

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Evergreen Union Elementary School District	Brad Mendenhall Superintendent	bmendenhall@evergreenusd.org 530-347-3411

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Beginning in March of 2020, our school District moved to Distance Learning. Initially, our district was closed out of an abundance of caution and in concert with all of the schools in our county. In August of 2020, our local School Board elected to continue with Distance Learning until at least October 9th, 2020, as a result of being inundated with Distance Learning requests from families (approximately 30%) as well elevated Covid-19 data as reported by our county department of public health (our county was reporting that we had breached the state monitoring thresholds in three categories for nearly two weeks, but we were not on the monitoring list due to the inconsistencies with the state's data base). Having campuses closed and being in Distance Learning since March has had a profound negative effect on our community, students, and staff. Our rural community lacks the infrastructure and means to effectively connect digitally with our schools, and therefore, much learning and growth has potentially been lost because only asynchronous instruction was the primary option in the spring. As a result, our plans for Distance Learning this fall have been greatly improved over what was done last spring, and we are proud of that fact. As noted in the following section on Distance Learning, you will see a description of the robust program we have established this fall. However, it is our ultimate goal to getting back to full in-person instruction.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The District has provided many opportunities for all stakeholder groups to provide feedback since March and running through September of 2020. Specifically, the parents and community were solicited by: two separate surveys, one on June 1st and the second in late July (available in Home Languages of the District - English & Spanish); during each Board meeting March through July and at two Board meetings in August (August 4th, August 11th) and at a Public Hearing in September (September 8th) and an approval meeting in (September

22nd); at the March, April, May and September Site Council Meetings, respectively; and finally at the September Evergreen Elementary School ELAC Meeting. All meetings were held via Google Meet. Feedback was solicited from staff at meetings held on May 26-28 (including individual meetings with Transportation, Food Service, Child Care, Athletics, Maintenance, Custodial, Nursing, Administrators, Office Staff, Classified Staff, Certificated Staff), on August 11-12 during staff inservice, and during the site staff meetings in September. MOU's were successfully negotiated with CSEA and EFT on July 21st and August 3rd-4th, respectfully.

[A description of the options provided for remote participation in public meetings and public hearings.]

For public meetings and hearings, virtual participants were allowed to address the group; in addition, a limited number of people were allowed in, one at a time, to address the group.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback from both the community and staff was very consistent. They wanted to be sure that all students and staff were safe. While some were frustrated that we were headed into Distance Learning, most were understanding. The biggest hurdles were connectivity/devices and if we were to open to in-person instruction, how the district would support the estimated 30% that were requesting Distance Learning/home school. More specifically from the staff, was the need for training and time to prepare for a Distance Learning/virtual classroom.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The feedback recieved influenced our plan in the following ways:

It helped to shape how both in-person learning and Distance Learning will look, specifically student and staff safety as well as instructional components.

Additionally, it directed us to what purchases and supports needed to be in place for both families/students and staff to be successful regardless of how instruction changes as the school year progresses and the virus influences our delivery model.

Nearly every part of district has been influenced by the stakeholder feedback, from how we clean/sanitize to making Chromebooks available to all students and hot spots to those who need them, preparing and delivery of meals, and finally, delivering an academic and SEL curriculum that is meaningful and rigorous.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

It is our greatest intention to resume in-person educational opportunities for all of our students as soon as is safely possible. We continue to promote our county-wide vision, “Every student, every day!”

Physically reopening our District will be guided by a continual risk-based approach to maximize the educational and health benefits for students, staff, and the wider community. We will continue to work in collaboration with Tehama County Health Services Agency (TCHSA) to ensure that our plan acts in response to the ever-changing local conditions; it will be scaled up or down depending upon local cases and community spread until we are able to resume full operations in Phase 4 as classified by the Centers for Disease Control and Prevention (CDC) and California Department of Public Health (CDPH) (Plan A+). We will continue to seek out information from TCHSA, CDC, and CDPH as new scientific knowledge and subsequent guidance from them and the California Department of Education is given; we will then work in coordination with our local stakeholders to refine the details as necessary.

When approved/directed by the county health official, and when a school/school district is located in a local health jurisdiction (LHJ) that has moved into Tier 2 (substantial community disease transmission), and when it has remained there for at least 14 days, our school/s will offer Plan A to families - open with modifications. This plan includes a full-time in-person program for students who select it and an at-home Independent Study or Home School Program for those families who prefer to keep their children home. This plan will include promoting healthy hygiene practices; intensifying cleaning, disinfecting, and ventilating; illness prevention; personal protective equipment; screening, monitoring, contact tracing; and the use of physical distancing and face coverings - all detailed in our EUSD Back-to-School Reopening Plan.

Students will attend school five days a week with some modifications to arrival and departure times. Students will stay with their homeroom cohort and will have the opportunity to engage in English Language Arts, Mathematics, Science, and Social Science, with an emphasis on ensuring students are engaged in meaningful learning opportunities and provided the opportunity to build the essential skills they may have missed during the school closure. In addition, as described above, students will have lessons in Social Emotional Learning as well as Music, Health and Physical Education.

Teachers will use their EUSD Collaborative Agreements and 2020-2021 Content Area Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations. They will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning. Diagnostic, formative and summative assessments will be conducted, as appropriate during the in-person regular schedule time. Students who show that they have experienced significant learning loss from the spring school closure will be provided with support from their classroom teacher as well as other supports, as necessary. Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Videoconferencing) as necessary to discuss areas of focus and learning forward. Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly. Students who are English Learners will be

provided with instructional supports to meet their language needs from their classroom teacher. Students with IEPs or 504 plans will be provided with instructional supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills		Yes
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts		Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum		Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary		Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary		Yes

Description	Total Funds	Contributing
<p>Low Income Student Supports Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)</p>		Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

When/if the local public health official directs/approves and when the school/school district is located in a local health jurisdiction (LHJ) that is in Tier 1 (widespread community disease transmission), our school/s will offer Plan C to families - open with significant modifications. This plan includes an at-home Distance Learning Program. Teachers provide synchronous and asynchronous learning experiences for students to complete at home. EUSD uses the Distance learning definition from Education Code Section 43500(a). Distance learning means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee of the local educational agency (LEA). Curriculum/materials are provided for students to pick up on a weekly schedule at all three school sites; work is also collected at this time, if not submitted digitally. In addition, this program may provide for structured, in-person supervision and services to students under the Guidance for Small Cohorts/Groups of Children and Youth.

Daily live interaction is a part of our Distance Learning program and teachers provide synchronous instruction for students who have digital access and/or phone lines to connect via a cell phone/land line. For those few students who do not have digital access or cellular signals that cannot support a hot spot, teachers reach out daily via phone to provide instructional supports and opportunities for connectedness. While this is not ideal, it is the best that we can do to support these families who are living in very rural parts of our 575 square mile District.

Teachers also provide asynchronous learning opportunities for students throughout the day; students who have digital access complete these assignments in the digital platform; students without digital access use their like-kind paper packets to complete assignments.

EUSD uses the following curriculum in Distance Learning which will be the same curriculum used during in-person instruction; during Distance Learning, teachers rely more substantially on the digital components of these programs: TK-5th Grade ELA - Benchmark and Benchmark Booster (for attending to learning loss during the school closure), 6th-8th Grade ELA - StudySync - all ELA programs promote Designated and Integrated ELD instruction; TK-8th Grade Mathematics - Ready Math; TK-2nd Grade Science - Mystery Science; 3rd-8th Grade Science - Inspire Science; 1st-5th Grade Social Science - Scott Foresman (no digital component at this time); TK-8th Grade Social Emotional Learning - Second Step.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During the spring of 2020, shortly after the school closure, a survey on connectivity (completed by the teachers who reached out by phone to each family) revealed that only 30% of students had digital access; Chromebooks were made available to those with access, and the District began to work with companies who may be able to assist with bolstering connectivity in the local rural communities (ie. Charter Communications). Due to this low number of students with digital access, bi-weekly paper packets and submission of demonstration of understanding was the main mode of instruction/assessment for the spring school closure.

During this fall's Distance Learning, many more of our students now have digital access; connectivity has improved in pockets of our local rural area. As such, all students are able to request and obtain a Chromebook for check out and use at their home; device support is provided on an as needed basis. In addition, families may request and obtain a hot spot to provide connectivity; this works for students who do not have internet at home, but who do have a cellular signal to connect to.

All students have an Evergreen domain email and have access to the Clever portal where they can find their teacher's Google site, their Google Classroom, and applications for the above noted curriculum as well as links to engage in the additional engagement opportunities (Mindful Monday, Tune in Tuesday, Wordy Wednesday, Thankful Thursday, and Fitness Friday for our TK-3rd Grade students) (Music, Physical Education, Health, and Art for our 4th-8th Grade students).

Digital connectivity for students is captured in Aeries, our Student Information System, and those students who do not have digital access/cellular signal at their home are identified. Accordingly, classroom teachers provide a clear list of what each of these students need from a survey administered (students who will be able to connect when they receive their hot spot; students who do not have a cellular signal at their home and will have no way to connect to school other than by phone and completion of a paper packet). We are working with these parents now to determine next steps for support.

Following the guidance from CDPH on August 25th, we will begin to bring students back to school to complete assessments in small cohorts (IEP students to complete their annual/triannual assessments; EL students who need to complete their initial/summative assessment

(ELPAC)). We are also making plans to begin to bring students who do not have digital access back to school to complete their diagnostic assessments in ELA and Mathematics (iReady) to determine next steps for instruction.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers keep a quadrant chart next to their teaching area of their students which fit into each of the four categories to ensure they are attending to each child's specific needs on a daily basis:

Digital access with supports at home during the learning day

Digital access with no supports at home during the learning day

No digital access but supports at home during the learning day

No digital access and no supports at home during the learning day.

In addition, teachers will adhere to the CDE guidance in regards to instructional minutes: TK-K - 180 minutes; 1-3 - 230 minutes; 4-8 - 240 minutes per day, and their schedules reflect this instructional time.

In addition to daily live interaction, teachers collect daily participation in order to track attendance and ensure daily engagement by all students in learning activities. These daily records note synchronous and asynchronous interaction/participation for each student and detail the following:

Synchronous - Morning Meeting, PE/Health, ELA, Math, Social Science/Science, Small Group Instruction/Supports, Individual Instruction/Supports

Asynchronous - Review of student work; demonstration of understanding; quiz/test; email/phone call

Teachers ensure reengagement for students who do not participate in the daily live interaction or participate in any way by following the EUSD Distance Learning Reengagement Tiered Written Protocol.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development has been provided for all staff to prepare for Distance Learning. Two full days in August were devoted to training and time was provided for teachers to attend to their own independent learning during this time, as well. In addition, trainings were provided during the first week of school to attend to teachers' needs in regards to Distance Learning and instruction.

This training included:

Keenan trainings completed individually on the topics of Covid-19 Awareness, Cleaning and Disinfecting Your Workspace, Managing Stress and Anxiety

Training by EUSD administrators on: Reopening Plans, Healthy Hygiene, Illness Prevention, Physical Distancing,

Distance Learning training by EUSD administrators on: Google Sites, Google Classroom, Planning for Digital Workspaces, Using a Chromebook, Using an iPad, Screencastify, GoGuardian
Instructional training by EUSD administrators on: CDE Distance Learning expectations (synchronous/asynchronous instruction; supports for pupils with unique needs (IEP/504, EL, other), EUSD instructional components, EUSD Collaborative Agreements, Morning Meetings, Grading expectations, Curriculum (Inspire Science, TCI), Assessment (iReady).

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Certificated staff have taken on new roles and responsibilities as a result of Covid-19. These changes were addressed in the MOU between Evergreen Federation of Teachers and Evergreen Union School District in August 2020. This includes addressing: safety, illness prevention, physical distancing/face coverings, educational programs, employee support, and duties.
Classified staff have also taken on new roles and responsibilities and these changes were addressed in the MOU between CSEA and EUSD in July 2020. This includes addressing: safety, screening, testing/tracing, leave, accommodations, personnel, workload, duties.
All staff have adjusted their roles and responsibilities accordingly to work in a Distance Learning instructional and service environment from providing instruction and support through digital videoconferencing, preparing curriculum/materials for distribution, preparing meals for Grab and Go, etc..

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with unique needs are provided extra support during Distance Learning.

English Learners receive Designated and Integrated ELD instruction as part of their ELA instruction in Benchmark/StudySync. Those students who have not yet reached proficiency in English and not making adequate progress towards that end (ELPAC Score of 1 or 2) are also provided instruction during Distance Learning through our Learning Center. Students who scored a 3 or higher on the ELPAC in the spring of 2019 will be invited to campus in September/October 2020 to complete the Summative ELPAC to determine if enough growth has been demonstrated to warrant reclassification.

Special Education students are provided with the same supports during Distance Learning that they receive during in-person instruction. IEP's have been amended accordingly. Our Special Day classes are providing Distance Learning instruction for students on a daily basis. In addition, our Learning Center is providing services to our students with IEPs, with a focus on reading and math intervention. Speech and language services are also being provided in a virtual format. Occupational/physical therapy are provided by in person by appointment.

Students who need additional supports (those in foster care, those experiencing homelessness), are also supported during this time. Principals and school counselors make home visits to families in need and provide services to them (curbside counseling, food distribution, school supply distribution, curriculum/material drop off and pick up), as necessary.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills	4,921.35	Yes
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts	6753.60	Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum	33,547.00	Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary		Yes
Low Income Student Supports Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)	93,000.00	Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary	1,500.00	Yes

Description	Total Funds	Contributing
Screencastify - Allows teachers to record lessons to provide them for students	2,250.00	Yes
GoGuardian - Allows teachers to view student work remotely and keep students on target for Distance Learning	9,013.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

EUSD will address the pupil learning loss by using a diagnostic assessment followed by direct instruction. At the start of the 2020-2021 academic year, all students will be assessed using iReady (TK-8th grade) at home; in addition, TK and Kindergarten teachers will use ESGI to assess specific skills. Students who do not have digital access will come to campus for an appointment-based assessment. Teachers will reflect on this data which aims to capture skills in English language arts and mathematics and compare it to the March 2020 data for students, if available; an iReady data deep dive will take place in mid-September as well as a training on understanding how to interpret the data.

Teachers will share this data with parents during Parent-Teacher Conferences in late September.

In addition, students in Kindergarten will participate in the ELPAC initial assessment, and those English learners who scored a 3 or higher on the Spring 2019 ELPAC will be given the ELPAC Summative assessment to determine language development.

A repeat of this assessment cycle will take place as the quarters progress across the academic year whereby students participate in sharing their demonstration of understanding and progress monitoring occurs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Instruction will then proceed based upon this assessment data.

Students will be provided instruction in ELA and Math in accordance with either the in-person or Distance Learning program. Benchmark Booster for grades 1st through 5th will be used to attend to the learning loss in ELA; Ready Math will be used for grades TK through 8th grade for the learning loss in mathematics. Special attention will be placed upon low-income, foster youth, homeless students as well as students with IEPs/504s to ensure they are making progress and attendance in the Learning Center will be provided, as necessary. Data will be collected from formative assessment and continually reviewed. English Learners will receive Designated and Integrated ELD instruction as part of their regular classroom instruction; students who are still showing a score of a 1 or 2 from Spring 2019 will be provided additional instruction in the Learning Center to attend to language development.

As this proceeds, students who continue to show an even greater loss will have their data reviewed at a Student Success Team Meeting and appropriate supports will be put into place.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Beyond using the diagnostic, formative and summative assessment data to reflect on individual student progress and help to ensure learning loss has been mitigated, data will be reviewed across grade levels and across the district to ensure the supports provided are attending to the learning loss. In addition, this data will be compared to data from prior years to ensure we are making adequate growth as a district in spite of the school closures.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
iReady Assessment Platform - to assess the ELA and mathematics skill levels/pupil learning loss for students in grades TK-8th grade		Yes
ESGI Platform - to assess the ELA and mathematics skill levels/pupil learning loss for students in grades TK and Kindergarten		Yes
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills		Yes

Description	Total Funds	Contributing
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts		Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum		Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary		Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary		Yes
Low Income Student Supports Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)		Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

At EUSD, our priority will continue to be on focusing on the social emotional needs of our students including these three main components: trauma invested practices - including the trauma invested spectrum, the language of trauma invested practices, and the framework on poverty to guide us in this work; responding to behavior - using our Behavior Matrix; and providing social emotional learning for our students - using the Second Step curriculum to provide instruction, including the main program that focuses on empathy and emotion management, the Child Protection Unit (TK-5th grade), and the Bullying Prevention Unit (TK-5th grade).

For pupils, we will ensure the Second Step Curriculum is infused in weekly instruction and follow the EUSD Scope and Sequence for this work so that all classes are moving through the curriculum at the same pace. Professional Development about this program has already been provided for teachers and additional supports will be given as the needs arise. Special attention will be given to the Middle School staff who has had some changes to their online program for this year; in addition, supports will be given to our staff who are new to teaching and/or new to us and need the additional supports to ensure this program is used to its full capabilities. In addition, when we are in Plan C, students in grades TK-4th grade have the option to participate in Mindful Monday additional engagement opportunities that are in alignment with the Second Step program and aim to support students who are in Distance Learning at home.

It is essential that we continue to provide the mental health supports for students. As such, under Plan C, students and families in crisis can note their needed support through our website (Social Emotional Support Form) until we are able to resume to in-person instruction and provide those supports in person. In addition, students and families in crisis who struggle to connect in Distance Learning will be supported as part of the EUSD Distance Learning Reengagement Tiered Written Protocol which includes outreach from the school for pupil needs, including connection with health and social services, as necessary.

We will continue to support the mental health and social and emotional well-being of staff in several ways. We will provide the Keenan trainings on Coronavirus: Managing Stress and Anxiety, virtual trainings on self-care around scheduling a teacher's day for success; social-emotional learning opportunities for adults using the Second Step Program; and an optional Mindful Monday meeting for all staff to begin their week off on a positive note.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Regardless of which delivery plan we are operating under, the district will engage students who are struggling to attend by implementing the EUSD Distance Learning Reengagement Tiered Written Protocol that includes:
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.

Home visits from site principals and other key school staff will be employed as well.
Finally, those families that continue to disengage will be directed through our county SARB process.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Providing a well rounded and complete nutrition program for our students is a priority in our district where on average 60% of our households qualify for free and reduced meals. When students are engaged in in-person instruction, meals (breakfast and lunch) will be provided and students will eat in their cohorts in their classrooms. For students not engaged in in-person learning or when the district is in a hybrid or distance learning phase, grab and go meals will be offered through a curbside pick up each day of the week. Families unable to pick up meals consistently or at all will be offered to pick-up multiple meals at one time or have meals delivered to their home. Additionally the district has applied for and qualified for Universal Breakfast and Universal Lunch.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Purchase of 250 additional Chromebooks to support students and staff in Distance Learning	69,500	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of additional WiFi access points to expand connectivity into the school parking lots	100,000	Yes
Pupil Engagement and Outreach	Purchase of software to increase our ability to make many outgoing phone calls to connect and engage students/parents.	50,000	Yes
N/A	Increased Custodial support or effective sanitization.	22,914	No
N/A	Purchase additional student and teacher desks/furniture to accommodate physical distancing as well as virtual teaching.	25,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of various devices (other than Chromebooks) to support distance learning virtual learning.	32,000	Yes
School Nutrition	Food Service/Nutrition: Various purchases to support grab and go meals including packaging materials and equipment.	25,000	Yes
School Nutrition	Additional staffing hours in the Cafeteria/Nutrition program to assist with grab and go meals as well as curbside pick-up and delivery.	6,912	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program	Additional staffing costs to support Staff Day Care during distancing learning.	7,500	Yes
N/A	Purchase of PPE and other materials including plexiglass to ensure staff and student safety	35,000	No
Pupil Engagement and Outreach	Transportation and additional staffing costs associated with homevisits to deliver meals, technology and curriculum.	5,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.43%	\$1,081,234

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

When designing our plans for the 2020-2021 school year, EUSD took into account the information we received from stakeholders as well as what we already knew about our underserved students. In doing so we identified four areas of essential needs:

1. Nutrition and access to consistent meals,
2. Social emotional needs

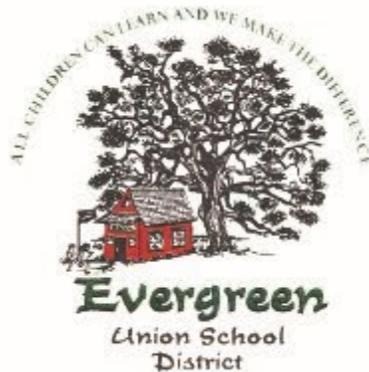
3. Academic loss due to extended closures and
4. Connectivity.

In identifying those needs, we prioritized our efforts to ensure the following: All students will receive Chromebooks and hot spots if necessary, at least two meals will be provided daily with home delivery available where needed as well as multiple meal pick up, daily check in virtually or by phone or home visit and access to daily SEL curriculum lessons as well as to our school counselors. And to assist with the loss of learning, we have made sure that each student's teacher is available through office hours daily for support as well given students extra periods of intervention instruction in both reading and math.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

In identifying those needs, we prioritized our efforts to ensure the following: All students will receive Chromebooks and hot spots if necessary, at least two meals will be provided daily with home delivery available where needed as well as multiple meal pick up, daily check in virtually or by phone or home visit and access to daily SEL curriculum lessons as well as to our school counselors. And to assist with the loss of learning, we have made sure that each student's teacher is available through office hours daily for support as well given students extra periods of intervention instruction in both reading and math.

Evergreen Union School District



Back-to-School Reopening Plan

Tehama County Health Services Agency Approval Date: **6/23/20** *Reapproved 7/22/20*

Evergreen Union School District Board Approval Date: **6/23/20** *Reapproved 7/21/20*

Updated 9/22/2020

Please note that the base part of this plan has been established in coordination with Tehama County Schools.

Tehama County Schools' Reopening Plan



TK-12th Grade

Every Student, Every Day!

Introduction

As a result of the COVID-19 pandemic and subsequent state of emergency declared by Governor Newsom, Tehama County schools have been closed since March 16, 2020. We recognize that school and education, as we have known them, have changed in unprecedented ways. We recognize the call for a thoughtful reopening plan moving forward to ensure the health and safety of all our students and staff.

The Tehama County Schools' Reopening Plan ensures that we are moving together as a county to best support the families and employees we serve. It is expected that this plan will commence with the onset of the 2020-2021 academic year.

The following guidance was used in generating this plan:

- World Health Organization (WHO): *Considerations for school-related public health measures in the context of COVID-19* (10 May 2020)
- Centers for Disease Control and Prevention (CDC): *Interim Guidance for Administrators of US K-12 Schools and Child Care Programs* (15 May 2020)
- California Department of Public Health (CDPH): *Guidance for Small Cohorts/Groups of Children and Youth* (25 August 2020, 4 September 2020)
- California Department of Public Health (CDPH): *Guidance for Schools and School-based Programs* (3 August 2020)
- California Department of Public Health (CHDP): *Covid-19 and Reopening In-Person Learning Framework for CA Public Schools in CA, 2020-2021 School Year* (17 July 2020)
- California Department of Education (CDE): *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* (8 June 2020)

The base plan of the Reopening Plan was reviewed and approved by the Tehama County Health Services Agency (TCHSA) to ensure that the plan met all requirements for health and safety. Each school district then added subsequent appendices to attend to the uniquenesses of the details at each district/school site. EUSD brought together its many stakeholder groups to give voice to the many details of the appendices of the plan. These stakeholder groups included: Evergreen Federation of Teachers, CSEA Local Chapter, Teamsters Local Chapter, EUSD Nurse, EUSD Secretarial Staff/District Office Staff, EUSD Technology Department. Parents/guardians were also surveyed about the draft plan appendices and offered their thoughts/concerns. Finally, the EUSD Back to School Reopening Plan was presented and approved by the EUSD School Board.

It is our greatest intention to resume in-person educational opportunities for all of our students as soon as is safely possible. We continue to promote our unified vision,

“Every student, every day!” It indeed will take all of us working collaboratively together to ensure we are able to meet the needs of all of our students in our community during this unprecedented time. We thank you in advance for your patience as you join us in this journey to get the children of Tehama County back to school!

The Tehama County Schools’ Reopening Plan is supported by the following Districts:

Antelope Elementary School District

Corning Union Elementary School District

Corning Union High School District

Evergreen Union Elementary School District

Flournoy Union School District

Gerber Union Elementary School District

Kirkwood Elementary School

Lassen View Union Elementary School District

Los Molinos Unified School District

Red Bluff Joint Union High School District

Red Bluff Union Elementary School District

Reeds Creek Elementary School

Richfield Elementary School District

Tehama County Department of Education: Regional Special Education Programs

Local Conditions

Physically reopening our Districts and enacting the TCS Reopening Plan will be guided by a continual risk-based approach to maximize the educational and health benefits for students, staff, and the wider community in Tehama County. We will continue to work in collaboration with Tehama County Health Services Agency (TCHSA) to ensure that our plan acts in response to the ever-changing local conditions; it will be scaled up or down for Districts/sites depending upon local cases and community spread until we are able to resume full operations in Tier 4 (Minimal Community Disease Transmission) as classified by the California Department of Public Health (CDPH) (Plan A+). We will continue to seek out information from TCHSA, CDC, and CDPH as new scientific knowledge and subsequent guidance from them and the California Department of Education is given; we will then work in coordination with our local stakeholders to refine the details of our appendices as necessary.

The Tehama County Schools' Reopening Plan

The TCS Reopening Plan can be seen on the next page. All parts of the plan are rooted in a promotion of communication, promotion of healthy hygiene practices, the intensifying of cleaning, disinfecting, and ventilation, and illness prevention to ensure the health and safety of our students and staff.

School Status

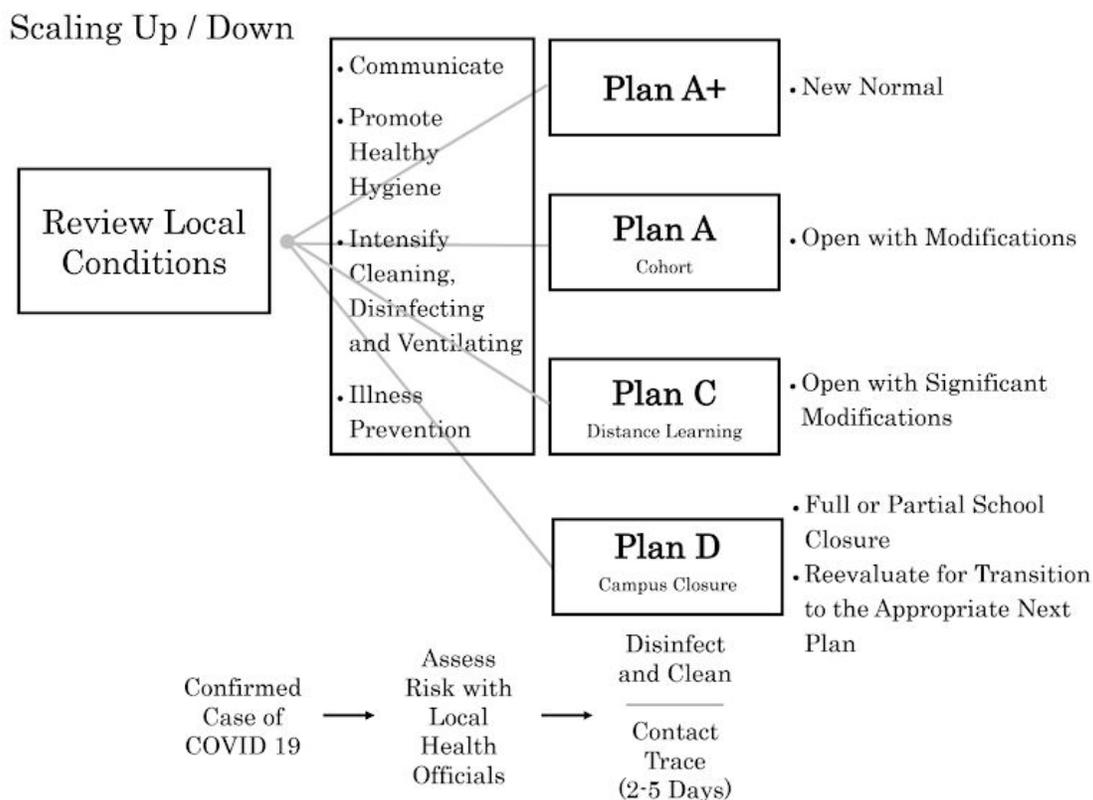
When a school/school district is located in a local health jurisdiction (LHJ) that has moved into Tier 2 (substantial community disease transmission), and when it has remained there for at least 14 days, our school/s will offer Plan A to families - open with modifications. That means a county must effectively have a test positivity rate under 8 percent and fewer than seven new cases per 100,000 residents in order to reopen schools. This plan includes a full-time in-person program for students who select it and an at-home Independent Study or Home School Program for those families who prefer to keep their children home. This plan will include screening, monitoring, contact tracing, and the use of face coverings.

When the school/school district is located in a local health jurisdiction (LHJ) that is in Tier 1 (widespread community disease transmission) our school/s will offer Plan C to families - open with significant modifications. This plan includes an at-home Distance Learning Program and continues to offer the Home School Program. This plan includes screening, monitoring, contact tracing, and the use of face coverings. In addition, this program may provide for structured, in-person supervision and services to students under the Guidance for Small Cohorts/Groups of Children and Youth.

When/if the local public health official directs/approves, our school/s or site will implement Plan D. An Individual school closure is recommended based on the number of cases and the percentage of the teacher/students/staff that are positive for COVID-19. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. A superintendent should close a school district if 25% or more of schools in a district have closed due to Covid-19 within 14 days. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. This plan involves assessing the risk within the specific community and potentially closing the school/site/portion of a site for a short period of time based upon public health guidance. It involves intensifying cleaning and disinfecting areas, contact tracing, and promoting social isolation. Schools may typically reopen after 14 days.

	Campus Closure Plan D	Distance Learning Plan C	Cohort Plan A	Plan A+
School Status	Full or partial closure	Open with significant modifications	Open with modifications	New Normal
Illness Prevention	N/A	Screening & Monitoring Contact Tracing	Screening & Monitoring Contact Tracing	Monitoring
Physical Distancing/ Face Coverings	N/A	Physical distancing expected Face Coverings recommended for PreK-2nd grade students when inside Face Coverings required for staff (and for 3rd grade students and above when inside) Face Coverings required for staff (and ALL students when on campus) when entering, leaving, moving around campus	Physical distancing expected Face Coverings recommended for PreK-2nd grade students when inside Face Coverings required for staff (and for 3rd grade students and above when inside) Face Coverings required for staff (and ALL students when on campus) while waiting for and riding the bus, when entering, leaving, moving around campus	N/A
Educational Programs	A-Expected Packet B-Independent Study C-Home School	A-Distance Learning B-Home School	A-In Person-regular schedule B-Independent Study C-Home School	In-person regular schedule

Movement on Campus	N/A	N/A	Classroom, playground, gym assigned space and time in cohort	Regular movement
Transportation	N/A	N/A	Bus-loading @ regular capacity for eligible students, assigned seating Staggered private vehicle-drop off/pick up	Open to eligible students
Food Service	Possible (curbside)	Grab and Go (curbside)	Classrooms or (assigned area with cohort) Grab and Go	Cafeteria/Outside Spaces
Child Care/Before & After School Program	Possible (EUSD staff only)	EUSD staff - Child Care available	EUSD staff - Child Care available	Open to eligible students
Extracurricular Activities	N/A	Not available	Restricted at this time	Open to eligible students
Campus Access	N/A	Restricted	Restricted Exceptions will be made for in-person IEP/504 meetings	Probable



Communication

The TCS Reopening Plan involves transparent, clear, and consistent communication with parents/guardians and staff to minimize chaos and confusion. Among the most important communication will attend to the health and safety of all. Beyond work done at the District level, all Districts will continue to work together to ensure the message - “Every student, every day!” - echoes throughout Tehama County; we want our community to understand the implementation measures we are taking in unison to ensure healthy and safe educational opportunities for the children we serve. In addition, consistent communication with TCHSA will be essential to ensure that our plan acts in response to the ever-changing local conditions. Specific District details about communication can be found in Appendix A.

Promoting Healthy Hygiene Practices

The TCS Reopening Plan includes promoting healthy hygiene practices as recommended by CDE and CDC. This includes teaching about and ensuring hand washing and contact/covering when coughing and sneezing. It also includes posting signage about healthy practices. In addition, we will continuously ensure we have the

equipment necessary to enact all hygiene aspects of the plan. Specific District details can be found in Appendix B.

Intensifying Cleaning, Disinfecting, and Ventilating & Personal Protective Equipment

Additional cleaning measures as recommended by CDE and CDC are part of the TCS Reopening Plan. This includes cleaning and disinfecting buses and vehicles, school spaces and things, and providing increased ventilation whenever possible. In addition, we will continuously ensure we have the cleaning supplies necessary to enact all aspects of the plan; personal protective equipment will ensure personal health and safety for the staff who clean school facilities and vehicles. Our Districts aim to meet high cleanliness standards prior to reopening and to maintain a high level during the school year. Specific District details can be found in Appendix B.

Illness Prevention

The TCS Reopening Plan attends to illness prevention and focuses on daily screening staff and students to check for signs and symptoms of Covid-19 at the school bus steps/upon arrival at school; this screening includes a visual wellness check, temperature check, and Covid-19 questions. In addition, the Plan ensures a consistent process for when a staff member or student becomes ill, including always ensuring contact tracing to limit continued spread. Our Districts aim to maintain healthy operations as we transition and have plans for teaching students and staff about illness prevention, self-reporting, and monitoring health throughout the day. Specific District details can be found in Appendix C.

Physical Distancing and Face Coverings

Our Districts recognize the need to attend to the physical distancing standards in all school facilities and vehicles as recommended by the CDC when specific phases call for such and also understand the need to meet individual student medical, personal, or support needs, when necessary. Students in grades 3 and above are required to wear face coverings when in the classroom and school buildings; face coverings are recommended for grades 2 and below. All students are required to wear face coverings when waiting for and riding the bus, when entering campus, leaving campus, moving around the campus (ie. using the restroom, and when seeking a health check in the screening room/office). Staff are required to use face coverings when with students and with each other. Instruction in physical distancing and the appropriate use of face

coverings will be provided for students and staff. Specific District details can be found in Appendix D.

Educational Programs - Whole Child Supports

The TCS Reopening Plan recognizes that this pandemic and school closure have undoubtedly impacted students' social emotional health in ways we may not yet recognize. As such, our priority will continue to be on focusing on the social emotional needs of our students. When our students return to school, it will be essential that we continue to provide the mental health supports they need. We believe that our student health and well-being must be attended to in order for student academic learning to occur. As such, our Districts will continue to provide quality instruction in these areas when school resumes. In addition, extracurricular activities to enhance the educational experience will be provided as allowed. District details can be found in Appendix E.

Social Emotional Learning Supports

At EUSD, our priority will continue to be on focusing on the social emotional needs of our students including these three main components:

- trauma invested practices - including the trauma invested spectrum, the language of trauma invested practices, and the framework on poverty to guide us in this work
- responding to behavior - using our Behavior Matrix
- providing social emotional learning for our students - using the Second Step curriculum to provide instruction, including the main program that focuses on empathy and emotion management, the Child Protection Unit, and the Bullying Prevention Unit

We will be able to provide continued support in social emotional learning even if we need to move to another school closure under Plan C. As such, we would continue to utilize the Second Step program to enhance student learning at home as we have done so over the past few months should that occur.

Mental Health Supports

When our students return to school, it will be essential that we continue to provide the mental health supports they need. We will continue to utilize our School Counselor for this purpose. Should we need to move to another school closure under Plan C, students and families in crisis can note their needed support through our website (Social Emotional Support Form).

Physical Health Supports

EUSD believes that our student health and well-being must be attended to in order for student academic learning to occur. As such, our Health and Physical Education Departments will continue to provide quality instruction when school resumes to one class of students at a time. Should we need to move to another school closure under Plan C, students and families will continue to have support in this area if they access our website (Healthy Living).

In Health Education, Preschool through 4th grade teachers will provide lessons in handwashing, germs, and healthy hygiene practices when we resume in-person instruction. In fifth and sixth grade, the health teachers will be covering disease prevention and safety, family life education, sexual abuse prevention education, and using the Protect Curriculum to teach about safe place, safe people, and safe choices. The health teachers will be teaching the seventh and eighth graders about disease prevention and safety, family life education, using the Signs of Suicide Prevention Curriculum to discuss suicide prevention, and use the Protect Curriculum to learn about human trafficking.

In Physical Education, teachers will provide instruction in attending to individual fitness goals and workouts to ensure physical distancing. As the year progresses, assuming relaxed physical distancing is appropriate, they will move to group activities.

Parent and Family Engagement

We recognize that parent and family engagement is essential to schools. As such, we will continue to hold all Parent Club, School Site Council Meetings, and English Learner Advisory Committee Meetings in virtual format until further guidance is given; in-person attendance will be ensured for those who have limited digital access at home. In addition, when school reopens, because the campus will not be open to parents/guardians, parent/teacher conferences and the Annual Title I Meeting will be virtual until we are given further guidance to allow these meetings to take place in person. Continued resources for Basic Needs will be provided to all of our students through our varied modes of communication, and in particular, to our Homeless and Foster Youth (on our website under Resources for Basic Needs and Grab and Go Meals).

Educational Programs-Instructional Programs for Academics

When allowed, we will implement Plan A, an in-person program. Students will attend school five days a week with some modifications to arrival and departure times and a focus on keeping students in their cohort as much as possible. Students engage in English Language Arts, Mathematics, Science, and Social Science, with an emphasis on ensuring students are engaged in meaningful learning opportunities and provided the opportunity to build the essential skills they may have missed during the school closure. In addition, as described above, students will have lessons in Social Emotional Learning as well as Health and Physical Education.

For parents/guardians who are not comfortable having their child return to school, they may choose to enroll their child in Independent Study or Home School.

Independent Study is a program whereby students complete work at home on their own schedule. The curriculum/assignments are substantially equivalent in quality and quantity to classroom instruction. However, students will not have virtual instruction, nor regular access to a teacher. This will be truly "Independent Study" and attendance will be based on work completion.

In Home School, the parent takes on the role of the teacher and the curriculum/assignments are parent-led. Students participate and engage in meaningful learning opportunities connected to learning outside the home, in connection with their siblings, and/or their community. Families will meet with a supervising teacher approximately once every two weeks for up to an hour. These meetings are designed to collect work samples, work through questions and teaching strategies and assign curriculum for the next two weeks. Meetings can be done virtually or in person and the supervising teacher will have limited time available by phone or email in between meetings.

Plan C, Distance Learning, will be implemented when we are directed by the local public health official that there is significant community spread and our community is on the county monitoring list; most likely this will come following a school closure (Plan D), as we scale up. Students on Independent Study will be provided with Distance Learning opportunities.

When/if we experience a positive Covid-19 case on a campus or community surge, our school/s will implement Plan D. Students will have an opportunity to engage in learning at home during this time.

Students with Individualized Educational Plans, 504 Plans, and English Learners will continue to receive their designated supports in all plans. Specific District details can be found in Appendix E.

Child Care/Before & After School Program

Our Districts recognize the need for continued quality child care as we transition to reopening. In the TCS Reopening Plan, the EUSD Before & After School Program will be available when we move to Tier III. During Plan A and C, child care will be available for EUSD essential staff who need care for their children while they provide meals, instruction, support, or services for EUSD students. Specific District details can be found in Appendix E.

Campus Access

Tehama County school campuses will not be accessible beyond students and staff until we move to Tier III and fully reopen. This includes parents/guardians, visitors, volunteers, and community members/others who request Use of Facilities. All Board Meetings, Local Control Accountability Meetings, Site Council Meetings, Title I Meetings, District English Learner Advisory Committee Meetings, English Learner Advisory Committee Meetings, and Parent Club meetings will be held virtually; in-person accommodations will be made for those with limited/no digital access from home and illness prevention and physical distancing measures will be followed. Protocols will be established for accepting deliveries safely.

Employee Support

Our Districts are committed to ensuring that staff have the necessary training and support. As such, we will continue to work with our stakeholder groups as new scientific knowledge and subsequent guidance is given in order to refine the details of our plan. We will develop/provide staff training on all aspects of this plan, in general, and specifically for those who work in certain areas of our systems. District details can be found in Appendix F.

Appendix A Communication

Communication will be provided:

- In varied communication platforms (email, Aeries Communication, website posts, social media, printed mailings/handouts) aimed to meet the needs of the preferred audience/s and in families' primary language.
- About the EUSD Reopening Plan and accessible to families/staff on the EUSD website or in print if requested.
- About which plan (A, C, or D) is currently being implemented at each school site in response to Covid-19. This includes communication about Plan D when there is a positive case for Covid-19. This may be noted on the school marquee.
- From the EUSD District Office that includes critical information about Covid-19 to reduce confusion, anxiety, or misunderstandings and ensure one consistent message.
- On the health and safety measures the District is taking to ensure students can return to school buildings safely including:
 - Teaching and modeling healthy hygiene practices
 - Intensifying cleaning, disinfecting, and ventilating protocols
 - Screening, monitoring, and contact tracing
 - Expectations for physical distancing and the proper use of face coverings
- About basic information on COVID-19 and measures families/staff can take to stay safe when not at school.
- In the Parent/Student handbook on when to keep a student home and the process for notifying the school.
- In the Parent/Student handbook on procedures for when a sick child is sent home and when to return; this includes information on self-reporting symptoms.
- In the Parent/Student handbook on the expectation, use of, and cleaning of face coverings as well as the policy for exemptions.
- On the School-Parent Compact about expectations for the staff, parents, and students to promote the health and safety of all in the midst of this pandemic. This School-Parent Compact must be signed by each family and returned each fall.
- In student information booklets/video messages on what returning to school looks like; this will be developmentally appropriate for students (for example - a reading booklet about school reopening).
- By school administrators and office staff as well as classroom teachers in order to consistently communicate with all families to ensure students are supported.

Appendix B
Promoting Healthy Hygiene Practices
Intensifying Cleaning, Disinfecting, and Ventilating
Personal Protective Equipment
Equipment Availability
Cleaning Supply Availability

Promoting Healthy Hygiene Practices

- Handwashing
 - Teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly when:
 - Entering the bus
 - Arriving at school
 - Before and after eating
 - After coughing, sneezing, or blowing the nose
 - After being outside
 - Before and after using the restroom
 - After having close contact with others
 - After using shared surfaces or tools
 - Staff should model and practice handwashing when:
 - Arriving at school
 - Before and after eating
 - After coughing, sneezing, or blowing the nose
 - After being outside
 - Before and after using the restroom
 - After having close contact with others
 - After using shared surfaces or tools
 - Use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers. Children under the age of 9 should only use hand sanitizer under adult supervision. Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
 - Built in time throughout the day for routine hand washing by both students and staff.
- Contact/Covering
 - Teach avoiding contact with one's eyes, nose, and mouth.

- Teach covering coughs and sneezes: use a tissue to wipe nose and cough/sneeze inside a tissue or their elbow.
- Signage
 - Post signs on how to stop the spread of COVID-19, properly wash hands, and promote everyday healthy hygiene practices.

Intensifying Cleaning, Disinfecting, and Ventilating & Personal Protective Equipment

- Busses should be thoroughly cleaned and disinfected daily. Drivers should be provided disinfectant and gloves to support disinfection of frequently touched surfaces during route transportation.
- School spaces should be thoroughly cleaned and disinfected daily by trained custodial staff:
 - Handrails
 - Door handles/surfaces on doors that are touched frequently
 - Light switches
 - Sink handles
 - Tables
 - Student desks
 - Chairs
 - Staff desks
 - Keyboards, phones, copy machines
 - Restroom surfaces
 - Playground equipment
- School staff should be provided disinfectant and gloves to support disinfection of frequently touched surfaces during the school day and as needed when children are present:
 - Door handles/surfaces on doors that are touched frequently
 - Light switches
 - Sink handles
 - Tables
 - Student desks
 - Chairs
 - Staff desks
 - Keyboards, phones
 - Toys, games, art supplies
 - Instructional materials
 - Physical education equipment
 - Technology (following the directions from the technology department)
- Ensure safe and correct application of disinfectant and keep products away from students. Provide employees training on manufacturer's directions, on Cal/OSHA

requirements for safe use and as required by the Healthy Schools Act, as applicable.

- Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- Depending upon which plan we are in (Plan A or C), we will suspend the use of drinking fountains and encourage the use of non-refillable water bottles.
- Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

Equipment Availability

- Plans for an ongoing supply of personal protective equipment and masks to comply with CDPH guidance for students and staff (as appropriate for each staff job classification, respectively, as well as OSHA requirements).
- Plans for supply of no-touch thermal scan thermometers.

Cleaning Supply Availability

- Plans for portable hand washing stations.
- Plans for ongoing supply of school-appropriate cleaning supplies to comply with CDHP guidance. When choosing cleaning products, use those that are approved for use against Covid-19 on the Environmental Protection Agency (EPA) approved list and follow product instructions.
 - To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).

- Avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Plans for ongoing supply of hand sanitizer, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.

Appendix C

Illness Prevention

Illness Prevention

- Educate students on the Covid-19 virus and the signs of illness, utilizing school nurses, when available, and incorporating professional development for the staff in order to assist in efforts.
 - **Fever, cough**, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle or body aches, headache, sore throat, **nausea/vomiting, new loss of taste or smell**
- Staff and students will be trained in self-screening for symptoms.
- Encourage staff and students who are sick or who have recently had close contact with a person with Covid-19 to stay home and self-monitor for symptoms. If symptoms do not develop, follow appropriate CDC guidance for home isolation.
- Strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:
 - Protect the school community
 - Reduce demands on health care facilities
 - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

Self-Reporting

- Parents/guardians of students are encouraged to report their child's symptoms and subsequent absence to the attendance clerk of the respective school site. Attendance clerks will follow-up with parents/guardians each day of students who have not called in to report an absence. This information will be recorded in the Student Information System.
- Staff members are required to report to their supervisor if they are absent. This information will be recorded in Aesop (for those sub-groups who are enrolled in this program) or on our Absence From Duty Forms (for other staff).

Screening

- Screening procedures for staff and students will be used upon entering the facility under Plans A, C, and D (when applicable), daily, and confidentiality will be maintained:
 - Visual wellness checks
 - Temperature screening (100.4) with a no-touch thermometer that is properly cleaned and disinfected after each use:
 - For students, at bus stop prior to boarding

- For students, at the car at drop off
 - For staff, in the screening room
 - For staff children, in the screening room
- Covid-19 questionnaire

Monitoring

- Monitoring procedures for staff and students will be used throughout the day and confidentiality will be maintained:
 - Visual wellness checks
 - Temperature screening (100.4) in the classroom by the classroom teacher
 - Follow the directions on the monitoring flow chart
 - Have students take their personal belongings with them at that time

When there is a fever of 100.4 or higher:

- Sick staff and students at school will be required to put on a face mask and be isolated until they can be sent home. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people:
 - The isolation space should ideally be cleaned and disinfected after 24 hours of remaining empty. If it is not possible to wait 24 hours, wait as long as is practicable. Ensure a safe and correct application of disinfectants using PPE and ventilation recommended for cleaning.
- If Covid-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face, 9-1-1 will be called.
- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation; this information would be pre-populated into Aeries for students to show when the student can return to school. An informational handout would be provided and note when a return to school is possible. Access to instruction will be provided while that student is home.

When there is a positive case of Covid-19:

- Health staff should notify local health officials if there is a positive case of Covid-19 and vice-versa.
- In consultation with local public health officials, consider whether in-person school closure is warranted and length of time based on the risk level within the specific site and potentially across sites.
- The students/most staff will need to be dismissed for 2 to 5 days while contact tracing and cleaning/disinfection can occur (Plan D).
- The health staff in coordination with local public health officials should track incidents of possible exposure through contact tracing.

- The classroom/office where the Covid-19 positive individual was based will need to close temporarily (1-2 days) for cleaning and disinfecting.
- Additional areas of the school visited by the Covid-19 positive individual will need to be closed temporarily (1-2 days) for cleaning and disinfecting.
- District Office Administration will notify staff and families immediately of any positive case of Covid-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- Additional close contacts at school outside of a classroom should also isolate at home.
- District Office Administration will work with staff to develop a plan for continuity of education and nutrition and other services as EUSD transitions to the appropriate next plan (A or C).

Contact Tracing

- Bus drivers keep a record of which students are riding the bus each day. These will be given to the Transportation Supervisor each day who will retain all documents for contact tracing. Bus drivers will also submit a Health Check Form for any student who has been asked to return home due to fever; daily, the Transportation Supervisor will submit these documents to the school main office for documentation into the Student Information System.
- Teachers will take attendance each day and record which students are in attendance.
- Students who are sent home with a fever or Covid-19 symptoms will be signed out by a parent and the health information will be recorded in our Student Information System.
- Students who use the bathroom during the day will be required to sign in and out in their classroom.
- Classified staff will sign in to and out of work each day they are on their respective campus; this includes noting on their Work Report Form which rooms/spaces they worked in that day and submitting them at the end of their work day.
- Certificated staff will check in and out each day at their respective campus and absences will continue to be recorded in Aesop. They will also keep a personal log on the Work Report Form of which rooms/spaces they worked in that day and retain this for contact tracing should it be necessary.
- District Office Staff will continue to sign in/out of work each day in the District Office and also keep a personal log on their Work Report Form and retain this for contact tracing should it be necessary.

- Maintenance/transportation will sign in/out of work each day in the Maintenance building and also keep a personal log on their Work Report Form and retain this for contact tracing should it be necessary.

Appendix D - Plan A and C

Physical Distancing and Face Coverings

Transportation

Arrival/Departure

Classrooms

Movement on Campus

Playgrounds/Outside Spaces/Athletics

Staff Workplaces

Physical Distancing and Face Coverings

- Staff and students will be trained in physical distancing.
- Where maintaining physical distance of 6 feet is not practicable, physical barriers, such as sneeze guards and partitions that minimize face-to-face contact, will be used. (eg. school offices)
- Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Face coverings are required for **staff and ALL students when on campus while waiting for and riding the bus, when entering, leaving, and moving around campus (ie. using the restroom, indoor physical education, seeking a health check in the office, etc.), and anytime social distancing is not possible, as directed by staff members.**
- Face coverings are **required for staff and for 3rd grade students and above when inside buildings.**
- Face coverings are **recommended for PreK through 2nd grade students when inside buildings.** A face shield may be worn in lieu of a mask.

STUDENTS

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

- In order to comply with this guidance, schools must **exclude** students from campus if they refuse to wear one provided by the school. EUSD will provide face coverings to students who inadvertently fail to bring a face covering to school or bring a face covering that is inappropriate in order to prevent unnecessary exclusions.

Ultimately, students who refuse to wear face coverings, will be removed from their class cohort and moved into Independent Study.

- Alternative protective strategies (ie. face shields) may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- Students and staff will be required to wear face coverings that cover the mouth and nose consistent with public health guidance.
- Face coverings/masks can be any color or print, but must be school-appropriate, non-offensive, not considered derogatory or otherwise disrespectful. They shall not contain any offensive words or graphics. This includes, but is not limited to words or graphics that promote violence, drugs, alcohol, sex, or other offensive or objectionable behavior that could be disruptive to the school or school facility. The administration shall have the final authority to determine the appropriateness of any face covering.
- Face coverings/masks must be made of a solid cloth material or other suitable solid material. They do not need to be medical grade. Commercially produced or home-made face coverings are acceptable for compliance. They may not be made of lace, mesh, or other largely porous material or be designed in a way that defeats the purpose of wearing a mask (which is to limit a person's moist breath from reaching others and to stop the other's moist breath from reaching the wearer, thus serving as a barrier to COVID-19 spread). The administration shall have the final authority to determine the suitability of any face covering.
- Face shields may be worn with a mask, but face shields are NOT a substitute for a mask.
- As feasible, two cloth face coverings will be reserved for each student at the start of the school year.
- Parents are encouraged to provide a second face-covering for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face covering during the day.
- For Physical Education, cloth face coverings must be worn during ALL indoor physical conditioning physical education classes. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering. Activities should take place outside to the maximum extent practicable and face coverings should NOT be worn outside.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) or hung from the neck until it needs to be put on again.

- Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Students and staff with health issues will work with our Nursing/Human Resources staff to make the appropriate accommodations for alternative protective strategies (ie. face shields) with a medical professional's authorization.
- Staff are required to wear cloth face coverings, unless Cal/OSHA standards require respiratory protection. In addition, face shields can be used for teachers of younger students to see their teachers' faces and to avoid potential barriers to phonological instruction as well as by teachers who serve hearing impaired students during that instructional period. In addition, staff of students with special needs may prefer a face shield during direct instruction.
- Teach and reinforce the use of cloth face coverings, masks, or face shields; remind students and staff not to touch the face covering and to wash their hands frequently.
- Food Service staff are required to wear cloth face coverings and gloves as well as aprons.
- Front Office staff should use cloth face coverings and gloves when interacting with the public if physical barriers are not available.
- Employees engaging in symptom screening should wear cloth masks or face coverings.
- Information should be provided to all staff and families on appropriate removal and washing of cloth face coverings.

Transportation

- Students (and parents) are required to wear face coverings at bus stops and on buses.
- Students and parents will be instructed to maintain 6-foot distancing at bus stops and while loading and unloading, and parents must remain present until their children have been screened.
- Students should be seated with their family in the same bus seat and all seats will be pre-assigned by the bus driver.
- Seats will remain open at the front of the bus to provide space for students who need to be isolated.
- Windows will be opened for ventilation when practicable.

Arrival/Departure

- Arrival and departure times will be staggered as practicable as to minimize cohort cross over, scheduling challenges for families, and the staff's abilities to attend to

health checks. (Family cohorts will have consistent arrival and then departure times.)

- Students are required to wear face coverings when arriving and departing from school.

Classrooms

- Re-teach appropriate social skills encouraging minimal physical contact.
- To the extent possible, and as recommended by the CDC, students will remain with their homeroom cohort to minimize the mixing of student groups throughout the school day.
 - Evergreen Elementary School (EES), Evergreen Middle School (EMS), and Bend Elementary School (BES) students will move once during the day as a homeroom class to Physical Education/Health.
 - The music teacher will push into the classroom unless providing instruction in the virtual format.
 - Beyond Physical Education/Health, Evergreen Middle School (EMS) students will remain in the same classroom all day, and the teacher will move classrooms.
 - Desks should be arranged apart from one another when possible and arranged in a way that minimizes face-to-face contact. Physical barriers may be used between students for classrooms with tables and tandems.
- Other campus spaces will be utilized for instructional activities, as necessary.
- Teachers will develop instructions for minimizing movement in both their indoor and outdoor spaces that are easy for students to understand and developmentally appropriate.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Teachers will develop procedures for turning in assignments to minimize contact.
- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture, carpet areas, and play spaces to maintain separation, when possible.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible. However, students must use physical distancing when retrieving items from the cubby.
- Backpacks should be hung on the back of the students' chair and a home lunch should be brought only in a paper or plastic disposable container kept under their desk.
- No show and tell items from home.
- Water bottles can be brought from home. Cups will be provided for students who do not bring one from home.
- Water bottles can be refilled in classroom sinks using the faucet. The drinking fountain portion of the classroom sink should be covered and not used at this time.
- Prohibit sharing of pencils and pens and other school supplies/learning tools.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Windows and doors will be opened for ventilation when practicable.
- Assemblies, rallies, field trips and other activities that require close contact or that would promote congregating are not permitted at this time.

Movement on Campus

- Routes for entry and exit will be put in place to limit direct contact with others as much as practicable.
- Signage will be posted to direct traffic around campus.
- Minimize congregate movement through hallways as much as practicable.
- Bathroom times will be assigned for homeroom classes, but also available for students who have an emergency outside of the assigned time.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart.

Playgrounds/Outside Spaces/Athletics

- Increase supervision to ensure physical distancing.
- Recess will be held in designated areas for designated homeroom cohorts and face coverings should not be worn if outdoors.
- Physical education (PE) is permitted only when the following can be maintained: 1) physical distancing of at least six feet: and 2) a stable cohort, such as a class, that limits the risks of transmission. Activities should take place outside to the maximum extent practicable and face coverings should not be worn outside. Cloth face coverings must be worn during indoor physical conditioning physical education classes. Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.

- For recess and physical education, avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of the Covid-19 spread.
- Students should take a break from exercise/play if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet and sticks to the student's face and obstructs breathing. Masks that restrict airflow under heavy exertion are not advised for exercise.
- Outdoor and indoor sporting events and other activities that require close contact or that would promote congregating are not permitted at this time. For example, tournaments, events, or competitions, regardless of whether teams are from the same school or from different schools, counties, or states are not permitted.

Food Service

- Physical interaction will be limited during meal service by providing meals in the classroom and making use of outside spaces on campus, when appropriate. Appropriate cleaning and trash removal systems will be put in place including tubs for liquid waste.
- Individually plated or bagged meals will be served.
- The sharing of foods and utensils will be prohibited.
- With an approved National School Lunch Program waiver, we will ensure Grab and Go meals for students on Independent Study as well as during Plan C.
- Students who bring their own lunch must bring it in a disposable bag (paper or plastic).

Staff Workspaces

- Physical distancing among staff in their work environment will be encouraged to reduce spread of the virus that includes:
 - Avoid staff congregation in work environments, break rooms, staff rooms, and bathrooms. Use the schedule set up for using the copy machine.
 - Use outside eating areas for lunch or the gym/cafeteria, as necessary.
 - Avoid grouping staff together for training or staff development. Training may be offered virtually or, if in-person, ensure distancing is maintained.
- In accordance with Cal/OSHA regulations and guidance, all workspaces will be evaluated to ensure that employees can maintain physical distancing to the extent possible.
- Ensure staff workspaces are cleaned off each day so that they can be sanitized.
- Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.

Appendix E

Educational Programs

In-Person Program

- Students will be provided learning opportunities in the following areas:
 - English Language Arts
 - Mathematics
 - Science
 - Social Science
 - Health/Physical Education
 - Social Emotional Learning
- Teachers will use their EUSD Collaborative Agreements and 2020-2021 Content Area Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations.
- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.
- Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Google Meet) as necessary to discuss areas of focus and learning forward.
- Diagnostic, formative and summative assessments will be conducted, as appropriate during the in-person regular schedule time.
- Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.
- Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

Independent Study (ISP) - Parents/guardians who prefer to keep their children home may enroll their child in this program.

- Students complete work at home on their own schedule.
- Curriculum/assignments are substantially equivalent in quality and quantity to classroom instruction.
- Students will not have virtual instruction, nor regular access to a teacher. This will be truly "Independent Study" and attendance will be based on work completion.

- Students who are English Learners will be provided with supports to meet their language needs.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs.
- Families will be asked to stay in this program from Sept 29th-Nov 13th. At that time, they will have the opportunity to move back into in-person instruction or sign up for the next block of ISP that will run from November 16th - December 18th.
- Should we have a need to move back to Distance Learning, we are required by the state of CA to move your child back to the Distance Learning model whereby they have the opportunity to engage in synchronous virtual instruction.

Home School - Parents/guardians who prefer to keep their children home may enroll them in the Home School program. This program can hold 24 students.

- The parent takes on the role of the teacher and the curriculum/assignments are parent-led.
- Students participate and engage in meaningful learning opportunities connected to learning outside the home, in connection with their siblings, and/or their community.
- Students who are English Learners will be provided with supports to meet their language needs.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs.
- Families will meet with a supervising teacher approximately once every two weeks for up to an hour. These meetings are designed to collect work samples, work through questions and teaching strategies and assign curriculum for the next two weeks. Meetings can be done virtually or in person and the supervising teacher will have limited time available by phone or email in between meetings.
- Families will be asked to stay in this program from September 28th-December 18th.
- Due to limited space, not all requests may be honored.

DISTANCE LEARNING

Distance learning is defined in *Education Code* Section 43500(a).

Distance learning means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee of the local educational agency (LEA). Distance learning **may include, but is not limited to**, all of the following:

- Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.

DAILY LIVE INTERACTION AS PART OF DISTANCE LEARNING

- *Education Code* Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities.
- Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials is not considered live interaction.
 - Synchronous = real-time instruction delivered by teachers; live work
 - Asynchronous = materials are sent back and forth; independent work
- Pursuant to *Education Code* Section 43503(b)(6), if daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.
- The purpose of daily live interaction, which occurs with teachers and students, is to provide instruction, monitor progress, and maintain school/social connectedness. The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated employee, and ideally live contact with peers, even if live contact is not possible as part of daily instruction.
- All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness. Teachers may meet individually with students but this alone does not meet the requirements for daily live interaction. The

minimum standard should be the same for all students regardless of which school or program the student participates in within the LEA. Every effort should be taken to determine the amount of interaction that is needed for students to progress academically and remain engaged in learning and connected to the school community.

DAILY PARTICIPATION AS PART OF DISTANCE LEARNING

- Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians.

DAILY ATTENDANCE AND ABSENCES AS PART OF DISTANCE LEARNING

- *Education Code* Section 43504(f) requires each LEA to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent 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 line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction.
- Pursuant to *Education Code* Section 52066(d)(5)(a) and (b), LEAs are required to collect information on absences and report absenteeism through the California Longitudinal Pupil Achievement Data (CALPADS) system.

SUPPORTING SPECIAL POPULATIONS AS PART OF DISTANCE LEARNING

- English learners must receive Designated and Integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and support for dual language learning.
- The LEAs are to incorporate designated and integrated ELD as part of the core instruction during the Distance Learning model. Students are to continue to be

assessed via distance learning to informally assess the progress in ELD pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners.

- *Education Code* Section 56345 was amended by SB 98 (Chapter 24, Statutes of 2020) to require that IEPs include a description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP, and must take public health orders into account.

REGULAR COMMUNICATION WITH PARENTS/GUARDIANS AS PART OF DISTANCE LEARNING

- The statute does not define how this communication must occur, however LEAs should align communications on student academic progress with communications related to re-engagement of students pursuant to *Education Code* Section 43503(f)(2). LEAs should consider including the following when creating their local policy on how frequently to communicate with parents:
 - Language of the parent
 - Progress along the continuum of language development
 - Access to content
 - Strategies to improve attendance and motivation
 - Information for parents to learn the virtual systems used by teachers
 - Information for parents to understand home schedules and learning environments
 - Social-emotional effects from distance learning
 - Additional strategies included in the LEA's Learning Continuity and Attendance Plan pursuant to *Education Code* Section 43509(f)(1)(F).
- Parent Conferences will be held during their regular weeks unless teachers have already conferenced with specific parents regarding students' current academic levels and progress. These meetings will be held virtually unless we are able to open our campuses to visitors at which time, meetings may be held virtually or in person.

INSTRUCTIONAL MINUTES AS PART OF DISTANCE LEARNING

- For FY 2020–21 a minimum day of instruction during Distance Learning for school districts, county offices of education, and classroom-based charter schools is as follows:
 - 180 instructional minutes in TK/kindergarten.
 - 230 instructional minutes in grades 1 to 3, inclusive.

- 240 instructional minutes in grades 4 to 12, inclusive.

EUSD INSTRUCTIONAL FOCUS (Curriculum, Instruction, and Assessment) AS PART OF DISTANCE LEARNING

- Students will be provided learning opportunities in the following areas:
 - English Language Arts
 - Mathematics
 - Science
 - Social Science
 - Social Emotional Learning
 - Health/Physical Education/Music
- Adopted curriculum will be used to provide instruction for students with supporting resources as necessary.
- Teachers will use their EUSD Collaborative Agreements and 2020-2021 Content Area Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations.
- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.
- Diagnostic, formative and summative assessments will be conducted, as appropriate during the Distance Learning time.
- Students will be held accountable for their work, and Progress Reports and Report Cards will be issued accordingly for core courses.

EUSD INSTRUCTIONAL PARAMETERS AS PART OF DISTANCE LEARNING

- Instructional components:
 - Morning Meeting
 - Direct Instruction
 - Collaborative Work with Peers
 - Support for Students (ie. small group instruction)
 - EL-Designated/Integrated Instruction
 - Independent Practice
 - Demonstration of Knowledge
- Interaction required:
 - Synchronous - live work
 - Asynchronous - independent work
 - Non-Digital access - supports
- Student Lunch Period
- Intervention Services

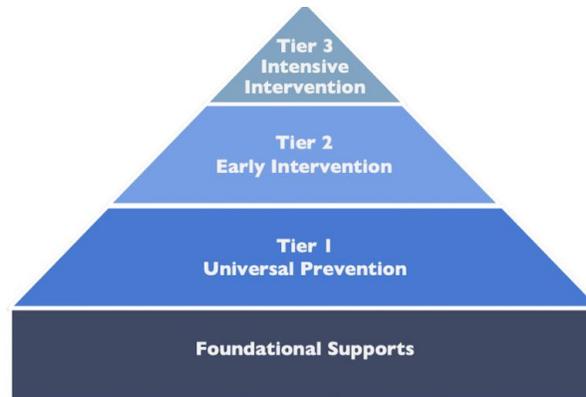
- Services for IEPs will be provided each afternoon
- Additional Engagement

Appendix F

Employee Support

- Training (in-person or virtually) will be provided on:
 - The EUSD Reopening Plan overarching components and details
 - Healthy hygiene:
 - Frequent hand washing and proper technique
 - Cough/sneeze etiquette
 - Keeping one's hands away from one's face
 - Cleaning, disinfecting, and ventilating frequency, methods, and tools/chemicals in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations.
 - Illness Prevention
 - Covid-19 virus information
 - Symptom screening including temperature checks
 - Self-monitoring
 - Physical distancing of staff and students
 - Proper use and cleaning of face coverings
 - Responding to Illness/Injury - using our Illness/Injury Matrix
 - Contact tracing
- Continued training on:
 - Trauma Invested Practices
 - Responding to Behavior - using our Behavior Matrix
 - Social Emotional Learning - Second Step Curriculum
 - Academic instruction and assessment, as well as interventions during Professional Learning Community meetings
- Staff are encouraged to contact Whitney Kofford, District Nurse, if they have Covid-19 health concerns regarding their student. Whitney is trained to oversee illness prevention, coordinate contact tracing, track exposure, and works closely with our local health department to ensure we have updated information about Covid-19 scientific knowledge, updated guidance, and testing information.
- Staff are encouraged to contact Debbie Peterman, Human Resources, if they have Covid-19 employment questions in relation to absences.

Evergreen Union School District
Distance Learning Tiered Reengagement Plan
Education Code Section 43504(f)



www.attendanceworks.org

Tier I - UNIVERSAL SUPPORTS

At EUSD we strive to ensure that all students can learn, and that together we make the difference. As such, all administrators and teachers work together with students and their families to ensure that the following universal supports are in place during Distance Learning:

- Clear, concise and consistent communication about schedules and expectations
- Predictable daily/weekly routines
- Community building to create belonging and connection
- Taking attendance in a caring manner
- Recognition of good and improved attendance
- Individual wellness checks/needs assessment
- Facilitation of access to food, health and supports for other basic needs
- Regular monitoring of attendance data to activate supports and identify trends

Tier II - EARLY INTERVENTION

During Distance Learning, when students are not participating (100), the following protocol should be followed:

Day 1 of Non Participation - Classroom teacher:

- Makes a phone call to the student/family to determine reason for non participation and to determine what supports are necessary for re-engagement, as necessary

- Notifies the Site Attendance Clerk about the non participation by recording it in the Notes section of the Daily Participation Record for that particular day and considers if it is UNEXCUSED OR EXCUSED.
 - If it will be excused - determine if the excuse will span more than one day and note that as well in the Notes section. If so, adjust daily contact to meet the needs of the particular situation.
 - For example, DL-No Digital Access - perhaps set up a time each day for the family to check in with the teacher via phone and talk about student progress (note this as 500 on subsequent days).
 - If unexcused - determine if the non participation will span more than one day and note that as well in the Notes section. If so, adjust daily contact to meet the needs of the particular situation.
 - For example, Out of Town - family told you they will be gone fishing for three days. Mark the student as absent for the next three days (note this as 100 on subsequent days).
- Confirms that the current contact information is correct and send amended information to the office to update accordingly, as necessary

Day 2 of Non Participation - Classroom teacher:

- Makes another phone call to the student/family to determine non participation and to determine what supports are necessary for re-engagement, as necessary, and seeks to garner that support for the family, including but not limited to:
 - Tech support for families and students
 - Individual virtual meeting with family/student
 - Tailored physical and mental health supports
- Notifies the Site Attendance Clerk about the absence by recording it in the Notes section of the Daily Participation Record for that particular day and considers if it is UNEXCUSED OR EXCUSED

Day 3 of Non Participation - Classroom teacher:

- Makes another phone call to the student/family to determine reason for absence and to determine what supports are necessary for re-engagement, as necessary, and seeks to garner that support for the family, including but not limited to:
 - Requesting site principal make a phone call home through Site Attendance Clerk

- Notifies the Site Attendance Clerk about the absence by recording it in the Notes section of the Daily Participation Record for that particular day and considers if it is UNEXCUSED OR EXCUSED
- Notifies the Site Attendance Clerk via email or Google Form if there is no response to date for three days in a row

Day 4 of Non Participation - Site Attendance Clerk:

- Makes phone call to the student/family to determine reason for absences and to determine what supports are necessary for re-engagement, as necessary, and seeks to garner that support for the family, including but not limited to:
 - Notifies the Principal there is no response to date and calendars principal to make phone call home
 - Sets up an Attendance SST
- If still no response to date, email and snail mail DL Reengagement Letter #1 (Compulsory Education Requirement) in Home Language

Day 5 of Non Participation - Site Principal:

- Makes phone call to the student/family to determine reason for absence and to determine what supports are necessary for re-engagement, as necessary, and seeks to garner that support for the family, including but not limited to:
 - Holding an Attendance SST
 - Making a home visit
 - Notifying the SARB Officer there is no response to date

Tier III - INTENSIVE INTERVENTION

During Distance Learning, when students are continually not participating (100), the following protocol should be followed:

Day 6 of Absence and Beyond - Site Principal:

- If no response to date, email and snail mail DL Reengagement Letter #2 (At Risk of Learning Loss) in Home Language
- Enrolls students in in-person instruction during Distance Learning under the CDPH 25 August guidance.
- If no response to date, moves forward with SARB process