



SCHOOL REOPENING PLAN

2020-2021

Addressing the Challenges of COVID-19

INTRODUCTION

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Phase 1: (&) (# " £ Ø \$ fl ° ' ')

There are 3 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning standards will be taught while addressing the needs of the whole child. Teachers will continue to attend staff meetings and collaboration and will be on campus during regular school hours in all phases.

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When all restrictions are lifted in Shasta County, school can resume with no restrictions.

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Students will begin the 2020/21 school year with in-person instruction every day. We will maximize space and minimize contact between students to the greatest degree possible. Students will remain in the same cohort (group) with the same teacher for the day to the greatest degree possible. Students will be taught how to access online platforms, such as Google Classroom and Google Meet, so that they are familiar with those tools in the event of a return to distance learning. **Parents will have an option for an at-home independent study program for their students, if requested.**

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Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. To the best of our ability, the district will provide student pathways to connectivity and devices when needed in order for them to be able to participate. Distance learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.
- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- Establishing a consistent school schedule by grade level or content area.
- Teachers will communicate with and give regular feedback to students/families through Google Classroom, Meet, Aeries, email, phone, etc.
- Designated ELD instruction could be conducted in-person and/or virtually.
- Teachers will oversee reading intervention and English Learner Development small group instruction.

Special education students could receive a combination of in-person and remote learning. Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days they did not participate. This shall be updated at least once a week.

Teachers will use Aeries and/or Google Classroom to track completion of assignments.

Teachers ONLY will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff are still able to perform their assigned duties.

Teachers shall follow-up on students who are absent from distance learning. If no contact is made, students will be referred to administration for additional support.

INDEPENDENT STUDY

An Independent Study Program will be available to any parent or guardian upon request. Please contact your child's school office for registration information.

STARTING SCHEDULE KINDERGARTEN & TRANSITIONAL KINDERGARTEN ONLY

Transitional Kindergarten and Kindergarten students will be split into two cohorts: A & B. Cohorts will attend on alternating days from August 13th through August 28th for the purpose of transitioning into school to thoroughly cover safety guidelines and protocols. Students will also be assessed during this period of time to evaluate their individual needs.

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Staff Work Day	Staff Work Day	Staff Work Day	Cohort A: In person	Cohort B: In person
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Cohort A: In person	Cohort B: In person	Cohort A: In person	Cohort B: In person	Cohort A: In person
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Cohort B: In person	Cohort A: In person	Cohort B: In person	Cohort A: In person	Cohort B: In person
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All students	All students	All students	All students	All students

FACE COVERINGS

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CLASSROOM

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Those students who do not comply

or do not have a valid exemption must be sent home.

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SOCIAL EMOTIONAL SUPPORT

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PHYSICAL EDUCATION

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WELLNESS CHECK

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CLEANING

Clean facilities are our top priority for the safety of our students and staff.

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What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

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

AFTER-SCHOOL PROGRAM

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Sports

All sports are suspended until further notice.

DISTANCE LEARNING ROLES

' () ~ i " (' ENGAGE IN REMOTE LEARNING BY:

- Participating in activities offered by the teacher.
- Ensuring they have a device plus a username/password.
- Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- Knowing due dates of assignments.
- Creating a work space and scheduled time to engage in learning.

/ ° ! Ł ħ ' SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to a device and instructional materials supplied by teacher / school.
- Ensuring students have access to the internet if needed.
- Knowing username and passwords for students.
- Knowing how to contact teachers with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
- Monitoring District communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- Reviewing District and School Remote Learning plans.
- Considering age-appropriate enrichment to engage learners.

(i ° , fl i & ' SUPPORT REMOTE LEARNING BY:

Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.

Communicating with the tech dept if alternative resources are needed for families that do not have access to the internet.

If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.

Being flexible when creating schedules for engaging with students via internet, phone, email.

Focusing on what works best for students based on age, content, needs, and technology access/ability.

Providing a variety of opportunities to engage, respond, and have students show mastery of content.

Encouraging students to collaborate among themselves.

Participating in professional learning opportunities offered by the district while collaborating with colleagues to continually strengthen instruction for all students.

Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.

Provide regular communication to families on student progress and upcoming learning activities.

Support Remote Learning By:

Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.

Reviewing district communication and ensuring pertinent information is highlighted for staff and families.

Collecting feedback from staff, students, and families regularly.

Visiting the remote learning platforms of students (Google Classroom).

Supporting teachers, students and families in accessing and troubleshooting resources.

Scheduling and participating in school team meetings.

Providing feedback to teachers about remote learning plans and implementation.

Engaging district staff to problem solve issues, answer questions, and access resources.

Setting a school-wide work schedule.

Supporting the health and wellbeing of staff.

Participating in professional learning to collaborate, communicate, and support school communities.

Teachers can build strong relationships with students and families by focusing on:

Teachers can build strong relationships with students and families by focusing on:

Creating an environment where students feel they belong.

Being flexible, empathetic and motivational.

Providing occasional fun and engaging activities to support student relationships.

Consistently following up on emails and phone calls.

Supporting language translation and interpretation needs.

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Virtual and/or in-person support sessions will be provided on an as needed basis.

This document has been adapted from Enterprise Elementary School District School Reopening Plan and Guide. A special thanks to Heather Armelino, Assistant Superintendent of Enterprise Elementary School District.

COVID-19

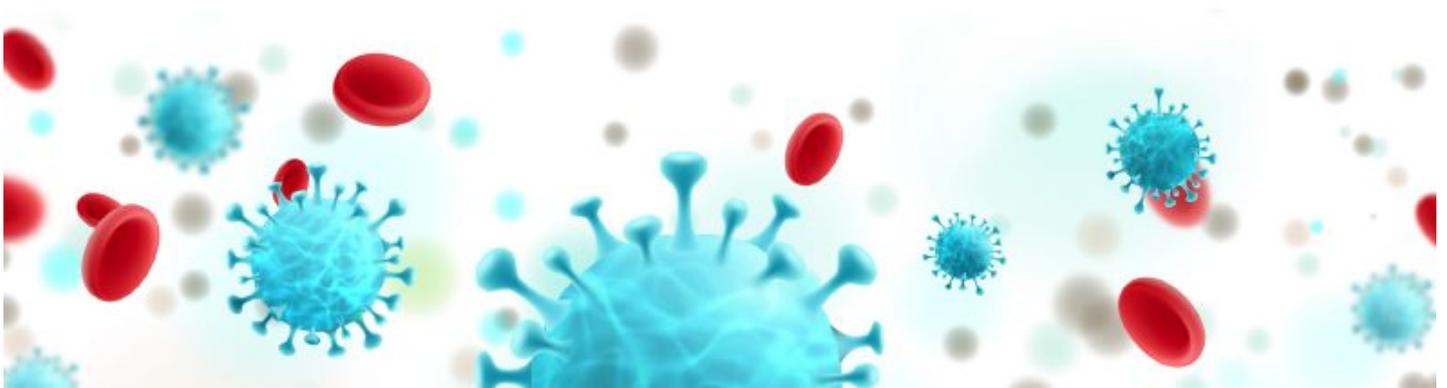
HOW IS COVID-19 SPREAD?

COVID-19 is spread mainly from person-to-person, via air droplets that contain the virus. For example; when a person sneezes, coughs, or talks, the virus is exhaled by the infected person and then inhaled by a nearby person. Some people do not show any signs or symptoms of being ill but can still spread the virus. The virus can also spread when a person touches objects and surfaces that have the virus on it and then touches their eyes, nose, or mouth.

HOW CAN WE PREVENT TRANSMISSION?

This virus can spread easily from person-to-person so taking necessary precautions is an important way to keep you, your family, friends, and community safe. The best way to prevent illness is to avoid being exposed to this virus. Key prevention practices also include:

- Physical distancing to the maximum extent possible.
- Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available then use hand sanitizer (at least 60% alcohol).
- Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.
- Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.
- Cleaning and disinfecting frequently touched surfaces.
- Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.



CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:

