

2022-2023

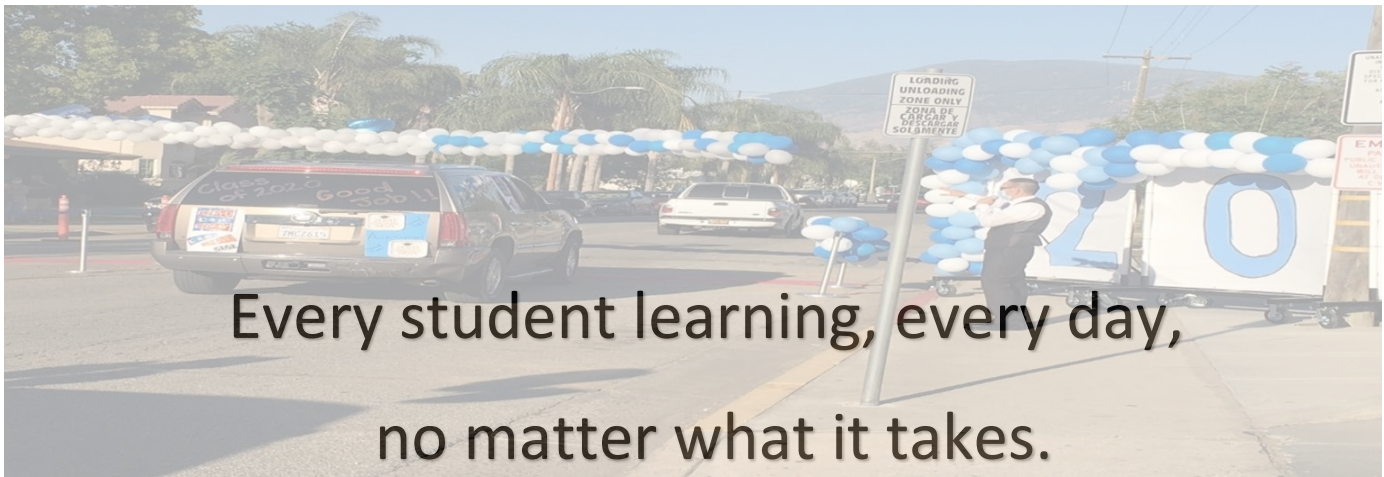
RETURN TO SCHOOL

SAFETY CONTINUANCE

PLANNING GUIDE

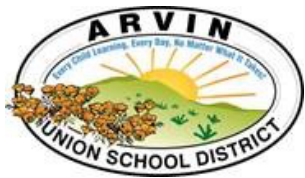
UPDATED July 19, 2022 for board approval

July 19, 2022



## Table of Contents

Page 1	Cover
Page 2	Table of Contents
Page 3	Guiding Principles
Page 4	Message from the Superintendent
Page 5	Health and Safety – Face coverings /Ventilation/Physical Distancing/Entry/Egress
Page 6	Surveillance Testing / Testing of Staff and Students
Page 7	Reporting to Public Health
Page 8	Positive Case Guidance
Page 9-10	Sick day Guidance
Page 11	Sanitation/Cleaning and Disinfection/Operations
Page 12	Hygiene / Nutritional Services
Page 13	Transportation Practices and Procedures
Page 14	Family and Community Supports
Page 15	Mental Health and Wellness
Page 16	Student Intervention and Support Services
Page 17	Ensuring Equity
Page 18-20	Instructional Options, Program Descriptions, Schedules
Page 21	Learning Management Systems and Programs
Page 22-23	Expectations/ Schedules
Page 24	Eliminate Barriers
Page 25	Fiscal Impact / Procedural Controls / Plans
Page 26	Health and Hygiene / Identification and Tracing
Page 27	Stable Groups / Movement around Campus/Social Distancing
Page 28	Closing School Preparedness
Page 29	Resources *Site maps and room use also available within each school office.



# Guiding Principles

## leading planning for 2022-2023



Protect the health and safety of students, staff, and families.



Dedicated to student success through actions to promote every student learning, every day, no matter what it takes.



Utilize technology in new ways to ensure core curriculum is delivered and to develop 21st century skills.



Create a plan for instruction for learning at home and learning at school with a focus on cycles of inquiry to promote success.



Provide support for staff, families, and students to ensure active engagement during distance learning.



Focus on respectful relationships and the emotional needs of our community taking into consideration the impact of COVID-19 on the entire school system and community.



Provide training and resources to staff and families to build capacity and support in-person and virtual environments.



Utilize resources and focus on communication to the fullest capacity.



Respond to changes and challenges with grace through Trust, Transparency, and Teamwork.

# MESSAGE FROM THE SUPERINTENDENT

Dear Staff and Families,

With the opening of the 2022-2023 school year, we look forward to combining significant transformations to structures, tools, outreach, and training within the Arvin Union School District which came about as a result of our learning through the COVID-19 pandemic along with routines and structures from the past. A focus on expansion of programs, increasing meaningful engagement and interaction, expanding family partnerships, and supporting innovation will occur as we open classrooms, move away from stable groupings, and continue hybrids of in-person and virtual interactions as possible and appropriate.

The Arvin Union School District is committed to keeping schools open in a safe and secure manner and has relied on guidance from the California Department of Public Health, Kern County Department of Public Health, the California Department of Education, the Kern County Superintendent of Schools Taskforce COVID-19 Thinking Guide for Reopening Schools, the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California revised 6/4/21, CDC July 9 Guidance, CDPH 12/13/21 Travel guidance, CDC quarantine guidance 12/27/2021, CDPH guidance 1/12/22, CDPH guidance from June 20, 2022 and COVID -19 flow charts provided by Kern County Superintendent of Schools May 2022 and the input of multiple stakeholders through surveys and discussions.

Mitigating strategies in priority order as included in CDPH guidance from June 20, 2022 include Staying up to date on vaccinations, Optimizing indoor air quality, Using Facemasks, Getting Tested for COVID-19, Maintaining clean hands, Managing individuals with symptoms, Reporting COVID-19 disease burden to local health authorities, Managing Students Diagnosed and Exposed to COVID-19, Managing COVID-19 outbreaks, and Cleaning Facilities.

Areas considered include:

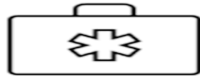
- Health and Safety Measures
- COVID-19 Testing recommendations
- Student Engagement and Achievement
- Operations, Nutrition, and Transportation
- Mental and Emotional Wellness
- Access and Equity
- Fiscal Accountability

This Return to School plan is built on the foundation of Reopening Plans constructed during the 2020-2021 School Year, reviewed for the opening of the 2021-2022 school year and the January 6, 2022 update, and prior to this 6 month update. The plan continues to ensure focus on the precautions we will take to provide for safety, health, and instruction as we return to school as well as required reporting to local and state officials,

I am thankful to all who have provided input guiding this plan while recognizing we will need to make adjustments as additional information regarding the virus is acquired or additional impacts are identified. Staff, students, and families are uppermost in my thoughts as we work in partnership to support health, wellbeing, and education in our schools and the community.

Georgia Rhett

Superintendent, Arvin Union School District



# HEALTH AND SAFETY

## CONSIDERATIONS FOR ON-CAMPUS STRUCTURES

To help limit the spread of the virus, AUSD school sites will utilize the following strategies to support health and safety until guidelines indicate precautions are able to be modified.

The **health and safety** of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. The Arvin Union School District will work in collaboration with local governance agencies and health officials for safety. The district is committed to making sure there are procedures and training in place for students and staff.

Current guidance recommends masking as a mitigating consideration. The choice to mask, or not mask, is an individual consideration which is expected to be supported by everyone.

The California Department of Public Health and Cal/OSHA have released evidence indicating that in-person instruction can occur safely without a minimum physical distancing requirement. The district will continue to strive for maximizing space between students and staff when possible while focusing on engagement, group work, and deployment of students to support educational and engagement needs.

The district will discontinue the implementation of stable grouping within grade levels at each school site unless COVID-19 rates increase to a level where concern of the spread of the disease is at such a rate that this must be reconsidered for short term containment of the disease.

New guidance from the Center for Disease Control/ California Department of Public Health or other federal/state/local agencies may make masking or other restrictions more strict or less strict over time. The district will enforce all mandates. The district will immediately modify mitigation factors if guidance dictates.

**Masks** are stored in the district warehouse as part of our supply order process. Masks are provided to all staff and students for use prior to entering and during time spent on district premises as recommended and if required.

**Staff** – surgical masks 2 each per day

**Students** – cloth or surgical masks

**Plastic shields, gowns, and gloves are provided as an additional layer of protection** for identified staff. (nurses, staff working with special needs)

### Increase Visitors

Allow resource providers directly aligned to the goals of the district and open up to site or district scheduled parent meetings or workshops.

Routinely clean/sanitize areas used

**Ventilation** units in classrooms are singular to the classrooms – maximization of fresh air capacity will be supported through electronic master settings. Filters will be changed on a prescribed schedule and new ionization elements utilized on air conditioners as a mitigation layer. Two windows on each bus are to remain fully open unless heat or cold restrict. Continuing to utilize open outdoor space is encouraged.

Site administrators and teachers are charged with **monitoring** mixing of staff and students to prevent **spread of infection**. Stable groups are encouraged to be implemented when this does not significantly impact educational processes and the well-being of students. In class groupings are to be maximized rather than deploying if COVID-19 numbers increase to a rate where modifications of regular classes becomes necessary.

**If spread becomes significant, utilize designated areas and materials** to prevent mixing including the following strategies.

- Modify school schedules at each site for on-site activities to facilitate stable grouping
- Modify service of food to utilize indoor and outside space or eating in the isolated classroom
- Stagger PE, recesses, lunch, transition areas, and times
- Identify a sick room to minimize contact
- Refrain from holding large indoor gatherings
- Utilize substitutes rather than splitting classes

**Utilize site maps** for movement/area use at school site and entry/egress.

Staff will be present as assigned by school administrators for entrance, egress, and assigned to support movement within the school to facilitate welcoming of students and safe interactions during the school day.

## COVID-19 Assessment /Surveillance Testing Prevention of Spread



### TEMPERATURE CHECKS

### DAILY SCREENING

### COVID-19 TEST

Staff and students are expected to self-screen utilizing the COVID-19 symptoms list.

Parents will be provided with a list of COVID-19 symptoms and are expected to monitor their children on a daily basis prior to entry to school. Parents are expected to keep children home if they are exhibiting symptoms and to call the school office to report symptoms.

Staff reporting to work are required to review COVID-19 symptoms. If symptoms are present they are to notify their supervisor for clearance to attend work, are encouraged to take a test to verify negative, and if positive may not attend work.

All staff working, or being scheduled to work, on district property will be expected to participate in **surveillance testing** if required by guidance through testing cadences or tiers.

Testing is required once per week for unvaccinated staff and is offered to all staff on a weekly basis. Testing will continue to be provided as an option for staff until further notice. Symptomatic and response testing is also available. This will be modified as needed to meet updated mandatory testing cadence schedules.

Under the guidance of California Department of Public Health (CDPH) and Kern County Public Health Department (KCPHD), the District shall test all on-site staff as recommended keeping up with guideline changes. This testing shall be provided to staff at no cost. The District will continuously review testing guidance for any necessary changes and notify staff

Staff or students reporting or presenting a temperature of 100.4 or higher will not be allowed on campus.

Staff or students who do not receive a pass will be reviewed individually.

Staff and students able to be cleared through doctor note, chronic symptoms, or negative test will be allowed into the workplace or school.

The district utilizes COLOR through Valencia Labs at the time of the writing of this plan **as well as home test kits**. Additional testing for staff as deemed necessary, may be done at individual or insurance expense through, doctor offices, or drive through clinics.

June 12, 2022 CDC guidance deletes requirements for a negative test prior to flying internationally. **Continue to refer to CDC guidance for travel guidelines related to prevention of spreading disease.**

Isolate symptomatic and confirmed positive individuals in designated quarantine rooms monitored by district staff with appropriate PPE and distancing. More than one individual may be isolated in the room at a time maximizing physical distancing. Staff are to immediately contact parents to pick up students from school when exhibiting symptoms and to restrict entry to general classrooms if exhibiting symptoms. Symptomatic people may test negative or acquire healthcare provider documentation that symptoms are underlying and return after 24 hours of fever and symptoms improving.



## Process Map for Kern County Schools for Contact Tracing and Exposure Reporting Overview

When an individual tests positive, their doctor and the district reports to Kern County Public Health.

District staff are to conduct hazard investigations, contact tracing, and contact public health to provide individual case information as well as tracking forms and complete OSHA forms if necessary for an outbreak.

District administrative contact: Georgia Rhett 661-854-6511

District Human Resources Contact/COVID-19 Liaison: Randy Flores 661-854-6510

BME: Magdalena Hernandez 661-854-6590

Sierra Vista: Rosemarie Borquez 661-854-6560

El Camino: Lupe Calderon – Principal 661-854-6661

Haven Drive: Calletano Gutierrez 661-854-6540

**\*\*\*An “exposure” defined: “A contact is defined as a person who is within 6 feet from a case for more than 15 minutes in a 24 hour period.”**

Potential Exposure to a Positive Case

- Relocate individual with symptoms to an isolated quarantine area. Recommend testing .
- Utilize group tracing approach including letter to exposed group or community notification (January 12, 2022 guidance CDPH).

Confirmed Exposure

- Antigen or home tests will be available for immediate testing if an exposure occurs and is known during work hours. Testing should occur again 3-5 days after close contact denoting a possible exposure.
- Those with confirmed exposures may continue to work if no symptoms are evident - wearing a mask is recommended.
- Utilize OSHA guidance for staff exposure (3 or more) or an outbreak (20 or more) to determine next steps- complete and submit paperwork. Formally notice individuals and the school community as warranted of their exposure including carbon copies to labor representatives. No action needed if exposure did not happen in the school setting.
- Work closely with Kern County Public Health to implement any necessary actions.

Cleared for return

- A written clearance from Public Health or a Doctor .
- A negative test result or completion of quarantine timeline.
- Per CDPH quarantine recommendations, staff and students may return after 5 days if asymptomatic and a negative test while continuing to self-monitor, and are recommended to wear a surgical mask for 10 days, and wash hands often. If remain symptomatic, staff and students must quarantine for up to 10 days.


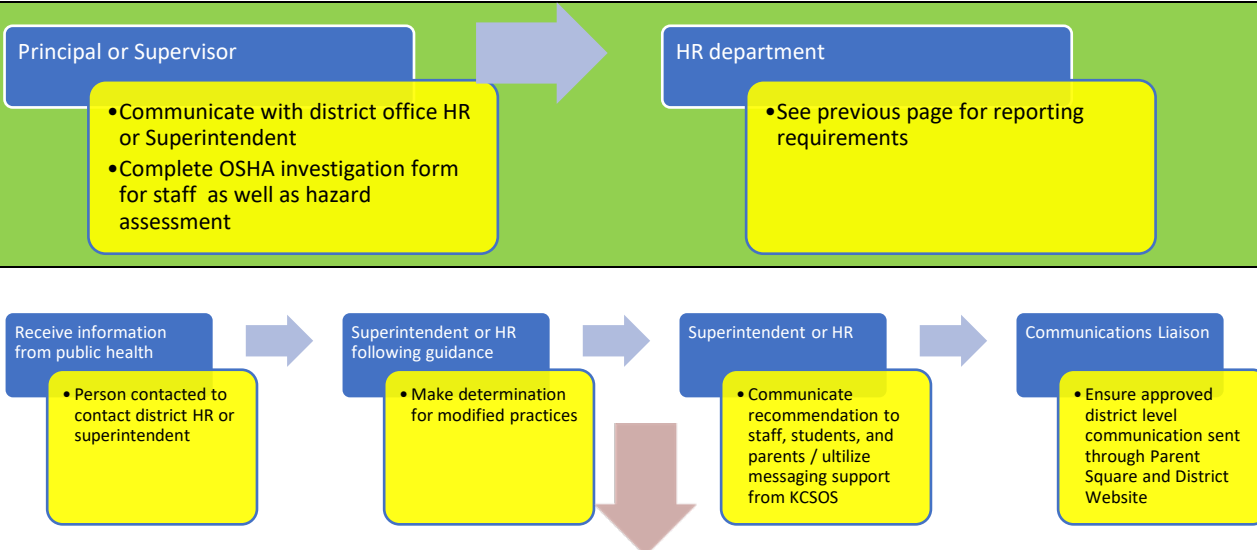
## Reporting Positive COVID-19 Case Protocol

Report positive test results as required by applicable law

### Guiding Considerations:

In accordance with California Department of Public Health, when a student or staff member or member of their household tests **positive for COVID-19** and has exposed others at the school, implement the following steps: **An exposure defined: "A contact is defined as a person who is within 6 feet from a case for more than 15 minutes cumulative within a 24-hour period, regardless of face coverings."**

Adhere to FERPA and HIPPA requirements. Adhere to state and federal employment law and statutory leave allowances.

<p>Community surges and isolation plans</p> 	 <pre> graph LR     A[Principal or Supervisor] --&gt; B[HR department]     A --&gt; C[Communicate with district office HR or Superintendent Complete OSHA investigation form for staff as well as hazard assessment]     B --&gt; D[See previous page for reporting requirements]     E[Receive information from public health] --&gt; F[Superintendent or HR following guidance]     F --&gt; G[Superintendent or HR]     G --&gt; H[Communications Liaison]     C --&gt; F     F --&gt; I[Make determination for modified practices]     I --&gt; J[Communicate recommendation to staff, students, and parents / utilize messaging support from KCSOS]     J --&gt; K[Ensure approved district level communication sent through Parent Square and District Website]         </pre>
<p>Student and Staff Isolation</p> <p>Protecting vulnerable populations</p>	<p><b>Student Plan:</b></p> <ol style="list-style-type: none"> <li>Continuity of instruction             <ol style="list-style-type: none"> <li>Short term or long term independent study for quarantine period or until released by doctor</li> <li>If mandated by physician, provide Independent Study or Home/Hospital</li> <li>Provide long term Independent Study to vulnerable populations</li> </ol> </li> <li>Continuity of Meal Programs             <ol style="list-style-type: none"> <li>Cafeteria provides a grab and go or, if possible, drop off meal system for the students if requested</li> </ol> </li> <li>Continuity of medical, mental health, and social services             <ol style="list-style-type: none"> <li>Student success facilitators and attendance clerks communicate with Family Resource Center and COVID clerk/Independent Study support personnel to provide support</li> <li>Social workers and counselor provide services as assigned</li> <li>School nurses continue to check in / monitor medications for need at school or home</li> </ol> </li> </ol> <p><b>Staff Plan:</b></p> <p>Work with Human Resources and consult with public health as needed</p>



# COVID -19 SYMPTOM CHECKER



**TAKE YOUR TEMPERATURE AT HOME**

**DO NOT REPORT TO SCHOOL IF:**

- YOU FEEL SICK
- YOU HAVE A FEVER OF 100.4 OR HIGHER
- YOU HAVE BEEN DIAGNOSED WITH COVID-19
- HAVE BEEN IN CLOSE CONTACT WITH SOMEONE WHO HAS TESTED POSITIVE FOR COVID-19 IN THE LAST 5 DAYS

## OTHER SYMPTOMS

### DON'T FEEL WELL? STAY HOME WHEN YOU ARE SICK

*Tell your mom, dad, or caregiver before you come to school. Tell your teacher or an adult if you become sick at school*



cough



Shortness of breath  
or problem breathing



chills



sore throat



loss of taste  
or smell



muscle pain

OTHER SYMPTOMS INCLUDE:

FEVER, CONGESTION, RUNNY NOSE, DIARRHEA, FEELING NAUSEOUS or VOMITING, FEELING TIRED, HEADACHE, BODY ACHES and POOR APPETITE



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# ARVIN UNION SCHOOL DISTRICT SICK DAY GUIDELINES AFTER COVID-19 PANDEMIC 2020



## SICK DAY CONDITIONS AND Testing for Symptoms/Exposure



### COVID symptoms

EXCLUDED FROM SCHOOL IF FEVER OVER 100.4 and/or other COVID Symptoms are present

If a student is exhibiting 1 or more symptoms of COVID 19, staff should communicate with caregiver following direction from district nurses and refer to the student's health history form.-recommend testing

### School Supports:

- Students and staff are expected to stay home if they are sick.
- If an individual comes to school with COVID symptoms will be sent home until meeting the CDPH criteria for return (see blue boxes below)
- AUSD will continue to support staff and students acute or chronic health conditions as possible
- Student or staff presenting symptoms mid-day will be quarantined until able to go home.
- Staff should refer to AUSD Human Resource Department for assistance

Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who **have had symptoms**, may return to work or school when:

At least **5** days have passed since symptoms first appeared, AND

At least 24 hours have passed with no fever (without use of fever-reducing medications), AND

Other symptoms have improved **OR** they have a negative test for SARS-CoV2 or a healthcare provider has provided documentation of a typical underlying condition /alternative diagnosis or at least 10 days have passed since symptoms onset.

Individuals who test positive for SARS-CoV-2 who **never develop symptoms**, may return to work or school **5** days after the date of their first positive test for SARS-CoV-2.

### SITE CONTACT:

Bear Mountain  
Sierra Vista  
El Camino Real  
Haven Drive Middle  
District Office

### NURSE:

Cheryl Brown  
Lissette Arriaga  
Alondra Quintino  
**Kassandra Hendricks**  
Bertha Vasquez

### ATTENDANCE:

Jessica Benavides/Marilu Carranza  
Ana Morales /Sonia Duran  
Eduvina Moreno/Anallely Lopez  
Rosario Mendez/ Elizabeth Nunez  
**Sarai Kress**

### PHONE NUMBER:

661-854-6590  
661-854-6560  
661-854-6661  
661-854-6540  
661-854-6500

“For most employers, protecting workers will depend on emphasizing basic infection prevention measures. As appropriate, all employers should implement good hygiene and infection control practices...”. Guidance for Preparing Workplaces for COVID-19 OSHA 399-03-2020. Custodial staff has deep cleaned and continuously disinfects and sanitizes school areas for staff on campus and in preparation for return of students.



## CLEANING AND SANITATION

CLEANING AND SANITATION	STAFF/STUDENT/FAMILY TRAINING	SAFE AND HEALTHY ENVIRONMENT
<p>Determine what needs to be cleaned based on district cleaning guideline checklist</p> <p>*Per June 30, 2022 guidance all areas require only routine cleaning.</p> <p>*Maintain existing cleaning for outdoor areas</p> <p>Determine how areas will be sanitized/disinfected</p> <p>*Consider the type of surface and how often the surface is touched. Prioritize high use areas.</p> <p>*Utilize soap and water for cleaning prior to disinfection</p> <p>*Ensure appropriate PPE is being used</p> <p>*Follow guidelines for approved disinfectant use</p> <p>*Follow guidelines for use of sanitizers around staff and students</p> <p>*Follow directions for use as identified for each product</p> <p>Routine cleaning and disinfection</p> <p>*Follow directions provided by the MOT Director for scheduled use of materials.</p> <p>* Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible</p>	<p>All staff and students will learn and use safe hygiene habits including frequent handwashing. All staff will be trained to utilize District approved solutions to clean and sanitize frequently used areas in classrooms and schools.</p> <p>*Staff/families will be trained on:</p> <ul style="list-style-type: none"> <li>• Conducting daily health assessments</li> <li>• Maximizing social distancing</li> <li>• Wearing of masks/Use of PPE</li> <li>• Handwashing</li> <li>• Use of sanitizer</li> <li>• Use of materials</li> <li>• Riding the school bus (as needed)</li> <li>• Participating in activities</li> </ul>	<p><b>DEEP CLEANING</b></p> <p>*Conduct deep cleaning of schools/rooms prior to students and staff returning for the first day of school</p> <p>*Schedule additional cleanings during weekends and/or school holidays or breaks as needed or in the case of an outbreak.</p> <p><b>DAILY CLEANING</b></p> <p><b>Ongoing daily cleaning is to include:</b></p> <p>*student wiping down of areas after breakfast or messy activities in the classroom</p> <p>*Desks are to be sanitized once a week with approved chemical by MOT staff</p> <p>*Difficult to clean/sanitize items are to be limited.</p> <p><b>Frequently touched surfaces are to be cleaned at least daily</b></p> <p>*Door handles, light switches, cafeteria tables, water fountains</p> <p><b>Areas to be cleaned following assigned schedule</b></p> <p>*Restroom areas</p> <p>*Handwashing stations</p> <p>*Classrooms and office areas</p> <p><b>Office staff daily cleaning on shared equipment is to include:</b></p> <p>*keyboards, phones, headsets, copy machines</p> <p><b>DISINFECTION</b></p> <p>Fogging of rooms will be implemented if a significant outbreak or numbers increase demanding a response.</p> <p>Soap and water with sanitizer will be used to wash cafeteria tables and high touch areas.</p> <p>Disinfecting a particular area is determined by the MOT director.</p>



# Hygiene / Nutritional Services



## Health and Safety



## Nutritional Services

### Safety and Hygiene

- Staff and students will use healthy hygiene habits including proper handwashing practices before and after eating washing for 20 seconds with soap and water.
- Hand sanitizer is to be used when entering and leaving the classroom for meals.
- Hand sanitizing stations will be located in each classroom and around campus.
- Students/staff will wear masks when food is served or picked up.
- Nutritional Services employees will continue to follow all health and safety measures regulated by the Public Health Department.



### Cleaning

- Food service areas and surfaces where students eat will be cleaned following all sanitation guidelines.

### Food Service

Breakfast in the classroom

Lunch and supper for extended activities in the cafeteria and outside eating tables



- Share tables may be implemented

### Will students continue to receive school meals?

- The district has met qualifications for Community Based Eligibility which provides no cost meals to all students. In addition, when available, Fresh Fruit and Vegetable Grant food products will be served to students.

### Independent Study

Meals available at designated schools.

### Physical Attendance

- \*Custodians clean after each group
- \*Utilize outside dining as weather permits



# Transportation Practices and Procedures

## CLEANING / SANITATION

Hand sanitizer will be provided to support healthy hygiene habits on all school transportation vehicles for safe use by students and staff.

Transportation staff will clean high traffic areas and frequently touched surfaces each day.



## SAFETY PRECAUTIONS

Students will be directed to seats by the Transportation Department. Students from different schools and classes will be assigned to identified busses.

Students must sanitize hands prior to entry to bus.

Students will be encouraged to wear masks on the bus however, this is no longer a requirement. If they arrive without a mask, one will be provided for them.

A minimum of two windows will be opened on busses to increase air circulation unless heat or cold weather conditions impact this safety step.

## SCREENING

An adult is requested to be present with the student at pick up and drop off. Alternate arrangements may be made with the school office on a case-by-case basis depending on the age of the student.

Parents/students must follow transportation protocols for social distancing at bus stops.

## Distance Learning (If required)

No bus routes – field trips canceled

## Modified bus use

- To be determined if regulations change
- Field trips modified in distance and number of students participating

## Physical Attendance

Bus service priority Special Education, TK/K, First Grade, Second Grade/Third/Fourth /Homeless/Foster



# Family and Community Supports

- The Arvin Union School District will continue to provide support to families in the following ways:

1	<b>FAMILY OUTREACH</b> District liaisons will continue to reach out to families through Parent Square messaging and social media posts. The district and individual school sites welcome questions and will continue to provide support and ask for input through meetings and surveys. Bear Mountain 661-854-6590      El Camino Real 661-854-6661 Sierra Vista 661-854-6560      Haven Drive 661-854-6540 District Office 661-854-6500      Migrant 661-854-6547
2	<b>TECHNOLOGY HOTLINES</b> The district has dedicated staff to respond to technology related questions between the hours of 8:00 a.m. and 4:00 p.m. <ul style="list-style-type: none"><li>661-854-6524</li></ul>
3	<b>MENTAL HEALTH HOTLINES</b> District social workers are available 7:30 a.m. to 4:00 p.m. to support families in need of mental health services to support their students socially and emotionally. El Camino Real Mr. Estrada call 854-6661 Bear Mountain Ms. Nava call 854-6590 Sierra Vista Ms. Perez call 854-6560 Haven Drive Mr. Munoz call 854-6540
4	<b>FAMILY RESOURCE CENTER</b> Family Resource Center personnel are available to provide services to families in regard to wellness, healthcare, insurance, document support, and to connect families with community services including those for foster and homeless children. <ul style="list-style-type: none"><li>Maria Rivas Main Office Line 661-854-6525</li><li>Luis Carmona Office 661-854-6525</li><li>Amalia Leal Office 661-854-6525</li><li>Dr. Mario Venegas 661-854-6525</li></ul>
5	<b>PARENT SUPPORT</b> The Arvin Union School District will continue to provide parents with workshops to support their students. Workshops will include: <ul style="list-style-type: none"><li>Use of the parent portal/Parent Square</li><li>Use of Canvas/TEAMS/ZOOM</li><li>Programs students will be using in school</li><li>Strategies to help English Learners</li><li>Strategies to support reading, language arts, and math</li><li>Strategies and support resources to help students emotionally</li></ul>
6	<b>COMMUNITY RESOURCES/PARTNERS</b> The district continues to partner with the Kern County Boys and Girls Club and Entrusted Legacy to provide after school supports as well as connections to childcare.

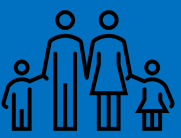




# Mental Health and Wellness

## Student Engagement and Support

"When considering the reopening of schools, LEA's should contemplate not only the physical health of their constituents but also their **mental health and wellness** and make it a priority within their planning." CDE Stronger Together A Guidebook for the Safe Reopening of California's Public Schools

The district will continue to support:

		HOME/Independent Study	SCHOOL
	RELATIONSHIPS	<ul style="list-style-type: none"> <li>Regular check-ins with students</li> <li>Frequent check-ins with parents to build connections with families</li> <li>Synchronous learning time</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement PBIS and Safe School Ambassadors</li> <li>Conduct California Healthy Kids Surveys for students, parents, and staff</li> <li>Frequent student check-in</li> </ul>
	ROUTINES AND SCHEDULES	<ul style="list-style-type: none"> <li>Provide a regular schedule and routine for predictability during uncertain times.</li> <li>Teachers and Parents can focus on a daily schedule, organizational skills, and clear expectations for distance learning</li> <li>Review and act upon A2A/attendance data</li> <li>Follow contract guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Develop schedules to support students and staff with daily schedule implementation</li> <li>Review and act upon A2A/attendance data</li> <li>Input, review, and act upon Schoolwise Attendance Data</li> <li>Conduct SART's/SARB</li> </ul>
	SOCIO-EMOTIONAL SUPPORT	<ul style="list-style-type: none"> <li>Watch for Signs of Suicide</li> <li>Watch for signs of Child Abuse, hunger, fatigue, depression</li> <li>Social Workers and Haven Drive counselor support students and families as identified</li> </ul>	<ul style="list-style-type: none"> <li>Initiate RULER training and implementation to support Socio-Emotional Learning</li> <li>Implement MTSS (multi-tiered systems of support from staff)</li> <li>Watch for Signs of Suicide</li> <li>Watch for Child Abuse</li> </ul>
<b>Independent Study</b>			<b>Physical Attendance</b>
<ul style="list-style-type: none"> <li>Contract required</li> <li>Online or packet assignments required</li> <li>Online contacts through Teams/Zoom</li> <li>Home visits</li> <li>Phone calls</li> </ul>			<ul style="list-style-type: none"> <li>Whole group check-ins and lessons for well-being</li> <li>Small and large groups of students with similar needs</li> <li>Home visits</li> <li>Phone calls</li> </ul>

# Student Intervention and Support Services

## WHAT IS A STUDENT INTERVENTION AND SUPPORT SYSTEM?

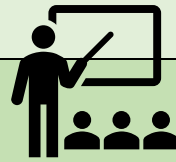
\*A way of organizing instruction to help all students based on their individual needs. The system provides a framework to help educators by providing information / data to identify students who would benefit from various levels of intervention or extension.

## WHAT ARE TIERED SUPPORTS?

\*Throughout the year, school teams review data to determine which students need additional support. A cycle of inquiry process is used to plan intervention and monitor progress for identified students. Students received tiered interventions to meet their needs.

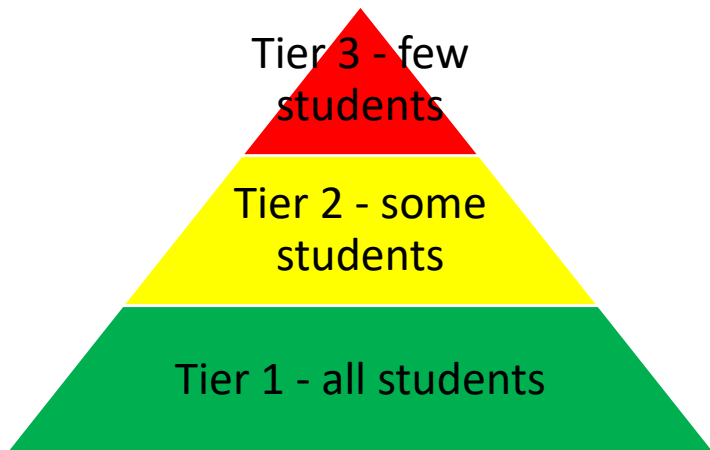
## HOW DO I KNOW WHAT SERVICES ARE AVAILABLE OR FIND OUT WHAT SERVICES MY CHILD IS RECEIVING?

- Talk to your child's teacher



## HOW CAN I GET HELP FOR MY CHILD?

- Talk to your child's teacher
- Contact your school office and ask to speak to the Principal or Vice-Principal



TIER 3 – Individualized Academic, Behavioral, Socio-emotional Intervention

Tier 2 – Targeted Academic, Behavioral, Socio-emotional Interventions / Identified Class or Small Group Intervention

Tier 1 – Rigorous, Relevant Curriculum with Respectful Relationships the focus for all. Promote strong, healthy school relationships with high quality instruction. Academic, behavioral, and socio-emotional learning.

Student intervention and supports will be available through:

- Individual / small group sessions with intervention staff
- Student groups with support of teachers and instructional assistants
- Referrals to expanded learning programs
- Referrals to community partners
- Intervention with parent support via Zoom or Teams

# Ensuring Equity


## Guiding Considerations:

“Equity in education requires putting systems in place to ensure that every child has an equal chance for success. That requires understanding the unique challenges and barriers faced by individual students or by populations of students and providing additional supports to help them overcome those barriers. While this in itself may not ensure equal outcomes, we all should strive to ensure that every child has equal opportunity for success.

The Organization for Economic Co-Operation and Development (OECD) defines two dimensions of equity in education:

- Fairness, which means ensuring that personal and social circumstances do not prevent students from achieving their academic potential.
- Inclusion, which means setting a basic minimum standard for education that is shared by all students regardless of background, personal characteristics, or location.”

Equity in Education: What it Is and Why it Matters (Posted on March 12<sup>th</sup> by Thought Leaders)

<div>Equity And Access</div> 	Ensure regular communication to all stakeholders	<ol style="list-style-type: none"> <li>1. Ensure communication is translated for groups of 15% or more requiring translation</li> <li>2. Utilize the District Facebook page, District website, Parent Square, and Schoolwise Parent Portal</li> <li>3. Provide information that is correct at the moment being shared - knowing that information changes quickly</li> <li>4. State the current status and share openly if information is expected to change or be modified</li> <li>5. Do not share information or draft plans beyond the work group until finalized for publication</li> </ol>
	Ensure all students have opportunities for success	<ol style="list-style-type: none"> <li>1. Implement Multi-Tiered Systems of Success at all sites and throughout district programs for academics and wrap around support needs</li> <li>2. Provide additional supports as needed to facilitate success</li> <li>3. Monitor each and every student for attendance/engagement, academic growth, and mental/physical health</li> </ol>
	Be responsive to all students including low-income, students with disabilities, homeless students, foster youth, English Learners, and students from diverse cultures	<ol style="list-style-type: none"> <li>1. Implement English Language Development on a daily basis with a focus on essential standards</li> <li>2. IEP goals to be followed as written and updated by need.</li> <li>3. Provide access to school for foster students in order to mitigate learning loss as school transfers may have already added to lost time in school.</li> <li>4. Provide meals, devices, and wifi to support needs of low-income families and families in need</li> <li>5. Focus on Social-emotional learning to support building relationships</li> <li>6. Acknowledge needs of various families and work to overcome concerns.</li> </ol>

# INSTRUCTIONAL OPTIONS

The Arvin Union School District plan is based on 3 possible phases based on experiences from the 2020-2021 school year. The district may be required or choose to operate within or move between these phases at any time based on guidance from governing agencies. Updates will be posted on the district website taking into consideration county and local COVID rates. As of August 3, 2021; the district will be fully opened following state guidance. Independent study will be offered as required and documents are being prepared for enrollment in this program.

	Phase 1 or Need to Close School			Phase 2	Phase 3
<b>COVID Level</b>	Substantial spread or governance regulations indicating action to close school			Minimal to moderate spread or governance regulation indicating action to modify school	Very minimal to no spread
<b>School Status</b>	<b>Full School Closure Due to Outbreak</b> State mandate or decision by local agency due to infection rates to ensure cleaning and disinfecting based on the number of cases and stable groups affected- working with local public health  This would be a district decision and dates of closure would need to be made up to ensure sufficient instructional minutes.  <b>Targeted closures –</b> Classrooms, offices, and school sites will be closed following most current regulatory guidance which allow school sites to make critical determinations for safety If classes are closed.			School open with traditional attendance	Schools to remain open with traditional attendance  Independent Study will be offered as required to students whose parents have determined their health would be at risk if attending in person
<b>Response</b>	Extended Closure	Short term or targeted closure		Facilities open with modifications to transportation, food service, facility use, instruction, and on-site work	All buildings opened for business - possible modifications to services
<b>Instruction Model</b>	No school			Teachers provide <b>instruction</b> to students in-person and independent study to those possibly off site Any modification to the instructional schedule will be included in plan addendums.  <b>Independent study</b> to be provided to all families requesting this instructional model.	Physical attendance at school
<b>Action to be taken as determined by local districts along with health officials</b>	Close building for Make up days	Close for building cleaning – Make up days  Or  Identify, isolate, and disinfect specific areas		Implement preventative, proactive mitigating measures	Implement preventative, proactive mitigating measures

# INSTRUCTION

## INDEPENDENT STUDY MODEL BASICS

### ITEMS TO BE UTILIZED WITHIN INDEPENDENT STUDY

- Students will have required remote learning assignments each day to support and extend in-person or synchronous instruction.
- Teachers will monitor and record mandatory attendance. Students missing school may be considered truant and site staff will follow up on unexcused absences. Excessive absences may result in discontinuation of enrollment in independent study.
- Monday afternoons will be set aside for teacher planning, PLC time and professional development.
- Monday through Friday school hours will include office hours, instruction, and time set aside for teacher planning, PLC time, and professional development.
- Teachers will be monitoring student progress on standards-based assignments. Grades will follow the grade level grading schedule. Students must maintain satisfactory progress in order to continue independent study.
- English Learners will receive daily English Language Development.
- Students with special education services, 504 services, and English Learner support services must meet with the Special Education coordinator to update plan services delivered through the independent study learning model in accordance with individual plans. If supports and/or accommodations need to be adjusted due to the effects of remote instruction, families and staff will work jointly to make changes.
- Families must agree to district independent study guidelines and sign contracts prior to enrolling in the program. Failure to follow contract agreements may result in discontinuation of independent study services and require attendance in person.

**\*\*Short term independent study is offered to students who are quarantined for COVID-19.**

## - large scale independent study supports

- A district provided Chromebook will be available to every student enrolled and attending Preschool through Eighth Grade.
- WIFI devices and internet service will be made available to families in need of connectivity support.

The district has dedicated staff to respond to technology related questions between the hours of 8:00 a.m. and 4:00 p.m.

- Students will continue learning through independent study packets or CANVAS lessons provided by teachers. Accommodations may be made for in-person assessments if possible. Caregivers/parents will have an increased role in this model to provide support and supervision of attendance and work completion.

Teachers will deliver information through CANVAS and will utilize I-Ready or STAR Renaissance as diagnostic assessments/learning supports. TEAMS or ZOOM will supplement delivery of content through CANVAS.

- Students will have required remote learning assignments each day to support and extend synchronous instruction.
- Teachers will monitor and record mandatory attendance. Students missing school may be considered truant and site staff will follow up on unexcused absences.
- Monday afternoons will be set aside for teacher planning, PLC time and professional development.
- Tuesday through Friday afternoons will include office hours, small group instruction, individual assessments and time set aside for teacher planning, PLC time, and professional development.
- Teachers will be monitoring student progress on standards-based assignments. Grades will follow the traditional grading schedule.
- Special education services, 504 services, and English Learner support services will continue to be delivered through the remote learning model in accordance with individual plans. If supports and/or accommodations need to be adjusted due to the effects of remote instruction, families and staff will work jointly to make changes.



# AUSD Learning Management

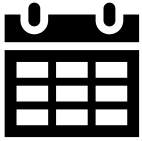
## System and Programs

<b>CLEVER</b>	<b>CANVAS</b>
CLEVER allows students to access all district learning platforms through one entry portal which is password protected.	CANVAS enables our students, teachers, and parents to engage with learning materials and provides a centralized location for online classroom content. CANVAS includes the opportunity for collaboration, student participation and engagement, parent involvement, and instructor feedback.
<b>VIDEO CONFERENCING ZOOM / TEAMS</b>	<b>KINDERGARTEN THROUGH SIXTH GRADE I-READY/ I-STATION /Renaissance STAR</b>
Teachers and students can communicate through two-way video for class instruction, small group instruction, individual tutoring, and as a means of team collaboration among students. Students can contact teachers during office hours through these platforms.	The programs listed above are online programs to support English/Spanish reading and/or mathematics to support your child to practice skills at their individual assessed level which personalizes their instruction based on diagnostic tests taken three times per year.
<b>PBIS REWARDS</b>	
Teachers and site personnel provide positive feedback and motivation through an online system of points.	

HOW DO I SUPPORT MY CHILD IN THIS YEAR WITH ONLINE OR IN-PERSON LEARNING? Ensure you set expectations and prompt your to child to :

1. Be on time.
2. Wear proper attire.
3. Choose a good location.
4. Mute yourself if you experience unavoidable background noise.
5. Be ready to take notes.
6. Give your full, focused attention.
7. Participate fully.
8. Do ask questions.
9. Keep up with all assignments
10. Check daily your TEAMS and CANVAS for messages.





# SCHEDULING

## ELEMENTARY

Gates open at 7:30 a.m. - recommend arrival closer to 7:45 a.m.

Instruction begins at 8:00 a.m.

Monday dismissal 1:20 p.m.

Regular day dismissal 2:12

# SCHEDULING

## MIDDLE SCHOOL

Gates open at 7:30 a.m. - recommend arrival closer to 7:45 a.m.

Instruction begins at 7:50 a.m.

Monday dismissal 1:20 p.m.

Regular day dismissal 2:39

# Eliminating Barriers to Student Success

## Guiding Considerations:

"As schools plan to open, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. .... No matter the instructional schedule model, please continue to **work to eliminate the barriers to student success** that existed before the closure. We have an unprecedented opportunity to improve how we care for and educate each child." CDE Stronger Together A Guidebook for the Safe Reopening of California's Public Schools – page 34

	Model of instruction	Type of instruction
Instruction	District / school considerations	<p><b>*Chromebook and Wifi equipment distribution</b></p> <p><b>*Meals accommodations</b></p> <p><b>*Grade levels</b> will meet and consider delivery of instruction including pacing, student work requirements, grading, and assessment utilizing:</p> <ul style="list-style-type: none"> <li>• District assessment calendar</li> <li>• IAB's as the foundation of instructional rigor</li> <li>• Results from I-Ready, 95%, Renaissance, Standards Mastery, and district or grade level assessments to guide grouping and instruction.</li> <li>• Results from ELD formative assessments/ELPAC to fill known gaps in student learning.</li> </ul> <p><b>*Grade levels will plan for and deliver/participate in:</b></p> <ul style="list-style-type: none"> <li>• Ensuring classroom management and safe practices</li> <li>• Providing in-person and virtual (as needed) standards-based and/or content appropriate instruction utilizing CANVAS as the primary platform</li> <li>• Teachers will establish daily office hours for Independent Study</li> <li>• Continuity among sites for rigor, delivery, and timing</li> <li>• CFA's will continue to be administered</li> <li>• Hold PLC meetings on Mondays</li> </ul> <p><b>Teacher responsibilities:</b></p> <p>*Build respectful relationships with students and families</p> <p>*Deliver appropriate standards-based instruction</p> <p>*Respond to parents and students in a timely manner</p> <p>*Support diverse learners</p> <p>*Provide students the opportunity to participate in academic activities daily.</p> <p>*Record attendance daily</p> <p>*Report non-participation</p> <p>*Follow grading timelines and procedures</p> <p>*Attend site and program meetings</p> <p><b>School sites:</b></p> <p>*Identify at-risk students to attend targeted intervention for students either virtually or on site with the support of instructional assistants.</p> <p>*Schedule instructional time</p> <p>*Schedule instructional assistants to support targeted learning for K-3 foundational skills and English Language Development</p> <p><b>After school programs</b> will plan for :</p> <ul style="list-style-type: none"> <li>• Supporting grade level essential standards</li> <li>• Childcare</li> <li>• Engagement and meaningful participation in extension activities</li> </ul> <p><b>Engagement/Attendance:</b></p> <ul style="list-style-type: none"> <li>• The district will implement the District Engagement Plan to assure family contacts are continued to be made for students whose barrier is lack of attendance at school.</li> </ul>
	Independent Study and on-site learning will be supported by district and site administrators, Teachers on Special Assignment, Coaches, and through leading from the middle as we progress to utilizing technology to ensure equity as a tool for all for access to a standards based curriculum.	
	<p>After School Programs</p> <p>21<sup>st</sup> Century, ASES, and Migrant after school programs will be considered as essential educational services.</p> <p>After school sports and clubs resume.</p>	

# FISCAL/PROCEDURAL IMPACTS OF COVID-19

## Fiscal Impact of COVID-19

"Schools and teachers deserve credit for quickly adapting to distance learning when schools had to close, but as a teacher, I know firsthand that students learn best in the classroom. The question going forward now is: how do we protect staff, students, and their families' health while ensuring school districts' finances can remain afloat in these dire budget times?" Excerpt from Assembly member Patrick O'Donnell Press Release dated June 29, 2020

Subsequent to this statement, the Arvin Union School District has received significant COVID related funding support to facilitate staffing, materials, safety precautions, infrastructure, technology and expanded learning. Required plans related to these funds are available on the district website [www.arvinschools.org](http://www.arvinschools.org).

- Recognize that workers with ill family members may need to stay home to care for them or provide childcare
- Implement statutory leaves as pertinent to COVID as mandated
- Provide information and training to support job duties and safety including the use of PPE and social distancing recommendations

## Transparency of exposure

The district will follow required governance steps as updated for transparency of exposure and current case rates.

1. Individual staff identified as having a formal exposure will receive notification by phone and email letter regarding their exposure.
2. A general notification to the community with possible connection to an exposure will be sent to those members of the community that the case is related.
3. Public health will be advised of all cases, exposures, and outbreaks within 24 hours.

## Implement workplace controls

\*Policies and procedures available on the district website [www.arvinschools.org](http://www.arvinschools.org)

- Illness and injury prevention plan
- Bloodborne pathogen plan
- Heat related illness plan
- Communicable disease plan
- Covid – 19 Prevention Plan
- COVID-19 School Guidance Checklist
- Reopening Plan

- Mandatory self-check for all staff
- COVID-19 testing available for staff in contact with students or families
- COVID -19 testing available for students attending school
- Provide PPE to all staff and students

## Implement workplace controls

### ONLY AS NECESSARY TO PREVENT SPREAD AT HIGH LEVELS OF CONCERN DURING A SURGE

\* "Implement workplace controls.... Engineering controls involve isolating employees from work related hazards.... Administrative controls require action by the worker or employer. Typically administrative controls are changes in work policy or procedures to reduce or minimize exposure to a hazard... Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard." Guidance On Preparing Workplaces for COVID-19

- Groups are to be limited in size and number to accommodate social distancing
- Transitions are to be limited and supported through designated areas with directional flow of traffic (see site specific maps attached to this plan)
- Provide procedures to limit student mixing – staggered entry and release

## School/Class Closure

## High levels of COVID present

## Physical Attendance

\*Essential personnel /contracted labor only  
\*No visitors unless approved for educational purposes

Consider best delivery of programs and workshops to utilize technology and in-person attendance as best work toward meeting the strategic goals of the district

# Health and Hygiene Procedures /Training

## Utilization of Masks

- Adults to use surgical masks – recommended
- Students to use face coverings – recommended
- 

## Handwashing

- Automatic sinks installed in restrooms.
- Utilize videos posted on the district website for training of staff and students
- Encourage washing for 20 seconds utilizing singing timed songs or counting
- Ensure use of soap
- Leave water running between students for designated wash times to prevent touching of handles
- Utilize classroom and bathroom handwashing stations
- Rooms without sinks will be provided a portable handwashing station at a close location
- Hands are to be washed prior to leaving the room or eating

## Use of hand-sanitizer

- Hands free sanitizer stations constructed by district maintenance staff are to be utilized in each main office, classroom, and restroom area upon entry and exit.
- Individual sanitizer pumps will be available for small office areas and areas of high use (copier, fax)
- Instruction for use will be provided by the adult assigned to the classroom.
- Utilize videos posted on the district website to train

## Water Access

- Water fountains and bottle filling stations will be opened and cleaned regularly following current guidance.

# Identification and Tracing Procedures

Site or program administrators are responsible for responding to information **regarding a positive case**

- Immediately isolate the positive or symptomatic case
- Conduct **group identification** utilizing the COVID Prevention Plan appendices instructions and **form letters** as required
- Inform the district office Human Resources Department
- District staff ensure Public Health reporting of individual cases, contact tracing exposure lists with contact information and testing results, and exposures of over related cases over 3 and over 20 are reported in accordance with current **OSHA** guidance.

Local health department contacts for each school site are the Principal, Vice Principal and nurse. First contact is to be the Principal.

**Students and staff** will receive a recommendation to test **5 days** following exposure. Staff testing positive may be able to conduct their work remotely depending on job duties those unable to work remotely will be assigned applicable leave. Students will be moved to independent study or receive an absence until cleared to return. Exposed staff will receive formal written notification within 24 hours.

Staff will receive their notification by email or copied pages. Parents/students will receive their notification through the district's Parent Square or copied letter.

Personnel, contractors, students, parents, or the larger community that may have been exposed will receive a written general notification to the community stating that an exposure has been identified. Procedures noted in the COVID Prevention Plan will be utilized until further guidance is provided.



# Stable groups – NOT TO BE IMPLEMENTED UNLESS SURGE IS SIGNIFICANT

Maintain student and staff in **stable groups**. Student groups maximize spacing as possible with full student enrollment in classrooms.

Office staff/classified staff <ul style="list-style-type: none"> <li>Staff are to be vigilant about social distancing, not sharing materials, and ensuring safety protocols to prevent spread of COVID.</li> </ul>	Cafeteria Use modified
Dual Immersion <ul style="list-style-type: none"> <li>Students in the two Dual immersion classrooms at each grade level may switch groups but may not mix students.</li> </ul>	95% / intervention groups <ul style="list-style-type: none"> <li>Provided by the homeroom teacher with the assistance of instructional aides. Avoid mixing of groups if at all possible or maintain stable with a pull out teacher if necessary.</li> </ul>
ELD groups <ul style="list-style-type: none"> <li>Provided by the homeroom teacher with the assistance of instructional aides. Avoid mixing of groups if at all possible or maintain stable with a pull out teacher if necessary.</li> </ul>	
Departmentalized groups <ul style="list-style-type: none"> <li>Student master schedules created to promote stable groups.</li> <li>If necessary, teachers rotate rather than students.</li> </ul>	Electives <ul style="list-style-type: none"> <li>Students assigned to the master schedule by elective promoting stable groups to the extent possible throughout the school day.</li> <li>If necessary, teachers rotate rather than students.</li> </ul>

# Closing School Preparedness

## Guiding Considerations:

CLOSING SCHOOL PREPAREDNESS - see page 18 and guidance on School Closure Determinations in January 14, 2021 Guidance from CDPH January 12, 2022 Guidance states, "The foundational principal of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible." **It is not expected that schools will close although Independent Study measures may be put in place. This is precautionary language.**

School Closure Plan	Superintendent	<ul style="list-style-type: none"> <li>*Follow governance directive if given for closure</li> <li>*Inform the school board of details pertinent to possible local closure decision</li> <li>*Hold administrative council to share details with site and program leaders including union representatives</li> </ul>
	School Board	Take local action to close school if full closure – provide guidance for partial closure
	District Communications Personnel	Prepare notifications to family, staff, students
	Cafeteria	Continue to provide grab and go breakfast and lunch meals at identified school site or sites on a daily basis.
	Technology Department	<ul style="list-style-type: none"> <li>*Ensure all students have devices</li> <li>*Ensure all families have internet connectivity</li> <li>*Ensure google hotline is available</li> <li>*Ensure contracts and mandatory governance items are kept up to date</li> </ul>
	Family Resource Center	<ul style="list-style-type: none"> <li>*Ensure google hotline is available</li> <li>*Continue to meet community needs through partnerships as possible ie food distribution, healthcare items, and essential paperwork</li> </ul>
	Maintenance and Operations	<ul style="list-style-type: none"> <li>*MOT Director and leads -Identify areas requiring deep cleaning/disinfection</li> <li>*Custodial Staff-Follow cleaning protocols to deep clean all identified areas</li> <li>*Continue to maintain facilities and yard areas</li> </ul>
	Certificated Staff	<ul style="list-style-type: none"> <li>*Ensure students leave with required instructional materials, devices, and have access to internet connectivity</li> <li>*Continue to meet a minimum of once a week for grade level PLC work following essential standards pacing guides set by the grade level</li> <li>*Identify materials needed for students to take home for remote work and prepare (this is to be instructional material from adopted textbooks to be facilitated online – the district does not plan to support paper packets)</li> <li>*Identify materials for instruction / PLC meetings - ensure these are available for on-site or remote work</li> <li>*Ensure preparedness for loading/scanning/grading work online and conducting daily instruction with the required 4 hour workload mandatory for attendance recording</li> <li>*Take daily attendance</li> <li>*Ensure timelines are met for IEP/504 items</li> <li>*Complete essential paperwork as assigned by administrator including grades, report cards, progress reports, attendance files, catch-up plans, assessment completion, retention forms, grade placement forms, etc.</li> </ul>
	Office staff	Be prepared to work remote or at home with one day notice and time to come to work/pick up materials – keep items organized for transition
	District and site administration/program staff	<ul style="list-style-type: none"> <li>Ensure mandatory governance functions continue</li> <li>*Train parents in use of online meeting format to meet timelines and input requirements</li> <li>*Utilize district programs to gather information to meet staff and family needs through meetings and surveys</li> <li>*Continue function of the program</li> </ul>
	HR department	Ensure list of substitutes is up to date and mandatory timelines are met
	Instructional aides/afterschool program staff/categorical clerks/student success facilitators/campus supervisors	Meet with assigned groups or individual students as assigned during program hours to facilitate and support academic achievement and mental health
	Librarians	<ul style="list-style-type: none"> <li>Ensure Williams Act compliance through textbook distribution</li> <li>Support technology access as devices will be used for content delivery</li> <li>Provide resources to instructional staff to support instruction</li> </ul>



# Resources

District Plans Available

- Arvin Union School District Website [www.arvinschools.com](http://www.arvinschools.com)

Updated Guidance – California Safe Schools for All Hub

<https://schools.covid19.ca.gov/>