

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 |
|--|--|---|
| Lassen View Union Elementary School District | Jerry Walker Principal / Superintendent | jwalker@lassenview.org (530)527-5162 |

General Information

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

The COVID-19 pandemic had a tremendous impact on the school and community. When we closed school on March 15, we expected to be closed for a few weeks. Those weeks led to months which then led to the end of the school year. It will take quite a bit of time until we have the information needed to truly know how much learning was lost. From what we have seen so far, the unduplicated count students are the ones who were affected the most. Again, it will take time to get all the data to prove that, but seeing the students who completed assignments over the closure versus the ones who did little to nothing, it appears the achievement gap has widened even more.

For the community, school closing was a hardship for many. Some parents were overwhelmed being their child's teacher on top of being mom and dad. Childcare and food provision was thrust onto parents who rely on those things from school. Fortunately, we were able to provide Food Service at a high level but even with that, it was a hardship.

It was difficult for many staff and students who were denied the opportunity to end the year together. Teachers did not have a chance to give their students that last hug, we missed many of our end of the year traditions, 8th graders did not have the opportunity to see their classmates or have a normal graduation, and the excitement of the end of the school year and summer beginning never happened.

Stakeholder Engagement

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

During the summer, we sent out a parent survey and had a good response. For those who didn't respond, individual telephone calls were made. We were able to reach every family that was enrolled at the time school closed for in-person instruction. After a Board Meeting on August 5th, there was a parent question and answer session to get additional input with the Superintendent.

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

We had Board Meetings through Zoom on July 21, August 5, and August 13th. Parents were informed of the meetings through our All-Call system and we had numerous parents attend. Our first school site council meeting was held on Thursday, September 10th. The Learning Continuity and Attendance Plan was reviewed by the School Site Council. The Learning Continuity and Attendance Plan Public Hearing was on September 21st. The plan was approved on September 23. The Board Meetings were available through Zoom and a link was posted on our website.

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

The primary feedback was that parents wanted their students back on campus for in-person learning. There were numerous responses where parents were planning on or considering Independent Study. It was difficult to know the exact number of students at first because we were unsure of how many students were represented by each survey response. As we got closer to the beginning of school and applications came in, we had as many as 95 students opt for Independent Study. A few people changed their minds so we started the year at 92 students on Independent Study. At that point, we realized our plan was not ready for that many students. With staff input, we transitioned an additional teacher to Independent Study to support the higher than expected need.

There were many concerns expressed by parents about the mandatory mask-wearing policy. There were also many parent concerns regarding their child contracting COVID-19. These were the two most expressed concerns expressed by parents.

Of the 152 responses from parents surveyed, 12 responses indicated no WiFi while 46 responded that they have limited WiFi.

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

Lassen View opened for in-person learning and offered a long-term Independent Study program for those families worried about safety or were not comfortable with the new safety measures. We transitioned one additional teacher from in-person teaching to Independent Study due to the large number of parents who made the decision to attend Independent Study.

Most of the questions from parents were answered and posted in an all call system prior to school starting.

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.]

We are fully opened to all students/families who have chosen to come back to school for in-person instruction. For those who have chosen to learn at home, long-term Independent Study is an available option.

In order to mitigate the loss of learning during the pandemic, we have purchased additional "bridge-like" curriculum for when we ended and for the start of the year. In addition, we are investing in our technology infrastructure for the possibility of Distance Learning as well as for our students on Independent Study.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of Benchmarks Advanced Booster to help bridge the gap from last year to this year for our Language Arts curriculum. | 3000.00 | Yes |
| We are purchasing new Chromebooks for the school. With the old Chromebooks (which are one-to-one on campus), we will be sending them home with students. If we have to transition to Distance Learning, we will be able to transition much easier since students will have a Chromebook already at home. Plus, it will be one less thing that needs to travel from school to home. | 91490.00 | Yes |
| Purchase of writing program Simplify to bridge the gap between the two years. | 250.00 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| | | |
| Purchase of Membean for supplemental support in vocabulary. | 1060.00 | Yes |
| Increasing a teacher from .2 to .4 to assist with students in Tier II in Language Arts and Math. The teacher will support students by accelerating their learning. | 20,000 | Yes |
| | 700.00 | Yes |
| Use of the SeeSaw platform for K-2 teachers. Much like Google Classroom, this assists students in class and on Independent Study. It will also help us transition to Distance Learning much easier if that happens during the school year. | 880.00 | Yes |
| Professional Development: Training for teaching staff in Google Classrooms. Most of the staff has used Google Classrooms at some level but increased the use of it at each grade level. This is designed to support students both in-person or on Independent Study. We moved the calendar to provide more implementation time for teachers. | 5300.00 | 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.]

Lassen View offers two choices for instruction. The first is in-person learning on campus. The second is long-term Independent Study. If the school has to close for COVID related issues, we will transition to Distance Learning. Distance Learning will be required of all in-person pupils and will be an additional support for students on long-term Independent Study.

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.]

The district has purchased new Chromebooks for all students. Those Chromebooks will be installed into safety carts on campus. The current set of Chromebooks in which we are one-to-one will be sent home with every student. In addition, we are waiting for the arrival of Hotspots to (hopefully) provide internet access for families with little or no internet. The school will request financial assistance from families for monthly Wi-Fi but will cover the cost for those who cannot afford.

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.]

If we go to Distance Learning, we will assess progress students in a number of ways. The first way will be by daily attendance and engagements. The next way will be by Google Classroom student assignments that are connected to the live instruction. Teachers will have the capability to monitor student work completion and accuracy. The final way will be by the web-based program assessments that we do on campus. Our primary assessment is I-Ready but teachers can also monitor Lexia progress and Accelerated Math and Reading progress.

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.]

Prior to the school year, we offered staff a full day training to prepare for Distance Learning. We also changed our school calendar so that teachers had 5 contract days prior to students arriving that allowed them to collaborate and prepare for the possibility of Distance Learning. If we have to transition to long-term Distance Learning, we will continue to have staff collaboration and trainings on our minimum day Wednesdays.

Staff Roles and Responsibilities

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

Due to the change in transportation, we had to amend the hours of teacher hours. Since students cannot congregate on the playground or in the cafeteria, they must go straight to class once arriving on campus. Teachers are present and prepared for students at 7:45. Since we stagger arrival and departure times, the amount of time teachers have with students vary.

Our Independent Study program is connected with our general education classrooms. In addition to teaching in-person, teachers are responsible for providing work for students on long-term Independent Study. There are two teachers who have transitioned to Independent Study positions and they act as liaisons between general education teachers and students. The IS teachers meet with students to check on progress and are available by e-mail and by Zoom to answer additional questions or provide clarification for students.

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.]

If we have to transfer to Distance Learning, we will meet the needs of students with unique needs by:

- Having individualized Zoom meetings for extra support
- Have collaboration with Education Specialist and General Education teachers to meet individual student needs
- Make home visits as deemed necessary by counselor and/or administration
- Provide hotspots for internet access for those with no internet or limited WiFi
- Have places at school where students can come to access WiFi and adult support in small group or one-on-one settings.
- Deliver meals to families with no reliable transportation to pick-up meals at school

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | | |

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.]

Assessment of Learning Loss- Our primary way to assess students in Language Arts and Math on-site is through the program I-Ready. If students have drastically declined, we have them do the assessment again to make sure that students put in the effort to show his/her actual levels.

For ELD Learners, we will give the ELPAC shortly to determine learning loss along with the I-Ready assessments.

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.]

When we were on Distance Learning last year, there was no mandatory work completion or Zoom attendance being taken. We were pleasantly surprised that the majority of students completed the packets sent home and many attended Zoom meetings with their teacher. For students without internet access, they were limited to paper-packet work as part of their continued learning. We came to the conclusion that students without access were the students whose education was most affected.

Addressing pupil learning loss is no easy task. Our primary focus this year is going to be Language Arts and Math. We will continue to teach Science and Social Science but our primary goal is to focus on instruction in both ELA and Math for all students. Teachers will start the year with their grade level curriculum and adjust as needed to support individual learners. We have purchases supplemental "bridge" material for Language Arts in grades 1-5. We also use the program I-Ready and it is leveled according to every student's current learning status. Since we have staggered arrival and departure times, some students receive extra time to work on their individual learning targets. As soon as our new Chromebooks arrive, we will be sending our old Chromebooks home. Each student will have a Chromebook both at school and at home. In addition, hotspots have been purchased (not here yet as of 8/31) and will be paid in full (both the device and monthly Wi-Fi bills) for our low-income families.

We have a teacher who job shares in 4th grade with another teacher. We added an extra day per week to her schedule to assist with students in need of remedial support. She will be focusing on beginning reading skills with primary students and class work support and tutoring for mid-grade level students.

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.]

Due to the restrictions we are limited in the way we can give assessments. Our primary strategies for assessing learning are going to be the I-Ready assessments and ongoing classroom assessments. For students on Independent Study, we get back student work every two weeks and we will be able to assess the quality of their work on an ongoing basis. All Independent Study students also take the I-Ready assessments. We assess within the first two weeks of the school year, at the end of the first trimester, and at the end of the second trimester for Grades 3-8. For grades TK-2, the students take the first assessment within the first 6 weeks of school, at the middle point of the year, and when the rest of the school is doing state testing. All students in all grades are assessed 3 times per year.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Purchase of new Chromebooks for school and will send the previous Chromebooks home so students have that tool in both places. | 91,499 | Yes |
| Purchase of Hotpots for families with limited or no internet Wi-Fi. Purchase of hotspots include the cost of 3 months of WI-Fi per hotspot. Our school will be asking for reimbursement for the monthly cost if families can afford it. If not, the school will purchase for the immediate future. Since we do not know how many families that will be yet, the "Total Funds" is an estimate. | 8315.00 | Yes |
| | 20,000 | 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.]

We have been monitoring the mental health status of our students since we closed due to COVID in March. Our counselor made phone calls to our highest-need students who were getting services prior to the closure. Numerous emails were sent to students and parents to keep the line of communication open. We will be implementing Tier 1 social skills with our counselors in most of the classes.

For staff, we will use intermittent surveys to gauge the level of need in regards to the mental health of our staff. While our staff has been nothing short of amazing during this period, there is no doubt that this whole experience has been very challenging.

Professional development for staff regarding mental health needs is something the Superintendent and Counselor will collaborate on to provide. That collaboration will be sitting down together to discuss items brought up by staff, results of any surveys given, or any other information that has come to the attention of any person.

For Tier I classroom intervention, we will use Toolbox and Why Try? These are curriculum we have used in recent years.

Toolbox is a Kinder thru 5th grade curriculum that teaches students to use the "tools" they possess inside of them. Some of these tools include "Listening Tool", "Empathy Tool" and "Breathing Tool".

Why Try is a 6th through 8th grade curriculum that focuses on the attributes of being successful in life. it includes skills like seeing others point of view, decision-making, and being empathetic to the situations or unknown circumstances of others.

During our parent survey over the summer, only 8 responses out of 152 identified the need for extra emotional support. Our counselor made contact with all those families for more specific information.

During staff collaboration times, student needs are often discussed. Those needs include emotional, academic, behavioral, and other needs. Those concerns are brought to administration. Administration then makes decisions with input from staff and counseling. Additional information is gathered when available.

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.]

Tiered Reengagement Strategies

For students who are on campus and learning in-person, normal attendance policies will be used. We will have more grace with absences due to sickness, especially for students who spike a fever.

For students on long-term Independent Study, our teachers connect with them at least one time every two weeks. In addition, the IS teachers are available by email daily. Starting this week, there will also be open tutoring times available through Zoom. Students and families have access to Sign-Up Genie to schedule a meeting time that works for them. If a student does not contact the teacher, we will attempt to communicate by at least one of the following: emails, phone calls, home visits. Students who do not complete work or show up for their visit, will be marked absent accordingly. In addition, their continuation in Independent Study will not be granted. Student absences will be forwarded to the Student Attendance Review Board as allowed.

For students we still cannot get in touch with by email or phone call, we will do a home visit. If unsuccessful, we will contact additional people on the student's last contact list, and notify our county office of education and the police to help track down the student. In our county, we are blessed with a wonderfully supportive SARB officer. When contacted, he has always been more than willing to knock on doors and track down families. His "pep talks" have worked wonders in past years.

For students who pile up absences and ignore our policies and attempts to recorrect, we will move forward with Letters of Absences that will eventually go to the Student Attendance Review Board.

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.]

For in-person learning, meal service will continue with modifications. Student breakfasts are delivered to classrooms and teachers have the option to eat inside or use the outdoor picnic tables to eat. For lunch, students will eat either at the outside picnic tables or inside

classrooms. School meals are available daily as usual, but students do not have access to the salad bar and each tray is comprised of the same food as everyone else's. In year's past, students had some choice options.

For students on Independent Study, a family can email or call the school in the morning to get lunch for that day and/or breakfast for the next morning.

If we transition to Distance Learning, meals will be available for a 60-90 minute block for lunch and the next day's breakfast. When we transitioned to Distance Learning last year, we delivered between 50-120 meals per day and will continue that again if we have to go into long-term Distance Learning.

All meals meet the requirements of a balanced school meal.

We also just realized that the summer meal program was extended through the end of 2020. We originally thought that this was just for school in Distance Learning. We did pursue and were approved to feed all students at no cost until the end of December.

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

| Section | Description | Total Funds | Contributing |
|-----------------------------------|--|-------------|--------------|
| Stakeholder Engagement | Use of Blackboard connect to communicate with families. This was integral throughout the whole COVID pandemic. The system allows me to send voice, email, text, and social media messages to update families of our current conditions, upcoming plans, and opportunity for input. | 775.00 | Yes |
| In-Person Instructional Offerings | Establishing a safe environment so students could come back to school in-person. Our staff spent the majority of the summer meeting and developing plans for instruction, arrival times, Personal Protective Equipment needs, staggered recesses and lunch schedules, and dismissal times. Our maintenance and custodial staff worked overtime (we had | 15000.00 | No |

| Section | Description | Total Funds | Contributing |
|---------|--|-------------|--------------|
| | never previously allowed overtime during my six year tenure as superintendent) for many weeks to build and implement all the safety precautions we identified in our reopening plan. We would not have been able to open if it weren't for these efforts by the staff. | | |

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 |
|--|--|
| 11.83% | \$324,642 |

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 it comes to providing support for students, especially students in the unduplicated count, quality adult support is the most beneficial way to assist students. In all of our TK-5th grade classrooms, there is a minimum of 150 minutes of aide support time. For teachers who are teaching a split grade class, additional aide time is allotted.

For ELD students, we have a bilingual ELD aide who spends her time in general education classrooms to support our ELD student language and academic needs. Remedial programs are also made available for classroom aides to work with ELD students in small groups or individually.

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

We are continuing to do many of the actions as identified on our last LCAP to support our unduplicated count students. We have our counselor on site 3 days per week and will give serious consideration for increasing her to 5 days per week for the 21-22 school year. We have classroom aide support in almost all of our classes. This allows each class the opportunity to work in small groups for extra support as needed. We have web-based leveled programs (Lexia, I-Ready, Read Live, Imagine Learning) to support students in their current academic capabilities. Our after school SERRF has a limited wait list and students falling in the unduplicated count have priority to get into the program. We have an ELD aide who is a push-in support for our ELD learners.

Appendix A

Communication

Communication will be provided:

- In varied communication platforms (email, Remind, website posts, social media, printed mailings/handouts) aimed to meet the needs of the preferred audience/s and in families' primary language.
- About the LVSD Reopening Plan and accessible to families/staff on the LVSD website or in print if requested.
- About which plan (A, C, or D) is currently being implemented 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 Superintendent 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.
- 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.
- By school administrators and office staff as well as classroom teachers in order to consistently communicate with all families to ensure students are supported.

Implementation Clarifications

Appendix A- Communication

Parents will be notified by all-call (phone message, email, Facebook), on Remind by classroom teachers, and an informational page to hand to students prior to leaving class if closure happens when students are at school. The informational page will be double-sided in both English and Spanish.

Positive Test Communication

This is a privacy and confidential issue. No information can be shared outside of a positive test at school.

There will be no communication if a student or staff member is tested. There will only be information shared if there is a confirmed case on campus.

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:
 - 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

- Buses 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 devices as deemed same for that device
- 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 purchase bottled water for students as needed. Students may bring canteens from home but they are not allowed to leave desk areas.
- 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.

Questions Regarding Appendix B

Appendix B- Promoting Health Hygiene, Intensifying Cleaning, Disinfecting, and Ventilating, PPE, Equipment Availability, Cleaning Supply Availability

As of Monday, August 10th, not all items on this list have been delivered to the school. Some items are backordered and will be installed as soon as possible.

Promoting Healthy Hygiene

All classrooms and restrooms will have signs and there will be additional signs posted throughout campus.

Installation of foot pedal water turn-ons will take place in most classrooms. There will be multiple water stations around campus to wash hands prior to entering classrooms or if teacher

sends student to wash hands. Three classrooms without water will have sinks and water installed prior to the start of the school year.

All classrooms will have hand sanitizer. All outside faucets will have soap, paper towels, garbage cans, and hand sanitizer available.

Intensifying Cleaning, Disinfecting, and Ventilating and Personal Protective Equipment

Bus drivers will use electromagnetic sprayers or other disinfecting process between bus runs.

Custodial disinfecting time has been added to all areas. In addition, “floating time” has been created in schedules to allow time to wipe down door knobs, sinks, railings, and other often touched areas on campus.

Gloves will be available for all students and staff in easy to get locations. Each classroom will have an adult and student size box of gloves.

Training- We will use Keenan videos to train staff.

Contact tracing- Staff will be trained to contact trace all students and staff on campus in case of a positive COVID-19 case.

Water stations will be shut off and bottled water will be available.

Masks will be available and provided for all students and staff. Face shields will be purchased if preferred by staff member. Staff members will get information that shields are not as safe as masks unless add safety underneath the shield so particles cannot reach mouth or nose.

Bus drivers will be required to wear masks unless another approved safety product is approved by Superintendent and/or Tehama County Health Department.

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, 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.

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 the office if going to be absent. This information will be recorded in Aeries or on our *Absence from Duty* Forms (for other staff). Staff should notify the office as soon as they know they are not going to be on campus.

We realize there are times it will be difficult to get substitute teachers. If a teacher's need for a sub cannot be found outside our staff, Mr. Jackson (Mon-Wed), Mr. Walker, Mrs. Pluim, or Mrs. Hickok (Thu-Fri) will be used in place.

For campus supervision purposes, Mr. Jackson, Mr. Walker, or Mrs. Mackey will be the first substitutes used to fill in for missing personnel.

For bus drivers, Mr. Barker will fill in for either Mr. Hague or Mr. Rendon if either is unavailable to drive. On minimum day Wednesdays if all 3 buses cannot be driven, either two bus runs will take place or the other two buses will accommodate other students on their bus. Students on the second bus run will have to stay in their classrooms until buses return.

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) will be available by touchless thermometer in every class. Students higher than or approaching that temperature will be sent to the nurse's office to be sent home.

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. 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 LVSD 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.
- Students who attend the After School Program will be required to be signed in and out each day. SERRF staff will log students out upon parent arrival.
- Classified staff will sign in to and out of work each day. This includes noting on their Work Report Form which rooms/spaces they worked in that day. Each staff member will keep in a binder in his/her main work room.
- Certificated staff will check in and out each day at their respective campus and absences will continue to be recorded in Aeries. 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.

Questions Regarding Appendix C
Appendix C- Illness Prevention

Mr. Walker will send information home over Blackboard Connect to help train parents and to give general information on the reopening of school.

Wellness checks will be made in classrooms if suspected by teacher of a fever as all classrooms will have a thermometer to check any student or staff member during the day.

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 by extra adult riding on bus*
- *For students, at the car at drop off or upon entering campus*
For staff, in the screening room
- *For staff children, in the screening room*

If a student is on campus and identified with a fever higher than 100.4, they will be sent to the nurse's office and isolated. Staff will be notified the nurse's office is unavailable and other student needs will be met outside the classroom or near our blue table area.

Campus supervisors will have packs containing first aid products to minimize students being sent to the office.

Information will be put into Student Handbook and additional information will be sent home to instruct parents on the importance of keeping students home if they have a fever or are experiencing other symptoms that could be related to COVID-19.

Positive Case Identified as Staff Member or Student

Val Lucero at Tehama County Health will be contacted immediately at 527-5864 and valerie.lucero@tchsa.net

Educational Plans- Staff will receive training on different options for Distance Learning (Plan C). The Superintendent will decide if we will close for a couple of days and use Plan D or if we will go into Distance Learning and Plan C.

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 will be built of PVC pipe and 8mm plastic and put on every student desk or table. **Students will still wear masks per the School Guidance Document even behind the barriers. If a student needs a couple of minutes of mask relief, he/she will be able to do so for short periods of time.**
- **Physical distancing will be used to the extent possible.** When sufficient physical distancing is not possible, students will be expected to wear face coverings that cover the mouth and nose consistent with public health guidance. Note: Students will NOT be required to wear face coverings during exercise in physical education or recess as physical distancing can be maintained at that time.
- When physical distancing cannot be maintained, ALL students will be expected to wear face coverings that cover the mouth and nose consistent with public health guidance.
 - While waiting for and riding on the bus
 - When entering/leaving campus
 - When using the restroom
 - When seeking a health check in the screening room or visiting the office
- 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. **Face shields will be used as needed for students who prefer them or cannot wear masks.**
- Staff are required to wear cloth face coverings (or face shields as appropriate). Face shields should 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. In addition, staff of students with special needs may prefer a face shield to a mask.

- 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 surgical masks or face shields and gloves.
- Information should be provided to all staff and families on appropriate removal and washing of cloth face coverings.

Transportation

- Students 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.
- Students should be seated with their family in the same bus seat and all seats will be pre-assigned by the bus driver.
- Clear barriers may be used to provide a space for students who need to be isolated and for those who are unable to wear masks.
- 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 should 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.
 - Students will move as a homeroom class to Physical Education/Health and back again.

- Lassen View Middle School students will remain in the same classroom all day and the teachers will rotate or Lassen View 7th and 8th graders will become self-contained classes until Plan A+.
- Desks should be arranged apart from one another when possible and arranged in a way that minimizes face-to-face contact. Clear physical barriers may be used between students.
- 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.
- 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.
- Backpacks should be hung on the back of the students' chair, at a location where they are not touching, and a home lunch should be brought only in a paper or plastic disposable container kept under their desk.
- 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 will be opened for ventilation when practicable.
- The CDC recommends virtual activities in lieu of field trips and no intergroup events (such as assemblies).

Movement on Campus

- Routes for entry and exit will be put in place to limit direct contact with others as much as practicable.
- Minimize congregate movement through hallways as much as practicable.
- 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.

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. Physical distancing should be maintained during physical education and masks should not be worn.

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.
- Cafeteria use by classes may be rotated if social distancing and good ventilation can be ensured
- 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. Breakfast for the next day will be considered for students on Independent Study.
- 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.
 - 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.
- Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.

Additional Information Regarding Appendix D

Physical Distancing and Face Coverings

For students who cannot use a mask due to other health conditions, a doctor's note will need to be presented to the office. Accommodations will be made which may include the use of face shields, social distancing and/or barriers when available.

Students will need to wear masks when arriving and departing, when going to the restroom, when transitioning to recess and lunch, on the bus and at bus stops.

Classrooms

We had originally planned to use barriers so students would not have to wear masks all day. With the new guidance though, that is not an option. We are still using barriers as an additional layer of protection and to provide some "mask fatigue" time. Students will be able to remove masks as needed for short periods of time when seated behind a barrier.

Movement on Campus

Paths will be created during different parts of the day to support safe ingress and egress.

Restrooms- Students must wear masks when using the restroom. Bathrooms will be monitored more regularly to ensure social distancing. To speed things up, outdoor water faucets will be close to restrooms so students can leave restroom and wash hands outside the restroom.

Playground/Outside Spaces/Recesses

See schedule for recesses and lunch.

Physical Education will be held mostly outside. When this is not possible, the gym will be disinfected between groups of students.

For recess, structures will be sanitized as much as possible. Each group of students will have their own equipment and will be sanitized daily.

Food Service

Breakfast will be served in classrooms and will be delivered to each classroom. Teachers can request a time for breakfast delivery. There will be no second chance breakfast.

Students will go through a lunch time to get food if getting a hot lunch and if possible, join class at picnic table area. The picnic table area will have enough room to socially distance students while eating. If weather does not permit, students will eat lunch in classrooms. Picnic table areas will be disinfected between classes.

Garbage can areas and tray collection buckets will be located at all eating areas outside.

For students on Independent Study, there will be a time created to drive through and get lunch and possibly breakfast for the next day. Phone calls or emails will need to be made daily so kitchen staff can prepare for the number of meals.

Staff Workspaces

If staff uses staff room, each individual will be responsible for disinfecting areas touched (microwave, refrigerator handles, etc.) after using. If social distancing can be maintained, staff can eat inside the staff room. An outside area will be set-up for staff to eat together and still have social distancing.

There will be a sign up list for copy machines or a schedule created.

Staff meetings will take place in the cafeteria if social distancing can be maintained or via Zoom.

Appendix E

Educational Programs

Long-Term Independent Study

- Students will sign up for long-term Independent Study no later than the Friday prior to the instructional periods listed below. Once the period is up, students may change to on-campus instruction or transition to Independent Study.

-August 3rd-August 21st (school starts on August 17th so students/families have time to change their mind for the first 7

days of the school year) for instructional days August 12th-September 25th

- September 14th-September 25th for instructional days September 28th-November 6th

-October 26th-November 6th for instructional days November 9th-January 15th

- January 4th-January 15th for instructional days January 18th-March 5th

- February 22nd-March 5th for instructional days March 8th-April 16th

- April 5th-April 16th for instructional days April 19th-June 3rd

- Students will submit completed and corrected work every 10 days.

- *Students will meet with a teacher (in-person, by phone, or through Google Meet) every 10 days.*
- *Students who are English Learners, have an IEP or a 504 will be provided with support/accommodations within their long-term Independent Study.*
- *A new contract will need to be issued every approved Independent Study period.*
- *Independent study work will be issued by the teacher and relevant to what content is being taught in the classroom so if a student comes back to in-person enrollment, they will be at the same place in the curriculum.*
- *The school year will begin with a two-week review, and following that, all ISP work will follow what is happening in the classroom by two weeks.*
- *Depending upon the number of students who enroll in Independent Study, minimum day time may be devoted to ISP planning, preparation, and meetings. (Further discussion will happen with our Teacher Stakeholder Group as more information becomes available about participation.)*
- *Consideration may be made to re-assign or hire a certificated teacher to oversee the Independent Study Program to alleviate the heavy load placed on teachers as well as to ensure consistency in quantity and quality of assignments across the District. (Further discussion will happen as more information becomes available about participation.)*

Short-Term Independent Study

- Short-term Independent Study will be available for students just as it has always been.
- Site administrators will make a determination of whether to grant the ISP.
- Students may need to enter the short-term Independent Study for a medical emergency, family emergency, or have other plans and their child cannot attend in person.
- Students who are English Learners, have an IEP or a 504 will be provided with support/accommodations within their short-term Independent Study.
- Classroom teachers are responsible for preparing and collecting the short-term Independent Study work and submitting it to their site Principal when the student returns to school.

In-Person Regular Schedule

- 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 the 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, Zoom, 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.

Distance Learning

- 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 the 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.
- Chromebooks will be available for checkout.
- Teachers may use digital instructional tools for those students who have access; additional digital options for students will continue to be pursued.
- Teachers may create a daily message to send out through Google Classroom or our YouTube channel (good morning, guidance about work for the day, explain what the new learning concepts are from the packet).

- 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.
- The Long-Term Independent Study Form will be used to guide instruction (The Teacher Stakeholder Group will spend more time adjusting this Form for the 2020-2021 academic year so that it is more robust and can be consistent across grade levels and campuses.).
- Students and their parent/guardian will meet every 10 days with their teacher or liason (in-person, by phone, or via Google Meet) during the teacher's duty day to discuss areas of focus and learning forward.
- 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 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.

Additional Information Regarding Appendix E
Appendix E– Educational Programs

Distance Learning

If we go into Plan C (Distance Learning), the requirements for each student and teacher will be in accordance with the state's requirements for distance learning. With the instability of WiFi in our area, the school and staff will do its best to help provide service and/or make accommodations as needed to the guidance.

Teachers

Teachers will record lessons in math and language arts daily and science and social studies weekly and post them so students can access. Physical education exercises will be sent out to all classes by Remind.

For students without internet access, students will be contacted by in-person meetings or phone calls daily. Work packets will be the primary delivery of assignments and those assignments will be due at the end of every week.

Roll and in-person contact will be recorded if needed later by an auditor.

Classified staff will be present for daycare options for teachers and to assist in contacting students.

Students

Students will be expected to participate in their education daily. Assignments will be turned in through online learning platforms (Google Classrooms) if available. Assignments on paper will be turned in and graded weekly.

Roll will be taken by presence online or by phone call and Remind messaging daily. Students who do not meet these requirements will be considered absent for that day.

Students will be graded for work turned in, completion of online curriculums (Accelerated Reader, Lexia, I-Ready, etc.)

Appendix F

Employee Support

- Training (in-person or virtually) will be provided on:
 - The LVSD 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 - Toolbox and Why Try?
 - Academic instruction and assessment, as well as interventions during Professional Learning Community meetings

- Staff are encouraged to contact Lori Keeling, County Nurse, if they have Covid-19 health concerns regarding their student. Lori 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 Ashlie Kramer, Human Resources, if they have Covid-19 employment questions in relation to absences.

Trainings

Teachers will be trained and updated on an ongoing basis in technology.

Teachers will advocate for other needed trainings as the need arises.

For planning and training purposes, Lassen View will transition to weekly minimum days on Wednesdays. The Superintendent will not schedule more than 30 minutes of meeting time on any minimum day unless approved by teaching staff for needed training or school planning time. With the unknowns of this school year, there could be a need to readjust plans as they are implemented. The spirit of minimum days is to allow teachers time to complete everything that needs to be done to deal with the current conditions.

Disinfectant

Information regarding the chemicals used for disinfecting can be accessed on the Lassen View website.

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 Schools and School-based Programs* (5 June 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. Finally, the Reopening Plan with additional appendices was presented and approved by each School Board in the county, respectively.

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

Commented [1]: Yellow highlight indicates which Districts have reviewed and are in support.

Corning Union High School District

Elkins Elementary School

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

The Tehama County Schools' Reopening Plan was approved by the Tehama County Health Services Agency:

Dr. Wickenheiser, **Date TBD**

The Tehama County Schools' Reopening Plan with subsequent appendices was approved by the **[REDACTED]** District School Board:

[REDACTED] School Board Approval; **Date TBD**

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 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 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

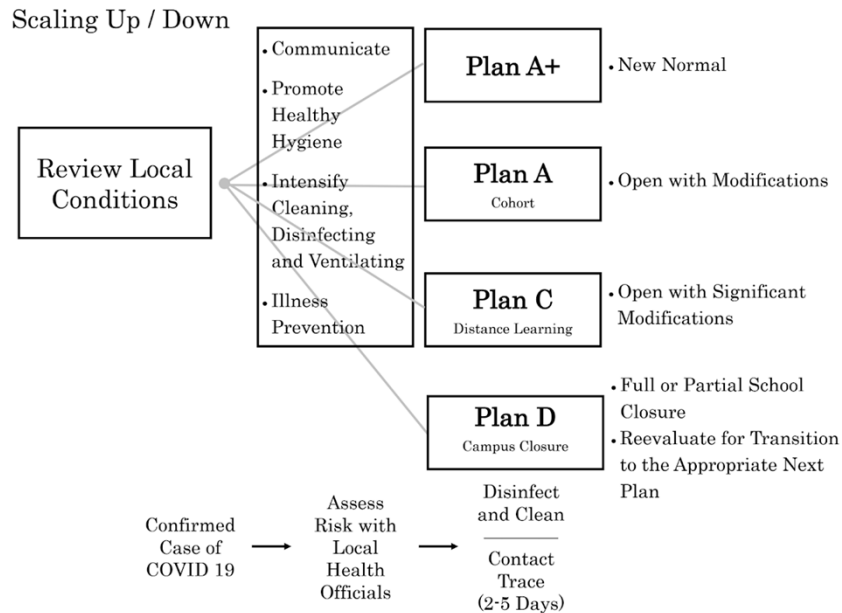
When approved/directed by the county health official, our school/s will offer Plan A to families - open with modifications. This plan includes a full-time in-person program for students who select it and an at-home Independent Study Program for those families who prefer to keep their children home. This plan will include screening, monitoring, contact tracing, and the use of face coverings when physical distancing is not feasible.

When/if the local public health official directs/approves, 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 at-home Independent Study Program. This plan includes screening, monitoring, contact tracing, and the use of face coverings when physical distancing is not feasible.

When/if we experience a positive Covid-19 case on a campus or a community surge, our school/s or site will implement Plan D. 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.

| | Phase 1 Campus Closure Plan D | Phase 2 Distance Learning Plan C | Phase 3 Cohort Plan A | Phase 4 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 | Required for staff and for students (parents when on campus) when physical distancing is not feasible | Required for staff and for students when physical distancing is not feasible | N/A |
| Educational Programs | A-Expected Packet B-Independent Study | A-Distance Learning B-Independent Study | A-In Person-regular schedule B-Independent Study/Distance Learning | 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/Cafeteria Grab and Go (assigned area with cohort) | Cafeteria/Outside Spaces |
| SERRF Extended Learning Program | N/A | N/A | Open to eligible students | Open to eligible students |
| Extracurricular Activities | N/A | Not available | Possible w/further guidance | Open to eligible students |
| Campus Access | N/A | Restricted | Restricted | 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 to Stage/Phase 4 and a healthy community 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 (Plans A and C, D as appropriate)

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. The CDC currently recommends a minimum of 6 feet of distance between individuals. Because we have many varied facilities on our campuses, how space and facilities will be utilized will vary to ensure the 36 square feet per person standard is met when specific phases call for such. When physical

distancing cannot be maintained or achieved through other means (physical barriers, class size reduction classrooms), students will be required to use face coverings. In addition, all students will be required to wear face coverings when on the bus, when entering/leaving campus, when 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 when physical distancing cannot be maintained. 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.

Educational Programs - Instructional Programs for Academics

Our Districts understand the uniqueness of each family as they navigate through this pandemic. As such, they will offer a long-term Independent Study (some Districts will call this Distance Learning) for students, on a quarter by quarter/trimester basis; in this program, students will complete their learning at home. When allowed, we will implement Plan A, an In-Person Regular Schedule. 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. Plan C, Distance Learning, will be implemented when we are directed by the local public health official that there is significant community spread; most likely this will come following a school closure (Plan D), as we scale up. Students on Independent Study (Distance Learning for those Districts who call it that) will remain in their program; however, all other students would 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.

SERRF Extended Learning Program

Our Districts recognize the need for continued quality child care as we transition to reopening. In the TCS Reopening Plan, the SERRF Expanded Learning Program will be available in part until we move to Phase/Stage 4. When/if we are in Plan A, the SERRF Extended Learning Program will be available for eligible families. However, when/if we are in Plan C (and D), it will not be available at this time. At all sites, staff will work to ensure communication, the promotion of healthy hygiene, intensifying cleaning, disinfecting, and ventilation, and illness prevention. Physical distancing standards will be expected to be adhered to and barriers, face coverings, and the organization of class/family cohorts will be used. 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 Phase/Stage 4 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. In addition, protocols will be established for student and parent/guardian campus access for Distance Learning meetings by appointment when/if we are in Plan C.

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

Appendix B

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

Appendix C

Illness Prevention
Self-Reporting
Screening
Monitoring
When there is a fever of 100.4 or higher
When there is a positive case of Covid-19
Contact Tracing

Appendix D - Plan A and C (D as appropriate)

Physical Distancing and Face Coverings
Transportation
Arrival/Departure
Classrooms
Movement on Campus
Playgrounds/Outside Spaces/Athletics
Staff Workplaces

Appendix E

Educational Programs

Long-term Independent Study
In-person Regular Schedule
Distance Learning
SERRF Expanded Learning

Appendix F

Employee Support