



# RUSD

RIVERSIDE UNIFIED  
SCHOOL DISTRICT

## **Purpose of this Document**

The purpose of this document is to provide each school site with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) includes updated guidance from the Centers for Disease Control and Prevention, the California Department of Public Health, and the California Department of Education. It is intended to ensure schools have well developed and thorough plans in place and remain in compliance.

## **Description of a COVID-19 School Site-Specific Protection Plan (SSPP)**

The (SSPP) template below incorporates state-level guidance published in the California State Resilience Road map. The State of California requires all businesses (including schools) to:

1. Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
2. Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
3. Implement individual control measures and screenings
4. Implement disinfecting protocols
5. Implement physical distancing guidelines

Additionally, this SSPP should be incorporated into the Comprehensive School Safety Plan. As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools' SSPPs may be needed in order to incorporate new requirements.



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## Guidance for Developing Your School's COVID-19 School Site-Specific Protection Plan (SSPP)

1. Perform a risk assessment and school site walk-through of your campus and office spaces and use the protocols, guidance and best practices detailed in the [District Return to In-person Attendance Framework](#) as a guide for conducting your assessment.
2. Use the template below to create your own SSPP by filling in the required details, based on your individual school site, to mitigate the transmission of COVID-19, under the guidance of the Public Health Officer.
3. Finalize your SSPP and submit to your assigned CWA Manager in Pupil Services.
4. Signage must be posted at each public entrance of each site to inform all students, staff, and visitors that they should:
  - Avoid entering or using the facility if you have COVID-19 symptoms;
  - Maintain a minimum six-foot distance from one another;
  - Sneeze and cough into a cloth or tissue or, if not available, into one's elbow;
  - Wear face coverings, as appropriate; and
  - Do not shake hands or engage in any unnecessary physical contact.

Signage was provided in the [PPE Care Package](#).

## Tools for Developing Your School Site-Specific Protection Plan

### COVID-19 School Site-Specific Protection Plan (SSPP) Template

RUSD is providing this template that can (must) be used by school sites to create their own School Site-Specific Protection Plan (SSPP). It contains all of the standard content already written for you to re-open your school or school office and prompts you to "fill in the blank" where unique information is required in order to complete your SSPP.

### School Specific Best Practices

RUSD continues to monitor updated guidance from the Center for Disease Control, the California Department of Public Health, the California Department of Education, and Riverside County Public Health to support and promote emerging best practices to share with the school community in Riverside. These best practices are based on alignment with local, State and federal guidelines in coordination with the county's Public Health Officer.



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## RIVERSIDE UNIFIED SCHOOL DISTRICT

### School Site-Specific Protection Plan

School Site Name: <b>Riverside STEM Academy/ Riverside STEM High School</b>	
Facility Address: <b>4466 Mt. Vernon Ave Riverside, CA 92507</b>	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on: <b>March 10, 2021</b>	
The person(s) responsible for implementation of this Plan is:	
Name: <b>Dale Moore</b>	Title: <b>Principal</b>
I, Dale Moore	, certify that all staff and parents have been
provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	

<b>Dale Moore</b>	<i>Dale Moore</i>	3-11-2021
<b>Name</b>	<b>Signature</b>	<b>Date</b>

### Specific Control Measures and Screenings

All activities are consistent with and will adjust to changing applicable state and local Public Health orders.

Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. Describe below:

All handwashing stations in classrooms are equipped with soap and are easily accessible to students. All restrooms are stocked with soap and paper towels. Hand sanitizing stations are dispersed throughout campus in public spaces, entrances into campus and in lunch areas. Directional signage, support staff, floor markings, bench markings and schedules are developed to maintain social distancing and prevention of cohort mixing. All staff and students are required to wear face coverings while in the classroom and on campus, unless there is a medical exemption. Sneeze guards are available to all students and staff in classrooms.

Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. Describe below:

Staff and students have been trained on the proper usage of face coverings, shields and flow paths while on campus. Students (in virtual classes) and staff (via mandatory staff meeting/training) will be trained prior to the return to campus and will also be reinforced, on the use of restrooms, handwashing stations, sanitizer, movements to, within and from classes, dismissal and arrival.



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A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to our District Lead Nurse: John Davis, RNP. The name of this person is:

Jeremy Standerfer, Assistant Principal

Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces.

Health screening for students and staff are encouraged daily for symptoms and history of exposure. Describe your communication plan including frequency of reminders below:

All students will be asked to fill out the District Passive Health Screener daily prior to coming to the school site. The screener will be made available to all students and parents with reminders communicated to students and parents weekly prior to and during the return to in-person attendance. Upon arrival at school, all students will be screened with temperature sensors, students registering 100.4F or higher will be isolated from other students and parents will be contacted to pick-up their child.

Staff and students who are sick are expected to stay home.

Protocols, actions and template communications are in place for the following COVID-19 related scenarios

A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.

- A family member or someone in close contact with a student or staff member test positive for COVID-19.
- A student or staff member tests positive for COVID-19.
- A student or staff member tests negative for COVID-19 after any of the reasons scenarios a, b or c.

Describe below:

Student or Staff with:	Action
1. COVID-19 symptoms (e.g. fever, cough, loss of taste or smell, difficulty breathing)	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Recommend testing (if positive, see #3, if negative, see #4)</li> <li>• School/classroom remain open</li> <li>• <b>No school community notification</b></li> </ul>
2. Close contact with a confirmed COVID-19 case	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Quarantine for 14 days from last exposure</li> <li>• Recommend testing (but will not shorten 14-day quarantine)</li> <li>• School/classroom remain open</li> <li>• <b>Consider school community notification of a known contact</b></li> </ul>
3. Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>• Notify Riverside County Public Health. Isolate the case and exclude from school for 10 days from symptom onset or test date. Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>• Recommend testing of contacts and prioritize symptomatic contacts (but will not shorten 14- day quarantine)</li> <li>• Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>• School remains open</li> <li>• <b>School community notification of a known case</b></li> </ul>
4. Tests negative after symptoms	<ul style="list-style-type: none"> <li>• May return to school three (3) days after symptoms resolve</li> <li>• School/classroom remain open</li> </ul>

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Where practicable, physical distancing of six feet is maintained between adults and students; four to six feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice.

For elementary, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each trimester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts as practicable. Describe below:

N/A

For middle and high schools, larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff as practicable. Describe below:

**Grades 5-8**

For grades 5-8, students will be scheduled into two main subgroups (A and B) and further divided into one of three grade level cohorts (1,2,3). To prevent mixing of cohorts within A and B, students will be scheduled into their courses corresponding to their cohort number, where all students in the cohort will have the identical course sequence each day they are on campus.

**Grades 9-12**

For grades 9-12, students will also be scheduled into two main subgroups (A and B). Grades 9-10 will be further divided into one of two grade level cohorts (1,2). To prevent mixing of 9th and 10th grade cohorts within A and B, students will be scheduled into their courses corresponding to their cohort number, where all students in the cohort will have the identical course sequence each day they are on campus, with the exception of students who have accelerated in Spanish courses. Students in grades 11-12 will also be divided into A and B subgroups which will also constitute their cohort. Because 11 and 12 graders do not all have grade level specific courses, the cohorts will be designated 11/12 A and 11/12 B. For HS students with "open-periods" in their schedule, they will report to the classroom within their cohort for study-hall.

**Cohort Size by Grade Level**

Grades 5-8 Cohorts	A1	A2	A3	B1	B2	B3
Max Students	18	18	18	18	18	18
Grades 9-10 Cohorts	A1	A2	B1	B2		
Max Students	18	18	18	18		
Grades 11-12 Cohorts	11/12A	11/12B				
Max Students	45	46				

Desks are arranged facing forward to minimize face to face proximity between students.

Elementary School staff are not permitted to visit and instruct more than one classroom grouping. ELD, Special Education, and Intervention Services will be delivered remotely as practicable to limit mixing of cohorts.

Designate routes for entry and exit to the campus using as many entrances/exits as feasible. Describe below and upload a map of the school site with entry and exits clearly labeled to the shared drive :

## **Campus Entry Procedures:**

### **Grades 5-8**

As students are dropped off in the lower lot or at the curbside, middle school students will be directed, via directional signage, to access the lower ramp (stairs will be roped off) and then make their way to the top level, then directed to the westerly MPR entrance marked with an EZ-up and signage. Six-foot separation ground stickers will line the asphalt leading to the MPR doorway to promote continued maintenance of the 6ft separation requirement. As students enter the MPR, they will be directed to the temperature scanners, then guided via signage and directional floor markings to the MPR glass exit doors leading onto campus. Once exiting the MPR after screening, students will report directly to their Block 1 (Period 1 or 2) classroom and to their assigned seat within the classroom. Signage will help to guide students to the correct foot-path.

- 5th grade students will report directly to the lunch quad stairway to access classrooms
- 6th grade students will utilize the southerly ramp to gain access to the 6th grade classrooms via the mid-way stairway
- 7th grade students will utilize the southerly ramp and access the 7th grade classroom wing from the easterly end of the wind - nearest the restrooms
- 8th grade students will utilize the southerly ramp and access their classroom via the plaza area - reporting directly to the doorway for their classroom

### **Grades 9-12**

As students are dropped off in the lower lot or at the curbside, high school students will be directed, via directional signage, to access the northerly driveway sidewalk closest to the high school yard. Six-foot separation ground stickers will line the sidewalk up the hill to the temperature screening station located nearest the yard entrance. Once screened, students will proceed directly to their Block 1 (Period 1 or 2) classroom (either accessed via the Yard gate or the rear-MPR gate leading up the rear driveway behind the MPR). Signage will help to guide students to the correct foot-path. Once arriving at their classroom, students will report to their assigned seat within the classroom.

[MAP - Morning Check-in and Footpath](#)

## **Campus Exit Procedures (Dismissal):**

[MAP - Campus Dismissal Footpaths](#)

### **Grades 5-8 Dismissal**

Dismissal time for grades 5-8 will begin at 2:05pm. Vehicular pick-up of MS students will only be allowed in the lower parking lot. Students will not be released en masse to the parking lot area. Instead, beginning at the 2:05 dismissal time, students will remain in their classrooms and be excused individually from classrooms as the notification of their vehicle's arrival is relayed to their classroom.

While waiting for the vehicle to pull up, students will stand on pavement markings at the curbside to ensure 6 feet of separation between waiting students. At 2:30, students remaining in the classroom will be released to the lower parking lot waiting area. A campus staff member will supervise the students in this area to ensure separation.

\*Students will not be dismissed to walk off-campus to a waiting vehicle off-site until 2:30, unless a parent/guardian/driver presents themselves to the designated parking lot staff member who can relay to the classrooms. Drivers who do not enter the lot will need to legally park off-site and walk to the campus to greet the staff member.

\*Bus riding students will be identified prior to the start of in-person attendance and will be dismissed 5 minutes early (2:00) from classrooms and report to the front of school (horseshoe) to meet a campus staff member to be escorted to the buses.

\*MS Students identified as neighborhood walkers will remain in classrooms until the dismissal time window has closed (2:30) and will then be released with remaining students to the lower parking area.

### **Grades 9-12 Dismissal**

Dismissal time for grades 9-12 will begin at 2:20pm. Students will not be released en masse to the parking lot area, rather they will remain in their classrooms during the dismissal time frame (2:20-2:40)

and classrooms will be dismissed two classrooms at a time, separated by 3 minutes each - in this order (Rooms 1 & 26-2:20, Rooms 2 & 25-2:23, Rooms 3 & 24-2:26, Rooms 21, 23 and PE-2:29, Rooms 20 & 22-2:32), staggering the release of high school students. Two exit points will be utilized by high school students, the main exit at the bottom of the hill to the street and the north entrance onto Mansfield Street. High school students will be directed to meet waiting cars off-site (in front of the school, or on the adjacent streets) and not to use the main driveway onto campus.

\* High School Students that are identified as “self-drivers” will be permitted to exit classrooms to the parking lot at 2:20.



Schedules for arrivals, recess and lunch will be strategically coordinated to limit mixing of cohorts. Describe below and upload the site schedule to the shared drive:

Grade 5-7		Grade 8		Grade 9-12	
Welcome	9:10-9:40	Welcome	9:10-9:40	Welcome	9:05-9:25
Period 1/2	9:40-10:50	Period 1/2	9:40-10:50	Period 1/2	9:25-10:45
Lunch	10:50-11:25	Passing/Break	10:50-11:00	Passing/Break	10:45-10:55
Passing/Break	11:25-11:35	Period 3/4	11:00-12:10	Period 3/4	10:55-12:15
Period 3/4	11:35-12:45	Lunch	12:10-12:45	Lunch	12:15-12:50
Passing/Break	12:45-12:55	Passing/Break	12:45-12:55	Passing/Break	12:50-1:00
Period 5/6	12:55-2:05	Period 5/6	12:55-2:05	Period 5/6	1:00-2:20
Dismissal	2:05-2:40	Dismissal	2:05-2:40	Dismissal	2:20-2:40

#### Grades 5-8 On-Campus Classroom Movements

To prevent potential for mixing of students between cohorts, in grades 5-8 students will remain in the same classroom for their instructional day - teachers will rotate within each grade level from room to room - minimizing any crossing of students from cohorts during instructional time. Teachers will be provided a supply cart to transport instructional materials and will utilize their assigned materials rather than sharing between staff members.

Physical Education class periods are separated by grade level, one grade will be excused to PE at a time. To maintain separation from the other two cohorts in the grade level - students will be escorted by the classroom teacher, one cohort at a time in the order designated on the PE Release Plan Map, to the upper field stairs and then up to the designated PE staging area on the black-top. PE teachers will maintain the separation of the three cohorts of students during physical education activities. For release back to academic classrooms, teachers will meet their cohort at the stairs and escort back to the classroom area.

PE and Inclement Weather: On these days, MS students will remain in their cohort classrooms and the PE teachers will conduct indoor activities with students in the academic classrooms. For 9th grade PE, the two cohorts will be directed to the lunch quad shelter where proper spacing can be maintained.



Physical Education Schedule			
	1st and 2nd	3rd and 4th	5th and 6th
Period	9:40-10:50	11:35-12:45	12:55-2:05 (9th-1:00-2:20)
Monday		PE 6 - A	PE 8 - A
Tuesday	PE 5 - A	PE 7 - A	PE 9 - A
Thursday		PE 6 - B	PE 8 - B
Friday	PE 5 - B	PE 7 - B	PE 9 - B

[MAP - Physical Education Student Release](#)

**Grades 9-12 On-Campus Classroom Movements**

In grades 9-10 students rotate between classes - and will move as a single cohort following traffic flow patterns that minimize cross over - only three passing periods per day. For grades 11-12, students will limit mixing to the extent possible, maintaining social distancing at 6 feet and following the directional arrows of the high school foot-path. Between class periods, HS students will use school-issued wipes to disinfect their desks before leaving the classroom. For physical education, 9th grade students will be escorted by their 4th period teachers to the PE staging area in the order indicated on the PE Release Plan Map to maintain separation from the other 9th grade cohorts in the grade level. The PE teacher will maintain the separation of the two cohorts of students during physical education activities.

Congregate movement through hallways will be minimized as much as practicable. Describe below:

**\*Also see On-Campus Classroom Movements described in the previous item.**

Movement around campus will be directed by floor markers, directional signs and the assistance of campus staff. One way traffic patterns will guide students to follow prescribed pathways between classes, to and from physical education, to and from lunch and entering and exiting campus. Congregations of students will not be permitted during any campus movements from the moment they arrive on campus to the moment they exit campus.

**HS Traffic Flow**

For all HS grades, student movement will be separated from all middle school footpath areas to eliminate crossing of cohorts. The high school flow path for student movement between lower classrooms and upper classrooms will utilize cones, painted arrows and caution tape to separate uphill from downhill foot traffic (always on the right hand side). Movement between the 6 upper classrooms will follow a counter clockwise traffic pattern to eliminate any student crossover between cohorts. Arrows on the ground will be utilized to remind students of the traffic flow. Campus supervisors will be assigned to the upper classroom areas and driveway to monitor student flow as well as movement in and out of the yard space. The large Yard gate will remain open during school hours to minimize cross-traffic interaction for students entering and exiting the Yard to access the lower classrooms.

[MAP - High School Foot Traffic Flow](#)

Large gatherings (i.e., school assemblies) are currently prohibited

The use of outdoor space for instructional purposes can be utilized and coordinated to ensure students remain in their cohorts. Describe below:

To the extent that weather conditions allow, teachers will be encouraged to utilize the 4 outdoor lunch areas as extensions of classroom spaces with their cohort of students during a class period. Markings on benches and at picnic tables will be in place to ensure that students are seated at least 6 feet apart when utilizing outdoor learning spaces.

- Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be restricted.
- Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.
- Schedules will be developed to stagger lunches/breaks to facilitate social distancing and groups. Describe below and upload a copy of the schedule to the shared drive:

**Lunch**

The lunch schedule has been divided into two lunches to minimize potential for mixing of cohorts. Nutrition staff will deliver grab-n-go/pre-wrapped lunches via lunch carts to each lunch area for students that have indicated that they will be eating a school lunch rather than a lunch from home. Lunch supervisors will oversee an orderly pick-up of lunches by students at these stations by cohort.

Student supervision will be coordinated with teaching and support staff. Four outdoor spaces with permanent and/or temporary shade structures will be available for lunch use and will be assigned to grade levels and the lunch area will be divided by cohorts within each lunch area.

In grades 5-8, teachers will release students, one cohort at a time to the lunch area beginning with Cohort 1. Lunch areas will be divided into three spaces where each cohort will sit in their designated lunch tables within the lunch area. For HS grades, teachers will release students in two intervals. The 9/10 cohorts will be released at 12:15 to report to the midfield lunch tables, followed by the 11th and 12th graders at 12:20 released to the Yard. Seating for 9th and 10th grade cohorts will be further divided and clearly marked to minimize opportunity to mix cohorts during lunch.

Cohort Lunch Area Assignments				
	Lunch Court	Midfield Court	Upper Plaza	The Yard
Lunch 1 10:50-11:25	5th Grade (55 Students)	6th Grade (55 Students)	7th Grade (55 Students)	
Lunch 2 12:10-12:45 (8th) 12:15-12:50 (HS)		9th and 10th (55 students)	8th Grade (55 Students)	11th and 12th (45 Students)

[MAP - Lunch Maps \(Lunch 1 and 2\)](#)

**Lunch and Inclement Weather:** During wet weather, students will remain in their cohort classrooms and classroom supervision will be coordinated amongst support staff to ensure students are maintaining safe distance.

**Passing Periods and Restroom Breaks**

To avoid potential rushes of large groups of students in the restrooms, restroom breaks are to be provided to students throughout the day rather than waiting for passing period break time only. In grades 5-8, teachers may choose to utilize the passing period break time to allow for a walking break, as a cohort, with teacher supervision which may also include a restroom break, where students would be limited to one student in the restroom at a time. High school restrooms will be monitored during the two passing periods and during lunch to prevent gatherings of students. Floor markers will be utilized to maintain distance between students waiting to use the restroom.

Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. Describe below:

In rooms with sinks, larger aisleways will be provided to maximize student distance while moving to and from the sink area. In grades 5-8 teachers will allow students to access in-room sinks during class periods and passing periods to wash hands. Staggered restroom breaks will also allow students opportunities to utilize soap and water in restrooms as needed. Prior to lunch, students in all grade levels will be encouraged to wash hands prior to consumption of food and be permitted to visit the restroom one at a time to do so during the academic block preceding lunch and into the lunch period. Additionally, hand sanitizer stations will be located in all lunch areas, near restrooms and at campus entrance areas. Students will be encouraged to sanitize hands at the end of lunch period prior to returning to classes.

All staff as well as all students 3rd-12th grade are required to wear face coverings while in the classroom and on campus, unless there is a medical exemption.

Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be restricted, and each student will have places to individually store their items such as their desk, labeled boxes or cubbies.

Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.

Use of sneeze guards or partitions are provided for student desks.

Non-essential visitors, including parent volunteers will be restricted and essential workers will be required to adhere to all health and safety guidelines.

This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Types of protective equipment provided to employees at this school/office location include:

- Desk-top sneeze guards for students
- Rolling Instructor Sneeze Guards
- Office countertop sneeze guards
- Hand sanitizer stations in all lunch and common areas
- Face coverings for staff and students as needed
- Hand-soap stations at all sinks
- Gloves for staff as needed
- Sanitizing wipes for staff and students for shared surfaces in offices and classrooms

Additional control measures being implemented at this school/office include:

- Directional signage for all paths of travel
- Dividers for paths of travel in cross-traffic areas
- Floor decals to maintain and remind social distancing
- Safety signage in classrooms, public spaces
- Daily temperature screening for all students
- Established isolation areas for ill students/staff
- Lunch schedules and seating arrangements to prevent mixing of student cohorts
- Staggered release system for students to PE, lunch and dismissal

### Cleaning and Disinfecting Protocols

<input type="checkbox"/> Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input type="checkbox"/> Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input type="checkbox"/> All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input type="checkbox"/> Cleaning products are used that meet the Environmental Protection Agency (EPA)'s-approved for use against COVID-19 list.
<input type="checkbox"/> All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input type="checkbox"/> School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.
<input type="checkbox"/> Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed.	<input type="checkbox"/> Hands-free devices have been installed, if possible, including contactless payment systems, automatic soap and paper towel dispensers, and timecard systems. (Not applicable at all sites)
<input type="checkbox"/> Hand sanitizer will be provided where indoor plumbing is not readily available.	<input type="checkbox"/> Staff is provided adequate time to implement cleaning practices before and after shifts

### Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Fill in the fields below with the schedule for how often each area is disinfected.

Mark N/A for all that do not apply to your specific worksite and add any that are missing to "Other"

Classrooms: Daily, desk spaces sanitized between periods for HS grades	Offices: Daily
Restrooms: Daily, twice during school day	Telephones: Throughout the Day
Handrails / door handles / shelving:	Handwashing facilities:

Throughout the Day, at least three times daily	Daily
Copy Machines / Scanners / Faxes:	Common Areas:
Daily, disinfecting wipes provided to staff between uses	Daily
Playground Structures:	Outdoor Common Areas:
N/A	N/A
Indoor Common Areas:	Other:
Daily	
Other:	Other:

Description of specific operational procedures being implemented to ensure there is adequate time for cleaning/disinfecting
<ul style="list-style-type: none"> <li>• Evening District custodial cleaning and disinfecting crew schedules will repeat daily after staff and students have exited the building daily</li> <li>• Lunch area cleaning and disinfecting have been scheduled to allow for time between first and second lunches by custodial staff</li> <li>• In grades 5-8, students will not rotate classes to minimize the need for clearing of learning spaces between class periods.</li> <li>• Two bell schedules (HS and MS) will allow for staggered breaks for disinfection of high touch surfaces at least 3 times during the school day</li> <li>• HS Students will disinfect workspaces with school-issued wipes before proceeding to the next class period.</li> </ul>

Additional measures that have been taken at this school or office site:

### Physical Distancing Guidelines

<input type="checkbox"/> Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain at least 6 feet apart. Encourage staff to eat outdoors and away from others.	<input type="checkbox"/> Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
<input type="checkbox"/> Teacher and other staff desks will be at least 6 feet away from other staff and student	<input type="checkbox"/> All desks or individual workstations within office settings are separated by at least six

<p>desks. Space between student chairs will be maximized to 6 feet apart and no less than 4 feet apart when 6 feet is not possible. Desk partitions have been installed on student desks.</p>	<p>feet or employees otherwise maintain six feet if workspace is limited.</p>
<p><input type="checkbox"/> Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;</p>	<p><input type="checkbox"/> The use of outdoor space for instructional purpose is maximized and coordinated to ensure students remain in their cohort</p>

**Notification of COVID-19 Positive Case at School or Office Site:**

<p><input type="checkbox"/> County of Riverside Public Health is notified of all positive COVID-19 cases.</p>	<p><input type="checkbox"/> Employers and employees are aware that they can call Riverside Public Health if a suspected exposure has occurred at 951.358.5107.</p>
<p><input type="checkbox"/> If a student or staff member is diagnosed with COVID-19, Riverside County Public Health will provide assistance in the assessment of potential worksite exposures, and any recommended testing, quarantine, or isolation instructions.</p>	<p><input type="checkbox"/> Protocols, actions and template communications are in place for COVID-19 related scenarios.</p>

**Training**

Staff have been trained on the following topics:

<p><input type="checkbox"/> Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.</p>	<p><input type="checkbox"/> Manufacturer’s directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.</p>
<p><input type="checkbox"/> Self-screening at home, including temperature and/or symptom checks using CDC guidelines.</p>	<p><input type="checkbox"/> The importance of physical distancing, both at work and off work time (see Physical Distancing section above).</p>
<p><input type="checkbox"/> The importance of not coming to work if employees have a cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.</p>	<p><input type="checkbox"/> Proper use of face coverings, including:</p>
<p><input type="checkbox"/> The importance of seeking medical attention if an employees’ symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC’s webpage.</p>	<p><input type="checkbox"/> Face coverings do not protect the wearer and are not personal protective equipment (PPE).</p>

<input type="checkbox"/> The vulnerability of older adults and people with chronic medical conditions, and the need to practice particular caution to protect these groups.	<input type="checkbox"/> Face coverings can help protect people near the wearer, but do not replace the need for physical distancing and frequent handwashing.
<input type="checkbox"/> The importance of frequent handwashing with soap and water, including scrubbing with soap for 20 seconds (or using hand sanitizer with at least 60% ethanol or 70% isopropanol when employees cannot get to a sink or handwashing station, per CDC guidelines).	<input type="checkbox"/> The importance of washing and/or sanitizing hands before and after using or adjusting face coverings.
<input type="checkbox"/> Face coverings to be washed after each shift.	<input type="checkbox"/> Avoid touching eyes, nose, and mouth.

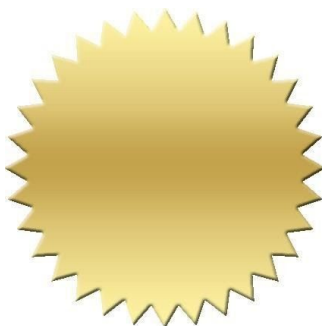
**Compliance and Documentation**

<input type="checkbox"/> This school site/office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input type="checkbox"/> All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act. Title III which covers private business entities.
<input type="checkbox"/> This school site has created a Task Force to support SSPP activities. This group meets regularly.

**Resource Documents:**

**Site Specific Document:**

# *Certificate of Completion*



**Name:**

**has completed the School Site-Specific Protection Plan with current information related to COVID-19 Protocols and Procedures. The full SSPP is available for viewing or download here:**

**This certificate should be displayed in the site's main office and the full SSPP should be available online at the above web address.**