall be held harmless in the event equipment and technology is not operational.

Evaluations

41. Evaluations shall continue for Temporary, Probationary and teachers on PAR.

Safe Return to School

42. The District's decision regarding reopening school to in-person instruction shall be according to the "COVID-19 Industry Guidance: Schools and School-Based Programs" ("Industry Guidance") issued by the Governor, Cal/OSHA and the California Department of Public Health on July 17, 2020, as well as any other orders issued by these entities during the term of this MOU.
43. The Parties agree to meet to review and revise the current 2020-2021 school year calendar should it need any adjustment.

Communication and Collaboration

44. In the interest of all bargaining unit members receiving consistent messaging districtwide, all communications, notifications, processes, procedures, and guidelines pertaining to school closure/reopening/safety will be disseminated directly to the bargaining unit members via email or other direct means while adhering to all applicable confidentiality requirements.
45. The parties share joint interests in keeping communications open and working collaboratively for the benefit of students, staff, parents, community, and the District as events continue to unfold during the pandemic.
46. Any, and all, District decisions impacting bargaining unit members during the public health emergency resulting from the COVID-19 pandemic shall be communicated to and collaborated with the Association President and/or Executive Board.
47. The Association shall be given the right to appoint at least one representative for any committee(s)/group(s) that makes decisions regarding any working conditions/terms and conditions of employment of CTAB members.

Instructional Minutes/Attendance

48. According to Education Code 43501, as amended by SB98, the minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), and



4-8 (240 daily minutes) shall be in effect for the 2020-2021 school year. Classwork, independent work, assignments, projects, and live interaction shall all be combined to meet the daily minimum minutes per grade level. (See attached schedule.)

49. Teachers shall take attendance. A pupil who does not participate in distance learning shall be documented as absent.

50. Evidence of daily student participation in distance learning shall be obtained using:

- Evidence of participation in online activities;
- Completion of regular assignments and/or assessments; and
- Contacts between employees of the District and pupils or parents or guardians.

51. The District shall ensure that a weekly attendance record is completed for each pupil.

52. The District shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than 60% of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Miscellaneous/Other Provisions

53. Guidelines by the SCCPHD will be followed for COVID-19 testing and reporting. See (Tables 1 and 2.)

54. The District shall make all good faith efforts to follow the guidelines issued by the State, CDC and the SCCPHD with respect to its response to COVID-19 pandemic, including providing a safe workplace and providing COVID-19 information to its employees.

55. In the event the State of California deems alternative requirements for schools in response to COVID-19, the parties agree to initiate negotiations on the impacts as soon as practical.

56. The Parties understand the coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU as necessary.

57. This MOU resolves the negotiable effects of school closures due to the coronavirus (COVID-19). The District and/or Association reserve the right to negotiate any additional impacts and/or additional school closures in the 2020-21 school year.

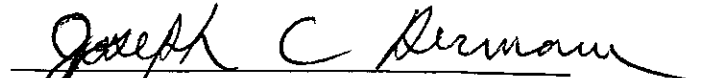
58. All components of the current Collective Bargaining Agreement between the Association and District not addressed by the terms of this agreement shall remain in full effect.

59. The terms of this agreement shall expire on June 30, 2021 or at such time as the temporary school closure is terminated but may be extended by mutual written agreement.

The undersigned represent that they are authorized to execute this MOU.


For the District

8/10/20
Date


For the Association

Date

Elementary School Distance Learning
TK/Kindergarten (180 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM	PREP	PREP	PREP	PREP	PREP
9:00 - 9:30 AM	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students
9:30 - 10:00 AM	Learning Block 1	Learning Block 1	Student Support	Learning Block 1	Learning Block 1
10:00 - 10:15 AM	BREAK	BREAK	BREAK	BREAK	BREAK
10:15 - 11:15 AM	Learning Block 2	Learning Block 2	Student Support	Learning Block 2	Learning Block 2
11:15 - 12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 1:00 PM	Learning Block 3 & Check-out w/ ALL students	Learning Block 3 & Check-out w/ ALL students	Student Support	Learning Block 3 & Check-out w/ ALL students	Learning Block 3 & Check-out w/ ALL students
1:00 - 2:30 PM	PREP	PREP	<i>Prep, PD & Staff meetings</i>	PREP	PREP

pcw

* Learning Blocks are defined as a blend of synchronous and asynchronous instruction. It is expected that each learning block would include synchronous instruction. Synchronous learning is in real time. Synchronous instruction may include videoconferencing, online activity, by phone, etc. Asynchronous instruction includes any form of independent practice reinforcing standards-based lesson objectives. Activities are provided for reading, writing, pre-recorded videos for viewing lessons, projects for completing, etc.

* Teachers will use their professional judgement during the Learning Block time to provide whole group instruction, small group instruction, independent assignments, etc. Teachers will be accessible to students to provide instruction, support, and feedback as needed during the Learning Blocks on the Distance Learning Schedule.

* Student Support Time will be held to support the needs of students who are not performing at grade level, have IEPs and/or 504s, or need support in other areas such as English learners, pupils in foster care or experiencing homelessness, pupils requiring mental health support, and parent conferencing. Students who are not identified for student support time will have independent work assignments to complete.

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Final Schedule August 10, 2020
 UPDATED August 12, 2020

Elementary School - Distance Learning Schedule

1st & 3rd grade (230 minutes) 4th - 5th grade (240 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 AM	PREP	PREP	PREP	PREP	PREP
8:30 - 9:00 AM	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students	Check-in w/ ALL students
9:00 - 10:00 AM	Learning Block 1	Learning Block 1	Student Support	Learning Block 1	Learning Block 1
10:00 - 10:15 AM	BREAK	BREAK	BREAK	BREAK	BREAK
10:15 - 11:45 AM	Learning Block 2	Learning Block 2	Student Support (10:15 - 12:00)	Learning Block 2	Learning Block 2
11:45 - 12:45 PM	Lunch	Lunch	Lunch (12:00 - 1:00)	Lunch	Lunch
12:45 - 1:45 PM*	Learning Block 3 & Check-out w/ ALL students	Learning Block 3 & Check-out w/ ALL students	Prep, PD & Staff meetings (1:00 - 2:30 PM)	Learning Block 3 & Check-out w/ ALL students	Learning Block 3 & Check-out w/ ALL students
1:45 - 2:30 PM	PREP	PREP	Prep, PD & Staff meetings (1:00 - 2:30 PM)	PREP	PREP

8/10/20
 gwl

Final Schedule August 10, 2020
UPDATED August 12, 2020

* 1st - 3rd grade will end their instructional day at 1:35 PM; 4th & 5th grade will end their instructional day at 1:45 PM

* Learning Blocks are defined as a blend of synchronous and asynchronous instruction. It is expected that each learning block include synchronous instruction. Synchronous learning is in real time. Synchronous instruction may include videoconferencing, online activity, by phone, etc. Asynchronous instruction includes any form of independent practice reinforcing standards-based lesson objectives. Activities are provided for reading, writing, pre-recorded videos for viewing lessons, projects for completing, etc.

* Teachers will use their professional judgement during the Learning Block time to provide whole group instruction, small group instruction, independent assignments, etc. Teachers will be accessible to students to provide instruction, support, and feedback as needed during the Learning Blocks on the Distance Learning Schedule.

* Student Support Time will be held to support the needs of students who are not performing at grade level, have IEPs and/or 504s, or need support in other areas such as English learners, pupils in foster care or experiencing homelessness, pupils requiring mental health support, and parent conferencing. Students who are not identified for student support time will have independent work assignments to complete.

* 4th and 5th grade prep (PE) will be worked into the daily schedules to provide teachers their two (2) fifty (50) minute preps.

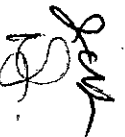
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Distance Learning Model - Middle School (240 minutes)

	Monday	Tuesday	Wednesday	Thursday	Friday
	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
7:55 - 8:30 AM	HR/Advisory	HR/Advisory	HR/Advisory	HR/Advisory	HR/Advisory
8:30 - 8:50 AM	1st period	4th period	Student Support & Independent Work Time	1st period	4th period
8:55 - 9:50 AM	2nd period	5th period	Student Support & Independent Work Time	2nd period	5th period
9:55 - 10:50 AM	BREAK	BREAK	BREAK	BREAK	BREAK
10:50 - 11:05 AM	3rd period	6th period	Student Support & Independent Work Time	3rd period	6th period
11:05 - 12:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 1:00 PM	Student Support & Independent Work Time	Student Support & Independent Work Time	Staff Meeting, PD, Prep, Collaboration	Student Support & Independent Work Time	Student Support & Independent Work Time
1:00 - 2:00 PM	Teacher Prep	Teacher Prep	Staff Meeting, PD, Prep, Collaboration	Teacher Prep	Teacher Prep
2:00 - 2:30 PM					

Final Schedule August 10, 2020

- HR/Advisory - Attendance taken, announcements, checking in with students, social emotional lessons, etc.
- Class periods are a blend of synchronous and asynchronous instruction. It is expected that each period include synchronous instruction. Synchronous learning is in real time. Synchronous instruction may include videoconferencing, online activity, by phone, etc. Asynchronous instruction includes any form of independent practice reinforcing standards-based lesson objectives. Activities are provided for reading, writing, pre-recorded videos for viewing lessons, projects for completing, etc.
- Student support sessions will be held to support the needs of pupils who are not performing at grade level, have IEPs and/or 504s, or need support in other areas such as English learners, pupils in foster care or experiencing homelessness, pupils requiring mental health support, and parent conferencing. Activities during these sessions shall include small group instruction, partner work, one-on-one instruction, etc.
- Independent Work assignments will be provided to students who are not being pulled into student support sessions in order to capture the 240 instructional minutes minimum. On Wednesdays, students will work through all six periods (25 minutes each) to work through independent class assignments.

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2020-2021 WEDNESDAY CALENDAR

180 Student Days

Prep Days:	Staff Mtgs:	Prof Dev:
8/19/20	1/20/21	9/9/20
9/2/20	2/10/21	10/7/20
9/16/20	3/10/21	11/4/20
9/30/20	3/24/21	12/2/20
10/14/20	3/31/21	1/13/21
10/28/20	4/28/21	2/5/21
11/18/20	5/5/21	3/3/21
12/16/20	5/26/21	4/14/21
1/6/21	6/2/21	5/12/21
		5/19/21

November (15)		
M	T	W
		4
2	3	5
9	10	12
16	17	19
23	24	26
30		

- Prep Days
- Professional Dev. Days
- Staff Meeting Days

- Legend**
- Students' First Day
 - Holidays/Non-School Days
 - Students' Last Day

March (23)		
M	T	W
		3
1	2	4
8	9	11
15	16	18
22	23	25
29	30	31

Staff Mtg: 3
Prep: 10
Prof. Dev: 17
Prep: 24
Prep: 31

August (11)		
M	T	W
		4
3	4	5
10	11	12
17	18	19
24	25	26
31		

First Day of School: 17
Prep: 19
Prof. Dev: 26

December (14)		
M	T	W
		2
1	8	9
14	15	16
21	22	23
28	29	30

Staff Mtg: 2
Prof. Dev: 9
Prep: 16

April (16)		
M	T	W
		1
5	6	7
12	13	14
19	20	21
26	27	28

Staff Mtg: 14
Prof. Dev: 21
Prep: 28

September (21)		
M	T	W
		1
7	8	9
14	15	16
21	22	23
28	29	30

Prep: 2
Staff Mtg: 9
Prep: 16
Prof. Dev: 23
Prep: 30

January (19)		
M	T	W
		4
11	12	13
18	19	20
25	26	27

Prep: 6
Staff Mtg: 13
Prep: 20
Prof. Dev: 27

May (20)		
M	T	W
		3
10	11	12
17	18	19
24	25	26
31		

Prep: 5
Staff Mtg: 12
Prof. Dev: 19
Prep: 26

October (22)		
M	T	W
		1
5	6	7
12	13	14
19	20	21
26	27	28

Staff Mtg: 7
Prep: 14
Prof. Dev: 21
Prep: 28

February (15)		
M	T	W
		1
8	9	10
15	16	17
22	23	24

Staff Mtg: 3
Prep: 10
Prof. Dev: 24

June (4)		
M	T	W
		1
7	8	9
14	15	16
21	22	23

Prep: 2
Last Day of School: 4

Table 1. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

Scenario	Immediate Actions	Communication
<p>Scenario 1: A student or staff member either exhibits COVID-19 symptoms, answers "yes" to a health screening question, or has a temperature of 100.00 or above.</p>	<ul style="list-style-type: none"> • Student/staff sent home • Student/staff instructed to get tested 	<p>No action is needed</p>
<p>Scenario 2: A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19</p>	<ul style="list-style-type: none"> • Student/staff sent home • Student/staff instructed to get tested • Student/staff instructed to quarantine, even if they test negative, for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation • If student/staff test positive, see Scenario 3 below • School administration notified 	<p><i>For the Involved Student Family or Staff Member:</i> Template Letter: Household Member or Close Contact With COVID-19 Case</p>
<p>Scenario 3: A student or staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> • Student/staff sent home if not already quarantined • Student/staff instructed to isolate for 14 days after symptom onset OR 7 days after resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test.) • School-based close contacts identified and instructed to test & quarantine for 14 days <ul style="list-style-type: none"> ○ In stable elementary classroom cohorts: entire cohort ○ In other settings: use seating chart, consult with teacher/staff • School administration notified • Public Health Department notified 	<p><i>For Positive Case Student Family/Staff:</i> Template Letter: COVID-19 Case</p> <p><i>For Student Families and Staff Members Identified as Close Contacts:</i> Template Letter: Household Member or Close Contact With COVID-19 Case</p> <p><i>For All Other Student Families and Staff Members:</i> Template Letter: COVID-19 Case in Our Community</p>

Table 2. Steps to Take in Response to Negative Test Result

Scenario	Immediate Actions	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	<ul style="list-style-type: none"> Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms 	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	<ul style="list-style-type: none"> Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation 	No action is needed
A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	<ul style="list-style-type: none"> Can return to school/work immediately 	No action is needed

Section 4: Distance/Remote Learning for Particular Students

Considerations

- Regardless of on-site school conditions, distance/remote learning should be made available for the following students:
 - Students who are medically fragile or would be put at risk by in-person instruction, or who are isolating or quarantining because of exposure to COVID-19
 - Students who live in a household with anybody who is medically fragile

Families requesting distance learning due to medical fragility must provide a physician's note supporting such request.