

2021-2022 RETURN TO SCHOOL PLANNING GUIDE

BOARD APPROVED UPDATES July 29, 2021

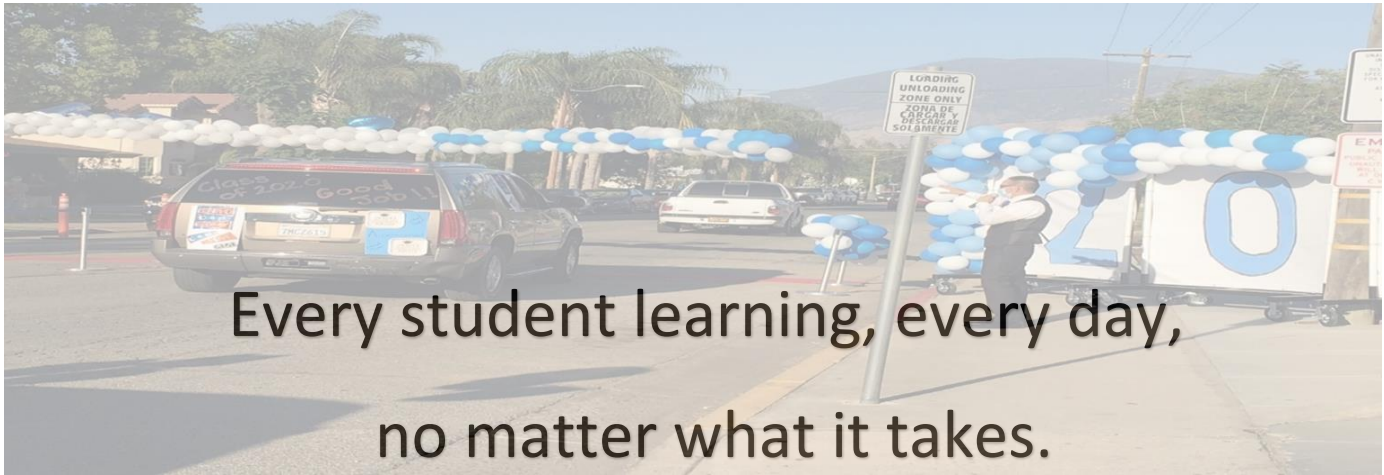


Table of Contents

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	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
	Resources *Site maps and room use also available within each school office.



Guiding Principles

leading planning for 2021-2022



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,

While the cause of uncertain times for the Arvin Union School District, the community of Arvin, and the world around us; COVID-19 has prompted teamwork and a will to overcome unprecedented obstacles. There is finally the opportunity to celebrate coming back together in person while staying true to safety measures and precautions to protect others as well as ourselves.

Significant transformations to structures, tools, outreach, and training within the Arvin Union School District for the short term, and in preparation for the unknown future, have been implemented and will continue to be revised with an eye to innovation as we Return to School.

The Arvin Union School District is committed to returning to school 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, and the input of multiple stakeholders. Parent surveys and staff input have provided key information which have shaped the details of the plan for our Return to School.

Areas considered include:

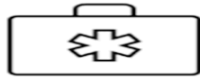
- Health and Safety Measures
- COVID-19 Testing recommendations
- Student Engagement and Achievement
- Operations, Nutrition, and Transportation
- Mental and Emotional Wellness
- Access and Equity
- Fiscal Accountability

This Return to School plan, built on the foundation of Reopening Plans constructed during the 2020-2021 School Year, 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 for returning to school while recognizing this plan will need to be adjusted 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 to safely return to school. The district is committed to making sure there are procedures in place for students and staff. Students and staff will be trained in the new procedures as we begin the return to school.

Per guidance released July 28, 2021, the district will require universal masking in school settings when students are present regardless of vaccination status.

Vaccinated staff, at this time may be unmasked when students are not present and when not congregating in groups, however masking is recommended. Students must wear masks while in school buildings or on a bus. While outdoors, masks are optional for everyone. Surgical masks are requested to be worn by staff in the presence of students.

While 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. This includes students maintaining 3 feet of physical distance from each other during school activities and staff maintaining 6 feet distance from students when feasible as a mitigation strategy.

The district will implement stable grouping within grade levels at each school site whenever possible.

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 mandatory use prior to entering and during time spent on district premises as required. Masks may be pulled down or stored during meals and disposed of in provided paper bags.

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)

Restrict visitors on-campus

Frequently 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 at a minimum.

Utilizing open outdoor space is encouraged.

Maintain student and staff in **stable groups**. Site administrators and teachers are charged with limiting mixing of staff and students to prevent possible infection. Stable groups include middle school classes to the extent possible as well as grade level groups at the elementary level using the following strategies. When possible, staff are to rotate rather than students.

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 as possible
- 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 site maps for movement/area use within school site and entry/egress.

Use social distancing guidelines – staff will be present as assigned by school administrators at the start and the end of each school day for entrance, egress, and assigned to support movement within the school to facilitate minimizing contact and maximizing distancing when possible including placement of desks in classrooms.

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 and to complete the **Stop-it app** verifying no symptoms present prior to reporting to 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.

Given current guidance, testing will continue to be provided as an option for staff when not required by guidance on 2 week cycles 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. Staff shall be notified of the specific testing frequency and procedure. This testing shall be provided to staff at no cost. The District will continuously review the surveillance testing program 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. (travel, quarantine will affect clearance based on vaccination status per CDC/CDPH guidance)

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

CORONAVIRUS DISEASE 2019 (COVID-19)

Domestic Travel RECOMMENDATIONS AND REQUIREMENTS		Not Vaccinated	Fully Vaccinated
Get tested 1-3 days before travel		✓	
Get tested 3-5 days after travel and self-quarantine for 7 days. Self-quarantine for 10 days if you don't get tested.		✓	
Self-monitor for symptoms		✓	✓
Wear a mask and take other precautions during travel		✓	✓



cdc.gov/coronavirus

Student testing, if required, is expected to be conducted.

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 so long as they can be kept physically distant (more than 6 feet apart). If the isolation room is not large enough to accommodate more than one individual with 6 feet of physical distance, multiple isolation rooms shall be used. After an isolation room has been used, it will be appropriately disinfected using the protocols described in this Plan. 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 Contract 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: Beatrice Gray 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 cumulative within a 24-hour period, regardless of face coverings."**

Potential Exposure

- Relocate individual with symptoms and to an isolated quarantine area. Recommend testing
- Contact the parent if this is a child.
- Conduct contact tracing using Appendices of OSHA reporting forms
- Disinfect any areas of potential exposure.
- School / classroom remains open.
- ~~No communication with school community needed.~~

Close contact/
Confirmed Exposure

- Tests from Valencia Lab will be available for immediate testing if an exposure occurs and is known during work hours. Staff and families will be directed to other testing sites after an exposure if after hours notification is given for staff that is not vaccinated. Testing should occur again 5-7 days after close contact denoting a possible exposure.
- Those with confirmed exposures are required to remain at home under quarantine following Public Health/CDPH guidelines for 10 days from last exposure. Exclusion may or may not include the entire stable group pending mitigation information.
- Submit individual case forms and the county contract tracing form within 24 hours to Kern County Public Health. Lists of exposed students and staff will be submitted to the local health department and updated as test results are available.
- Utilize OSHA guidance for an exposure (3 or more) or an outbreak (20 or more) to determine next steps- complete and submit paperwork.
- Work closely with Kern County Public Health to determine if a limited or full school closure is warranted.
- Formally notice individuals and the school community as warranted of their exposure or possible contact including carbon copies to labor representatives. No action needed if exposure did not happen in the school setting.
- Disinfect any areas of exposure following protocols.

Cleared for return

- A written clearance from Public Health or a Doctor
- 10 days after first symptoms if no further symptoms evident for a positive case.
- Those quarantined and who remain asymptomatic are suggested to remain in quarantine for a minimum of 10 days with a recommendation to be tested 5 to 7 days from the last exposure. Testing does not shorten the mandatory 10 day exclusion. Per CDPH quarantine recommendations, staff and students may return after 10 days if asymptomatic and continuing to self-monitor, wear a surgical mask, follow any social distancing requirements, and wash hands often.,

Reporting Positive COVID-19 Case Protocol

Report positive test results as required by applicable law

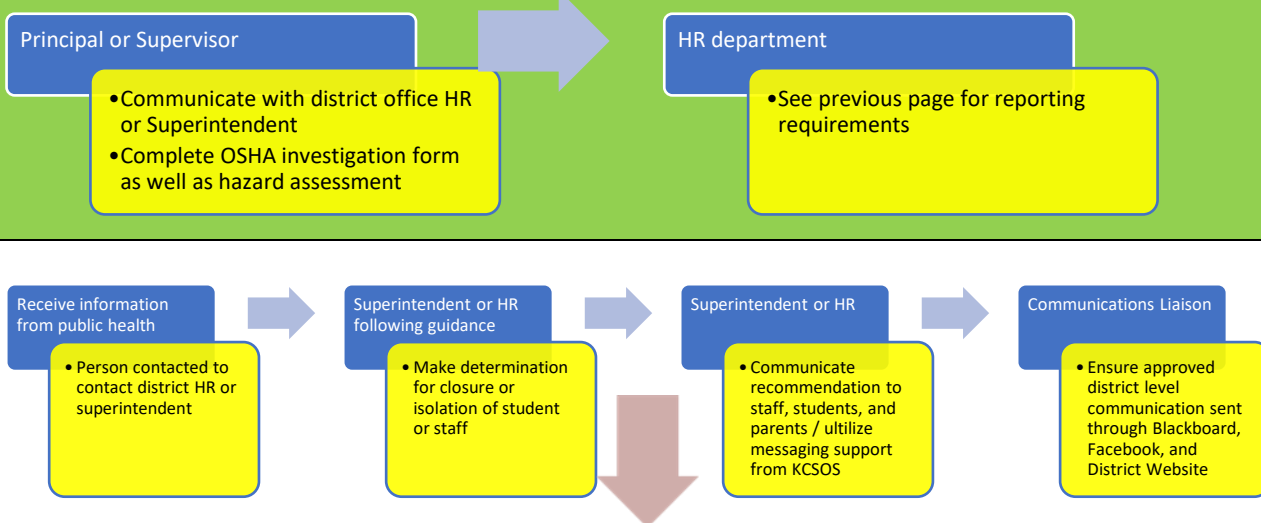
Guiding Considerations:

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."**

In consultation with the local public health officials, the district administration may consider whether classroom or school closure is warranted and the length of time based on the risk level within the specific community as determined by the local public health official. (See current guidance)

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

Community surges and isolation plans



Student and Staff Isolation

Protecting vulnerable populations

Student Plan:

1. Continuity of instruction
 - a. Independent study for quarantine period or until released by public health
 - b. If mandated by physician, provide Distance Learning following (Home / Hospital).
 - c. Provide Independent Study to vulnerable populations
2. Continuity of Meal Programs
 - a. Cafeteria provides a grab and go or, if possible, drop off meal system for the students
3. Continuity of medical, mental health, and social services
 - a. Student success facilitators and attendance clerks communicate with Family Resource Center to provide support
 - b. Social workers and counselor provide services as scheduled
 - c. School nurses continue to check in / monitor medications for need at school or home

Staff Plan:

Work with Human Resources and consult with public health as needed

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 14 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

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 10 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 and 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 10 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

NURSE:

Cheryl Brown
Ricardo Alatraste
Alondra Quintino
Emily Chavarria

ATTENDANCE:

Iliana Diaz/Marilu Carranza
Ana Morales /Sonia Duran
Eduvina Moreno/Anallely Lopez
Rosario Mendez/ Elizabeth Nunez

PHONE NUMBER:

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

“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> <ul style="list-style-type: none"> *Areas unoccupied for 7 days or more need only routine cleaning. *Maintain existing cleaning for outdoor areas <p>Determine how areas will be sanitized/disinfected</p> <ul style="list-style-type: none"> *Consider the type of surface and how often the surface is touched. Prioritize high use areas. *Utilize soap and water for cleaning prior to disinfection <p>*Ensure appropriate PPE is being used</p> <ul style="list-style-type: none"> *Follow guidelines for approved disinfectant use *Follow guidelines for use of sanitizers around staff and students *Follow directions for use as identified for each product <p>Routine cleaning and disinfection</p> <ul style="list-style-type: none"> *Follow directions provided by the MOT Director for scheduled use of materials. To be updated as needed - see memo dated 7/14/20 from Dave Herren and Covid Prevention Plan for listed materials <ul style="list-style-type: none"> * Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible 	<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"> • Conducting daily health assessments • Maximizing social distancing • Utilizing social distancing marks around the school • Wearing of masks/Use of PPE • Handwashing • Use of sanitizer • Use of materials • Riding the school bus (as needed) • Participating in activities (Online and in-person classes, PE, lunch, art, music) 	<p>DEEP CLEANING</p> <ul style="list-style-type: none"> *Conduct deep cleaning of schools/rooms prior to students and staff returning or after a confirmed case *Schedule additional cleanings during weekends and/or school holidays or breaks as needed <p>DAILY CLEANING</p> <ul style="list-style-type: none"> *Desks are to be washed each day with sanitizing soap following lunch or upon student departure *In accordance with CDC guidance, limit sharing electronic devices, toys, books, and other games or learning aides. *Difficult to clean/sanitize items are to be removed. This includes decorative items and items not used for daily instruction, stuffed animals, pillows, blankets, furniture not provided by the school district, etc. <p>Frequently touched surfaces are to be cleaned at least daily</p> <ul style="list-style-type: none"> *Desks, tables, and chairs after lunch or departure *Seats on buses *Counter tops *Door handles <p>Areas to be cleaned following assigned schedule</p> <ul style="list-style-type: none"> *Restroom areas *Handwashing stations <p>Office staff and classroom daily cleaning is to include:</p> <ul style="list-style-type: none"> *keyboards, phones, headsets, copy machines <p>DISINFECTION</p> <p>Probiotic spray will be utilized a minimum of once a week in classrooms and front offices or upon each positive case.</p> <p>Sanitizing cleanser will be utilized for cleaning and disinfecting spray as needed.</p> <p>Soap and water with sanitizer will be used to wash desks and high touch areas following meals.</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.

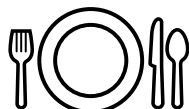


Cleaning

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

Food Service

Breakfast and lunch will be distributed to students following social distancing guidelines set by state and local agencies.



- Meals will ensure limited physical interaction.
- Grab and go meals will be simplified shelf-stable items or items easily packaged to begin the school year – food selections will expand as purchasing and production are possible with staffing and service means.
- Share table use will be suspended for the time being.
- Wagons will be utilized to deliver food to eating areas.
- Meals will be eaten in classrooms and outside eating areas as a first selection. The cafeteria may be utilized to accommodate student numbers/staffing ratio and as fresh cooked food service expands.

Will students continue to receive school meals?

- Community Based Eligibility has been applied for and pending official notification will allow no cost meals to all students / additional grants such as Fresh Fruit and Vegetable are to be reinstated as possible.

Independent Study Distance learning (if required)	Cohort/Concurrent Partial Day (if required)	Physical Attendance
Grab and go meals at designated schools.	Grab and go meals with some students fed on campus and others through grab and go pending school schedules. *Custodians clean after each group eating on campus.	Wagons utilized to deliver food to identified eating areas – rotating lunches with cards to identify meal pick up for each class 10 minutes prior to the meal. *Custodians clean after each group *Utilize outside dining as much as possible



Transportation Practices and Procedures

"In order to practice physical distancing on a school bus, the seating capacity will be reduced. This may necessitate the use of a seating chart to designate which seats are available for use."
CDE Stronger Together

- Given the reduced seating areas, it is highly recommended that students either walk to school or have a parent provide transportation.

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 and disinfect high traffic areas and frequently touched surfaces each day or after each cohort.



SAFETY PRECAUTIONS

Students will be directed to seats by the Transportation Department following social distancing guidance. Students from different schools and classes may ride if socially distanced and wearing masks.

Students must sanitize hands prior to entry to bus.

Students must wear a mask on the bus. 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.

Students will load from the back of the bus and exit from the front of the bus to prevent exposure when possible.

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.

A child will not be accepted onto the bus if showing signs of illness. The school is to be called immediately if no adult is present.

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

Distance Learning (If required)

No bus routes – field trips canceled

Cohort/Concurrent (if required)

Total of 6 routes scheduled to accommodate Special Education students, homeless, overflow students, and country bus students

- Possible addition of 3 routes

No field trips

Physical Attendance

Bus service priority additions in order: Special Education, /TK/K, First Grade, Second Grade /Homeless/Foster

Field trips modified in distance and number of students participating



Family and Community Supports

- The Arvin Union School District will continue to provide support to families throughout the 2020-2021 school year in the following ways:

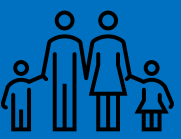


1	FAMILY OUTREACH District liaisons will continue to reach out to families through Blackboard messaging and social media posts. The district and individual school sites welcome questions and will continue to provide support and ask for input through meetings and surveys throughout the 2021-2022 school year. 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	TECHNOLOGY HOTLINES 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">661-854-6524
3	MENTAL HEALTH HOTLINES 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 google # 661-379-7308 or call 854-6661 Bear Mountain Ms. Nava google # 661-376-0591 or call 854-6590 Sierra Vista Ms. Perez google # 661-293-7707 or call 854-6560 Haven Drive Mr. Munoz google # 661-390-9311 or call 854-6540
4	FAMILY RESOURCE CENTER 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">Maria Rivas Main Office Line 661-854-6525Luis Carmona Office 661-854-6525Amalia Leal Office 661-854-6525
5	PARENT SUPPORT 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">Use of the parent portal/Parent SquareUse of Canvas/TEAMS/ZOOMPrograms students will be using in schoolStrategies to help English LearnersStrategies to support reading, language arts, and mathStrategies and support resources to help students emotionally
6	COMMUNITY RESOURCES/PARTNERS 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"> Regular check-ins with students Frequent check-ins with parents to build connections with families Synchronous learning time with face-to-face virtual instruction 	<ul style="list-style-type: none"> Continue to implement PBIS and Safe School Ambassadors Conduct California Healthy Kids Surveys for students, parents, and staff Frequent student check-in
	ROUTINES AND SCHEDULES	<ul style="list-style-type: none"> Provide a regular schedule and routine for predictability during uncertain times. Teachers and Parents can focus on a daily schedule, organizational skills, and clear expectations for distance learning 	<ul style="list-style-type: none"> Develop schedules to support students and staff with daily schedule implementation Review and act upon A2A data Input, review, and act upon Schoolwise Attendance Data Conduct SART's
	SOCIO-EMOTIONAL SUPPORT	<ul style="list-style-type: none"> Watch for Signs of Suicide Watch for signs of Child Abuse, hunger, fatigue, depression Social Workers and Haven Drive counselor support students and families as identified 	<ul style="list-style-type: none"> Initiate RULER training and implementation to support Socio-Emotional Learning Implement MTSS (multi-tiered systems of support) Watch for Signs of Suicide Watch for Child Abuse
Distance Learning -if needed		Cohort/Concurrent Partial Day – if required	Physical Attendance
<ul style="list-style-type: none"> Online contacts through Teams/Zoom Home visits Phone calls 		<ul style="list-style-type: none"> Continue online contacts Home visits Phone calls Meet in person as possible 	<ul style="list-style-type: none"> Small and large groups of students with similar needs Home visits Phone calls

Student Intervention and Support Services

WHAT IS A STUDENT INTERVENTION AND SUPPORT SYSTEM?

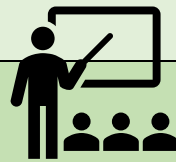
*A way of organizing instruction to help all students based on their individual needs. The system provides a framework to help educators by providing information / data to identify students who would benefit from various levels of intervention or extension.

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.

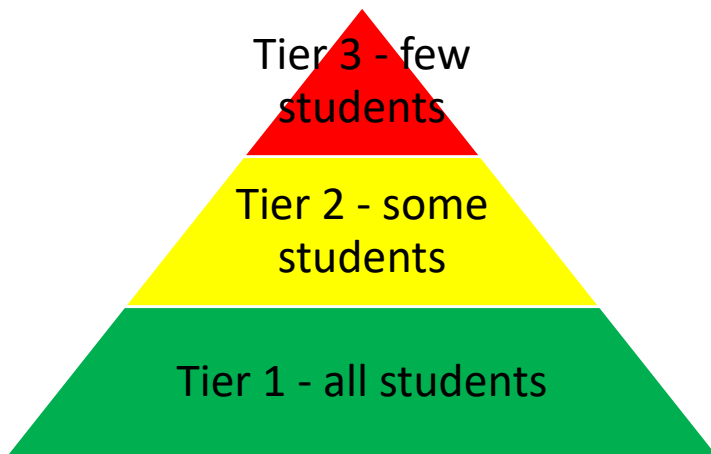
HOW DO I KNOW WHAT SERVICES ARE AVAILABLE OR FIND OUT WHAT SERVICES MY CHILD IS RECEIVING?

- 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


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 12th by Thought Leaders]

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

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
COVID Level	Substantial spread or governance regulations indicating action			Minimal to moderate spread or governance regulation indicating action	Very minimal to no spread
School Status	Full School Closure Due to Outbreak 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 – 14 day closure if cases continue to be identified or data supports closure *within 14 days, an outbreak occurred in 25% or more of groups on campus *within 14 day period, at least 3 outbreaks and more than 5% of school population is infected Unable to “reopen” under guidance but able to provide cohorts: Implement at all schools with maximum Cohort Groups of 16 – may include more than one adult if the total is under 16 Targeted closures – Classrooms, offices, and school sites will be closed following most current regulatory guidance if a positive case/cases are identified and have been identified as causing an exposure leading to continued cases or symptoms.			Return of students to school -method to be determined by amount of spread with consideration for phased in return if allowable Partial Closure Due to Outbreak in a Classroom or Grade 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 – 14 day closure if cases continue to be identified or data supports closure *within 14 days, an outbreak occurred in 25% or more of groups on campus *within 14 day period, at least 3 outbreaks and more than 5% of school population is infected Unable to “reopen” under guidance but able to provide cohorts: Implement at all schools with maximum Cohort Groups of 16 – may include more than one adult if the total is under 16 Targeted closures – Classrooms, offices, and school sites will be closed following most current regulatory guidance if a positive case/cases are identified and have been identified as causing an exposure leading to continued cases or symptoms.	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
Response	Extended Closure	Short term or targeted closure	Cohort Groups	Facilities open with modifications to transportation, food service, facility use, instruction, and on-site work expanded beyond essential workers	All buildings opened for business - possible modifications to services
Instruction Model	Distance Learning if allowed for district, school, or classroom affected with targeted support provided to identified students per cohort guidance or if under a full closure order all students will be served through distance learning.			Teachers provide instruction to students in-person and those possibly off site Any modification to the instructional schedule will be included in plan addendums. Independent study to be provided to all families requesting this instructional model .	Physical attendance at school
Action to be taken as determined by local districts along with health officials	Close building for 100% Distance Learning	Close for building cleaning Or Identify, isolate, and disinfect specific areas	Provide targeted instruction to identified students meeting high need criteria	Pending guidance Cohorts Grades PreK-8 will be added as safe to do so with a focus on English Learners, foster, homeless, and students identified as low-socioeconomic. Groups led by certificated teachers will return in sequential order. Assessment cohorts for state testing will be implemented as scheduled by site teams in no particular grade order. Reopening as defined as serving an entire grade level of students given the option to attend in person will be phased in by grade levels beginning with grade TK/K and implemented sequentially through the grade levels. Implementation will begin as required following notification of the required COVID levels being met.	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 within 30 days of enrolling in the program. Failure to follow contract agreements may result in discontinuation of independent study services and require attendance in person.

DISTANCE LEARNING MODEL BASICS (if required)

Full distance learning may be an outcome of future outbreaks.

- 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. Cohort services and a partnership with the City of Arvin for bus wifi are also opportunities to provide internet service.

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 attend school through online instruction or possible small groups if allowed under guidance. 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.
- Distance learning classes are constructed to provide instruction to students through synchronous (virtual face to face) instruction utilizing standards-based district curriculum and CANVAS as a learning delivery platform. Teachers will deliver lessons through Zoom or TEAMS and utilize I-Ready or STAR Renaissance as diagnostic assessments/learning supports.

ITEMS TO BE CONTINUED IN COHORTS – in the case of future outbreaks and possible guidance

- 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.
- 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

CLEVER	CANVAS
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.
VIDEO CONFERENCING ZOOM / TEAMS	FIRST THROUGH SIXTH GRADE I-READY/ I-STATION /Renaissance STAR
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.
PBIS REWARDS	
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 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	<p>District / school considerations</p> <p>Distance 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>	<p>*Chromebook and Wifi equipment distribution</p> <p>*Meals accommodations</p> <p>*Grade levels will meet following safety measures or virtually to plan and consider delivery of instruction including pacing, student work requirements, grading, and assessment utilizing:</p> <ul style="list-style-type: none"> • District assessment calendar • IAB's as the foundation of instructional rigor • Results from I-Ready, 95%, Renaissance, Standards Mastery, and district or grade level assessments to guide grouping and instruction. • Results from ELD formative assessments/ELPAC to fill known gaps in student learning. <p>*Grade levels will plan for and deliver/participate in:</p> <ul style="list-style-type: none"> • Ensuring classroom management and safe practices • Providing in-person and virtual (as needed) standards-based and/or content appropriate instruction utilizing CANVAS as the primary platform • Teachers will establish daily office hours for distance learning support if needed • Continuity among sites for rigor, delivery, and timing • CFA's will continue to be administered • Hold PLC meetings on Mondays <p>Teacher responsibilities:</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>After School Programs</p> <p>21st Century, ASES, and Migrant after school programs will be considered as essential educational services.</p> <p>Until such time as public health guidance provide a positive viewpoint, no after school sports/clubs/or large gatherings will be scheduled.</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>School sites:</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>After school programs will plan for :</p> <ul style="list-style-type: none"> • Ensuring social distancing and stable groups • Supporting grade level essential standards • Childcare <p>Engagement/Attendance:</p> <ul style="list-style-type: none"> • 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.

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

- 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 stating the date and location of their exposure and next steps.
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. Current case rates will be reported to governing officials as guidance becomes available and then posted on the district website.
4. 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

- 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

* "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
- Limit deliveries to departments or offices only

Distance Learning

- *No non-essential visitors
- *Protocols in place for distribution of materials
- *Essential deliveries only

Cohort/Concurrent Instruction Partial Day

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

Physical Attendance Concurrent/ Full Day

- Hold governance meetings in-person
- Allow limited numbers of visitors -essential only

Health and Hygiene Procedures /Training

Utilization of Masks

- Adults to use surgical masks as required
- Students to use face coverings
- Change mask mid-day
- Store/discard in brown paper bag
- Utilize videos posted on the district website for training of staff and students for mask use and removal

Handwashing

- 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 are currently shut off and students/staff are encouraged to bring their own water bottle to refill in district filtered water refill stations. Refillable water bottles will be made available to all students at the beginning of the school year.

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 contact tracing utilizing the COVID Prevention Plan appendices instructions and forms
- 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 3 and over 20 are reported in accordance with current guidance.

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

Staff, students, or visitors identified as having been **exposed** will be called in-person to initiate the recommendation to be tested immediately. In addition, staff will receive a recommendation to test 5 to 7 days following exposure. Staff able to conduct their work remotely may be allowed to do so and 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 individuals will receive formal written notification within 24 hours.

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

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

Maintain student and staff in **stable groups**. Student groups will be reviewed in attempts to maximize 3 foot social distancing as class sizes increase to 100%.

Office staff <ul style="list-style-type: none"> While under emergency guidance, office staff are to remain on an A/B or preset schedule to prevent mixing 	Grab and Go – if remote <ul style="list-style-type: none"> Staff are to be assigned in clustered groups which may not then mix with other site or district groups in person while under cohort guidance Staff serving students in person are not to be used for grab and go services
Dual Immersion <ul style="list-style-type: none"> Students in the two Dual immersion classrooms at each grade level may switch groups but may not mix students. 	95% / intervention groups <ul style="list-style-type: none"> 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.
ELD groups <ul style="list-style-type: none"> 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. 	Cohort/Assessment Groups (if required) <ul style="list-style-type: none"> Stable groups of students with no more than 16 individuals who are meeting for targeted supports and intervention services up to 25% enrollment size. Cohorts may include more than two adults, provided the total size of the cohort does not exceed 16 individuals. Cohorts are not to interact with each other. Students brought to school for cohorts or group testing may not return with another group until 14 days have passed since the last day with the group. Staff meetings must be done remotely Everyone must wear face coverings and maintain 6 feet distancing.
Departmentalized groups <ul style="list-style-type: none"> Student master schedules created to promote stable groups. If necessary, teachers rotate rather than students. 	Electives <ul style="list-style-type: none"> Students assigned to the master schedule by elective promoting stable groups to the extent possible throughout the school day. If necessary, teachers rotate rather than students.

MOVEMENT AROUND CAMPUS

Classroom desk seating alternates A/B seating with 3 feet between as possible	Arrows are placed to mark directionality of hallway usage throughout areas utilized at each campus if unable to socially distance upon return
Bus seats - 2 students to a seat	Bathroom, recess, and other scheduled events are staggered.
Tables have been purchased and placed for outside dining.	Sick rooms are identified.
Staff follow protocols to check for mail in one-way directions as scheduled.	Surveillance testing and screening have set protocols for distancing.
Campuses identify gates for use by grade level or bus transportation and have social distancing measures in place.	Bathroom usage will be limited to one person for each stall/sink and remainder of students wait outside on marked dots. Students are reminded of the need to socially distance while washing hands.

Closing School Preparedness

Guiding Considerations:

CLOSING SCHOOL PREPAREDNESS - see page 18 and guidance on School Closure Determinations in January 14, 2021 Guidance from CDPH

School Closure Plan	Superintendent	<ul style="list-style-type: none"> *Follow governance directive if given for closure *Inform the school board of details pertinent to possible local closure decision *Hold administrative council to share details with site and program leaders including union representatives
	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"> *Ensure all students have devices *Ensure all families have internet connectivity *Ensure google hotline is available *Ensure contracts and mandatory governance items are kept up to date
	Family Resource Center	<ul style="list-style-type: none"> *Ensure google hotline is available *Continue to meet community needs through partnerships as possible ie food distribution, healthcare items, and essential paperwork
	Maintenance and Operations	<ul style="list-style-type: none"> *MOT Director and leads -Identify areas requiring deep cleaning/disinfection *Custodial Staff -Follow cleaning protocols to deep clean all identified areas *Continue to maintain facilities and yard areas
	Certificated Staff	<ul style="list-style-type: none"> *Ensure students leave with required instructional materials, devices, and have access to internet connectivity *Continue to meet a minimum of once a week for grade level PLC work following essential standards pacing guides set by the grade level *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) *Identify materials for instruction / PLC meetings - ensure these are available for on-site or remote work *Ensure preparedness for loading/scanning/grading work online and conducting daily instruction with the required 4 hour workload mandatory for attendance recording *Take daily attendance *Ensure timelines are met for IEP/504 items *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.
	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"> Ensure mandatory governance functions continue *Train parents in use of online meeting format to meet timelines and input requirements *Utilize district programs to gather information to meet staff and family needs through meetings and surveys *Continue function of the program
	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"> Ensure Williams Act compliance through textbook distribution Support technology access as devices will be used for content delivery Provide resources to instructional staff to support instruction



Resources

District Plans Available

- Arvin Union School District Website www.arvinschools.com

Updated Guidance

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Masking Guidance

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>

Guidance is updated frequently – please refer to most recent guidance at

<https://www.cdph.ca.gov>

Additional Guidance

- <https://schools.covid19.ca.gov>
- COVID-19 and Reopening in-Person instruction Framework and Public Health Guidance for K-12 Schools in California, 2020-2021 School Year released January 14, 2021
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf
- CDC Interim Guidance for Preventing Spread www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-prent-spread.html.
- Public Health Reporting guidance https://kern.org/wp-content/blogs.dir/4/files/sites/4/2020/10/Positive-Case-Guidance_CDPH_Oct-8-1.pdf