# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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## General Information

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

The COVID-19 pandemic resulted in a statewide "safer at home" order and school closures that began in spring 2020. Business closures and employee layoffs impacted household incomes and led to the largest economic contractions of our lifetime.

Late in the 2019-20 school year student learning transitioned to an online format, without notice or adequate time to adjust, leaving many families with daytime childcare challenges and creating concern about the welfare of students who rely on schools for socialization and a consistent source of meals in addition to education. Because a virtual school environment requires technology equipment, internet access, and the ability to navigate several online platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children.

Since spring, our community has grappled with changing guidance related to whether or not businesses can open, continual alterations in health and safety protocols, illness, and loss of life due to COVID-19. The fluid nature of the pandemic, variety of policy responses, sometimes confusing information that has been reported, and the emotional toll of isolation and uncertainty has left the community polarized in their viewpoints and opinions about how schools should operate for the 2020-21 school year. Because of these varying beliefs our district planned to reopen schools with learning model options for families to choose from. Options presented to our community included:

- Hybrid Learning Model which combines on-campus and at-home learning. Students attend school half-day in the morning or afternoon Tuesday-Friday with safety protocols in place and receive independent work for the remainder of those days and on Mondays.
- Virtual Learning Model where students learn at home in a structured virtual format and engage in multiple scheduled, interactive, whole class and small group sessions each day and also complete independent work.
- Etiwanda Alternative Studies Education (EASE) Home School where students learn at home through the K12.com program or independent study and progress is monitored by a teacher who regularly checks in with families. Optional virtual or on-site tutoring sessions are available for students.

In late summer 2020, San Bernardino County was placed on California's Coronavirus Monitoring List due to elevated disease transmission in our area. Under guidance from Governor Newsom, schools in our county cannot reopen for on-campus learning until San Bernardino has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, students registered for the hybrid learning model started the school year with virtual classroom instruction. Those who registered for the virtual learning model or home school continued as planned. Students registered for the hybrid learning model will transition to on-campus learning when guidance indicates school campuses can reopen for students.

These impacts of the COVID-19 pandemic have informed the development of the Learning Continuity and Attendance Plan. Etiwanda School District's plan is adaptable, enabling personnel to respond to changing conditions and guidelines, without compromising a quality education for our students. Because the pandemic has impacted families differently, our plan also allows for family choice whenever possible and includes an abundance of support services available to students and families. In spite of the difficult circumstances caused by the COVID-19 pandemic, the Etiwanda School District remains committed to serving our over 13,000 students by providing a high quality, equitable instructional program and continuing our efforts to meet the needs of all students which will be evidenced by high rates of pupil achievement and the elimination of achievement gaps for historically under-served populations.

# Stakeholder Engagement

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

Throughout the 2019-20 school year the Etiwanda School District engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our district responded to the COVID-19 pandemic this engagement continued. Although circumstances surrounding the pandemic have impacted school operations, it is important to maintain as many traditional programs and services as possible. So, although these programs and services have been adapted to fit within the context of our current operating conditions, the stakeholder input gathered during pre-COVID conditions remains relevant and has been an important component of developing our district's Learning Continuity and Attendance Plan.

Feedback gathered before the onset of COVID-19 was considered in conjunction with input collected after the Coronavirus outbreak to develop a comprehensive plan relevant to current conditions, while still providing continuity for our students and community. Efforts to solicit stakeholder feedback include surveys (some of which were available in multiple languages), student interviews with specific emphasis on students who speak languages other than English, outreach efforts with specific emphasis on families who speak languages other than English and/or not engaging in internet based communications, summer planning committees, presentations to the Board of Trustees and stakeholders, online public review and comment, meetings with advisory committees and groups, and community forums.

Surveys:

- Parent/Guardian Reopening Survey II - Administered online from June 25, 2020 - July 6, 2020: This second reopening survey for parents/guardians included between 4-7 items which asked families which learning models they would be most interested in participating in for the 2020-21 school year. 7,320 families participated in this survey.
- Parent/Guardian Reopening Survey - Administered online from June 1, 2020 - June 5, 2020: The first reopening survey included 10 items asking families to share their thoughts about what conditions should be in place when schools reopened for the 2020-21 school year. 4,767 parents/ guardians participated in the survey.
- Staff Reopening Survey - Administered online from June 1, 2020 - June 5, 2020: The reopening survey included 6 items asking staff members to share their thoughts about what conditions should be in place when schools reopened for the 2020-21 school year. 1,310 staff members participated in the survey.
- Parent/Guardian Distance Learning Survey - Administered online from May 11, 2020 - May 22, 2020: The distance learning survey consisted of 18 items including questions that asked families about their experiences with distance learning and solicited suggestions for improvement. 6,578 parents/guardians participated in the survey process.
- Teacher Distance Learning Survey - Administered online from May 11, 2020 - May 22, 2020: The distance learning survey consisted of 8 items including questions that asked teachers about their experiences with distance learning and solicited suggestions for improvement. 645 teachers participated in the survey process.
- Annual Parent Survey (Available in English, Spanish, and Mandarin) – Administered online and through paper-based surveys throughout August 2019: The parent survey is integrated into Back to School Night presentations in every classroom for parents with students in 1st grade through 8th grade. The parent survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 8,127 parents/guardians participated in the survey process. Each school and demographic group are equitably represented.
- Annual Student Survey (Gr 3-8) – Administered online and through paper-based surveys throughout October 2019 at school with parent permission: The student survey is administered at school with all students in grades 3–8 who provided a signed parent permission form. The student survey includes questions related to the academic and social environments at school. Approximately 7,899 students participated in the survey process. Each school and demographic group are equitably represented.
- Annual Staff Survey – Administered online throughout October 2019: The staff survey is integrated into school staff meetings. Additionally staff are invited to participate through emails. The staff survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 921 staff members participated in the survey process. Each school, demographic group, and job classification are equitably represented.

Student Interviews (with specific emphasis on students who speak languages other than English) were conducted by administrators and teachers from July 1, 2020 - July 7, 2020.

A committee of 35 administrators and teachers working to create plans for the 2020-21 school year telephoned a diverse group of students (with parent permission) to interview the students about their experience with distance learning and solicit recommendations for the upcoming school year.

Outreach Efforts:

Administrator outreach regarding family preferences for learning model options for the 2020-21 school year took place from July 13, 2020 - July 31, 2020.

Families were asked to select their learning model preference for the 2020-21 school year through the online data confirmation process. Families who did not participate in this process received personal phone calls from a school administrator to discuss family options, determine any potential barriers to student participation in virtual learning for the 2020-21 school year, and brainstorm possible actions to eliminate barriers.

Teacher and Administrator outreach regarding student engagement in distance learning with specific emphasis on families who speak languages other than English and/or not engaging in internet based communications took place from March 30, 2020 - May 8, 2020.

During the 2019-20 school closure period teachers collected data to determine which students were not participating in learning opportunities. Once students were identified as not participating, personal family contact was made to determine participation barriers and personalized support was provided to eliminate barriers. Actions to eliminate barriers include motivational discussions with students, providing needed supplies including technology equipment, and free internet service referrals.

Summer Planning Committees:

Through the 2020 summer months, three planning committees met to create school operations plans for the 2020-21 school year given the conditions created by the COVID-19 pandemic. These committees include the distance learning committee. the hybrid learning committee and the healthy learning and work environments committee. These committees were comprised of administrators, teachers, and staff members. Each committee reviewed and analyzed surveys taken by parents/guardians and staff members and information gathered from outreach efforts that took place at the end of the 2019-20 school year. The distance learning committee also conducted student interviews.

Distance Learning Committee Meetings:

- July 1, 2020 Sample weekly schedules for the virtual classroom were reviewed and recommendations for virtual interactive lessons were made.
- June 24, 2020 Recommendations for grading, report cards and teacher collaboration were reviewed and discussed.
- June 17, 2020 Parent/guardian and teacher distance learning surveys and student interviews were analyzed to determine big ideas and themes.
- June 10, 2020 Data from parent/guardian and teacher distance learning surveys and protocol for conducting student interviews was reviewed and discussed.

Hybrid Learning Committee Meetings:

- July 2, 2020 Details and recommendations related to the hybrid learning model were discussed.
- June 25, 2020 Details and recommendations related to the hybrid learning model were discussed.
- June 18, 2020 Options for hybrid learning model schedules were reviewed and discussed.
- June 11, 2020 Data from parent/guardian and staff reopening surveys was reviewed and discussed.

Healthy Learning and Work Environment Committee Meetings:

- July 3, 2020 Recommendations for protocols related to face coverings, social distancing on school campuses, and responding to incidences of sick students and employees were reviewed and discussed.
- June 26, 2020 Recommendations for protocols related to healthy hygiene practices, sanitizing/disinfecting, and entering/exciting school campuses were reviewed and discussed.
- June 19, 2020 Resources for safe operations to include Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools, the California Department of Public Health's (CDPH) COVID-19 Industry Guidance, and CDPH Guidance for Face Coverings, and the Center for Disease Control and Prevention's Coronavirus Disease 2019 - COVID-19: Considerations for Schools were shared with the committee members for review and analysis.

Presentations to the Board of Trustees and Stakeholders:

Regular updates and information about the development process for district plans are provided to the Board of Trustees and stakeholder. Presentations related to the Learning Continuity and Attendance Plan were as follows:

- September 24, 2020 at 6:30 PM: Learning Continuity and Attendance Plan Submitted for Approval by the ESD Board of Trustees at a virtually held, regularly scheduled meeting.
- September 10, 2020 at 6:30 PM: Learning Continuity and Attendance Plan Public Hearing at a virtually held, regularly scheduled Board of Trustees meeting. Public Hearing notification was posted at least 72 hours prior to the Board of Trustees Meeting at all school locations, local community boards, on the district website, and in the district office lobby. Locations of local community boards include the following: Starbucks 13518 Baseline Ave, Fontana, CA 92336; Starbucks 12273 Highland Ave #100, Rancho Cucamonga, CA 91739; Starbucks 12250 Base Line Rd #109, Rancho Cucamonga, CA 91739
- July 23, 2020: Presented Learning Continuity and Attendance Plan requirements and timeline. No action was needed.
- March 12, 2020: Presented draft 2020-23 LCAP goals and actions for Board discussion. Many of these actions have been incorporated into the Learning Continuity and Attendance Plan. No action was needed.
- February 27, 2020: Presented Advisory Committee conclusions on the progress towards meeting current goals and actions for Board discussion. This progress was considered in developing the Learning Continuity and Attendance Plan. No action was needed.
- December 12, 2019: Presented Advisory Committee analysis and summary of findings on stakeholder input from the surveys for Board discussion. This input was considered in the development of the Learning Continuity and Attendance Plan. No action was needed.
- November 14, 2019: Presented Advisory Committee analysis and summary of findings on stakeholder input from the Fall Community Forum events for Board discussion. This input was considered in the development of the Learning Continuity and Attendance Plan. No action was needed.

Online Public Review and Comment:

A draft version of the Learning Continuity and Attendance Plan and feedback portal were posted on the district website from August 17, 2020 - August 28, 2020. This opportunity to review the plan and provide input was advertised through emails and social media postings. No comments were received.

Advisory Committees and Groups:

The LCAP Advisory Committee is comprised of thirty-four (34) members that represent all stakeholder groups in the Etiwanda School District. Members on this committee serve for one school year. The committee uses metric data and stakeholder input to monitor progress towards goals, actions, and services and develop updates and revisions. Staff committee members are designated to represent all aspects of the Etiwanda School District K-8 educational system, including teachers, principals, administrators, counselors, classified school personnel, local bargaining unit members, special education, English learner program, student services, and intervention programs. Parent committee members are designated to represent the demographics of the Etiwanda School District community, including parents of student groups with a significant achievement gap, special education, English learner, low income, and foster youth student families. Additional members on the committee include a School Site Council representative and PTA/PTO representative. The work of both the 2019-20 committee and the 2020-21 committee was instrumental in evaluating actions included in the Learning Continuity and Attendance Plan. Committee meetings that impacted the content of the Learning Continuity and Attendance Plan were as follows:

- August 26, 2020 LCAP Advisory Meeting (2020-21 Advisory Committee): A draft version of the Learning Continuity and Attendance Plan was shared and discussed with committee members. Committee members of the actions within the plan and asked clarifying questions.
- February 13, 2020 Meeting (2019-20 Advisory Committee): Updates on the District's progress on actions and services within the LCAP were shared and discussed with committee members. Committee members reviewed draft actions originally intended for the LCAP that are included in the Learning Continuity and Attendance Plan and made recommendations for adjustments to the actions.
- January 22, 2020 Meeting (2019-20 Advisory Committee): A summary of the stakeholder input from the parent, student, and staff surveys and the October Fall LCAP Community Forum "big ideas" were shared and discussed with committee members. Members participated in an activity that provided additional stakeholder input aligned with survey and Community Forum "big ideas".
- November 12, 2019 Meeting (2019-20 Advisory Committee): Committee members reviewed and discussed stakeholder input from the 2019-20 parent, student, and staff surveys. An analysis of the "big ideas" and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for actions that are included in the Learning Continuity and Attendance Plan.
- October 16, 2019 Meeting (2019-20 Advisory Committee): Committee members reviewed and discussed stakeholder input from the October Fall LCAP Community Forum events where input was elicited from stakeholders on evidence of progress towards goals and suggestions for improvement. An analysis of the "big ideas" and trends in the stakeholder input provided members with evidence to evaluate progress towards goals and actions and suggestions for improvements to actions that are included in the Learning Continuity and Attendance Plan.

Additional advisory committees and groups include school leadership teams, teachers, staff members, the Student Engagement and Advisory Committee, School Site Councils (SSC), English learner Advisory Committees (ELAC), and PTA/PTO leadership. These groups participate in activities that inform the development of actions for district plans.

- August 25, 2020 Leadership Meeting: A draft version of the Learning Continuity and Attendance Plan was shared and discussed with principals, assistant principals, coordinators, and specialists. Leadership members made recommendations for adjustments to the plan.

- August 19, 2020 District English Learner Advisory Committee Meeting: A draft version of the Learning Continuity and Attendance Plan was shared and discussed with committee members. Committee members approved of the actions within the plan and asked clarifying questions.

The 2019 Fall Community Forum events (4) included an overview of the District's most recent student achievement data, and a review of 2019-20 LCAP goals and actions. Participants engaged in small group presentations with district and school administrators to learn about highlighted actions. Stakeholders provided feedback that impacted actions included in the Learning Continuity and Attendance Plan.

Community Forums:
- October 1, 2019, 8:30 a.m. and 6:30 p.m.
- October 3, 2019, 8:30 a.m. and 6:30 p.m.

All of this stakeholder input was reviewed and analyzed to determine trends or common themes that exist within our community. These common themes allow district personnel to identify our community's preferences for school programs, services, and student outcomes. Etiwanda School District's Learning Continuity and Attendance Plan is reflective of these common themes.

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

During the time period that large gatherings are not recommended, community members will have options for remote participation in public meetings and public hearings. Meetings will take place using the Zoom webinar platform.

Those who wish to participate in meetings can join via video conference, or telephone (for those without internet).

As an additional non-internet based stakeholder engagement opportunity, community members may also submit written comments that are read aloud by district personnel during meetings of the Board of Trustees. Members of the public are notified of the option to submit written comments to be read aloud 72 hours in advance of meetings as this information is included on meeting agendas.

Information about how to participate in public meetings and hearings, opportunities to address our local legislative body, and meeting agendas are shared with the community on the district website and through multiple social media platforms (Facebook, Twitter, and Instagram) at least 72 hours in advance of the meetings.

Because the population of students in the Etiwanda School District does not include a group of students greater than or equal to 15% that speak a single primary language other than English, written notifications and meetings are available in English only.

Etiwanda School District's Learning Continuity and Attendance Plan was presented at a Public Hearing for review and comment by members of the public on September 10, 2020. The agenda and public hearing posting, including the plan, was posted 72 hours in advance of the meeting on the district website and at the following public locations:
- Starbucks 13518 Baseline Ave, Fontana, CA 92336

- Starbucks 12273 Highland Ave #100, Rancho Cucamonga, CA 91739
- Starbucks 12250 Base Line Rd #109, Rancho Cucamonga, CA 91739

Etiwanda School District's Learning Continuity and Attendance Plan was adopted at a regularly scheduled Board of Trustees meeting on September 24, 2020.

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

Gathering stakeholder feedback is an essential part of ensuring programs and services offered meet the needs of all families. The following big ideas and trends emerged from the process of gathering stakeholder input.

Surveys:

Family and Educator Reopening Surveys: Big ideas/trends that emerged from the community were:
- Approximately half of Etiwanda families feel students should return to on-campus learning and half do not feel students should return to on-campus learning.
- Most families that feel students should return to on-campus learning prefer that students return to campus for four half days as opposed to two full days.

Family and Educator Distance Learning Surveys: Big ideas/trends that emerged from the community were:
- Barriers to student success with distance learning included students′ attention spans, technology issues, and the inability to access multiple online platforms.
- Students engaged in virtual learning need more virtual lessons and small group time, visual step-by-step directions for how to access different platforms, and support with independent work.
- Students should receive grades for the assignments they complete in distance learning.
- Teachers need support in learning the Google Classroom learning management system.
- Primary teachers and students need access to a primary student friendly learning management system.

Family, Student, and Educator Annual Surveys (available in multiple languages via internet or paper copy for those without internet): Big ideas/trends that emerged from the community were:
- Continue monitoring student progress and targeting specific needs.
- Parents have an increased interest in using mobile communication applications.

Student Interviews:
- Students would like more connected time with their teachers.
- Students experienced difficulty accessing online programs.
- Students need more time engaged in small group lessons.

- Students missed opportunities to connect with their friends.

Family Outreach Efforts:
- Families had difficulty connecting to multiple online programs.
- Every student should have the opportunity to check out a Chromebook.
- Families struggled to keep their children motivated and engaged.
- Students need more connected time with their teachers.
- Students should receive grades for the assignments they complete in distance learning.

Summer Planning Committees:
- Protocols for safe school operations need to be established, communicated, and consistently implemented.
- Teacher guidance for hybrid learning needs to be established, communicated, and consistently implemented.

Community (to include all stakeholder groups and those without internet) Forums: Big ideas/trends that emerged from the community forums were:
- Home to school communication is a priority.
- Continue and expand efforts to provide teachers with the tools they need to meet the needs of all students.
- Continue and expand efforts to address students' social and emotional needs.

Additionally, a draft version of Etiwanda School District's plan was presented to the District English Learner Advisory Committee and District Advisory Committee on August 19, 2020 and the Local Control Accountability Plan Advisory Committee on August 26, 2020. There were no written suggestions submitted by committee members.

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

Stakeholder engagement heavily influenced the development of the Learning Continuity and Attendance Plan. Feedback from stakeholders is collected through the avenues described in the Stakeholder Engagement section of this document. "Big ideas" or common themes emerge through the stakeholder engagement process and were considered as the aspects and actions of this plan were developed. The following aspects and actions were specifically influenced by stakeholder input:

In-Person Instructional Offerings:
As soon as it is safe to do so, families will have learning model options including the hybrid learning model option for the 2020-21 school year. The hybrid learning model includes four half school days of on-campus attendance in combination with independent work. This section of the plan also includes an action related to Tier II instruction to address the needs of students who have not yet met academic standards through intervention and language development strategies.

Actions Related to In-Person Instructional Offerings:

IPO1 - Administrators, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.

Distance Learning Program - Continuity of Instruction:
Families will have learning model options including the virtual learning model option for the 2020-21 school year. The virtual learning model includes multiple daily virtual classroom sessions in combination with independent work. Student assignments will be graded in the virtual learning model.

Distance Learning Program - Access to Devices and Connectivity:
Chromebooks are available to every student in the district. Families who do not have internet access are provided with an internet hot spot.

Distance Learning Program - Pupil Participation and Progress:
Students will engage in multiple synchronous instructional sessions each school day.

Distance Learning Program - Distance Learning Professional Development:
Teachers will receive training in Google Classroom.

Distance Learning Program - Support for Pupils with Unique Needs:
Students needing additional support are provided with multiple Tier II instructional blocks/small group tutoring opportunities each week.

Distance Learning Program - Action for supplemental online programs:
Teachers and students will be provided with supplemental programs and resources to support virtual classroom instruction.

Actions Related to Distance Learning:
DL1 - Administrators and teachers create and implement a virtual learning model that includes daily virtual, interactive instruction and independent work, and weekly tier II instruction blocks for transitional kindergarten through eighth grade students with specific intention targeted toward the needs of those who have not yet met academic standards.

Pupil Learning Loss Strategies:
Multiple Tier II instructional blocks will take place each week.

Actions Related to Pupil Learning Loss Strategies:
PLL6 - District provides access to one-on-one online tutoring in English language arts, mathematics, science, and social studies 24 hours a day, 7 days each week for all students in first through eighth grade to support students during independent study.
PLL7 - District provides intervention supports and services in English language arts and/or mathematics through an outside vendor for students currently performing at levels in the lowest quartile on district diagnostic assessments to mitigate learning loss and accelerate learning.

Mental Health and Social Emotional Well-Being:
Coordinated services provided by the district's clinical counselor and intermediate school counselors provide mental health and social-emotional support for students.

The Etiwanda School District solicited recommendations and comments from members of the public regarding the specific actions and expenditures through an online feedback portal that was open from August 17, 2020-August 28, 2020. This feedback portal was posted prominently on the homepage of the district website and advertised through social media. No comments were received.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Etiwanda School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. Families who selected the hybrid learning model as their preference for the 2020-21 school year will transition to on-campus learning after San Bernardino County has met the criteria to reopen school campuses.

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on school campuses as outlined in Etiwanda School District's Safe and Healthy Learning and Work Environments guidance document. Guidance includes, but is not limited to, plans and protocols for accessing school campuses, hygiene practices, protective equipment, and physical distancing. Examples of protocols include the following:

Considerations for Campus Access:

- All school campuses will be closed to non-essential visitors.
- Employees, students, and essential visitors must wear a face covering.
- Contact between students, staff, families, and the community will be minimized.
- Schools have established staggered drop-off times and locations.
- Families drop-off children curbside, outside the front gate of school, or another designated location. Preschool/Transitional Kindergarten/Kindergarten procedures to be determined by each school site.
- Employees, students, and essential visitors complete health screening and temperature checks prior to entering campus.
- Designated routes for entry and exit of school/facility will be clearly labeled. Multiple entrances/exits will be available, if feasible and safe.

- Social distancing markings will be utilized throughout campus.
- Students should only bring necessary educational materials to school.
- Students entering campus must proceed directly to their assigned classroom.
- Upon entering the classroom, employees and students should wash hands and/or use hand sanitizer before proceeding to their assigned work area.

Hygiene Practices:

- Employees and students wash hands when: leaving home; arriving at school and throughout the day; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
- Employees and students receive training on proper hand washing techniques.
- Opportunities for hand washing are provided throughout the day for students and employees.
- Sufficient access to hand sanitizer and tissue is provided for students and employees in all areas throughout the campus.
- Use of proper cough and sneezing etiquette is taught and encouraged.
- Items needed from home are limited and each student's classroom supplies will be stored separately from others.
- Students are taught why face coverings are important and how to properly wear, store, and wash them.
- Posters addressing hygiene practices are displayed in all classrooms and work spaces.
- Employees and students are monitored throughout the day for signs of illness.
- Employees and students are reminded to stay at home if sick.
- Employees and students must report illness and symptoms to supervisor or school office.

Protective Equipment:

- All employees and students in grades 3-8 are required to wear a face covering while on a school campus and/or engaging in school activities during the COVID-19 pandemic and as required by mandates or regulations. Face coverings are strongly encouraged for young children two years of age through grade 2. A face shield is an acceptable and encouraged alternative for young children.
- A face covering may consist of a paper mask, cloth mask, or a face shield.
- Employees and students must wear a face covering before entering a district campus/facility, and throughout the school/work day, except when eating or drinking.
- Employees engaging in daily health screenings and/or temperature checks will be provided with disposable gloves.
- Face coverings are available for employees or students who do not have one.
- Face coverings are required to be worn while waiting for and riding on a school bus.
- In limited situations where a face mask cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.

Physical Distancing:

- Smaller student/educator cohorts are formed to minimize the mixing of groups throughout the day.
- Classroom furniture is arranged to allow for physical distancing in the classroom.
- Student desks are arranged in rows to minimize face-to-face contact.

- Movement in the classroom is limited.
- Employee and student work spaces are 6 feet apart.
- Social distancing markings are in hallways, classrooms, and throughout campuses as needed.
- Procedures for walking in hallways are established to ensure individuals walk in the same direction whenever practicable and feasible.
- Congregate movement through hallways are minimized as much as feasible.
- Commonly used resources (copy machines, paper cutters, die cuts, etc.) are spaced separately.
- Work areas are equipped with sanitizing supplies and should be cleaned after each use.
- Non-classroom space, to include outdoor space (weather permitting), is used for instruction whenever possible..
- Recess activities are held in separate areas designated by class whenever possible.
- Physical distancing is used in work environments, break rooms, staff rooms, and bathrooms.
- Virtual group events, assemblies, gatherings, and meetings are held in lieu of in-person gatherings.
- Students are seated one per seat on buses from the rear forward.

Cleaning and Disinfecting School Facilities and Vehicles:

All classrooms, restrooms, school offices, health offices, libraries, multi-purpose rooms, and school buses are sanitized daily. This includes but is not limited to:

- Desks, tables, counter tops, chairs, bus seats, copy machines, telephones.
- Door handles, handrails, sink handles, restroom surfaces.
- Playground and PE equipment.
- Sanitizing spray can be used by employees and age appropriate students, under adult supervision, throughout the school day.
- Disinfecting products are used as necessary.
- The use of shared drinking fountains is limited or prohibited.

Students participating in this learning model will attend school on-campus four days each week, Tuesday through Friday, for three hours in either the morning or afternoon. Independent study and virtual small group instruction will be provided for students during the remainder of those days and on Mondays. Students enrolled in Special Day Class (SDC) will attend on-campus four full days each week. Requirements for minimum instructional minutes for each school day are met through a combination of live instruction and independent study.

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, Universal Access time, and some elective courses such as band. In-person and virtual small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss as a result of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction. English learners participating in designated English language development instruction are grouped by English language proficiency levels (Emerging, Expanding, Bridging) so that differentiated, high-level language acquisition routines designed to accelerate learning English can be used.

In the Hybrid Learning Model student learning loss and progress will be assessed through grades on student assignments, quizzes and tests in addition to teacher observation and a systematic cycle of assessments. Assessments are administered during in-person class time. The systematic cycle of assessments includes:

- iReady diagnostic assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students. The full battery of assessments are administered in August/September, November/December, and March/April.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (iLit) school levels for English learners at every grade level. Initial benchmarks are administered at the beginning of the school year along with two follow-up assessments to monitor progress in November and February.
- Information obtained from the English Language Proficiency Assessments (ELPAC) are used to determine student group placement for English language development lessons and to monitor progress for English learners. Initial assessments are administered within 30 days of a student's enrollment and summative assessments are administered each year between February and May. In the 2019-20 school year, 90% of English learners had participated in the ELPAC prior to the school closure. English learners who did not take the summative ELPAC in 2019-20 and may be eligible for reclassification will participate in this assessment between August 20, 2020 and October 30, 2020.

Coordinated counseling services are available at all school sites to address student mental health and social-emotional needs. Services can be provided virtually or in-person with safety protocols in place.

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

| Description | Total Funds | Contributing |
|---|---|---|
| IPO1 - Administrators, teachers, and staff develop and implement safe and healthy learning and work environment guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members. | $82,417 | X No |
| IPO2 - District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all. | $1,342,108 | X No |

| Description | Total Funds | Contributing |
|---|---|---|
| IPO3 - District and schools provide personnel trained in sanitizing and disinfecting to ensure all students and staff are operating within safe and healthy learning and work environments. | $2,564,209 | X No |
| IPO 4 - Administrators, teachers, and staff create and implement a hybrid learning model that includes four, half days of in-person learning, daily independent work, and weekly Universal Access time to ensure learning continuity for all students. | $392,850 | X No |
| IPO5 - District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, and/or are foster youth as it increases the quality of instruction to ensure accelerated student growth. | $1,179,116 | X Yes |
| IPO 6 - Teachers provide additional face-to-face small group instruction to address the needs of students who have not yet met academic standards by using intervention strategies, supplemental resources, and expanded language development strategies to address student learning loss that may have or will occur as a result of school closures. This is an increased service for students who are English learners, foster youth and/or who have families with low-income as it provides additional instruction time targeted towards specific student needs to accelerate growth and increase achievement. | $3,113,008 | X Yes |

For Actions IPO2, IPO3, and IPO4: These actions are not currently in the budget but will be input into the system to be included with the First Interim Report. LLMF funding was added to the district's 2020/2021 budget meeting the "45-day revision deadline" set forth with the Governor's signing of the Annual Budget Act and thus will be reflected in the First Interim Report. Budget adjustments were made to object codes for the following categories: materials/supplies and classroom support salaries.

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Etiwanda School District has developed three learning model options for the reopening of schools for 2020-21 including:

- Hybrid Learning Model which combines on-campus and at-home learning. Students attend school half-day in the morning or afternoon Tuesday-Friday with safety protocols in place and receive independent work for the remainder of each school day and on Mondays.
- Virtual Learning Model where students learn at home in a structured virtual format and engage in multiple scheduled, interactive, whole class and small group sessions each day and also complete independent work.
- Etiwanda Alternative Studies Education (EASE) Home School where students learn at home through the K12.com program or independent study and progress is monitored by a teacher who regularly checks in with families. Optional virtual or on-site tutoring sessions are available for students.

The original intent of the three learning models outlined in our district's reopening plan was that families could choose the option they felt more comfortable with for the 2020-21 school year. Additionally, this reopening plan was intended to address the fluid nature of the COVID-19 pandemic and the needs of individual students by making it possible to scale up the virtual learning model. When full or partial school closures are necessary due to health and safety concerns, students participating in the hybrid model immediately transition to the virtual learning model.

Under guidance from Governor Newsom that came in late summer, schools in our county are not permitted to reopen for on-campus learning until it has been deemed safe to do so in San Bernardino County. In response to the Governor's order, students registered for the hybrid learning model started the school year with virtual classroom instruction. Those who registered for the virtual learning model or home school continued as planned. Students registered for the hybrid learning model will transition to on-campus learning when guidance indicates school campuses can reopen for students.

In the Virtual Learning Model students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including daily scheduled, interactive, whole-class, and small group instruction in addition to independent work. Live interactive lessons are facilitated through Zoom or Google Meets video conferencing platforms.

Our district-wide virtual classroom model outlines the amount and length of virtual classroom sessions that each teacher must hold throughout each school day. A minimum of three 30-60 minute virtual classroom sessions will be conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education and some elective courses such as band. Requirements for minimum instructional minutes for each school day are met through a combination of compulsory live instruction and independent study. Instruction is provided through the use of district adopted materials and supplemental programs. Students earn grades on assignments and report cards as they would in the traditional school setting.

School administrators periodically attend classroom sessions to ensure consistency in scheduling and instruction. Student schedules for each grade level are outlined below:

Transitional Kindergarten & Kindergarten:

- Daily class meeting for 30 minutes: Calendar time, songs, counting, sound letter, and community building. Includes time for students to prepare Chromebooks, log onto programs, and open needed tabs.
- Daily interactive instruction for 30 minutes in language arts.
- Daily integrated independent study for 30 minutes in language arts.
- Daily interactive instruction for 30 minutes in math.
- Daily integrated independent study for 30 minutes in math.
- One weekly interactive lesson for 30 minutes in science or social studies.
- Four days of Tier II small group supplemental intervention for 30 minutes for identified high need students. In order to meet the weekly instructional minute requirements, students not assigned to attend the online Tier II supplemental intervention instructional block (on level or advanced) should be provided with additional independent study aligned with their academic performance level.

Grades 1-3:

- Weekly Check-in for 20 minutes.
- Daily interactive instruction for 60 minutes in language arts.
- Daily interactive instruction for 60 minutes in math.
- One weekly interactive lesson for 45 minutes in science.
- One weekly interactive lesson for 45 minutes in history/social studies .
- Four days of Tier II small group supplemental intervention for 45 minutes for selected high need students. In order to meet the weekly instructional minute requirements, students not assigned to attend the online Tier II supplemental intervention instructional block (on level or advanced) should be provided with additional independent study aligned with their academic performance level.
- Two weekly PE activities provided by PE teachers for 50 minutes.
- Daily independent study for 30-60 minutes.

Grades 4-5:

- Weekly Check-in for 20 minutes.
- Daily interactive instruction for 60 minutes in language arts.
- Daily interactive instruction for 60 minutes in math.
- One weekly interactive lesson for 45 minutes in science.
- One weekly interactive lesson for 45 minutes in history/social studies.
- Four days of Tier II small group supplemental intervention for 45 minutes for selected high need students. In order to meet the weekly instructional minute requirements, students not assigned to attend the online Tier II supplemental intervention instructional block (on level or advanced) should be provided with additional independent study aligned with their academic performance level.
- Two weekly PE activities provided by PE teachers for 50 minutes.
- Daily independent study for 35-60 minutes.

Grades 6-8:

- Weekly Check-in for 20 minutes.
- Daily interactive instruction for 60 minutes in language arts.
- Daily interactive instruction for 60 minutes in math.
- Two weekly interactive lessons for 45 minutes in science.
- Two weekly interactive lessons for 45 minutes in history/social studies.
- Four days of Tier II small group supplemental intervention for 45 minutes for selected high need students. In order to meet the weekly instructional minute requirements, students not assigned to attend the online Tier II supplemental intervention instructional block (on level or advanced) should be provided with additional independent study aligned with their academic performance level.
- Two weekly PE activities provided by PE teachers for 50 minutes.
- Daily independent study for 30-60 minutes.

The EASE Home School option provides broader flexibility of instruction guided by an Etiwanda School District teacher with two curriculum paths for families to choose from. These paths include:

- K12.com Program
- Independent Study

In the K12.com path, the parent acts as a Learning Coach who facilitates progress through online lessons. Suggested weekly lesson plans are provided and update automatically as the child progresses. Because daily live interaction is not feasible, students and families meet with a teacher every two weeks to discuss progress and review standards mastery.

In the Independent Study path, students complete a minimum of a days' worth of assignments each day as certified by an Etiwanda teacher. These units of study are created by the teacher using the same district adopted materials used in the traditional classroom setting. Because daily interaction is not feasible in independent study, frequent live interaction takes place every week as students and families meet with a teacher to discuss progress and review standards mastery.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

A systematic process for ensuring access to devices and connectivity was established beginning in March 2020 when schools were closed. At that time, up to two Chromebooks were available to each family for check out through a grab-and go process. Families without internet access were referred to community partners that provided free internet services through the end of the school year. Administrators provided personal outreach to families whose students were not participating in instruction to determine barriers and ensure access to all necessary equipment and services.

During the 2020-21 school year, Chromebooks are available to every student enrolled in the district. At the beginning of the school year all families were asked to complete the online data confirmation process. During this process families indicated their desire to check out a

Chromebook for their student(s) and their need for support with internet access. Families without at-home internet access are provided with an internet hot spot that allows access on the designated student Chromebook.

Administrators provided personal outreach to families that did not participate in the data confirmation process to assist them. This outreach continued until all families were reached, indicated their technology needs, and had their needs addressed.

Each school will host at least one virtual technology event for parents and guardians. During this event employees will share information that supports families' understanding of virtual classroom platforms (Zoom and Google Meet), the Google Suite of tools, online curriculum resources, and digital organization.

Technology assistance is provided throughout the school year through an email support system. Families send emails to helpdesk@etiwanda.org and receive a response within a very short time frame.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In the Virtual Learning Model and EASE Home School student learning loss and progress is assessed through grades on student assignments, quizzes and tests in addition to teacher observation and a systematic cycle of assessments. Assessments are administered during synchronous instruction time as teachers use mirror screening technology tools to monitor students.

The systematic cycle of assessments includes:

- iReady diagnostic assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students. The full battery of assessments are administered in August/September, November/December, and March/April.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (iLit) school levels for English learners at every grade level. Initial benchmarks are administered at the beginning of the school year along with two follow-up assessments to monitor progress in November and February.
- Information obtained from the English Language Proficiency Assessments (ELPAC) is used to determine student group placement for English language development lessons and to monitor progress for English learners. Initial assessments are administered within 30 days of a student's enrollment and summative assessments are administered each year between February and May. In the 2019-20 school year, 90% of English learners had participated in the ELPAC prior to the school closure. English learners who did

not take the summative ELPAC in 2019-20 and may be eligible for reclassification will participate in this assessment between August 20, 2020 and October 30, 2020.

Daily attendance in the Virtual Learning Model is based upon student attendance in live synchronous lessons and the completion of independent study assignments. An absence is recorded in the district's student information system anytime a student misses a full day of virtual instruction and does not complete the independent study assignments provided for a given day. Because each day in the Virtual Learning Model consists of several online classroom sessions throughout the day, teachers also record session attendance using a variety of formats such as daily chat questions, Google Forms, poll questions, Jamboard prompts, or asking students to respond orally to roll-call for mic check for the day.

Independent study complements the daily interactive lessons and provides students with regular instructional breaks, limited consecutive screen time, as well as time to practice concepts or skills on their own. Independent study assignments are developed to fulfill the minimum instructional minutes and meet attendance requirements in the virtual classroom model. Activities assigned for independent study may be routine practice, long-term projects, or exercises from a recent lesson. Teachers estimate the average amount of time it will take a student to complete the activity and assign that time value for the activity. Teachers record this time value in their gradebook to measure student participation and for attendance accounting.

Daily attendance for EASE Home School is based upon assignment completion for a minimum days' worth of assignments each day.

Students who are absent for three or more consecutive days or 60% of the days in any given week will be referred for Tier II reengagement efforts provided by school administration and student services assistants/academic advisors who provide support such as, but not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assigning an adult mentor to check in with and connect to student/family daily or weekly.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The Etiwanda School District has a robust wireless infrastructure with sufficient wireless access points and provides technology devices that include cameras and microphones for all teachers. Google Apps for Education (GAFE) is the primary suite of tools used by Etiwanda educators for the virtual classroom. This suite includes:

- Google Drive
- Google Classroom Learning Management System
- Google Meet
- Google Sheets, Docs, and Slides

- Jamboard

Supplementary resources used district-wide to support the virtual learning environment include:
- Zoom video and audio conferencing
- Seesaw learning management system
- Remind communications platform
- Reading Eggs for primary reading
- Math Seeds for primary math

Prior to the start of the school year teachers participated in required professional development for the following programs and practices:
- Google Classroom or Seesaw as a learning management system (LMS)
- Google Meets or Zoom as a virtual classroom platform
- Intentional planning for distance learning
- Other virtual platforms: Google drive, teacher web page, online textbook features, etc.

All sessions were recorded and archived so teachers can access and review sessions at their convenience.

Additionally, district professional development staff monitor needs and provide needed and/or requested training for educators throughout the school year. These sessions are offered at the end of the instructional day and educators who attend receive additional pay for time spent in training. Weekly virtual office hours held by professional development team members allow teachers multiple opportunities for one-on-one support with lesson planning.

Each school site has an Instructional Technology Support Clerk assigned to assist teachers with any needed technology support.

## Staff Roles and Responsibilities

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

Because schools are currently operating under different circumstances than in the past, the roles and responsibilities of staff members have been revised to meet the needs of our community and support the requirements of distance learning.

A new responsibility of school support personnel such as campus support and clerical staff is the preparation and distribution of materials through a curbside pick-up process. Staff members have prepared large bags containing student textbooks, Chromebooks, hot spots, worksheets, and all supplies students need to engage in learning while at home.

New responsibilities for administrators include:
- preparing school campuses for social distancing and safety procedures.
- facilitating staff training on social distancing and safety procedures.
- monitoring personnel to ensure adherence to social distancing and safety procedures.

- providing training and support to staff for the virtual learning environment.
- complex classroom assignment procedures factoring in family preference.
- coordination of remote learning systems.
- ensuring equitable access to at-home technology.
- daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- daily family outreach to determine and address student social and emotional needs.
- conducting meetings with colleagues, staff, families and community members through video conferencing platforms.

New responsibilities for teachers in the virtual classroom environment include:

- using online platforms and programs not previously used.
- ensuring instructional plans are appropriate for a virtual environment.
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- communicating access procedures for instruction and resources to parents and students.
- engaging and motivating students in a virtual environment to determine and address student social and emotional needs.
- advance planning with support personnel given that synchronous planning and communication is not possible
- posting all assignments and providing feedback on progress through a learning management system.
- conducting meetings with colleagues and families through video conferencing platforms

New responsibilities for instructional aides include using online platforms not previously used and monitoring online chat boxes to respond to student questions.

New responsibilities for child nutrition staff include:

- preparing meals to be consumed outside of school facilities.
- designing and facilitating curbside meal pick-up routines.

Elementary physical education teachers have been assigned new roles and responsibilities to include:

- recording physical education lessons for students.
- providing family outreach services to determine/address student social-emotional needs and re-engage students in learning.
- assisting families in overcoming barriers to student engagement.
- assisting home school personnel as participation in these programs has increased.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

To meet the needs of pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness in the Etiwanda School District the following supports and services are available:

- Family outreach with personalized support
- Expanded educator training
- Small group academic support
- Social services assistance

Family outreach with personalized support:

Protocols to ensure ongoing family outreach with personalized support have been developed. All classroom teachers, special education case carriers, academic advisors, and school administrators contact families to determine students' needs and ascertain if there are any barriers to student participation in the virtual learning or home school environments. Each week teachers collect data on student participation in distance learning. Teachers note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, academic advisors, and school administrators personally email and call the families of these students to determine barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and free internet services.

Expanded educator training:

District and school administrators have created a professional development plan for educators that includes training and coaching in effective virtual intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures.To ensure teachers have the ability to provide high quality, virtual, differentiated instruction, professional development was provided to teachers and instructional aides. Professional development opportunities for teachers included sessions on how to provide virtual, small group tutoring and accommodations through distance learning. Instructional aides attended training on providing virtual classroom and student support. Several professional development sessions are made available to educators to improve practices used in the virtual learning environment. Additionally, seven professional development providers hold office hours to allow any teacher in the district to ask questions about online platforms, resources, programs, and/or virtual instructional strategies. Certificated Special Education teachers provide training to teachers targeted specifically for meeting the needs of pupils with exceptional needs across the full continuum of placements.

Small group academic support:

To meet the individualized academic needs of students enrolled in the Virtual Learning Model, virtual Tier II small group support in the areas of English language arts and math is provided four times each week by all classroom teachers with some additional support offered through instructional aides.

English learners also receive designated English language development instruction facilitated by teachers and instructional aides in a small group format. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable.

To meet the individualized academic needs of students enrolled in EASE Home School several virtual tutoring sessions are offered each week. Tutoring is provided by teachers and classified tutors. Students may attend as many sessions as needed throughout the week and sessions are required for those who have been identified as needing extra support. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP).

Social services assistance:

To address additional needs for foster youth, students experiencing homelessness, and others in need of assistance support services such as referrals and information about access to homeless shelters; free or reduced-cost health care, vision services, food, clothing, and shoes are provided by our district licensed vocational nurses, psychologists, counselors, and/or through our community services liaison. School supplies and backpacks are also provided to families at no-cost.

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

| Description | Total Funds | Contributing |
|---|---|---|
| DL1 - Administrators and teachers create and implement a virtual learning model that includes daily virtual, interactive instruction and independent work, and weekly tier II instruction blocks for transitional kindergarten through eighth grade students with specific intention targeted toward the needs of those who have not yet met academic standards. | $632,497 | X No |
| DL 2 - District and schools provide at-home access to 21st Century technology and digital integration to support student learning through the procurement, maintenance, and replacement of Chromebooks for every student and wireless hot-spots for those who would not otherwise have internet service. | $3,286,341 | X No |
| DL3 - District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction. | $1,208,185 | X No |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| DL4 - District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective virtual intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures. This is an improved service for students who are English learners, foster youth and /or have families with low-income as it increases the quality of instruction to ensure accelerated growth. | $1,179,116 | X Yes |
| DL5 - Teachers provide additional virtual, interactive, small group instruction on a weekly basis to address the needs of students who have not yet met academic standards and those who have or will experience learning loss as a result of school closures through intervention and expanded language development strategies. This is an increased service for students who are English learners, foster youth and/or who have families with low-income as it provides additional instruction time targeted towards specific student needs to accelerate growth and increase achievement. | $716,292 | X Yes |
| DL6 - District teacher librarians and school library clerks implement virtual weekly literacy programs and ensure access to supplemental resources which meet diverse student needs and encourage involvement with school libraries for all students in transitional kindergarten through eighth grade. | $1,447,653 | X No |

For Actions DL1, DL2, and DL3: These actions are not currently in the budget but will be input into the system to be included with the First Interim Report. LLMF funding was added to the district's 2020/2021 budget meeting the "45-day revision deadline" set forth with the Governor's signing of the Annual Budget Act and thus will be reflected in the First Interim Report. Budget adjustments were made to object codes for the following categories: materials and supplies, contracted services, and salaries.

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Specific student academic needs in English language arts, mathematics, and English language development will be determined through a systematic cycle of assessments. All students, regardless of the learning model they are participating in, will engage in the assessment cycle.

This system includes:

- iReady diagnostic assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students. The full battery of assessments are administered in August/September, November/December, and March/April.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students are administered in October and February.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (iLit) school levels for English learners are administered at the beginning of the school year and monthly throughout the school year.

Because students in the Etiwanda School District participate in these assessments each year, results for continuing students can be compared with the assessments taken during the 2019-20 school year. A detailed analysis of assessment results will be conducted to identify students who experienced learning loss or have not yet met academic standards. All assessments provide detailed information about the specific skills students have not yet mastered.

In all other curricular areas, student growth and potential learning loss will be measured and monitored through assignments and tests provided by district adopted instructional materials.Teachers grade at least one assignment/test in each subject area weekly, allowing educators to closely monitor student progress/learning loss in every academic area.

Opportunities to address student learning loss and/or identified academic needs will occur through small group support, online tutoring, and contracted intervention services.

Small Group Support:

To meet the individualized academic needs of students enrolled in the Virtual or Hybrid Learning Models, small group support in the areas of English language arts and math is provided four times each week by all classroom teachers with some additional support offered through instructional aides.

English learners also receive designated English language development instruction in a small group format. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable.

To meet the individualized academic needs of students enrolled in EASE Home School, several virtual tutoring sessions are offered each week. Tutoring is provided by teachers and classified tutors. Students may attend as many sessions as needed throughout the week and sessions are required for those who have been identified as needing extra support. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP).

Online Tutoring:

The Etiwanda School District will contract with an online agency for tutoring services that students in first through eighth grade can access at anytime 24 hours a day, 7 days a week. To access this service students select a subject-specific link in their learning management system. Links available for all students include English language arts, mathematics, science, and social studies. Once a link is selected a live tutor trained in the Socratic method of instruction connects with the student within 5 minutes (average wait time is 23 seconds). Once the student and tutor have connected, the student uploads or explains the item they need assistance with. The tutor asks the student a series of questions to assist them and remains connected with the student until he/she has reached a level of understanding. Each session is recorded and available for students and teachers to access as needed. Students can also upload written assignments and essays to receive feedback. Feedback on written work is available to the student within 24 hours of the upload and students can connect with a tutor to review the feedback that was received.

Contracted Intervention Services:

The Etiwanda School District will contract with outside agencies that provide intervention services for students scoring in the lowest performance levels on district diagnostic assessments. Families of those who qualify to receive these supports may select a provider from a district approved list and receive a set amount of services that families can access at their convenience. Providers independently assess student needs, create a success plan based on the student's needs, teach the necessary skills in a small group or one-on-one format, monitor progress and adjust instruction as needed. Students engaged in these programs can also receive support on daily assignments. These services will continue until funding designated to mitigate pupil learning loss is exhausted.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Actions and strategies used to address learning loss and accelerate learning progress include:

- Small Group and Tutoring Support
- Outreach Support
- Online Tutoring
- Intervention Services

- Access to additional educational materials

Small Group and Tutoring Support:

Each classroom teacher, several instructional aides, under the supervision of credentialed teachers, and tutors provide small group instruction that offers more time and support to target specific student needs, accelerate learning progress, and ensure equitable access to grade level standards achievement.

In the Virtual and Hybrid Learning Models, small group support in the areas of English language arts and math is provided four times each week by all classroom teachers with some additional support offered through instructional aides. In the Hybrid Learning Model some of these instructional blocks take place in-person and some take place virtually. In the Virtual Learning Model all instruction takes place virtually.

English learners also receive designated English language development instruction in a small group format. During this time, English learners are grouped by English language proficiency levels (Emerging, Expanding, Bridging) so that differentiated, high-level language acquisition routines designed to accelerate learning English can be used.

Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable.

In EASE Home School, several virtual tutoring sessions are offered each week. Tutoring is provided by teachers and classified tutors. Students may attend as many sessions as needed throughout the week and sessions are required for those who have been identified as needing extra support.

In addition to small group sessions by classroom teachers, instructional aides, and classified tutors, students eligible for special education services receive additional support identified through their Individual Education Plan (IEP) to the extent practicable. Students identified as having exceptional needs and English learners attend an increased number of small group sessions.

Additional strategies used during small group sessions to address learning loss and accelerate learning progress include, but are not limited to:

- Early systematic assistance in one or many areas of student learning.
- Increased use of peer discussion.
- Spaced practice over time.
- Directed self-verbalization and self-questioning.
- Increased use of visual input.
- Breaking information down into smaller units.

Outreach Support:

Foster youth and students experiencing homelessness are provided additional resources and services such as personalized support for materials delivery and mentoring offered through academic advisors/student services assistants to ensure extra support can be accessed.

Online Tutoring:

Online tutoring services provide an additional layer of support for students who are learning at home. Students can access a live online tutor at any time. Tutors are trained in the Socratic method of instruction and connect with students almost immediately. Once the student and tutor have connected, the student uploads or explains the item they need assistance with. The tutor asks the student a series of questions to assist them and remains connected with the student until he/she has reached a level of understanding. Each session is recorded and available for students and teachers to access as needed. Students can also upload written assignments and essays to receive feedback. Feedback on written work is available to the student within 24 hours of the upload.

Intervention Services:

Students scoring in the lowest performance levels on district diagnostic assessments qualify to receive intervention supports from district approved providers. Providers independently assess student needs, create a success plan based on the student's needs, teach the necessary skills in a small group or one-on-one format, monitor progress and adjust instruction as needed. These services will continue until funding designated to mitigate pupil learning loss is exhausted.

Access to additional education materials:

Students with families that are low-income are provided with access to additional education materials through grab-and-go pick up processes or through mail services. Materials include items such as books, other reading materials, supplies to support learning, and educational games.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports to address specific student academic needs will be measured by monitoring student progress for those receiving these services and supports. Because students participate in several of the assessments included in the district's systematic cycle of assessments several times throughout the year, student's rate of growth can be closely monitored. If students participating in services and supports targeted toward addressing pupil learning loss are not demonstrating an accelerated rate of growth in comparison with non-participating peers, services and supports will be adjusted.

Many students receiving additional services and supports are included in the district's Plan of Action for Student Success (PASS) program. All Transitional Kindergarten through eighth grade teachers select students receiving additional services/supports and develop, monitor and implement a PASS. These plans outline specific actions to address learning loss and support academic needs through the use of diagnostic data and prescriptive lessons while involving families in the plan to support learning. Data on students who have a PASS is collected,

reviewed, and monitored at the school and district levels. This focused data set is used to monitor the effectiveness of school and district-wide services and supports.

The district's systematic cycle of assessments includes:

- iReady assessments that are administered in November/December, and March/April.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students administered in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students administered in October and February.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (iLit) school levels for English learners are administered at the beginning of and monthly throughout the school year.

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

| Description | Total Funds | Contributing |
|---|---|---|
| PLL1 - District provides an adaptive diagnostic assessment system in reading and mathematics for kindergarten through eighth grade students that provides information on student learning loss, progress, and prescriptive lessons that target individual needs. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement. | $112,127 | X Yes |
| PLL2 - Teachers develop, monitor and implement Plans of Action for Student Success (PASS) for select transitional kindergarten through eighth grade students. Plans outline actions to address learning loss and support academic needs through the use of diagnostic data and prescriptive lessons while involving families in the plan to support learning. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it outlines specific instructional plans to meet students' individual needs to ensure accelerated growth and increased achievement. | $118,142 | X Yes |
| PLL3 - District administrators and teachers provide English learners new to the United States (newcomer) with additional supports through instructional aides, an electronic tablet to assist with instruction and translation, and supplemental English language development programs. This is an improved service for English learners as it provides additional language acquisition support to meet students' individual needs, accelerate growth, and increase achievement. | $195,903 | X Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| PLL4 - School administrators and teachers provide English learners with additional supports through an individualized plan for those close to becoming or identified as a long-term English learner (English learners in US schools for five years or more who have not made adequate progress in language proficiency). This is an improved service for English learners as it provides additional language acquisition and instruction support in all academic areas to meet students' individual needs, accelerate growth, and increase achievement. | $716,292 | X Yes |
| PLL5 - School administrators and Intermediate school academic advisors/student services support students who face barriers to academic achievement by:<br>• Monitoring progress using an early intervention screener.<br>• Coaching students in developing goals and assessing their progress.<br>• Collaborating with colleagues to address barriers to academic success.<br>• Facilitating intervention supports and referrals to the Student Study Team (SST).<br>• Assisting with outreach efforts for families to remove barriers to school participation.<br><br>This is an increased service for students who are English learners, foster youth, and/or have families with low-income as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual needs, accelerate growth and increase achievement. | $860,190 | X Yes |
| PLL6 - District provides access to one-on-one online tutoring in English language arts, mathematics, science, and social studies 24 hours a day, 7 days each week for all students in first through eighth grade to support students during independent study. | $295,000 | X No |
| PLL7 - District provides intervention supports and services in English language arts and/or mathematics through an outside vendor for students currently performing at the lowest levels on district diagnostic assessments to mitigate learning loss and accelerate learning. | $2,225,000 | X No |

For Actions PLL6 AND PLL7: These actions are not currently in the budget but will be input into the system to be included with the First Interim Report. LLMF funding was added to the district's 2020/2021 budget meeting the "45-day revision deadline" set forth with the Governor's signing of the Annual Budget Act and thus will be reflected in the First Interim Report. Budget adjustments were made to object codes for the following categories: contracted services.

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Etiwanda School District teachers and administrators monitor the mental health and social and emotional well being of students and staff through daily synchronous contacts and wellness surveys administered to families and students. All families received and were encouraged to complete and submit a survey related to the social-emotional well being of their child(ren). These surveys were reviewed by district counseling staff. All sixth through eighth grade students will complete the Panorama social-emotional learning survey that measures student mindsets, behaviors, and attitudes that are related to success in school and beyond the classroom. Survey results will be analyzed by intermediate school counselors who will provide lessons on social-emotional learning related to the specific needs of our students.

All classroom teachers have been provided six social-emotional learning lessons to facilitate during synchronous instruction at the beginning of the school year. Lessons include topics such as the importance of sharing and discussing feelings, strategies to use when feeling unwell, and how to focus on things we can control.

Administrators, teachers, and support staff receive professional development in trauma informed training which involves understanding, recognizing, and responding to the effects of all types of trauma and suicide prevention that includes research and information including:

- The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.
- Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors.
- Warning signs that may indicate depression, emotional distress, or suicidal ideations, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent.
- Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community.
- School and community resources and services, including resources and services that meet the specific needs of high-risk groups.
- Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed.

- District procedures for responding after a suicide has occurred.

The district's Educationally Related Mental Health Services (ERMHS) Counselors provide this training for teachers and administrators while the district Clinical Counselor facilitates training for classified staff. All district counselors collaborate to plan training sessions that include topics most relevant to each group of staff members.

The Etiwanda School District will also host a virtual suicide awareness and prevention family event for the community.

Additionally, all school administrators will participate in three training sessions related to restorative practices during the 2020-21 school year.

The Etiwanda School District provides several pathways for accessing virtual or in-person mental health and social and emotional support to address the trauma and other impacts of COVID-19 on the school community including:

- Coordinated services including direct and group counseling in addition to referral services facilitated by the District Clinical Counselor for all transitional kindergarten through eighth grade students.
- Direct counseling services provided by the district's Educationally Related Mental Health Services (ERMHS) Counselors for students receiving special education services.
- Coordinated services including direct and group counseling, in addition to referral services, facilitated by credentialed counselors for all intermediate grade (6th-8th) students.
- Care Solace mental healthcare coordination and concierge services for staff members, students, and their immediate family members.

District Clinical Counselor:

Our district's clinical counselor facilitates our counseling intern program called Etiwanda CARES. Counseling interns provide direct and group counseling services to students at all of our schools. Students can be referred for these Tier II level counseling services by parents/guardians and/or teachers. Once a referral is made, counseling interns contact parents for an intake meeting to share details about the services and establish guidelines for care. Students who have recently experienced a significant event can also receive immediate crisis support. Families of students in need of Tier III level counseling services receive a referral for services.

ERMHS Counselors:

Our district's ERMHS counselors provide direct counseling services to students who have an Individualized Education Program (IEP) that indicates a need for educationally related mental health services. ERMHS counselors regularly connect with students on their caseload.

Intermediate School Counselors:

Our district's credentialed intermediate school counselors provide educational counseling for students at our intermediate schools. Students can access educational counseling services through self-referral or a referral from parents/guardians, school administrators, or teachers.

Students initiate contact with counselors through their Google Classroom link. Intermediate school counselors connect with students identified as in need of support at least once each week.

Care Solace:

Our district contracts with the Care Solace organization to provide care coordination and concierge services for staff, students, and their immediate family members. Care Solace is a multi-lingual (English, Spanish, Mandarin, Korean, Cantonese, Vietnamese) team of social workers who connect individuals with substance abuse and mental health services in their local area including coordinating insurance information and scheduling a first appointment. Referrals are made to credentialed professionals who have been fully vetted, have at least 5 years of experience.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Etiwanda School District is committed to engaging all students in learning. Pupil engagement and outreach efforts include procedures for tiered reengagement strategies for students who are absent from distance/virtual learning. District personnel will provide outreach to students and their parents/guardians (including those who speak languages other than English) when students are not meeting compulsory education requirements. Tiered reengagement strategies include:

Tier 1 for all students:

Students are required to attend daily virtual classes through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school. Weekly engagement records are maintained that include:

- Daily attendance taken and recorded by classroom teachers in the district's student database at the end of each instructional day.
- Assignment completion and student participation kept through grades in the district's student database.
- Assessment information recorded and shared with parents/guardians through the district's student database.
- School attendance clerks monitor student attendance documented in the district's database on a daily basis, verifies current contact information, and makes daily absence notification to parents/guardians.

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction:

Attendance clerks notify the assigned student services assistant/academic advisor when a student meets the criteria for Tier II reengagement support.

Student services assistants/academic advisors contact families (with assistance from translators when necessary) to identify barriers to student engagement and provide personalized assistance in eliminating barriers. Assistance may include but is not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assign an adult mentor to check in with and connect to student/family daily or weekly

Tier III for chronically absent students who have accrued 10 or more absences from distance learning:

School administrators and student services assistants/academic advisors continue to work with and support the family to address ongoing barriers which may include inter-agency case management teams. They also facilitate referrals to the School Attendance Review Team, District Attendance Review Team, and/or the county School Attendance Review Board. Attendance review teams and boards work with families to eliminate barriers to school attendance.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During the school closure while all schools are operating solely in the Virtual Learning Model or EASE Home School the Etiwanda School District will provide lunch meals to students in a drive through, curbside system available at all school sites.

Child nutrition personnel involved in meal distribution follow safety protocols by wearing facial coverings and sterile gloves. Social distance is maintained during distribution by placing the meals on tables and trays adjacent to the curb so families can easily drive through and access them in a contact-free manner. Menus are posted on the district website for families to access.This service is provided from 11:30-12:30 on all scheduled school days Monday-Friday.

Student ID cards were issued to all students prior to the beginning of the school year to allow child nutrition personnel to scan student meal accounts and appropriately charge for the meal at the free, reduced, or full-priced rate. The Etiwanda School District was notified on August 31, 2020 that the USDA extended flexibility for meal services through as late as December 31, 2020 allowing districts to serve free meals to

all children ages 18 and under. The Etiwanda School District will provide free meal service through the extended waiver period and resume regular meal pricing when this period expires.

When our district is able to return to a multi-model offering for families, some students will attend school on campus for the Hybrid Learning Model and others will continue in the Virtual Learning Model or EASE Home School.

Students participating in the Hybrid Learning Model will pick-up their meals in a "grab and go" manner prior to departing from school each day.

Families of students participating in the Virtual Learning Model or EASE Home School will continue receiving meals using the drive through, curbside system available at a limited number of centrally located school sites including:

- Day Creek Intermediate School
- Etiwanda Intermediate School
- Heritage Intermediate School
- Summit Intermediate School
- Carleton P. Lightfoot Elementary School
- David W Long Elementary School
- Falcon Ridge Elementary School
- John L Golden Elementary School
- Perdew Elementary School
- Cecelia Solorio Elementary School
- Terra Vista Elementary School

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Distance Learning Program (Continuity of Instruction) | AA1 - District provides alternative educational settings for students such as the Etiwanda Alternative Studies Education (EASE) Home School and our district's Community Day School to meet unique student needs and provide learning model options for families. | $679,603 | X No |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Distance Learning Program (Continuity of Instruction) | AA2 - Teacher leaders and district collaborate to pilot, adopt, and procure state-approved instructional materials in English Language Arts, Mathematics, Science, and History/Social Studies that are provided to all students. | $393,109 | X No |
| In-Person Instructional Offerings | AA3 - District promotes safe environments for students by providing all schools with a licensed vocational nurse (LVN) or health clerk, automated external defibrillator (AED), security cameras, and visitor check-in system that performs background checks. | $2,972,437 | X No |
| In-Person Instructional Offerings | AA4 - District and school administrators annually update safety plans and oversee facility maintenance and improvements. | $12,304,497 | X No |
| Pupil Learning Loss (Pupil Learning Loss Strategies) | AA5 - General and special education teachers regularly utilize time built into the school year calendar (non student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction. | $716,292 | X No |
| Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies) | AA6 - Coordinators, specialists, and teachers on assignment collaborate and support general and special education teachers to assist with program implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards. | $1,339,787 | X No |
| Mental Health and Social and Emotional Well-Being | AA7 - District clinical counselor facilitates a counseling program and coordinated services to provide mental health and social-emotional support for students at all school sites and credentialed counselors at intermediate schools facilitate a school-wide counseling curriculum and coordinated services | $3,873,503 | X No |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| | to provide mental health and social-emotional support for middle school students. | | |
| Pupil Engagement and Outreach | AA8 - Administrators and teachers promote and encourage home-school communication to engage families through:<br>• Websites, auto-dialer system, newsletters, social media, Aeries portal.<br>• Email and a platform which can be accessed on mobile or desktop devices.<br>• Annual family conferences which provide information about student progress and targeted support/enrichment their child receives during Tier II instructional blocks. | $323,916 | X No |
| Pupil Engagement and Outreach | AA9 - Administrators, teachers, and academic advisors/student services assistants contact parents/guardians to engage under-served families in the decision-making process, determine school participation barriers for students, and provide personalized support to eliminate barriers. This is an increased service for students who are English learners, foster youth, and/or have families with low-income as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual needs and ensure accelerated growth and increased achievement. | $860,190 | X Yes |
| Pupil Engagement and Outreach | AA10 - School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), restorative practices, bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it | $1,789,861 | X Yes |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| | improves learning environments and access to school and classroom cultures conducive to learning ensuring increased achievement. | | |
| Pupil Engagement and Outreach | AA11 - Coordinator of instruction provides school administrators with monthly chronic absentee reports and facilitates a District Attendance and Review Team that provides referral and support services for families to minimize barriers to school attendance. | $126,370 | X No |
| N/A | AA12 - District recruits and hires highly qualified general/special education teachers and provides a two-year induction program to mentor and develop those new to the profession. | $74,558,012 | X No |
| N/A | AA13 - District maintains a grade level span ratio of 24:1 in Transitional Kindergarten through 3rd grade at each school site. Three hours of weekly instructional aide time is provided to support instruction when a Grade 1-3 classroom exceeds 26 or a Grade 4-5 classroom exceeds 32 students. Smaller class sizes and classroom support increases student engagement and interaction. | $399,600 | X No |
| N/A | AA14 - District and school administrators coordinate and provide education events for all families to build positive, collaborative school communities. | $17,700 | X No |
| N/A | AA15 - The African American Parent & Educator Advisory Committee (AAPEAC) comprised of parents/guardians, teachers, and administrators collaborates to identify equitable and culturally responsive academic and social practices to ensure educational equity and address disparities in | $24,135 | X Yes |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| | achievement for African American students. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it allows for the examination of supports and services for African American students and identifies areas for improvement to ensure decreased achievement gaps. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 8.51% | $9,485,931 |

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Etiwanda School District will receive approximately $9,485,931 in supplemental funding for the 2020-21 school year calculated on the basis of the number and concentration of English learners, low income, and foster youth as determined pursuant to 5 CCR 15496(a)(5). The Etiwanda School District does not qualify for concentration grant funding.

A review of the District's needs and metrics, along with stakeholder input, determined that spending $9,485,931 for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth and are intended to meet the needs of students in response to the COVID-19 pandemic:

Professional Development for Intervention is offered districtwide as an examination of successful student assessment data reveals that students assigned to highly trained teachers perform at higher levels than students whose teachers who have not participated in additional training. Considering that the success of foster youth, English learners, and low-income students hinges on students' access to highly trained professionals, a comprehensive professional development plan improves services by facilitating ongoing training for teachers throughout the school year. This is especially important given the changing and altered school operating conditions that have resulted from the COVID-19 pandemic. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. To be effective, however, it must be sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement (Wei, R.C., Darling-Hammond, L. (2009). Etiwanda provides high-quality, sustained, focused professional learning that ensures educators are able to develop the skills they need to support student success during core instructional blocks, Tier II, and Universal Access time. All 750 Etiwanda teachers are provided with formal professional development/training and other opportunities for professional learning, such as common planning/collaboration time, shared opportunities to examine student work, and tools for self-reflection. Professional learning is both externally-provided and job-embedded and principally directed to increase teachers' knowledge and change their instructional practice in ways that support our most at-risk students. While other alternatives such as providing additional resources were considered, providing professional development to all teachers is the most effective use of funds. "It holds that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results." (Wei, et al, 2009). (Actions: IPO5 and DL4)

The success of early intervention models hinge on the early and accurate identification of students at risk of earning a high school diploma, according to professional organizations. The most significant purpose for administering diagnostic tests to children in schools is to provide information that is useful in planning more effective instruction. (Florida Center of Reading Research 2015). Early identification of literacy and numeracy deficits and prescriptive plans such as Etiwanda School District's Plans of Action for Student Success (PASS) rely on effective diagnostic tools, such as the reading and math adaptive diagnostic assessment, i-Ready, selected and used by our district. Given the school closures that took place in March 2020 and the altered school operations plans that resulted from the COVID-19 pandemic, it is highly likely that students have or will experience learning loss. i-Ready diagnostic assessments are provided districtwide and principally directed to addressing the achievement needs of English learners, low-income students, and foster youth to clarify specific instructional needs of students. According to McTighe and O'Connor, "teachers gain greater insight into what to teach, by knowing what skill gaps to address or by skipping material previously mastered, and how to teach by using grouping options." (Educational Leadership, 2005) Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction. While alternative forms of assessment have been utilized in the past, the iReady diagnostic has proven to be the most effective use of supplemental funds as this tool ensures teachers have access to the specific information they need to provide meaningful differentiated instruction. (Actions: PLL1 and PLL2)

Extended and alternative learning opportunities provided in small group settings are offered districtwide and principally directed toward and effective in meeting the district's goals for unduplicated students. Statewide required instructional minutes during COVID-19 can be met through a combination of live instruction and independent study activities. Students who have not yet met academic standards to include those identified as low-income, English learners and foster youth will receive more live instruction than students currently meeting academic standards. These instructional blocks are included in teachers' schedules on a weekly basis and these services are principally directed to addressing the needs of low income students, English learners and foster youth. During this time students will be homogeneously grouped

according to specific instructional needs so that teachers can provide targeted practice. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting. (Actions:IPO6 and DL5)

The number of English learners (ELs) in the U.S. has risen 10 percent in the last decade, representing about 4.5 million public K–12 students. In the Etiwanda School District English learners represent approximately 9% of the total student population. A review of diagnostic data from locally administered assessments for our English learners reveals English learners display gaps in language development and reading comprehension. In order to address these gaps, teachers write specific plans for students that outline the most foundational areas the student is struggling in and the plans for addressing these learning needs. Supplemental literacy programs and instructional aides support teachers in providing designated instruction in meeting the diverse language and academic needs of English learner students in the district. Computer-based instructional materials provide engaging, interactive platforms, with high interest materials that improve student learning. These services and supports are provided districtwide because our district is committed to providing English Learners access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. (Actions: PLL3 and PLL4)

Academic advising is effective when adults “assist students to realize their maximum educational benefits by helping them to better understand themselves and to learn to use the resources of the institution to meet their special educational needs and aspirations” Crockett 1978). The Etiwanda School District provides Academic Advisors or Student Services Assistants districtwide to principally support under-performing low-income students, English learners, and foster youth by helping students in recognizing their strengths, understanding their needs, and using the resources in a school system to maximize their potential. Academic advising supports key institutional conditions that have been identified as promoting student success, including setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff (Tinto 2002). As students and families adjust to school operating conditions in the COVID-19 climate the outreach is more important now than ever as Academic Advisors and Student Services Assistants play a critical role in providing person outreach services and work one-on-one with families to overcome barriers to school participation and engagement. (Actions: PLL5 and AA9)

Positive Behavior Intervention Supports (PBIS) are geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. This reality has been exacerbated by the COVID-19 pandemic. PBIS cultivates community in classroom settings and on school campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while also receiving a high level of support to create a culture of learning and safety for all. By using PBIS systems, students and teachers work together to understand and learn appropriate behaviors for the learning environment. PBIS helps all students, especially unduplicated students, by empowering them with the skills that nurture a positive school climate that is safe, respectful, equitable, and ensures accountability. (Action AA10)

Achievement data shows that foster youth and low-income students who are also African American are significantly more likely to be chronically absent and achieve at lower rates. Furthermore, it has been well reported that African American families have been negatively impacted by the COVID-19 pandemic at a higher rate in comparison with other populations. Five organizational supports can cause subsequent change: school’s professional capacity, strong parent-community-school ties, student-centered learning climate, and leadership

that drives change (Byrk 2010). The Etiwanda School District has an advisory group of parents from every school in the district, educators, and administrators principally directed toward meeting the needs of unduplicated students that collaborates on seeking to understand our achievement gap and to examine how a strength-based approach to improving the equity gap can positively affect student engagement and achievement for our African American students. The mission of the African American Parent & Educator Advisory Committee is to Improve Black/African American student outcomes by empowering parent and educator collaboration to identify equitable and culturally responsive academic and social practices, and monitor their effectiveness. (Action AA15)

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

The Etiwanda School District serves an unduplicated pupil population (low-income, English learners, and foster youth) which is approximately 42.53% that has generated a proportionate share of the total Local Control Funding Formula Supplemental allocation of $9,485,931.

Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support low-income, foster youth and English Learner populations to increase support and intervention services to ensure equity and close the opportunity and achievement gaps for identified students. Actions selected to increase and improve services for unduplicated students were chosen in response to research about best practices, recent data regarding the district's performance, and stakeholder input provided through surveys, advisory groups, and various gatherings.

The following identified improvements in actions and services are planned for the 20-2021 school year as our district operates under COVID-19 conditions:

Ongoing professional development and support plans will enable Etiwanda educators to optimize their professional potential in order to create a highly effective in-person and virtual learning community, ensuring the highest levels of achievement for all students. There is a link between teacher quality and increased student achievement. What teachers know and can do is the most important influence on what students learn. Actions to support and improve teacher quality and practice are improvements that are high impact strategies to support the growth of our unduplicated students who have not yet met academic standards.

Diagnostic assessments (iReady) allow teachers to identify specific gaps in understanding which is an essential component to meeting the needs of unduplicated students. Access to this data and information improves the quality of instruction and services provided to students who are English learners, foster youth, and/or have families with low-income as it identifies the specific instructional needs of individual students to ensure accelerated growth and increased achievement.

Plans of Action for Student Success (PASS) are plans created specifically to target and meet the instructional needs of unduplicated students and ensure accelerated growth and increased achievement for students who are English learners, foster youth, and/or have families with low-income.

Protected Tier II instructional time is principally directed at meeting the needs of unduplicated students in the district by improving services for students who are English learners, foster youth and/or have families with low-income, are English learners, and/or are foster youth as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.

English learner support provided through additional personnel, targeted support plans, and supplemental intensive language development materials purchased for all schools address the needs of English learners as they provide language acquisition support to meet students' individual needs and ensure accelerated growth and increased achievement.

The district's African American Parent and Educator Advisory Committee (AAPEAC) collaborates on the root causes of the African American student group achievement gap and educational issues facing African American students. This is an improved service for students who are foster youth, and/or have families with low-income as it allows for the examination of supports and services for African American students and identifies areas for improvement to ensure decreased achievement gaps.

Academic advisors and student services assistants continue to support the social and emotional well-being of our unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement.

The continued, increased, and improved training in, and use of Positive Behavior Interventions and Supports (PBIS) adapted for the virtual learning environment will improve the quality of the learning environment for unduplicated students. This is an improved service for students who are English learners, foster youth, and/or have families with low-income as it increases access to school and classroom cultures conducive to learning ensuring increased achievement.

These services and supports exceed the 8.51% minimum proportionality percentage for the 2020-21 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).




# Safe and Healthy
# Learning and Work Environments

**Updated**
**August 10, 2020**

## Introduction

Due to the COVID-19 pandemic, the Etiwanda School District formed the Healthy Work and Learning Environments Committee for the purpose of making recommendations that would assist the district in the reopening of school campuses and district facilities with the ***health and safety of students and staff as our top priority.***

Resources from the California Department of Education (Stronger Together: A Guidebook for the Reopening of California's Public Schools), the California Department of Public Health (COVID-19 Industry Guidance: Schools and School Based Programs; CDPH Guidance for Face Coverings June 18, 2020), and the Center for Disease Control and Prevention (Coronavirus Disease 2019 – COVID-19: Consideration for Schools) were utilized to build understanding of the most current research and up to date local, state and federal guidance for healthy and safe practices that apply specifically to public schools.

In this time of uncertainty, the Healthy Work and Learning Environments Committee worked to create recommendations that encompass best practices which align with current scientific knowledge while also providing flexibility as it is clear there is no "one size fits all" solution. Opening our schools with these healthy practices is fluid and contingent on COVID-19 cases not increasing in our region to the extent it adversely impacts our plans to open ESD sites. Additional guidance from California leadership will continue to be a resource as we move forward in the phases of reopening. This Resilience Roadmap from the State of California provides detailed information regarding each phase of the reopening process. Monitoring hot spots, surges and potential outbreaks in our county will also impact how we move forward with the daily operations of our schools.

It is with great care that our Healthy Work and Learning Environments Committee engaged in this work for our Etiwanda students, staff and community; and with confidence in our process, that we present the following recommendations for a safe and healthy environment in our ESD schools and facilities.

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**This is a fluid working document that may be revised as conditions and/or guidance changes.**

## In Appreciation

A special *Thank You* to all 34 members of the Healthy Work and Learning Environments Committee. These individuals came together from across the district to provide multiple perspectives and insights regarding our school environments and how to keep them safe and healthy. Members of the committee included six principals, four specialists, nine elementary teachers, seven middle school teachers and five classified employees. They represented certificated and classified employees who have multiple ranges of contact with students, staff, parents and the community. Additional thanks to Doug Claflin, Terry Embleton and Laura Rowland for chairing the committee and compiling the findings. We truly are better together.

# Healthy Hygiene Practices

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE GUIDANCE FOR HEALTHY HYGIENE PRACTICES | |
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| **Purpose** | *To ensure the personal health and safety of all students and staff members while at school/work.* |
| **Healthy Hygiene Practices** | Staff and students will be instructed to wash hands often with soap and water for at least 20 seconds, especially after nose blowing, coughing, or sneezing; going to the bathroom; and before eating or preparing food. If handwashing is not feasible, the use of an alcohol-based hand sanitizer with at least 60% alcohol may be used. For children under six years of age, hand sanitizer should be used with adult supervision.<br><br>• Wash hands when: arriving and leaving home; arriving at school and throughout the day; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.<br>  ○ Train staff and students on proper handwashing techniques<br>  ○ Provide opportunities throughout the day for students and staff to wash hands<br>  ○ Provide sufficient access to hand sanitizer and tissue for students and staff<br>• Use hand sanitizer when hand washing is not feasible. Hand sanitizer dispensers are located in all classrooms, school offices, workrooms, health offices, libraries, locker rooms and multi-purpose rooms.<br>• Use proper cough and sneezing etiquette.<br>• Limit items students need to bring to/from school. Each student's classroom supplies will be stored separately from others.<br>• All students and employees will be required to wear a face covering while on a school campus and/or engaging in school activities during the COVID-19 pandemic and as required by Local, State or Federal mandates or regulations.<br>CDPH Guidance for Face Coverings June 18, 2020<br>  ○ Teach students why face coverings are used and model how to properly wear, store, and wash.<br>  ○ Print and display posters for classrooms, workspaces, and for families on school and district websites: How to Use Face Covering PDF (CDC)<br>• Monitor students and staff throughout the day for signs of illness.<br>• Stay at home if sick. Students and staff must report their illness and symptoms to their school office or supervisor. |
| **Training** | Training will be provided for staff and students on proper handwashing techniques, appropriate use of hand sanitizer, cough and sneeze etiquette, proper tissue use, face mask care and proper care of your work area and school supplies. |
| **Resources** | Stop the Spread of Germs<br>How to Protect Yourself and Others<br>Handwashing and Hand sanitizer<br>Share Facts About COVID-19 Poster |

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| **Required Supplies** | The District and/or school site will provide each classroom with: Tissue, hand sanitizer dispenser, soap, paper towels, student face masks, staff face masks, and face shields as necessary.<br><br>**Note:** *Families are able to continue donating supplies as long as they meet the district's established product and safety standards*. |

# Sanitizing and Disinfecting

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE GUIDANCE FOR SANITIZING AND DISINFECTING | |
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| **Purpose** | *COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, cleaning, sanitizing, and disinfection are important. All employees are responsible to ensure their work spaces are maintained and sanitized throughout the day. Designated employees, including custodians, instructional aides, campus support, campus supervision, office assistants, food service workers, and childcare coordinators and assistants will be responsible for cleaning and sanitizing common shared spaces on a regular basis.* |
| **Disinfection prior to school reopening** | Prior to a School Reopening:<br><br>• Schools will remain unoccupied for a minimum of 24 hours.<br>• Employees of the school site will be notified that the campus is not accessible.<br>• All classrooms, school offices, libraries, MPRs and all other workspaces will be disinfected, including workplace surfaces, chairs, tables, etc., to protect employees and students and reduce the risk of spread of infection. |
| **Daily sanitizing and disinfection after school reopening** | Sanitize daily all classrooms, restrooms, school offices, health offices, libraries, MPRs, and school buses. Surfaces will include but are not limited to:<br><br>• Desks, tables, counter tops, chairs, bus seats, copy machines, telephones.<br>• Door handles, handrails, drinking fountains, sink handles, restroom surfaces<br>• Playground and PE equipment.<br>• Sanitizing spray (Suprox) can be used by employees and age appropriate students, under adult supervision, throughout the school day.<br>• Disinfecting products will be used when necessary.<br><br>Limit/prohibit the use of shared drinking fountains. Encourage employees and students to bring their own water bottles. |
| **Sharing Supplies or Objects** | Use of shared objects (e.g., physical education equipment, art supplies, toys, games, books, computers, manipulatives) should be limited when possible, and sanitized between each use.<br><br>• Discourage sharing of items that are difficult to clean or sanitize.<br>• Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas. |

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| | • Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and sanitize between use.<br>• Avoid sharing electronic devices, toys, books, and other games or learning aids. |
| **Air Flow** | Ensure that air conditioning systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods if doing so DOES NOT pose a safety or health risk to children or staff. |
| **Provided Supplies** | The following supplies will be provided by the school site and/or district for each classroom and work area (i.e. school office, staff workroom, library, etc.): Paper towels, Suprox sanitizing spray, gloves, soap, tissues and hand sanitizer (with at least 60% alcohol). |
| **Warning** | Always read and follow the directions on the label to ensure safe and effective use.<br><br>• Wear skin protection and consider eye protection when required for potential splash hazards.<br>• Ensure adequate ventilation.<br>• Use no more than the amount recommended on the label.<br>• Use water at room temperature for dilution (unless stated otherwise on the label).<br>• Avoid mixing chemical products.<br>• Label diluted cleaning solutions.<br>• Store and use chemicals out of the reach of children and pets. |
| **Training/Resources** | Provide staff understanding and training on:<br><br>• Differences between cleaning, sanitizing and disinfecting<br>• Proper use of sanitizing spray in classrooms (Suprox)<br>• Hand sanitizers, antiseptic washes and antibacterial soaps not regulated by the Department of Pesticide Regulation (DPR). Disinfectants are regulated by DPR |
| **Required Supplies** | The District and/or school site will provide each classroom with: tissue, hand sanitizer dispenser, soap, paper towels, student face masks, staff face masks, and face shields, as necessary.<br><br>**Note:** *Families are able to continue donating supplies as long as they meet the district's established product and safety standards*. |

# Entering and Exiting Campuses

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE GUIDANCE FOR ENTERING & EXITING CAMPUS | |
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| **Purpose** | *To ensure the personal health and safety of all students and staff members upon entering and exiting a school campus and while riding a school bus.* |
| **Entering a School Campus** | Upon arrival to school/work, students, employees and families are expected to abide by the following guidelines:<br>• Minimize contact between students, staff, families and the community at the beginning of the school day.<br>• Schools will develop staggered drop-off times and locations, if feasible.<br>• Families drop off children curbside, outside the front gate of school, or other designated location. Preschool/TK/K procedures to be determined by each school site.<br>• Students complete health screening and temperature check.<br>• Follow designated routes for entry and exit of school/facility. Multiple entrances/exits will be available, if feasible and safe.<br>• Non-essential visitors and parent volunteers are prohibited from entering school campuses.<br>• Practice physical distancing by providing social distancing markings.<br>• Students should only bring educational materials to school.<br>• Students entering campus must proceed directly to their assigned classroom while maintaining social distancing.<br>• Upon entering the classroom, students should wash hands and/or use hand sanitizer before proceeding to their assigned work area.<br><br>**Note:** *All school campuses will be closed to non-essential visitors, including parents. Parents are required to always check into the school office and must wear a mask and follow social distancing, as indicated by the school's administration.* |
| **Daily Health Screening and Temperature Checks** | Daily Health Check/Screening for all students, employees, and essential visitors will be conducted as follows:<br>**STUDENTS**<br>• Families are expected to screen their student(s) before leaving home for school each day.<br>  ○ If a child has a temperature of 100.4 degrees Fahrenheit or greater and/or is displaying symptoms consistent with COVID-19 or the child has been in close contact with a person diagnosed with COVID-19, the parent must keep the child home and contact the school office. Symptoms of COVID-19<br>• Students will be health screened and/or temperature checked before entering a school campus and a child care facility. |

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| | ○ If a child has a temperature of 100.4 degrees Fahrenheit or greater and/or is displaying symptoms consistent with COVID-19 or the child has been in close contact with a person diagnosed with COVID-19, the child will be immediately escorted to a predesignated isolated area. The student will be isolated from others with adult supervision. Parents or other authorized adults are expected to pick up the child within 30 minutes.<br>**EMPLOYEES**<br>• Employees are expected to screen themselves before leaving home for work each day.<br>○ If an employee has a temperature of 100.4 degrees Fahrenheit or greater and/or is displaying symptoms consistent with COVID-19 or the employee has been in close contact with a person diagnosed with COVID-19, the employee must stay home from work and contact their supervisor for further guidance. CDC COVID-19 Self-Checker<br>• At the beginning of the work day employees will be health screened and/or temperature checked when arriving on a school campus or district facility.<br>○ If an employee has a temperature of 100.4 degrees Fahrenheit or greater and/or is displaying symptoms consistent with COVID-19 or the employee has been in close contact with a person diagnosed with COVID-19, the employee will immediately leave the workplace. If the employee is displaying serious symptoms that may require emergency assistance, the employee will be placed in isolation away from other employees with supervision until emergency assistance and/or a family member arrives.<br>**VISITORS**<br>• Essential visitors who are pre-approved to visit a school campus/district facility will be health screened and/or temperature checked in the front office prior to having access to any district facility.<br>• Non-essential visitors, including parent volunteers, will not be allowed on school campuses until COVID-19 restrictions are lifted. |
| **Boarding a School Bus** | Students riding district transportation will be required to abide by the following guidelines prior to boarding a district school bus and while riding to/from school:<br>• Families are expected to screen their student(s) before leaving home for school each day.<br>○ If a child has a temperature of 100.4 degrees Fahrenheit or greater and/or is displaying symptoms consistent with COVID-19 or the child has been in close contact with a person diagnosed with COVID-19, the parent must keep the child home and contact the school office. Symptoms of COVID-19<br>• Students should wear a face mask and maintain social distancing while waiting for the arrival of the school bus.<br>• Students will be required to wear a face covering/mask while boarding the school bus and while being transported on district transportation.<br>• Students will be provided with and required to use hand sanitizer as they board the school bus.<br>• Students will be seated one to a seat while riding the school bus.<br>• Students will enter and be seated from the back of the bus to the front of the bus. When exiting, students will unload from front of bus to back of bus. |

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| **Exiting a School Campus** | While exiting a school campus at dismissal time, students, employees and families are expected to abide by the following guidelines:<br><br>• When school is dismissed, students will be required to immediately exit campus.<br>• Minimize contact between students, staff, families and the community at the end of the school day.<br>• Schools will develop staggered dismissal/ pick-up times and/or locations, if feasible.<br>• Families will pick up children curbside, outside the front gate of school, or other designated location(s).<br>• Students will follow designated routes for exiting of school/facility. Multiple exits will be available, if feasible and safe.<br>• Non-essential visitors and parent volunteers are prohibited from entering school campuses.<br>• Students, families and staff should practice physical distancing during school dismissal and student pick up.<br>• Schools will provide social distancing marks on ground, where feasible, to enforce social distancing during student pick up. |
| **Training** | • Prior to the start of the school year, families will be informed of the procedures and guidelines for student drop off and pick up including procedures for riding a school bus and daily health screening and temperature checks.<br>• Students will be taught the procedures and guidelines for entering and exiting campus.<br>• Students will be taught the procedures and guidelines for daily health screening and temperature checks, including the symptoms of COVID-19.<br>• Students will be taught the proper procedures for wearing and caring for a face covering/mask.<br>• Students will be instructed on proper handwashing and hand sanitization.<br>• Students will be taught to self-monitor their health for COVID-19 symptoms. |
| **Resources** | CDC COVID-19 Self-Checker (18 years and older)<br>Symptoms of COVID-19 Poster |
| **Required Supplies** | The District and school sites will provide the following:<br>non-contact thermometers, gloves, face shields, face masks, tape for social distancing marking, soap and hand sanitizer.<br><br>**Note:** *Families are able to continue donating supplies as long as they meet the district's established product and safety standards*. |

# Face Coverings

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE GUIDANCE FOR USE OF FACE COVERINGS | |
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| **Purpose** | *To prevent the spread of COVID-19 amongst students, staff, families and the community. As reported by CDC, COVID-19 spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, or talks. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled in the lungs. Respiratory droplets are reported to usually travel up to 6 feet. COVID-19 can be spread by people who do not have symptoms and do not know that they are infected. Cloth face coverings may slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.* |
| **Face Covering Guidelines** | **All employees and students in grades 3-8 are required to wear a face covering while on a school campus and/or engaging in school activities during the COVID-19 pandemic and as required by Local, State or Federal mandates or regulations. Face coverings are strongly encouraged for young children two years of age through grade 2. A face shield is an acceptable and encouraged alternative for young children.**<br>COVID-19 Industry Guidance: Schools and School Based Programs<br>CDPH Guidance for Face Coverings June 18, 2020<br><br>• A face covering may consist of a paper mask, cloth mask or a face shield.<br>• Students and staff must wear their face covering before entering a district campus/facility, and throughout the school/work day, except when eating or drinking.<br>• Employees engaging in daily health screenings and/or temperature checks will be provided with a surgical mask and/or face shield, and disposable gloves will be provided.<br>• A limited amount of face masks/shields will be available for students or staff who forget their face coverings.<br>• For students who rely on bus transportation, a face covering is required to be worn while waiting for and riding on a school bus.<br>• Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.<br>• In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.<br>**NOTE:** *Should a student choose not to wear a face covering while on campus, the school administration will remove the student from the classroom and contact parent/guardian.* |

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| **Exemptions to face covering usage** | The following individuals are exempt from wearing a face covering while on a school campus or at a district facility:<br><br>• Persons age two years or under. These very young children must not wear a face covering because of the risk of suffocation.<br>• Persons with a medical condition, mental health condition, or disability that may prevent them from wearing a face covering. This includes individuals with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated or otherwise unable to remove a face covering without assistance.<br>• Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication. Note: *Face shields and face masks with clear windows will be available, as necessary for educational purposes.*<br>• Persons for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.<br>• Persons who are obtaining a service involving the nose or face for which temporary removal of the face covering is necessary to perform the service.<br><br>*For the health and safety of all students and employees, any individual who is unable to wear a face mask while on campus or at a district facility will be required to provide medical documentation. Upon receipt of the appropriate medical documentation, the school site and district will work with the individual to make appropriate accommodations, if feasible.* |
| **Training** | • Families will be informed of policies and procedures regarding the use of face masks by students, staff and visitors while on a school campus.<br>• Students and staff will be taught why the use of face coverings is required and model how to properly wear, store and wash face masks. |
| **Resources** | COVID-19 Industry Guidance: Schools and School Based Programs CDPH Guidance for Face Coverings June 18, 2020<br>CDC Recommendations Regarding Use of Face Covering<br>Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 Important Information About Cloth Face Coverings<br>Please Wear a Face Covering Poster<br>How to Safely Wear and Take Off a Cloth Face Covering<br>How to Wash Cloth Face Covering |
| **Required Supplies** | Face masks and face shields will be made available to students and staff, as needed. Students and employees will be allowed to wear their own face covering or face shield from home. |

# Physical and Social Distancing

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE GUIDANCE FOR PHYSICAL AND SOCIAL DISTANCING | |
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| **Purpose** | *Limited face-to-face contact with others is the best way to stop the spread of COVID-19. Social distancing is also called "physical distancing" and means keeping space between you and other people outside of your home. Practicing social distancing, while wearing face masks, will ensure the personal health and safety of all students and staff members while at school and work.* |
| **Classroom Space** | • Create smaller student/educator cohorts to minimize the mixing of student groups throughout the day.<br>• Utilize physical distancing in the classroom.<br>  ○ Arrange desks in rows to minimize face-to-face contact.<br>  ○ Limit movement in the classroom and keep groups of students as small and consistent as possible.<br>  ○ Arrange student and staff workspace/desks 6 feet apart.<br>• Limit what students bring to school (educational materials only).<br>• Minimize movement of students and teachers or staff as much as feasible.<br>• Students should remain in the same space and in groups as small and consistent as feasible.<br>  ○ Keeping students in small groups and cohorts helps to mitigate the spread of COVID-19 and allows for quicker contact tracing if someone becomes ill with COVID-19.<br>• Implement procedures for turning in assignments to minimize contact.<br>• Place markings on classroom floors to indicate social distancing, as needed. |
| **Non-Classroom Space** | • Develop procedures for walking in hallways to ensure students walk in the same direction to and from classes, whenever practicable and feasible.<br>• Minimize congregate movement through hallways as much as feasible.<br>• Space out commonly used resources (copy machines, paper cutters, die cuts, etc.) to encourage physical distancing and equip work areas with sanitizing supplies after each use.<br>• Limit communal activities as feasible. Alternatively, stagger use, properly space occupants and sanitize in between uses.<br>• Use non-classroom space for instruction, including regular use of outdoor space, weather permitting.<br>• Consider holding recess activities in separate areas designated by class.<br>• Utilize physical distancing in work environments, break rooms, staff rooms, and bathrooms. |
| **Food Service** | • Food offered at school as part of the school meal program should be served individually plated or bagged.<br>• Serve meals in classrooms or outdoors instead of cafeterias when social distancing cannot be maintained or is not feasible. |

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| | • Students should bring food items in disposable bags or disposable containers.<br>• Students may not share food or drinks.<br>• Eating areas will be sanitized after students finish their food items. |
| **Gatherings, Visitors and Field Trips** | • Pursue virtual parent group events, gatherings or meetings if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to meet local and state requirements.<br>• Pursue virtual activities and student events in lieu of field trips, student assemblies, special performances and spirit nights. |
| **Bussing** | • Instruct students and parents to maintain 6-foot distancing at bus stops while loading and unloading.<br>• Seat students from the rear of the bus forward to prevent students from walking past one another. Afternoon runs should be boarded based on drop off order (Students getting off first should board last and sit in front).<br>• Students and staff are required to wear face coverings at bus stops and on buses. |
| **Training** | School administrators and supervisors will communicate to employees the importance and purpose of social/physical distancing. Principals will communicate with their staff regarding school site preparations to ensure social/physical distancing. |
| **Resources** | Social Distancing<br>Protect Yourself and Others from COVID-19 Poster |

# When Someone Becomes Sick at School/Work

| ETIWANDA SCHOOL DISTRICT COVID-19 RESPONSE<br>WHEN SOMEONE BECOMES SICK AT SCHOOL/WORK | |
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| **Purpose** | *Ensure the health and safety of all students and employees by responding quickly and efficiently when a student or employee becomes sick and/or tests positive for COVID-19.* |
| **Guidance from San Bernardino Department of Public Health** | For all scenarios described below, and any others that may arise, the Etiwanda School District will work in partnership with the San Bernardino Department of Public Health for guidance. Any scenario may cause a temporary, partial or complete school closure. |
| **When someone becomes sick at school/work** | • Move potentially infectious person(s) to an isolated location, other than the Health Office, away from other students, staff and/or visitors.<br>• Restrict the number of employees entering designated isolation area(s).<br>• District health care providers and any other employees entering an isolation area must wear appropriate personal protective equipment.<br>• A potentially infectious student will be closely supervised and emotionally supported in an isolated area until a parent or other authorized adult picks up the child.<br>• Any siblings attending the school site or other sites in the district will be removed from their classroom(s) and supervised in isolation rooms until the parent/guardian picks them up.<br>• A potentially infectious employee will be required to immediately leave the workplace, if able to do so. If the employee is displaying serious symptoms that may require emergency assistance, the employee will be placed in isolation away from other employees, with supervision until emergency assistance and/or a family member arrives.<br>• Encourage student's family or district employee to seek medical advice from their personal health care provider as soon as possible.<br>• Sick students or employees may not return to school or work until they have met the CDC criteria to discontinue home isolation. What to do if you are sick by CDC<br>• Maintain confidentiality of the potentially infectious person's identity as required by state and federal laws.<br>• Ensure general sanitization with SUPROX is applied to areas, as needed. |
| **When a student or employee reports they have tested positive for COVID-19** | • When a student or employee tests positive for COVID-19 it is expected that the parent/ guardian or employee will immediately contact the school office, school administrator or supervisor to inform and seek guidance. |

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| | • School site administrators and supervisors are required to inform the Director of Personnel of any reports of suspected or confirmed cases of COVID-19.<br>• The District Nurse will contact the San Bernardino County Department of Public Health for guidance.<br>• The school administrator or supervisor, in partnership with the District Office, will notify students, parents/guardians, and employees who may have been in prolonged close contact (<6 feet from a confirmed case for >15 minutes) with an individual who has tested positive for COVID-19 while maintaining confidentiality of the infected person as required by state and federal laws. Communication may be sent via email, School Messenger, and/or personal phone calls.<br>• Any individual in prolonged close contact with a positive case may be sent home to quarantine for 14 days from last exposure. Testing is recommended, but will not shorten the 14 day quarantine.<br>• Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours, if possible, before the area is cleaned and disinfected.<br>• Ensure a safe and correct application of disinfectant in all potentially affected areas. (Re-Juv-Nal)<br>• Advise sick staff members and students not to return to school until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved, and 10 days have passed since symptoms first appeared. A doctor's note may be required from students or employees to return to school/work after testing positive for COVID-19. |
| **If a student or employee is sick with COVID-19 or thinks they may have COVID-19** | • A student or employee who is sick with COVID-19 cannot attend school/work. The student or employee should stay at home and self-isolate, except to get medical care.<br>• If it is determined that the student or employee may have been at school or work while sick, the school site is required to follow the guidelines for cleaning and disinfecting as described above in "If Someone Gets Sick at School or Work." |
| **If a student or employee has been in close contact with someone, outside of their household, who has tested positive for COVID-19** | If a student or employee is informed they have come in contact with an individual who has tested positive for COVID-19, and the individual does not reside in the same household, the following steps should be followed:<br>• Student or employee should closely monitor their symptoms while continuing to wear a face covering and practicing social distancing and healthy hygiene.<br>• Student may continue attending school and employee may continue reporting to work.<br>• Should any symptoms appear then the student or employee should remain at home and notify the school office or supervisor. |

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| **If a student or employee resides with someone who tests positive for COVID-19** | If a student or employee lives in the same household with someone who tests positive for COVID-19 the following steps should be followed:<br>• Student's parent/guardian should contact their health care provider. Student will be required to remain out of school for 14 days as per CDC's quarantine guidelines.<br>• Employee should contact their health care provider. Employee will be required to remain out of work for 14 days. Employee should contact his/her supervisor for guidance regarding their absence. |
| **While a student or employee is out of school or work** | • Ensure that students have access to instruction while out of school.<br>• Ensure that students are not penalized for being absent.<br>• Provide employees with information regarding the Families First Coronavirus Response Act (FFCRA). |
| **When a student or employee who tested positive for COVID-19 is able to return to school or work and be around others** | • A student or employee who thinks or knows that they had COVID-19 and they had symptoms may return to school or work:<br>  ○ 10 days after symptoms first appeared<br>  ○ Respiratory symptoms have improved<br>  ○ 3 days without a fever, including any use of fever reducing medications<br>• A student or employee who tested positive for COVID-19 and did not have any symptoms (asymptomatic) may return to school or work:<br>  ○ 10 days since the positive test was administered or after the individual received two negative tests in a row within a 24 hour period.<br>CDC Guidelines - When you can be around others when you had or likely had COVID-19<br><br>**Note:** *A doctor's note may be required for any student or employee to return to school or work.* |
| **Guidance for partial or complete school closures** | Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly. When a student or employee tests positive for COVID-19 and has exposed others at the school, the San Bernardino Department of Public Health will be contacted for guidance.<br>• Implement communication plans for school closure to include outreach to students, families, teachers, staff and the community.<br>• Provide guidance to families, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.<br>• Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.<br>• Maintain regular communications with the local public health department. |

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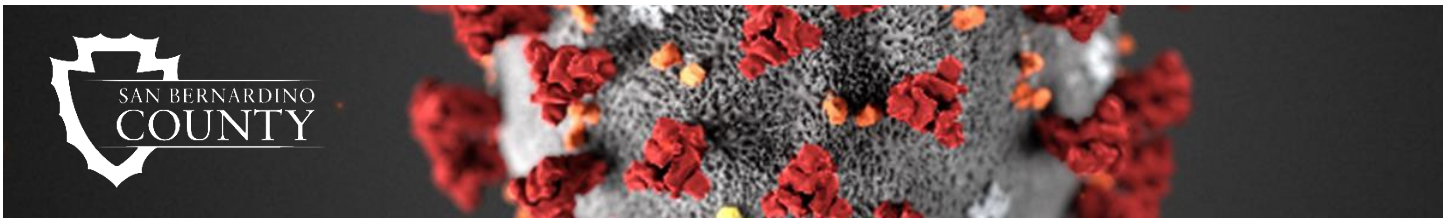
| | CDPH Guidance on Classroom, School or District Closures:<br><br>• An individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Office. Individual classroom closures may be appropriate when a student or employee test positive and has been in prolonged close contact with others in the cohort. Individual school closures may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school.<br>• The Local Health Officer may also determine a school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.<br>• A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.<br>• Classrooms, schools or the district may typically reopen after 14 days and the following have occurred:<br>  ○ Cleaning and disinfection<br>  ○ Public Health investigation<br>  ○ Consultation with the local public health department<br><br>COVID-19 and Reopening In-Person Learning Framework for K-12 Schools |
| **Training and Resources** | • Students and employees will be trained on the symptoms of COVID-19.<br>• Students and employees will be instructed to stay at home if they are sick and/or have symptoms of COVID-19.<br><br>Symptoms of COVID-19<br>CDC COVID-19 Self-Checker<br>Prevent the Spread of Covid-19 If You Are Sick Poster<br>10 things you can do to manage your COVID-19 symptoms at home<br>If you are sick or caring for someone who is sick<br>Testing for COVID-19<br>San Bernardino County Community Testing Locations<br>Guidance on interpreting COVID-19 test results |
| **Required Supplies** | The District will provide district nurses and health clerks with personal protective equipment that includes surgical masks, face shields, surgical gowns, and disposable gloves. All district schools and facilities will be provided with Suprox sanitizing spray, paper towels, soap, hand sanitizer and face masks/shields, thermometers and gloves. |




# If an Employee tests positive for COVID-19

If Infected Employee is at home, instruct to stay home.
If Infected Employee is at work, send home immediately.

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Thoroughly disinfect of areas where the Infected Employee was working.

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Allow Infected Employee to work remotely if Infected Employee is well enough and is able to perform work duties from home or other off-site location.

↓

Determine whether the Infected Employee has had prolonged direct contact (within 6 feet for more than 15 minutes) with other employees or members of the community during the two days before symptoms first started.

See Exposed Employee Guidance for additional information regarding Exposed Employees.

↓

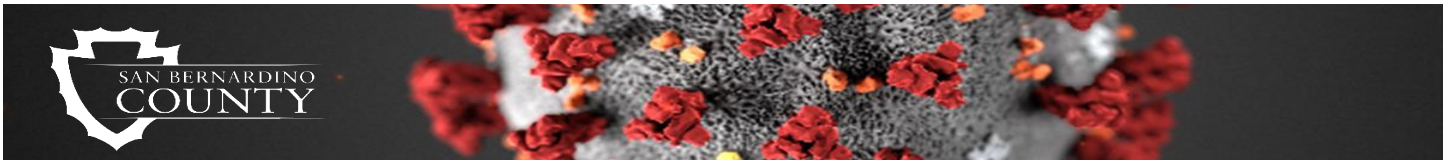
Collect name and phone number of any individual who may have been exposed to the Infected Employee. Identify the last date the Exposed Employee may have been in close contact with the Infected Employee. Public Health may request information for individuals who have had prolonged direct contact to the Infected Employee.

↓

Infected Employees should not return to work until meeting criteria in Return to Work Guidance.

Based on the CDC's Return to Work Criteria for Healthcare Personnel and Discontinuation of Home Isolation
https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html
https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html

Updated 08/10/2020




# Returning to Work

Infected Employees who have been diagnosed with COVID-19 may not return to work until the meet the CDC criteria for discontinuation of isolation.

Determine if the Symptom/Time-based Strategy or the Test-based Strategy will be used.

## Symptom/Time-based

Determine if the patient has had symptoms consistent with COVID-19 infection (regardless if before or after testing)

### No Symptoms

At least 10 days have passed since positive test result AND

No symptoms have developed since positive test result

### Symptoms

Infected Employee must have no fever (without the use of fever-reducing medication) for 72 hours AND

Infected Employee must have improved, resolving respiratory symptoms AND

At least 10 days have passed since symptoms first appeared

## Test-based

Determine if the patient has had symptoms consistent with COVID-19 infection (regardless if before or after testing)

### Symptoms

Infected Employee must have no fever (without the use of fever-reducing medication) for 72 hours AND

Infected Employee must have improved, resolving respiratory symptoms AND

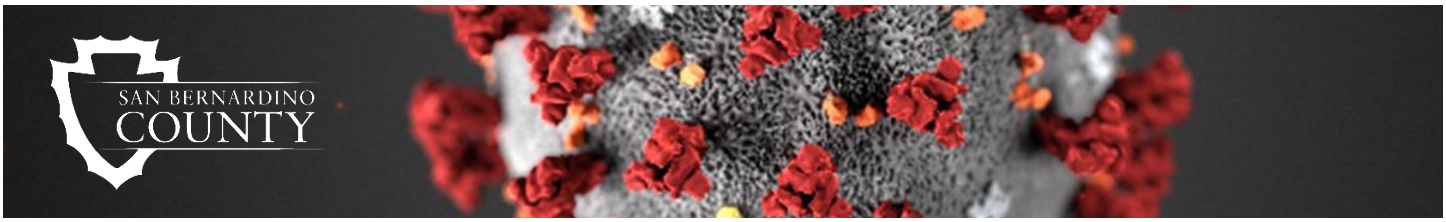
### No Symptoms

Infected Employee must have 2 consecutive COVID-19 molecular test results that are NEGATIVE. Specimens (NP swabs) must be collected at least 24 hours apart.

Note: Positive tests results do not necessarily mean that the Infected Employee is still infectious to others. There are reports of patients having positive tests for week and months after no longer being infectious.

Recovered Employee may return to work. Employee should follow all recommendations by their healthcare provider and Public Health, maintain good hygiene practices, and continue to self-monitor for any symptoms.

Based on the CDC's Return to Work Criteria for Healthcare Personnel and Discontinuation of Home Isolation Updated 08/10/2020
https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html




# If an Employee's family member or household member tests positive for COVID-19 and Employee has ongoing exposure

Determine if the Exposed Employee has had prolonged direct contact (within 6 feet for more than 15 minutes) with the infected individual in the 2 days before the Positive Case developed symptoms.

No Close Contact

Exposed Employee should self – monitor for symptoms and contact their healthcare provider if any symptoms develop.

Exposed Employee may continue to work as long as Exposed Employee has no contact with the Positive Case until the Positive Case is determined to not be infectious.

Close Contact

Determine if Exposed Employee provides critical infrastructure essential services that cannot be provided by other staff.

Critical Infrastructure Essential Services

See guidance for permitting Exposed Employees who provide critical essential services to continue to work

No Critical Infrastructure Essential Services

Instruct Exposed Employee to remain at home under quarantine until 14 days after the Positive Case has been release from isolation (deemed to not be infectious) and monitor for symptoms. Exposed Employee should attempts to maintain separation from the Positive Case as much as possible while in the home.

Allow Exposed Employee to work remotely during their self-quarantine if able to perform work duties from home.

Determine if Exposed Employee develops symptoms at any time during their quarantine period.

No Symptoms

Exposed Employee may return to work after 14 days have passed since the Positive Case was released from isolation (determined not to be infectious) by the Health Department

Exposed Employee becomes symptomatic.

Instruct Exposed Employee to contact their healthcare provider.

Exposed Employee is diagnosed with COVID-19

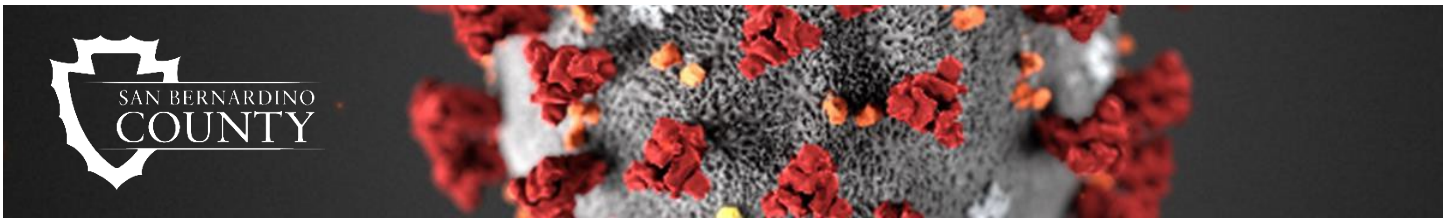
Follow Guidance for Employee is diagnosed with COVID - 19

Exposed Employee is not tested for COVID-19, test negative for COVID-19, or is diagnosed with an illness other than COVID-19

Follow Guidance for General COVID-19 procedures.

Based on the CDC's Public Health Recommendations for Community-Related Exposure
https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html

Updated 08/10/2020




# If an Exposed Employee provides critical infrastructure and/or essential services

Whenever possible, allow Exposed Employee to work remotely.

Whenever possible, allow highest risk Exposed Employee(s) to stay home. Examples may include those with prolonged or close contact to a Confirmed Case, those who are over 65 years of age, those with underlying medical conditions.

When working remotely or staying home is not possible, Exposed Employee may provide critical infrastructure essential services while adhering to the Workplace Monitoring Programs.

Exposed Employee may not work with high risk populations.

Exposed Employee must immediately go home if any symptoms develop.

All Employers of Critical Infrastructure Essential Services should establish and maintain a **Workplace Monitoring Program** to protect all employees and the community.

**Pre-Screen**: Employer should measure Exposed Employee's temperature and assess for symptoms prior to starting work, ideally before entering facility.

**Monitor**: Exposed Employees should self-monitor for symptoms under supervision of the occupational health program.

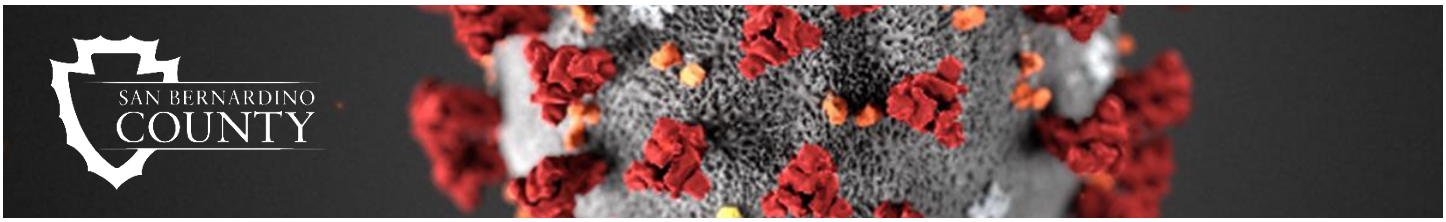
**Mask**: Exposed Employee must wear a face mask at all times in the workplace until 14 days after last exposure to a Confirmed Case. Cloth face coverings may be approved at the Employer's discretion.

**Social Distance**: Exposed Employee must maintain 6 feet of distance and practice social distancing whenever work duties safely permit.

**Disinfect**: Both Employer and Exposed Employee must routinely clean and disinfect workspaces (offices, common areas, and restrooms), high touch surfaces, and shared equipment.

Based on the CDC's Safety Practices for Critical Infrastructure Workers Exposed to COVID-19
https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html
Industry-specific guidance may be available at CDC's COVID-19 Website
https://www.cdc.gov/coronavirus/2019-ncov/community/index.html

Updated 08/10/2020




# If an Exposed Employee tests NEGATIVE and displays no symptoms of COVID-19

A negative result does not eliminate the possibility of the Exposed Employee from developing symptoms at a later date.

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Exposed Employee should continue to their quarantine instructions, even if the test result is negative.

↓

Follow Guidance for if an Employee's family member, household member, or close contact tests positive for COVID-19, including processes for critical infrastructure essential services and self-monitoring for symptoms.

↓

Be aware that in some instances, a Positive Case will be released from isolation faster than an Exposed Employee will complete their quarantine. The 14-day quarantine is the period in which the patient should continue to watch for symptoms in case they have been infected.

↓

If Exposed Employee develops symptoms at any time, Exposed Employee should be instructed to contact their healthcare provider. If the Exposed Employee provides critical infrastructure essential services and is at work at the time symptoms start, the Exposed Employee should be sent home immediately.

Based on the CDC's Public Health Recommendations for Community-Related Exposure and Discontinuation of Home Isolation Updated 08/10/2020
https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html
https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html

State of California—Health and Human Services Agency
California Department of Public Health

**SONIA Y. ANGELL, MD, MPH**
*State Public Health Officer & Director*

**GAVIN NEWSOM**
*Governor*

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

| | **Student or Staff with:** | **Action** | **Communication** |
|---|---|---|---|
| 1. | COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)<br><br>Symptom Screening: Per CA School Sector Specific Guidelines | • Send home<br>• Recommend testing (If positive, see #3, if negative, see #4)<br>• School/classroom remain open | • No Action needed |
| 2. | Close contact **(†)** with a confirmed COVID-19 case | • Send home<br>• Quarantine for 14 days from last exposure<br>• Recommend testing (but will not shorten 14-day quarantine)<br>• School/classroom remain open | • Consider school community notification of a known contact |
| 3. | Confirmed COVID-19 case infection | • Notify the local public health department<br>• Isolate case and exclude from school for 10 days from symptom onset or test date<br>• Identify contacts **(†)**, quarantine & exclude exposed contacts (likely entire cohort **(††)**) for 14 days after the last date the case was present at school while infectious<br>• Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)<br>• Disinfection and cleaning of classroom and primary spaces where case spent significant time<br>• School remains open | • School community notification of a known case |
| 4. | Tests negative after symptoms | • May return to school 3 days after symptoms resolve<br>• School/classroom remain open | • Consider school community notification if prior awareness of testing |