

## American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

### Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): [https://oese.ed.gov/files/2021/05/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

### Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov). Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Arvin Union Elementary School District

Option for ensuring safe in-person instruction and continuity of services:  
has developed a plan

1. Please choose one:

- ☒ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- ☐ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

The Arvin Union School District received notification from Kern County Public Health on March 3, 2021 that the COVID safety plan submitted on March 3rd, 2021 had been approved utilizing the documents that are currently posted at <https://www.arvinschools.com/Content/170>. This plan was forwarded to CDPH K-12 Safety Review however, the district received a notification acknowledging the safety plan submission which stated that at that time the safety review process had been retired.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.



# COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA  
**ALL**

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which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

☒ **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

Cohorts: max 16      Reopening 75% of class expanding to full

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If you have departmentalized classes, how will you organize staff and students in stable groups?

Students remain in stable groups with staff to rotate or present virtually.

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If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

PE conducted with individual classes . Electives presented virtually.

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☒ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

☒ **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

☒ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

☒ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.



☒ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

☒ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☒ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☒ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: Arvin Teachers Assoc./CSEA

Date: 02/02/2021

☒ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: District Advisory/EL Committee

Date: 01/21/2021

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

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### **For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

☒ **Local Health Officer Approval:** The Local Health Officer, for (state County) California, Kern County. County has certified and approved the CRP on this date: March 3, 2021. If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

### **Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

# **COVID-19 Prevention Program (CPP)**

## **Arvin Union Elementary School District**

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

**Date:** December 23, 2020

### **Authority and Responsibility**

The District Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

### **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the Appendix A: Identification of COVID-19 Hazards form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the Appendix B: COVID-19 Inspections form as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

### **Employee Participation**

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

reporting to their immediate supervisor or union representative who are expected to immediately contact the District Superintendent. In addition, Appendix A and B of this plan will be utilized by site safety teams to identify any possible hazards for remedy.

COVID-19 Prevention Program

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## Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.

A week's worth of face masks were provided to each employee at the beginning of the school year. Disposable surgical masks (a minimum of 2 per day) are now being provided to all staff working on campus. In addition, plastic shields were purchased and have been distributed to those staff working directly with the public or with students. Sufficient quantities of face coverings are kept in storage at our warehouse to replace masks or shields as needed. Staff are expected to wash their own masks to prevent cross-contamination and support the security of having a set of personal masks. Employees encountering non-employees not wearing face coverings are expected to state the requirement for entering with a face covering and to offer one if the non-employees do not have a face covering available.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons.

## Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

Plastic partitions have been made available to provide an additional level of protection between the public and office/assessment staff and are set up in all offices. Large plastic dividers on rollers are provided to separate office staff sitting in close proximity as well as to provide an extra layer of protection for classroom staff who select to use when in class with students.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Encouraging staff to open doors and windows when possible.
- Utilizing separate classroom heating/cooling units with individual filters throughout the majority of campuses to circulate outside air through rooms.
- Utilize computer-based ventilation software to adjust temperature and air flow supported by an district employed HVAC technician.

3. Z Bioscience Multi-Task – Probiotic Cleaner
4. Z Bioscience Max Degreaser – Probiotic Cleaner
5. Caresour Alcohol Wipes – 75% Alcohol Solution
6. Facilipro Concentrated 34 - Floor Cleaner (for restroom caddy)
7. Facilipro Concentrated 93 – Bathroom Cleaner (for restroom caddy)

### **Shared tools, equipment and personal protective equipment (PPE)**

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by:

utilizing provided sanitizing wipes or spray as appropriate. This includes shared items such as microwaves, refrigerators, office copiers, fax machines, and postage meters. Items shared are to be disinfected prior to and after use. In addition, the cleaning crew will spray probiotic mist on an assigned schedule of no less than once per week and more often for high use areas.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

### **Hand sanitizing**

In order to implement effective hand sanitizing procedures, we:

have evaluated handwashing facilities at each campus and office with assigned areas and groups for use. Additional measures include:

- Encourage and allow time for employee handwashing.
- Providing employees with an effective hand sanitizer in all rooms and offices and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds every time they wash.
- Have evaluated handwashing facilities and purchased mobile hand-washing stations for use at each site in portables without running water and/or outside areas as needed.
- Hands free hand sanitizing stations have been constructed by district maintenance staff for various office areas.

### **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. [reference section 3205(c)(E) for details on required respirator and eye protection use.]



- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing:

Where testing is not required but an employee has symptoms and voluntarily selects to be tested to ensure the safety of themselves and others there are various options. Employees can access COVID-19 testing through multiple locations in Bakersfield. Another option is to utilize employee health plans to access testing through a physician or medical center.

- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.

In the event a situation requires testing due to an employee exposure, staff will be released during working hours to be tested and provided a Valencia Lab Kit. In addition, staff may be released during work hours to utilize insurance plans for testing in a physician's office or medical center. During a scenario with multiple COVID-19 cases or a major outbreak, the district office staff will contact Public Health providing required documentation of testing and results for individual cases, contact tracing, and when the testing is in response to CCR Title 8 section 3205.1, Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks.

- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

The Human Resources Department has communicated methods of surveillance testing, locations of test sites, and suggestions for rapid test support.

Emails are periodically sent to all district personnel sharing guidelines and procedures to mitigate hazards and to reinforce COVID-19 policies and procedures.

Letters are sent to staff indicating exposures and relating how to provide protection to themselves and others to control hazards.

Implementation of the COVID-19 Inspections and Appendix A; Identification of COVID-19 Hazards will provide information which will be openly shared with staff.

## **Training and Instruction**

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Prior to this guidance and Appendices, the district has utilized, and will continue to utilize, forms provided by Kern County Public Health in addition to provided OSHA compliant forms provided by Schools Legal Service for required reporting.

### Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  - At least 24 hours have passed since a fever of 99.5 or higher has resolved without the use of fever-reducing medications.
  - COVID-19 symptoms have improved.
  - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

Georgia Rhett

Title of Owner or Top Management Representative



Signature

UPDATED 3/1/21

Date



## Appendix B: COVID-19 Inspections

Date:

Name of Person Conducting the Inspection:

Work Location Evaluated:

| Exposure Controls  | Status | Person Assigned to Correct | Date Corrected |
|--|--------|----------------------------|----------------|
| <b>Engineering</b>   |        |                            |                |
| Barriers/Partitions  |        |                            |                |
| Ventilation (amount of fresh air and filtration maximized) |        |                            |                |
| Additional room air filtration                             |        |                            |                |

| Exposure Controls  | Status | Person Assigned to Correct | Date Corrected |
|--|--------|----------------------------|----------------|
| <b>Administrative</b>  |        |                            |                |
| Physical distancing  |        |                            |                |
| Surface cleaning and disinfection (frequently enough and adequate supplies)                  |        |                            |                |
| Hand washing facilities (adequate numbers and supplies)                                      |        |                            |                |
| Disinfecting and hand sanitizing solutions being used according to manufacturer instructions |        |                            |                |

| Exposure Controls                                 | Status | Person Assigned to Correct | Date Corrected |
|---|--------|----------------------------|----------------|
| <b>PPE (not shared, available and being worn)</b> |        |                            |                |
| Face coverings (cleaned sufficiently often)       |        |                            |                |
| Face shields/goggles                              |        |                            |                |
| Respiratory protection                            |        |                            |                |

|   |   |   |  |
|---|---|---|--|
| <b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b> |   |   |  |
| <b>All employees who may have had COVID-19 exposure and their authorized representatives.</b>   | <b>Date:</b>                                    |   |  |
|   | <b>Names of employees that were notified:</b>   |   |  |
| <b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b>   | <b>Date:</b>                                    |   |  |
|   | <b>Names of individuals that were notified:</b> |   |  |
| <b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b>   |   | <b>What could be done to reduce exposure to COVID-19?</b> |  |
| <b>Was local health department notified?</b>  |   | <b>Date:</b>  |  |

\*Should an employer be made aware of a non-employee infection source COVID-19 status.



## **Additional Consideration #1**

### **Multiple COVID-19 Infections and COVID-19 Outbreaks**

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

#### **COVID-19 testing**

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
  - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
  - We will provide additional testing when deemed necessary by Cal/OSHA.

#### **Exclusion of COVID-19 cases**

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria** requirements, and local health officer orders if applicable.

#### **Investigation of workplace COVID-19 illness**

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

#### **COVID-19 investigation, review and hazard correction**

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.
- Updating the review:
  - Every thirty days that the outbreak continues.
  - In response to new information or to new or previously unrecognized COVID-19 hazards.
  - When otherwise necessary.

## **Additional Consideration #2**

### **Major COVID-19 Outbreaks**

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

#### **COVID-19 testing**

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

#### **Exclusion of COVID-19 cases**

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our **COVID-19 Exclusion of COVID-19 Cases and Return to Work Criteria**, and any relevant local health department orders.

#### **Investigation of workplace COVID-19 illnesses**

We will comply with the requirements of our **Investigating and Responding to COVID-19 Cases**.

#### **COVID-19 hazard correction**

In addition to the requirements of our **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

#### **Notifications to the local health department**

We will comply with the requirements of our **Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department**.



2020-2021

# RETURN TO SCHOOL PLANNING GUIDE

MARCH DRAFT, 2021

BOARD APPROVED

6/22/21





## Guiding Principles leading planning for 2020-2021



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 environments affected by distance learning.



Utilize resources and focus on communication to the fullest capacity.



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

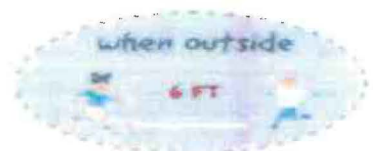




"The **health and safety** of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. The Arvin Union School District will work in collaboration with local health officials in making the decision to safely reopen. The 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 current guidance, all staff are to wear surgical masks and students must wear cloth face coverings or face shields while at school or on a bus, maintain 6 feet of physical distance during school activities, and implement stable grouping.

### KEEP SPACE BETWEEN YOU AND OTHERS



ask your community leader

# 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.

**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. Masks are to be stored during meals and disposed of in provided paper bags to each individual daily.

**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 monthly when area is in use or if a positive case was identified in the room and the district will be installing ionization elements.

Utilize open space as possible and open doors for fresh air

Maintain student and staff in **stable groups**. Recommended group sizes begin at 6 to 8 for initial cohorts, expanded cohort sizes may increase to 16 under cohort status, increasing to 75% in a class when reopening is initially possible.

**Utilize designated areas and materials** to prevent mixing including the following strategies.

- Modify school schedules at each site for on-site activities to ensure stable groups
- Modify service of food to utilize outside space with assigned tables or eating in the isolated classroom
- Stagger PE, recesses, lunch, transition areas, and times
- Identify a sick room to minimize contact
- Refrain from holding assemblies or large gatherings until safe
- Cancel field trips until safe
- Ensure **separation** of school belongings
- Assigned bus seats by transportation department

**Utilize site maps (Appendices in this plan) 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 ensure that 6 foot distancing is maintained including placement of desks in classrooms.

## 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: 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.
- Contact the parent if this is a child.
- Conduct contact tracing using Appendices of OSHA reporting forms
- Send potentially exposed staff and students home until the district can confirm or deny exposure status.
- Disinfect any areas of potential exposure.
- Communicate the confidential exposure and precautions taken to those affected utilizing letters from Schools Legal Service.

### 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. Recommend testing 5-7 days after exposure also.
- Those with confirmed exposures are required to remain at home under quarantine following Public Health/CDPH guidelines
- 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.
- 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 14 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 all social distancing requirements of 6 feet and wash hands often.



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



"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"> <li>*Areas unoccupied for 7 days or more need only routine cleaning.</li> <li>*Maintain existing cleaning for outdoor areas</li> </ul> <p>Determine how areas will be sanitized/disinfected</p> <ul style="list-style-type: none"> <li>*Consider the type of surface and how often the surface is touched. Prioritize high use areas.</li> <li>*Utilize soap and water for cleaning prior to disinfection</li> </ul> <ul style="list-style-type: none"> <li>*Ensure appropriate PPE is being used</li> <li>*Follow guidelines for approved disinfectant use</li> <li>*Follow guidelines for use of sanitizers around staff and students</li> <li>*Follow directions for use as identified for each product</li> </ul> <p>Routine cleaning and disinfection</p> <ul style="list-style-type: none"> <li>*Follow directions <b>provided</b> by the MOT Director for <b>scheduled</b> use of materials. To be updated as needed - see memo dated 7/14/20 from Dave Herren and Covid Prevention Plan for listed materials</li> </ul> <ul style="list-style-type: none"> <li>*Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible</li> </ul> | <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>• Social distancing with 6 foot distance</li> <li>• Utilizing social distancing marks around the school</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 (Online and in-person classes, PE, lunch, art, music)</li> </ul> | <p><b>DEEP CLEANING</b></p> <ul style="list-style-type: none"> <li>*Conduct <b>deep</b> cleaning of <b>schools/rooms</b> prior to students and <b>staff returning</b> or after a confirmed <b>case</b></li> <li>*<b>Schedule</b> additional cleanings during weekends and/or school <b>holidays</b> or breaks as <b>needed</b></li> </ul> <p><b>DAILY CLEANING</b></p> <ul style="list-style-type: none"> <li>*Desks are to be washed each day with sanitizing soap <b>following</b> lunch <b>or upon</b> student departure</li> <li>*In <b>accordance</b> with CDC guidance, avoid sharing <b>electronic devices</b>, toys, books, and other games or learning aides.</li> <li>*Difficult to clean/sanitize items are to be <b>removed</b>. This includes <b>decorative</b> items and items not <b>used</b> for daily instruction, stuffed animals, pillows, blankets, etc.</li> <li>Frequently <b>touched</b> surfaces are to be <b>cleaned /disinfected</b> at least daily</li> <li>*Desks, <b>tables</b>, and chairs after lunch or <b>departure</b></li> <li>*Seats on buses</li> <li>*Counter tops</li> <li>*Door handles</li> </ul> <p><b>Areas to be cleaned following assigned schedule</b></p> <ul style="list-style-type: none"> <li>*Restroom areas</li> <li>*Handwashing stations</li> </ul> <p>Office staff and <b>classroom</b> daily <b>cleaning</b> is to <b>include</b>:</p> <ul style="list-style-type: none"> <li>*keyboards, phones, headsets, copy machines</li> </ul> <p><b>DISINFECTION</b></p> <p>Probiotic spray will be utilized once a week in distance learning rooms, daily in front offices and classrooms with cohorts or upon each positive case.</p> <p>Probiotic cleanser will be utilized for cleaning and sanitizing spray as <b>needed</b>.</p> <p>Soap and water with sanitizer will be used to wash desks and high touch areas following meals.</p> |





## 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 assigned seats by the Transportation Department following social distancing guidance. Students from different schools and classes may ride if separated by group and do not mix.

Students must sanitize hands prior to entry to bus and upon exit.

Students must wear a mask on the bus. If they arrive without a mask, one will be provided for them.

Windows will be opened on busses as weather permits 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.

Students must pass a temperature screening (administered by trained bus aides) as well as the daily health check (completed by parents) prior to admittance to the bus. A child will not be accepted onto the bus if showing signs of illness.

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

### Distance Learning

No bus routes – field trips canceled

### Cohort/Concurrent

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 expanded from cohort as staff, buses, and seat space available given required accommodations for social distancing  
Priority additions in order: TK/K, First Grade, Second Grade






# 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." GDE Stronger Together A Guidebook for the Safe Reopening of California's Public Schools

The district will continue to support:

|  |                         | HOME   | SCHOOL  |
|--|-------------------------|--|---|
|   | RELATIONSHIPS           | <ul style="list-style-type: none"> <li>• Daily check-ins with students</li> <li>• Frequent check-ins with parents to build connections with families</li> <li>• Synchronous learning time with face-to-face virtual instruction</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> </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> </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 data</li> <li>• Input, review, and act upon Schoolwise Attendance Data</li> <li>• Conduct SART's</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)</li> <li>• Train on Signs of Suicide</li> <li>• Train on Child Abuse Reporting</li> </ul> |
| Distance Learning  |                         | Cohort/Concurrent Partial Day  | Physical Attendance   |
| <ul style="list-style-type: none"> <li>• Online contacts through Teams/Zoom</li> <li>• Home visits</li> <li>• Phone calls</li> </ul> |                         | <ul style="list-style-type: none"> <li>• Continue online contacts</li> <li>• Home visits</li> <li>• Phone calls</li> <li>• Meet in person as possible</li> </ul>   | <ul style="list-style-type: none"> <li>• Small and large groups of students with similar needs</li> <li>• Home visits</li> <li>• Phone calls</li> </ul>   |



### 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 ]

### Equity And Access



Ensure regular communication to all stakeholders

1. Ensure communication is translated for groups of 15% or more requiring translation
2. Utilize the District Facebook page, District website, Blackboard, 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

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

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.



# INSTRUCTION

## COHORT/CONCURRENT MODEL BASICS

Students began the school year with distance learning on August 6, 2020 and continued with distance learning until cohorts were implemented in late fall. As Kern County restrictions initially meet the requirements for students returning to school, targeted students began to attend school assigned to a cohort model. When Kern County is allowed to open school, the cohort model will transition to in-person concurrent instructional model for identified grade levels within 2 weeks of notification. Students will follow the course schedule and daily school schedule implemented during full distance learning.

- Cohort classes are constructed to provide targeted support to students including both in person support and distance learning instruction and will be conducted concurrently with distance learning.
- In-person instruction will follow a concurrent model with teachers teaching groups of students in person and the rest of the class virtually following the 2020-2021 instructional schedule (to be modified to accommodate state testing and compliance assessment).

### ITEMS TO BE UTILIZED ALSO IN 100% DISTANCE LEARNING

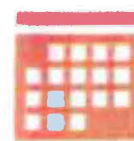
- Students will have required remote learning assignments each day to support and extend in-person or synchronous instruction.
- Teachers will monitor and record mandatory attendance. Students missing school may be considered truant and site staff will follow up on unexcused absences.
- Monday afternoons will be set aside for teacher planning, PLC time and professional development.
- Tuesday through Friday afternoons will include office hours, small group instruction, 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<br>ZOOM / TEAMS   | FIRST THROUGH SIXTH GRADE<br>I-READY   |
| 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. | I-Ready is an online program for reading and 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

## MIDDLE SCHOOL

Groups and schedules for cohort to be determined by department and school sites based as enrollment conditions allow for expansion.

|                      |   |                    |   |
|----------------------|---|--------------------|---|
| <b>7:45-7:50</b>     | <p>* Complete Wellness survey prior to entrance to campus.</p> <p>* Set up for Online, synchronous learning</p> <p>* SEL lessons during P.E.</p>  | <b>7:45-7:50</b>   | <p>* Complete Wellness survey prior to entrance to campus.</p> <p>* Set up for Online, synchronous learning</p>   |
| <b>7:50-8:20</b>     | <b>1st Period</b>   | <b>7:50-8:20</b>   | <b>1st Period</b>   |
| <b>8:20-8:25</b>     | Transition out of previous period into the next period  | <b>8:20-8:25</b>   | Transition out of previous period into the next period  |
| <b>8:25-8:55</b>     | <b>2nd Period</b>   | <b>8:25-8:55</b>   | <b>2nd Period</b>   |
| <b>8:55-9:00</b>     | Transition out of previous period into the next period  | <b>8:55-9:00</b>   | Transition out of previous period into the next period  |
| <b>9:00-9:30</b>     | <b>3rd Period</b>   | <b>9:00-9:30</b>   | <b>3rd Period</b>   |
| <b>9:30-9:35</b>     | Transition out of previous period into the next period  | <b>9:30-9:35</b>   | Transition out of previous period into the next period  |
| <b>9:35-10:05</b>    | <b>4th Period</b>   | <b>9:35-10:05</b>  | <b>4th Period</b>   |
| <b>10:05-10:10</b>   | Transition out of previous period into the next period  | <b>10:05-10:10</b> | Transition out of previous period into the next period  |
| <b>10:10-10:40</b>   | <b>5th Period</b>   | <b>10:10-10:40</b> | <b>5th Period</b>   |
| <b>10:40-10:45</b>   | Transition out of previous period into the next period  | <b>10:40-10:45</b> | Transition out of previous period into the next period  |
| <b>10:45-11:15</b>   | <b>6th Period</b>   | <b>10:45-11:15</b> | <b>6th Period</b>   |
| <b>11:15-11:20</b>   | Transition out of previous period into the next period  | <b>11:15-11:20</b> | Transition out of previous period into the next period  |
| <b>11:20-11:50</b>   | <b>7th Period</b>   | <b>11:20-11:50</b> | <b>7th Period</b>   |
| <b>11:50 - 12:30</b> | <b>Lunch</b>  | <b>11:50-12:30</b> | <b>Lunch</b>  |
| <b>12:30-1:15</b>    | <p>Student Taker for Remainder of the day:<br/>Canvas (70 minutes asynchronous learning) 12:30-1:40 pm</p> <p>* Students are invited to participate in live small group intervention (12:30pm-1:15 pm)</p> <p><b>12:30-1:15 Teachers:</b></p> <p>* Lead small group instruction/intervention</p> <p>* Phone call to unengaged students</p> <p>* Send email to "HD Office" with list of unengaged students from lessons and contact attempt</p> <p>* Check Canvas for login Parent/Student</p> | <b>12:30-3:10</b>  | <p>Taker for Remainder of the day:<br/>Canvas (70 minutes asynchronous learning) 12:30-1:40 pm</p> <p>* Students are invited to participate in live small group intervention (12:30pm-1:40 pm)</p> <p><b>12:30-1:40 Teachers:</b></p> <p>* Lead small group instruction/intervention</p> <p>* Phone call to unengaged students</p> <p>* Send email to "HD Office" with list of unengaged students from lessons and contact attempt</p> <p>* Check Canvas for login Parent/Student</p> |

Prep Time to support distance learning: 1:40



# 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

## 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 temperature taking 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

## Transparency of exposure

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

## 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

1. Individual staff identified as having a formal exposure will receive notification by phone and email 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.

- 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



## Stable groups

Maintain student and staff in **stable groups**. Recommended group sizes begin at 6 to 8 for initial cohorts, expanded cohort sizes may increase to 16 under cohort status, increasing to 75% in a class when reopening is initially possible. Student groups will be reviewed in attempts to ensure 6 foot social distancing as class sizes increase to 100%.

|   |   |
|---|---|
| <b>Office staff</b> <ul style="list-style-type: none"> <li>While under cohort guidance, office staff are to remain on an A/B or preset schedule to prevent mixing</li> </ul>  | <b>Grab and Go</b> <ul style="list-style-type: none"> <li>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</li> <li>Staff serving students in person are not to be used for grab and go services</li> </ul>   |
| <b>Dual Immersion</b> <ul style="list-style-type: none"> <li>Home room teachers provide in-person services and the second teacher provides virtual services. Grade levels will determine schedules.</li> </ul>  | <b>95% / intervention groups</b> <ul style="list-style-type: none"> <li>To be conducted virtually regardless of in-person or distance learning circumstances until in the Yellow Tier.</li> </ul>   |
| <b>ELD groups</b> <ul style="list-style-type: none"> <li>Provided by the homeroom teacher or conducted virtually whether in person or distance</li> </ul>   | <b>Cohort/Assessment Groups</b> <ul style="list-style-type: none"> <li>Stable groups of students with no more than 16 individuals who are meeting for targeted supports and intervention services up to 25% enrollment size.</li> <li>Cohorts may include more than two adults, provided the total size of the cohort does not exceed 16 individuals.</li> <li>Cohorts are not to interact with each other.</li> <li>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.</li> <li>Staff meetings must be done remotely</li> <li>Everyone must wear face coverings and maintain 6 feet distancing.</li> </ul> |
| <b>Departmentalized groups</b> <ul style="list-style-type: none"> <li>Conducted through distance learning until below rate of 7/100,000.</li> <li>Upon return teachers in 7<sup>th</sup> grade maintain their own class with students accessing other classes virtually. Teachers conduct their non-home room class virtually.</li> </ul> | <b>Electives</b> <ul style="list-style-type: none"> <li>PE conducted by homeroom group</li> <li>Band conducted outside or virtually with social distancing</li> <li>Other electives conducted virtually until in the yellow tier.</li> </ul>  |

## MOVEMENT AROUND CAMPUS

|  |   |
|--|---|
| Classroom desk seating alternates A/B seating with 6 feet between  | Arrows are placed to mark directionality of hallway usage throughout areas utilized at each campus  |
| Bus seats alternate by side of bus   | 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. |



## Resources

### District Plans Available

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

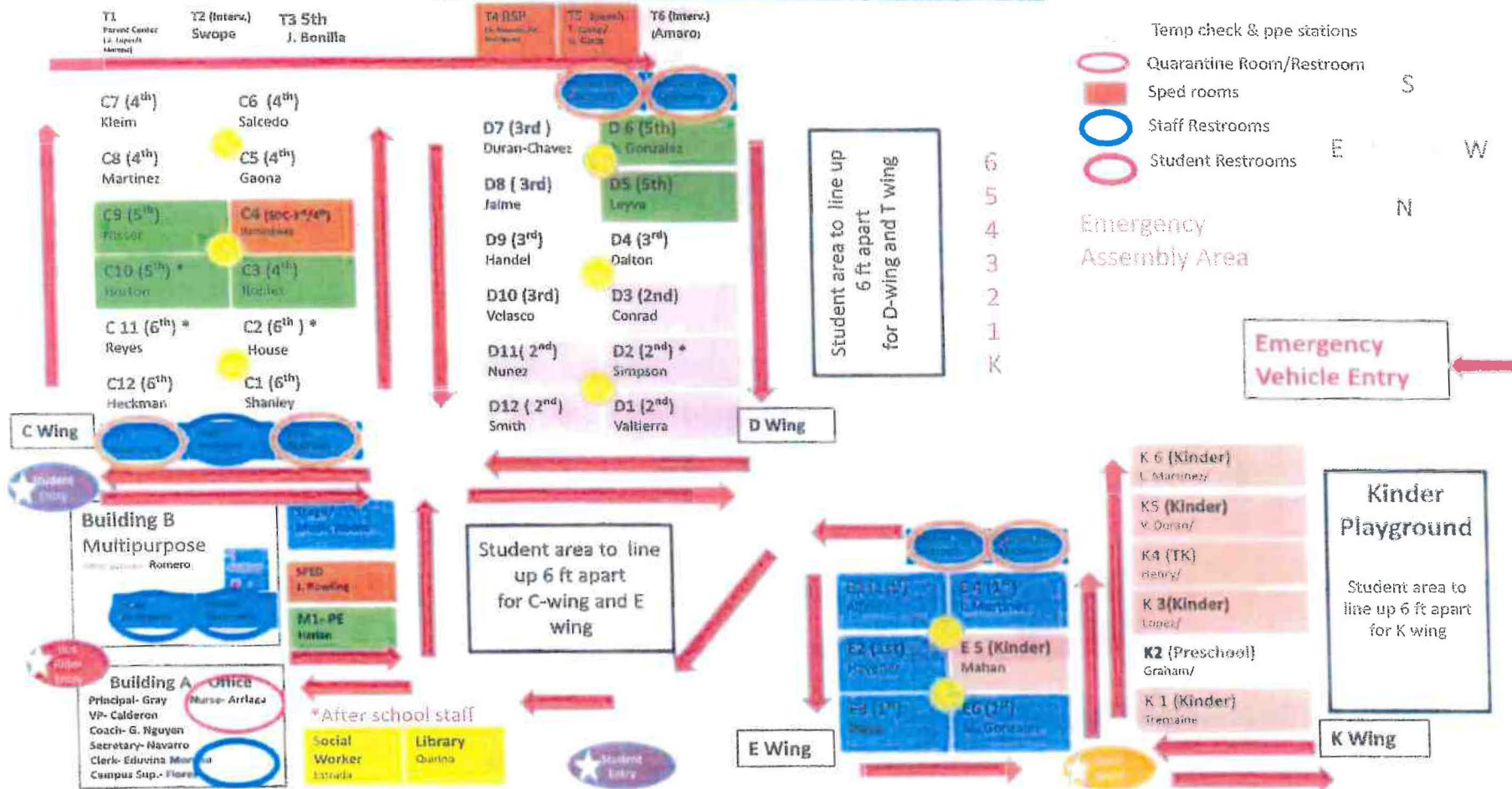
### Updated Guidance

- <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](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf)

### Additional Guidance

- Cohorting guidance  
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>
- CDC Interim Guidance for Preventing Spread [www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-prent-spread.html](https://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](https://kern.org/wp-content/blogs.dir/4/files/sites/4/2020/10/Positive-Case-Guidance_CDPH_Oct-8-1.pdf)

# El Camino Real 2020-21 Reopening Map





# Haven Drive Middle School

## Hybrid Reopening School Map

