As Colusa Unified School District and districts throughout the state of California look ahead to the fall, the District and its stakeholders' strong partnership will be essential to our success. The District and its site leaders, teachers and classified staff will need to continue to be flexible, collaborative, and innovative as we meet the instructional needs of our students while providing a physically and socio-emotionally safe environment in which to work, grow and play.

Colusa Unified School District Reopening Task Force

Planning Recommendations for the 2020-2021 School Year

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About the Task Force

The Colusa Unified School District Reopening Task Force convened its initial meeting on July 8, 2020. The task force was organized by the Colusa Unified Board of Trustees and is represented by parents, teachers, classified staff, site administrators, bilingual community/parent liaison and officials from the Colusa County Public Health Department, local fire department and county office of education.

The task force explored, evaluated, and developed recommendations that will guide the District's reopening on August 19, 2020 in consideration of the following:

- Local conditions to guide reopening decisions
- Plan to address positive COVID-19 cases or community surges
- Health and safety to include illness prevention, campus access, hygiene, protective equipment, physical distancing, cleaning and disinfecting
- Instructional programing to include independent study, blended learning, social-emotional awareness, and expanded learning
- School services to include transportation and nutrition
- Communication and engagement to include teachers and staff, district partners, families and the school community

Getting to Know Our Task Force

Experts in the Field	Parent/Community Representatives	District and School Site Representatives
Bonnie Davies, Colusa County Public Health Department Maria Espinoza, Colusa County Office of Education Logan Conley and Bo Salazar, Colusa Fire Department	Erin Steidlmayer, Burchfield Emma Agnew, Egling Middle School Stephanie Fermin, Colusa High School	Rebecca Changus, Burchfield principal, Ryan Tietz, Burchfield teacher, Rosemary Hicks, Burchfield/CSEA rep. Erika Lemenager, Egling Middle School principal, Jennifer Rogowski, Egling Middle School teacher/CEA rep., Sally Ryan, Egling Middle School classified rep. Matt Giffin, Colusa High teacher. Gay Seaver, Colusa High/CSEA rep. Lupe Espindola, bilingual liaison

Purpose of the Recommendations

The purpose of the recommendations is to provide guidance to the Board of Trustees as they respond to the impact of the COVID-19 pandemic on the school district community and its students. Recommendations were developed in consideration of community input and informed by local and state public health and school reopening guidelines.

This document was created with the most current assumptions and information. The following source documents below were used to guide the work of the task force.

- California Department of Public Health (CDPH) Guidance
- Centers for Disease Control and Prevention (CDC) Guidance
- California Department of Education (CDE) Guidance
- Colusa County Public Health (CCPH) Information

Background

On March 4, 2020, Governor Newsom proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19. To protect public health, on March 19, 2020, the State Public Health Officer and Director of the California Department of Public Health ordered all individuals living in the State of California to stay home or at their place of residence except as needed to maintain continuity of operations of the federal critical infrastructure sectors. Since the start of the COVID-19 (Coronavirus) outbreak, Colusa County has taken a proactive approach to prepare for and carefully monitor potential positive cases in our community.

Colusa County actions include:

- Maintaining regular contact and following the guidance from the CDC and the California Department of Public Health (CDPH);

- Conducting planning meetings with our programs and community partners to allow for enhanced response coordination;

- Working to ensure that our health care systems, first responders and schools have the guidance they need through phone consultations, and meetings;

- Maintaining communication and outreach with federal, state and local partners, including the County Office of Emergency Services, local government officials and other regional entities;

- Providing symptom monitoring for residents returning from travel who

are considered low to moderate risk;

- Distributing information and updates to health care professionals and educational settings;

- Ensuring providers have access to public health staff for consultation to quickly identify symptomatic patients and that they have the ability to test those patients, if warranted;

- Reviewing and adapting the County's current pandemic plans for COVID-19.

On May 18, 2020 Governor Newsom revised public health benchmarks related to Stage 2 progression on the roadmap for state reopening. On May 27th, the Colusa County Board of Supervisors took formal action to abstain from enforcing any COVID-19 (Coronavirus) guidance or orders that infringe upon a citizen's constitutional rights, including Governor Newsom's Shelter-in-Place Order. Supervisor Gary J Evans made the motion, which was then adopted unanimously by the full Board. "The Colusa County Board of Supervisors supports all citizens, businesses, schools, churches, and organizations in exercising their constitutional rights," stated Supervisor Evans. "And we would ask that the Sheriff, District Attorney, the cities of Colusa and Williams, and their respective Police Chiefs support this motion." The action allows for the reopening of all business and other service sectors within Colusa County. Colusa County citizens are free to resume all normal functions as they desire, with the request to exercise kindness, and good judgement. On June 5, 2020 the California Department of Public Health released *COVID-19 Industry Guidance: School and School- Based Programs.* On July 9, 2020, the Colusa County Public Health Officer issued a new order closing and/or restricting higher risk sectors; however, the order maintained the May 7, 2020 order permitting other stage 2 sectors to open. On Friday, July 17, 2020, Governor Newsom ordered all schools within counties that are on the state watch list must begin the school year in a distance learning model. More information about the criteria and stages can be found at https://www.gov.ca.gov/wp-content/uploads/2020/04/Update-on-California-Pandemic-Roadmap.pdf

Guiding Principles

The Colusa Unified School District School Reopening Task Force recognized the following guiding principles in the development of this document:

- Student need access to quality instruction whether learning occurs in person or through distance learning.
- All students, to include students from low-income backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures, must have opportunities to achieve academic success that are accessible, personalized, culturally relevant and responsive.
- Gaps in educational achievement are being exacerbated by transitioning to a completely online learning environment because those who are most vulnerable are more likely to have lack of internet access, lack of devices, increased parental burden and stress, increased student stress, food insecurity, etc.
- Students must have access to programs and resources that promote academic, social, and emotional learning, physical well-being, college, career, and civic readiness.
- Engage with students, families, support staff, teachers, district and site leaders, and community partners to support public health, maximize resources, and advance learning opportunities.

General Guidelines

Schools eligible to resume in-person instruction, should consider the following:

- Monitor local epidemiologic data provided at
  http://www.countyofcolusa.org/771/COVID19
- Develop a plan for reopening that complies with state and local guidance.
  The plan should adhere to the California Department of Public Health and Colusa
  County Public Health guidelines and include the following components:
  - Promote healthy hygiene practices
  - Plans for cleaning, disinfecting, and ventilation.
  - Plans for physical distancing inside and outside the classroom.
  - Employee, staff and family education
  - Screening procedures for staff, students, and visitors
  - Develop a plan for monitoring attendance, verifying absences, and notifying
    Colusa County Public Health of potential COVID-19 cases
  - Plans should not require universal testing of students and staff prior to
    reopening schools.

Planning For School Opening

Based on the requirements shared at the federal, state, and local levels, districts and schools are being asked to rethink everything from physical space to learning structure.

IDENTIFY KNOWNS AND UNKNOWNS

Getting comfortable with, and distinguishing between, what we know (facts), what we're expecting (assumptions), and what we think (opinions) will help as we plan in the midst of uncertainty.

Facts:
what we know

Assumptions:
what we're
expecting

Opinions:
what we think

Knowns:	Known Unknowns:	Unknown Unknowns:
- School will reopen on August 19 - Students will learn - Digital literacy for teachers and students is no longer optional - Students have experienced extreme disruption - Students still need to receive services rendered by the school (special education, meals, etc.) - Staff is working with competing at-home priorities - Families still need services to support households where both parents must work. - Some children don't like to do schoolwork unless parent/teacher is watching over them - Harvest will be here at the beginning of the school year - EMS and BPS have ASES programs - Summer slide will create a larger academic achievement gap than normally anticipated - Currently, COVID-19 cases in Colusa County are increasing - Additional disruption due to long time apart from friends, new protocols. (Need for more social-emotional support) - Some seniors may have fallen behind on their credits for graduation	- What day school buildings will open - If we have the right platforms to deliver asynchronous learning - How to effectively conduct virtual kindergarten - Will we be able to increase ASES programing for students and families that need additional support? - Will high school students take the opportunity to go to work instead of dedicating time to school? - Will masks be required for all students? - How do we deal with lack of compliance from new protocols? - How many students will not return to campus? - What is the need for independent or homeschool? - Do we have staff or students who will require accommodations in order to be present on campus?	We don't fill this out but leave it here to symbolize that we need to always be ready for things to change!

School Reopening Scenarios
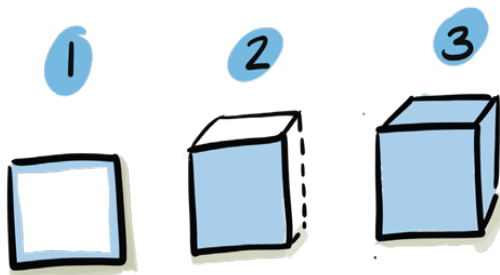
Due to the high number of known unknowns (not to mention unknown unknowns), there are countless realities that districts can imagine for the return to school and the operations of the 2020-2021 school year. Below we have simplified this uncertainty by highlighting four possible realities for planning purposes. These are intended to orient you to different and equally important scenarios that will uncover how this year will be different from a typical school year.

Classroom Based Activities

SCENARIO 1	SCENARIO 2	SCENARIO 3	SCENARIO 4
Consider opening school in a traditional manner with health and safety practices in place	Consider a blended approach to limit the number of students on campus	Consider Home School/ Independent Study	Consider continuing to deliver instruction through a distance learning model
Focus on the impact (needs and gaps) of remote learning during spring 2020 on students, staff, and community.	Support teaching and learning within the school building and online for the majority of students.	Support students and families by providing home school based instruction for students with pre-existing health concerns and/or families who have made the decision not to participate in a traditional or blended learning model.	Support teaching and learning remotely. Consider how distance learning will need to evolve.

Non-Classroom Based Activities

SCENARIO 1	SCENARIO 2	SCENARIO 3	SCENARIO 4
Extracurricular Activities	Maintenance, Operations, and Transportation	Food Services	Expanded Learning
Create student access to field trips, athletics, clubs, and other extracurricular activities when social distancing is feasible and modifications are made.	Support in classroom activities through intensifying cleaning and disinfecting procedures, providing adequate ventilation, and implementing social distancing when feasible while transporting students.	Supporting in classroom activities through intensifying cleaning and disinfecting procedures, providing adequate ventilation, and implementing social distancing when feasible while providing meal service to students.	Create access to extended day or extended year activities while maintaining health and safety precautions and appropriate social distancing when feasible.

In addition to the sources cited throughout the document, the Colusa Unified School District School Reopening Taskforce utilized the following resources to assist in the development of the School Reopening Recommendations.

- California Department of Education Stronger Together Guidebook
- Yolo County Schools Roadmap to Recovery
- Sacramento County School Year Planning
- Pandemic Planning For Distance Learning
- CSEA School Reopening Guidance
- Persona Canvas
- COVID-19 Planning Assumptions

Taskforce Recommendations

	Reopening Classroom Based Recommendations			
Considerations	Opening school in a traditional manner with health and safety practices in place	Opening school in a blended approach to limit the number of students on campus	Home School/ Independent Study	Distance Learning
Health and safety precautions	• Reopening health and safety precautions need to be within applicable state and local orders	✗	• Reopening health and safety precautions need to be within applicable state and local orders when conducting face-to-face check-ins on student progress	• Reopening health and safety precautions need to be within applicable state and local orders when picking up instructional materials
	• Promote healthy hygiene practices such as hand washing, avoiding contact with face, covering coughs and sneezes, and wearing face coverings as applicable	✗	✗	✗
	• Do not come to school/work if you are sick	✗	✗	
	• Defer to public health on mask wearing for students	✗	✗	
	• To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day	✗	✗	
	• Remain flexible and continue to learn and implement new protocols as they arise	✗	✗	✗
Social distancing	• To the extent possible, maintain state and local recommendations of 6 feet for social distancing	✗	• Maintain state and local recommended health and safety and social distancing protocols during in-take meetings, appointments, and home visits	
	• Develop student cohorts to limit mixing of students to include meals, recess, classroom, common area, etc.	✗		

	• Configure classrooms as applicable to maintain state and county recommendations of 6 feet for social distancing	✗		
	• Promote and encourage students and families outside of the home to social distance	✗	✗	✗
Limit Sharing	• Limit sharing of instructional technology, materials, and supplies	✗	✗	✗
	• Provide individual students instructional materials and supplies	✗	✗	✗
	• Do not provide student access to drinking fountains and lockers	✗		
	• Consider demonstrations for labs if there are not enough materials	✗		
Cleaning, disinfecting and ventilation	• Intensify cleaning and disinfecting classroom routines to include high contact areas	✗	• Intensify cleaning and disinfecting classroom routines between in-person appointments	
	• Upon return of books, equipment or implements, re-entry protocols for materials need to be used again	✗	✗	✗
	• Increase ventilation by opening doors, windows, and the utilization of classroom heating and air conditioning units	✗	✗	
	• Provide training on cleaning and disinfecting procedures consistent with state and county recommendations to combat COVID-19	✗	✗	
Training and education support for staff and families	• Provide education opportunities to include COVID-19 literature/information to assist families to reinforce appropriate health and safety strategies at home and school to include infographics posted in all classrooms, workspaces, and common areas	✗	✗	✗
	• Provide resources for teachers to assist in responding to COVID-19 and/or district/school measure questions from students and parents	✗	✗	✗

	• Provide training for certificated and classified staff on monitoring COVID- 19 symptoms to include mental health	X	X	X
	• Provide training on Google Classroom, Zoom, and other online resources to certificated and classified staff, as well as students and parents as applicable	X	X	X
	• Provide training on parent/teacher communication tools used regularly at individual school sites	X	X	X
	• Provide parent education/training on tools and strategies to support their child's learning process at home	X	X	X
Healthy Operations	• Provide a designated receiving area for any parents, guests or vendors conducting school business	X	X	
	• Limit access to school facilities to essential workers, first responders, and district and school employees	X	• Provide appointments via teleconferencing and/or limit family members attending appointments to parents or guardians	X
	• Develop protocols and processes to respond to a positive COVID-19 classroom exposure	X	X	X
	• Promote health and wellness through eating well- balanced meals, getting plenty of sleep and making time for outdoor family activities	X	X	
	• Provide portable wash stations as needed.	X		
Checking for Symptoms	• Partner with parents to assist the school district in self-monitoring and reporting symptoms of illness	X	X	X
	• Provide appropriate diagnostic medical equipment as needed	X	X	
	• Daily temperature checks, if plausible	X	• Daily temperature checks at check-in meetings, if plausible	

Classroom Instruction				
Classroom Instruction	• Develop a plan for potential school closures resulting from changing COVID-19 conditions	✗		
	• Identify and remediate barriers to student academic success	✗	✗	✗
	• Regularly monitor student progress in meeting goals and requirements	✗	✗	✗
	• Provide access to supplemental programs that will support academic struggling students and continual learning	✗	✗	✗
	• Narrow the focus of instruction to essential state standards/ requirements	✗	✗	✗
	• Provide a wide range of curriculum to include online options with features such as Help Desk to support student success and support families	✗	✗	✗
				• Standardized distance learning expectations • Develop grading requirements for assignments

Reopening Non-Classroom Based Recommendations					
Considerations	Extracurricular Activities	Athletics	Maintenance, Operations, and Transportation	Food Services	Expanded Learning
	Create student access to field trips, clubs, and other extracurricular activities	Create student access to athletic activities	Support in-classroom activities through intensifying cleaning and disinfecting procedures, providing adequate ventilation, and implementing social distancing when feasible while transporting students	Support student activities by providing meal service to students	Create access to extended day or extended year activities

Health and Safety Precautions	• Promote healthy hygiene practices such as hand washing, avoiding contact with face, covering coughs and sneezes and wearing face coverings as applicable	X	X	X	X
	• Do not come to school/work if you are sick	X	X	X	X
	• Reopening health and safety precautions need to be within applicable CIF, state and local orders	X	X	X	X
	• Defer to public health on mask wearing for students	X	X	X	X
	• To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day	X	X		
	• Students should only participate in virtual field trips	X	X	X	X
	• Remain flexible and continue to learn and implement new protocols as they arise	X	X	X	X
	• Students should only participate in assemblies, dances and/or rallies as protocols allow	X	X	• Limit the number of students eating meals in the cafeteria to allow food service workers to comply with social distance protocols	

Social Distancing	• To the extent possible, maintain state and county recommendations of 6 feet for social distancing	✗	✗	✗	✗
	• Develop student cohorts to limit mixing of students to include meals, recess, classroom, common area, etc.	✗	• Develop cohort of bus riders by household	✗	✗
	• Utilize larger venues and/or outside areas on campus	✗	✗	✗	✗
	• Use Zoom or other virtual platforms when social distancing is not possible	✗	✗	✗	✗
	• Promote and encourage students and families outside of the home to social distance	✗	✗	✗	✗
	• Provide assistance to families through individual in person appointments as needed	✗	✗	✗	✗
		• Body weight training (no spotters)	• Limit the number of students riding the bus to increase the ability of bus drivers to comply with social distance protocols	• Provide online meal application and payment methods • Preorder lunch option to assist Food and Nutrition Service staff on organization	
Limit Sharing	• Limit sharing of equipment, technology, materials, and supplies	✗	✗	✗	✗
	• Provide individual students instructional materials and supplies	✗	✗	✗	✗

	• Do not provide student access to drinking fountains and lockers	✗	✗	✗	✗
	• Consider demonstrations for labs if there are not enough materials	✗	✗	✗	✗
	• Utilize individual drills and/or activities whenever possible	✗	✗	✗	✗
		• Mandatory personal water bottles/ hydration		• Eliminate shared table, self-serve salad bar, or trading of food items • Limit parent/guardian drop off of food items	• Provide individually wrapped snacks
Cleaning, disinfecting and ventilation	• Intensify cleaning and disinfecting classroom routines to include high touch areas	✗	✗	✗	✗
	• Upon return of books, equipment or implements, reentry protocols for materials need to be used again	✗	✗	✗	✗
	• Increase ventilation by opening doors, windows, and the utilization of classroom heating and air conditioning units	✗	✗	✗	✗
	• Increased access to proper PPE/sanitation materials	✗	✗	✗	✗
	• Provide training on cleaning and disinfecting procedures to combat COVID-19 that are consistent with state and county recommendations	✗	✗	✗	✗

Training and education support for staff and families	Action items				
	• Communication with MOT and teachers needed about change in venues	✗ • Keep training outdoors as much as possible	✗	✗	✗
Training and education support for staff and families	• Increase parent communication about safety protocols	✗	✗	✗	✗
	• Provide training on cleaning and disinfecting procedures to include uniforms and equipment in an effort to combat COVID-19 that are consistent with state and county recommendations	✗	✗	✗	✗
	• Provide a refresher training on the appropriate use of protective equipment for all district employees	✗	✗	✗	✗
	• Provide resources and education for students to explain tough choices	✗	✗	✗	✗
	• Promote safe, social emotional health, healthy living styles	✗	✗	✗	✗
		• Provide training for coaches on health and safety protocols for the upcoming sports season • NFHS Learn COVID-19 protocols and safeguards training videos (mandatory for staff and accessible to parents)	• Make available to parents and community members a list of COVID-19 approved cleaning products to be utilized by the district	• Disseminate informational flyers created by Food and Nutrition Services to assist, guide or inform safe practices for home • Provide food services employees Public School Works online training • Provide food services employees ServSafe trainings online	

Healthy Operations	• Adjust HVAC controls to increase ventilation	✗	✗	✗	✗
	• Promote increased ventilation by opening windows and doors when applicable	✗	✗	✗	✗
	• Provide appropriate protective equipment when applicable	✗	✗	✗	✗
	• COVID-19 waiver mandatory for all participants in extracurricular activities	✗	✗	✗	✗
		• Develop plan for game day safety protocols in accordance to CIF safety protocols	• Implement COVID-19 Protocols for Contractors on Campus consistent with state and local public guidelines when applicable. • Implement COVID-19 Action Plan, Protocols, and Exposure Reporting Requirements • Provide/install protective barriers in the school main and auxiliary office spaces or traffic areas • Utilize COVID-19 approved cleaning products • Make repairs to doors and windows to increase ventilation • Expand the bus route to only pick up students who are further than two mile radius from the school		

Checking for Symptoms	• Partner with parents to assist the school district in self-monitoring and reporting symptoms of illness	X	X	X	X
	• Daily temperature checks and daily wellness questions if plausible	X	X	X	X
	• Provide appropriate diagnostic medical equipment as needed	X	X	X	X

COVID-19 Symptom Checklist

Individuals who contract COVID-19 may have a wide range of symptoms ranging from mild to severe illness. Symptoms may appear 2 -14 days after exposure to the virus. People with these symptoms may have COVID-19. During allergy season, it may be hard to tell the difference between COVID-19 and allergies. Allergy symptoms happen partly because of inflammation that is caused by your body over-reacting to things like pollen or mold.

COVID-19 OR VIRUS SYMPTOMS	ALLERGY SYMPTONS
Symptoms can range from mild to severe illness and may appear 2-14 after a person is exposed to the virus. **COVID-19 symptoms may include:** • Fever or chills • Cough • Shortness of breath or difficulty breathing • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion/runny nose • Nausea or vomiting • Diarrhea **People with underlying medical conditions or older adults are higher risk of getting serious COVID-19 complications.**	Seasonal allergies can range from mild to severe and can be triggered by pollen from trees, mold, grass, etc. **Symptoms may include:** • Sneezing • Running or stuffy nose • Water and itchy eyes • Itchy sinus, throat or ear canals • Ear congestion • Postnasal drainage Spring allergies usually begin in February and can last until fall. Some less common symptoms of allergies can include: • Headaches • Shortness of breath • Wheezing • Coughing

Common virus symptoms may include:
- Runny or stuff nose
- Coughing
- Sneezing
- Headache
- Body ache
- Low-grade fever

If you have symptoms of a respiratory virus or COVID-19, then you should go home.

Appendix

COVID-19 Planning Assumptions

1. **Public Health Assumptions:**

a. The virus that causes COVID-19 will remain in circulation and people will be susceptible to the virus until an effective vaccine is developed and widely used.

b. Encourage anyone who is sick to stay at home.

c. Teach and promote prevention behaviors (social distancing, hand washing, cough/sneeze etiquette, promote flu vaccinations and face coverings as feasible).

d. Intensify cleaning, disinfection, and ventilation.

e. Encourage social distancing through increased spacing, small groups, and limited mixing between groups, if feasible.

f. Develop and implement procedures to screen for signs and symptoms of students and employees.

g. We don't quite seem to understand how well asymptomatic or pre-symptomatic people transmit COVID-19. Masks that are available to the general public (us) won't protect the wearers. They only protect others from the wearer.

h. Some members of our community are more at risk of being infected.

i. Masks are effective for reducing the transmission of COVID-19. Face shields are another viable alternative.

2. **School Operation Assumptions**

a. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations for the 2020-2021 school year.

b. Gaps in educational achievement are being exacerbated by transitioning to a completely online learning environment because those who are most vulnerable are more likely to have lack of internet access, lack of devices, increased parental burden and stress, increased student stress, food insecurity, etc.

c. Encourage physical distancing during school arrival/departure times, classroom and non-classroom activities, and limiting access to school facilities.

d. Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms.

e. Limit sharing by ensuring adequate supplies, keeping child's belongings separated, and avoid sharing electronic devices, clothing, toys, books, etc. as much as practicable.

f. Schools will need to plan how to handle cases where staff or students have been exposed both within and outside of school. Schools will need to have a plan for substitutes or lack thereof.

g. Only mandate what we can truly control. Be flexible. We must support students and families in successful completion of their work.

h. Screening questions/temperature checks should be considered as routine for students and teachers.

i. Some parents will be fearful of sending their children to school.

3. **Economic Impact Assumptions**

a. State tax revenues have fallen well below those of previous years and funding is flat with the potential for cash deferrals.

b. School nutrition programs may be needed by more students and may become a more significant portion of their access to food.

c. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.

d. School districts will need to respond to increased student and family mental health needs.

e. The number of children and families experiencing homelessness and eligible for support services and protections will likely increase.

f. Structural changes (staggered schedules and/or blended learning, etc.), the need for enhanced cleaning and protective equipment will need to be addressed.

g. Potential COVID-19 effects on student attendance, including continual offering of distance learning, students needing to stay at home for extended periods of time as a result of quarantine protocols.

h. Our local families may struggle financially with having to stay home from work to watch/teach kids.

i. Schools may not have enough PPE for everyone.

j. CUSD has not received all of the replacement technology needed to support distance learning. Families are not reaching out in regards to mental health needs to the school.

4. Social Emotional Assumptions

a. Social determinants such as poverty status, housing and education play an integral role in overall health and wellness.

b. Fear, loss, and isolation will result in the need for increased and continuing mental health supports.

c. Social distancing strategies may overwhelm the coping skills of many.

d. Coping for people with pre-existing health concerns may be difficult.

e. Social distancing may impede students' ability to engage with other students through athletics, performing arts and other extracurricular activities that involve close contact or large gatherings.

f. Regardless of the type of learning that will be decided upon, there will be increased anxiety for some students, staff, and families.

g. Our kids thrive from teacher instruction (in comparison to parent instruction).

h. Children/families that have dealt with trauma will have a harder time adjusting to a new norm and may have difficulty coping in a positive manner.

i. We need to be knowledgeable on teaching the students to be sensitive to everything around them.

j. Mental health professionals will need to work with the whole family and not just the child.

5. Community Assumptions:

a. There will continue to be a broad spectrum of opinions in the community regarding school responses to COVID-19.

b. COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified regional decisions.

c. Differences in resources, negotiations, community concerns, and direction from public health services in response to local conditions will impact decision making.

d. There are some community members quite resistant to restrictions from government.

e. We cannot control what others decide to do in their personal time, but anyone at school could be affected by those decisions.