



## Sequoia Union Board of Trustees Special Board Meeting September 24, 2020 at 6:00 p.m.

A special meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. **CALL TO ORDER**
2. **FLAG SALUTE**
3. **APPROVAL OF AGENDA**
4. **COMMENTS FROM THE PUBLIC**

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. [COVID19 Screening Presentation• Verahealth](#)
6. **ACTION ITEMS**
  - 6.1. [Waiver-School Reopening Guide-and an Updated Daily Schedule Option](#)



- 6.2. [Approval of the Learning Continuity and Attendance Plan for Sequoia Union Elementary Charter School](#)
- 6.3. [Approval of the Learning Continuity and Attendance Plan for Sequoia Union Elementary School District](#)
- 6.4. [Office of Public School Construction \(OPSC\) financial hardship project and savings request options](#)

## **7. ORGANIZATIONAL BUSINESS**

- 7.1. Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

## **8. CLOSED SESSION**

- 8.1. CONFERENCE WITH LABOR NEGOTIATOR AGENCY DESIGNATED REPRESENTATIVE SUPERINTENDENT/PRINCIPAL
- 8.2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
- 8.3. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION  
Significant Exposure to Litigation Pursuant to Gov. Code, 54956.9, subd. (d)(2)-Two matters

## **9. ADJOURNMENT**



**Mr. Ken Horn**  
**Superintendent/Principal**

**TO:** Board of Trustees  
**FROM:** Ken Horn, Superintendent-Principal  
**DATE:** September 24, 2020  
**TOPIC:** Verahealth COVID19 Screening Presentation

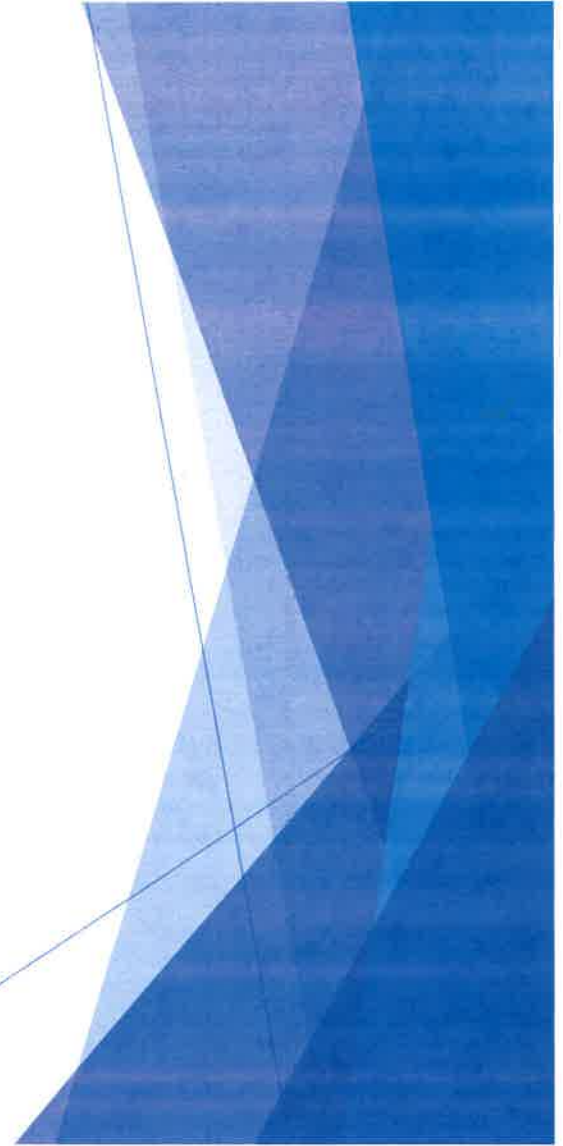
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*Small School, Big Heart*

**23958 AVE 324/P.O. Box 44260**  
**LEMON COVE, CA 93244-4260**

**PHONE: 559-564-2106**

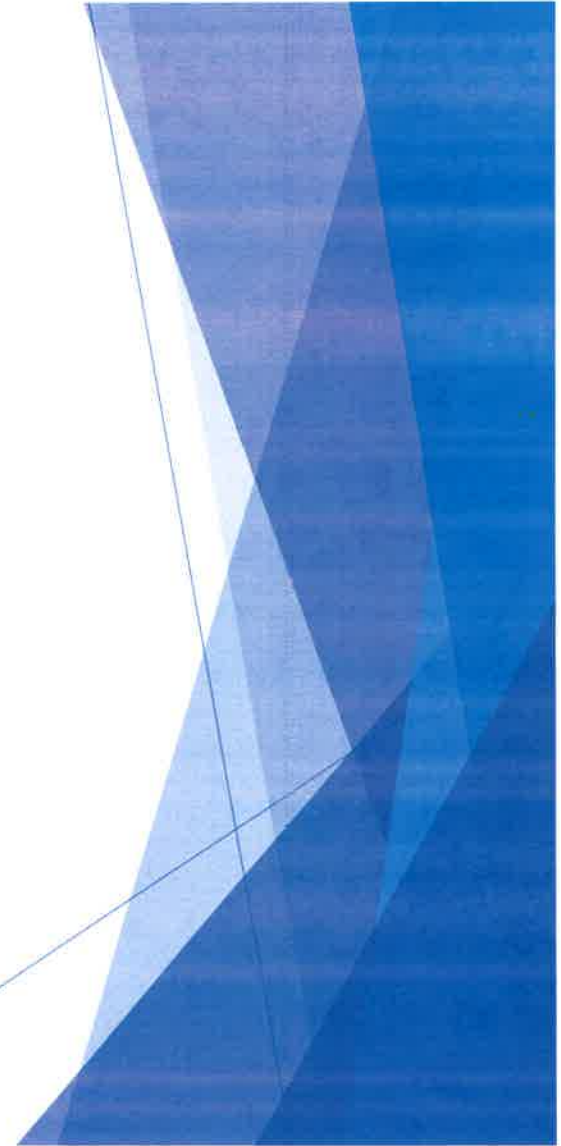
# ***verahealth***

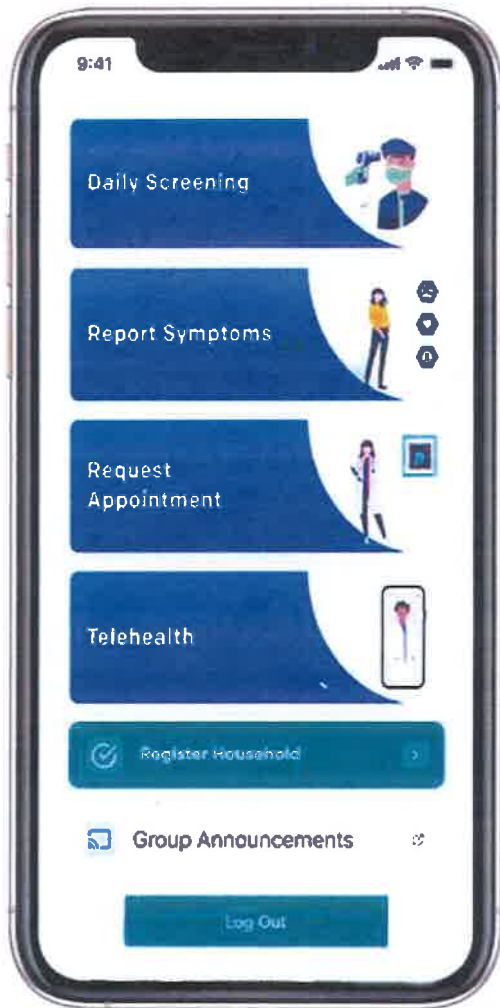




## Verahealth

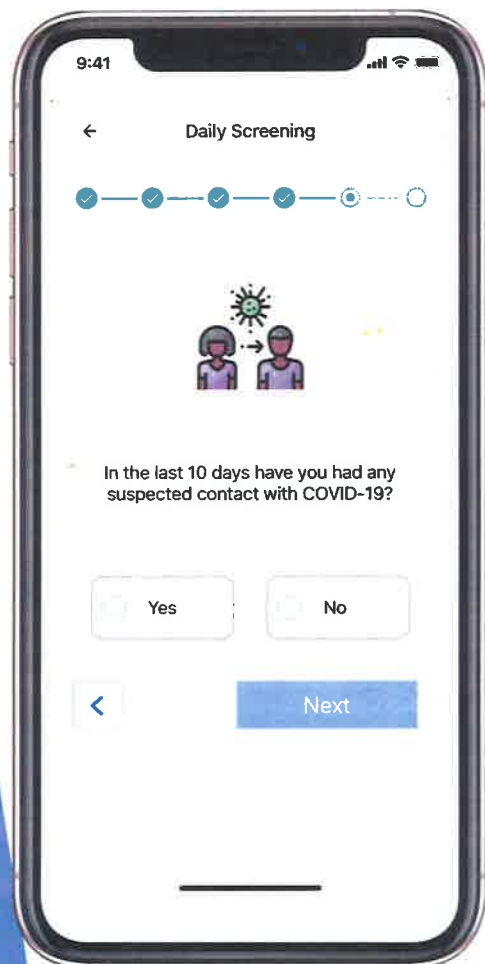
- ▶ Local technology
- ▶ Local Values
- ▶ Local Families
- ▶ Local Schools
- ▶ Local Employers
- ▶ Local Priorities





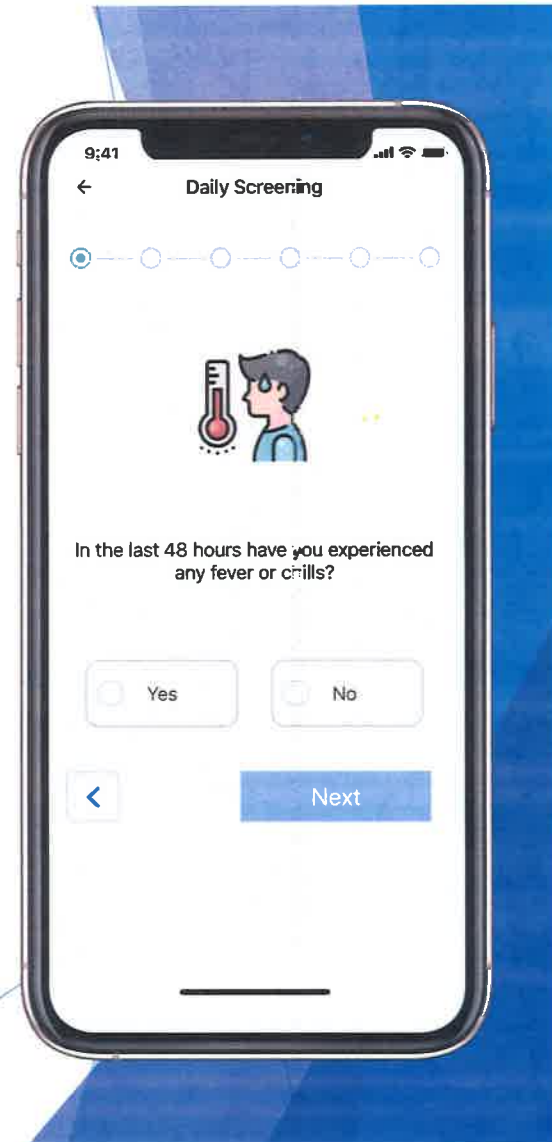
## Core Features

- ▶ Virtual Daily Health Screenings.
- ▶ Household based early onset symptom reporting.
- ▶ VeraPass screening confirmation.
- ▶ Realtime device notifications.
- ▶ Built-in Telehealth options.



## Daily Screening

- ▶ Efficient completion of state recommended daily symptom screening.
- ▶ Documented employee compliance without added exposure risks.
- ▶ Realtime visibility for health and administrative oversight.
- ▶ Consistent CDC based process to protect employee productivity.
- ▶ QR code tracking provides definitive location within shared areas protecting against unnecessary employee isolation.



9:41

← Select Symptoms



Jimmy Jones

Age: 14

Student

Household members

☒ Cough

☒ Fever

☐ Shortness of breath

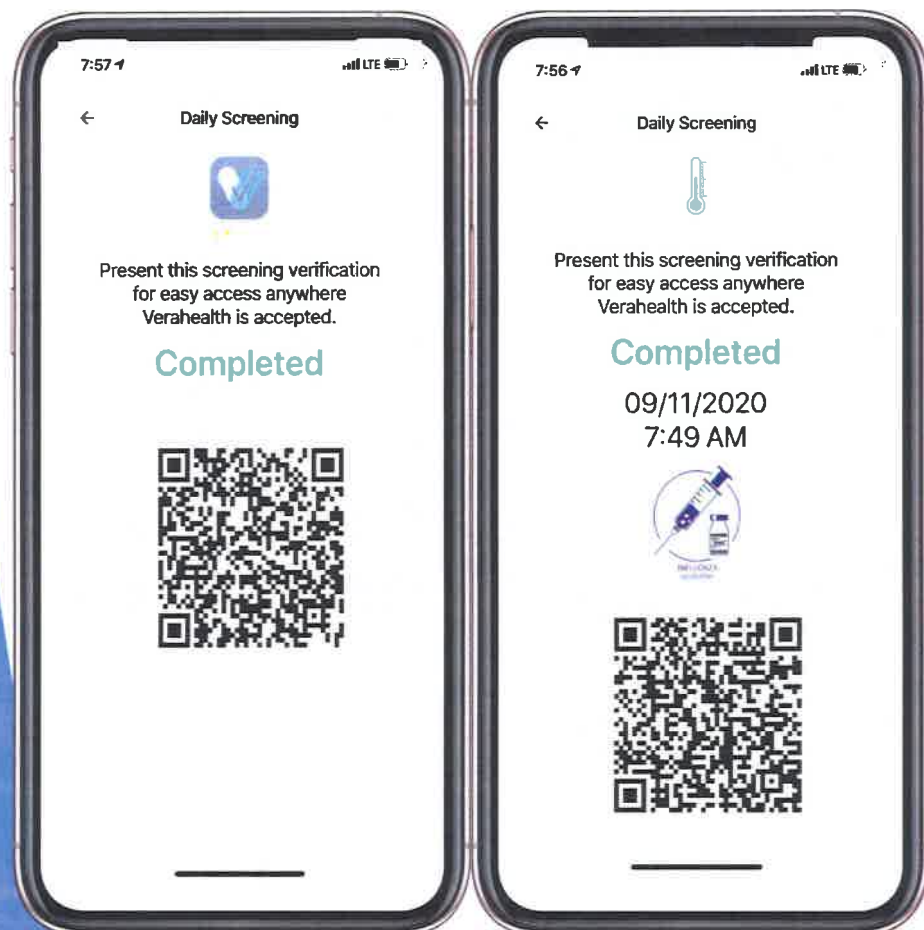
☐ Body Aches

NEXT

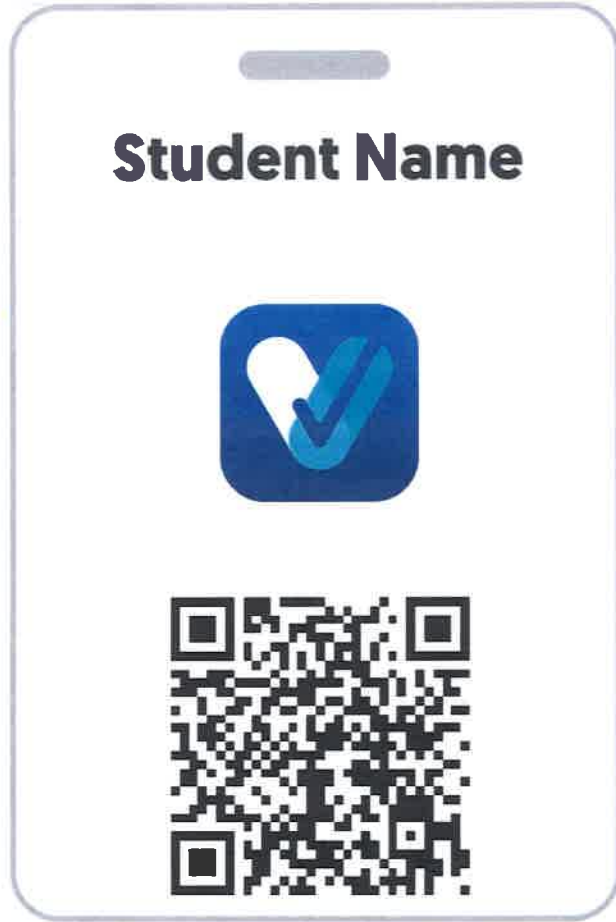
## Symptom Reporting

- ▶ Early onset symptom reporting for all employee household members.
- ▶ Actionable visibility into the health of a home prior to spread within the employer group.
- ▶ Reduce lost time instances.
- ▶ Documented household viral progression may shield WC payer from large work related claims.

## Screening Confirmation



- ▶ Virtual Daily Health Screenings.
- ▶ Home Screening prior to arrival at work, bus or campus.
- ▶ Realtime visibility for.
- ▶ Report not only on completed screening but incomplete screenings as well.

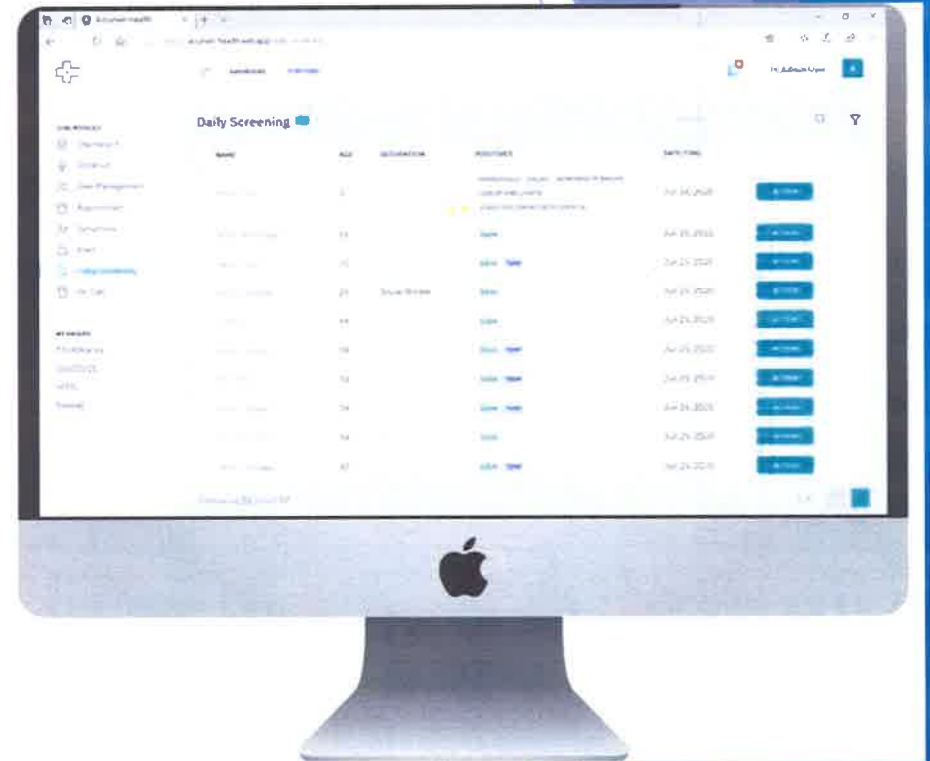


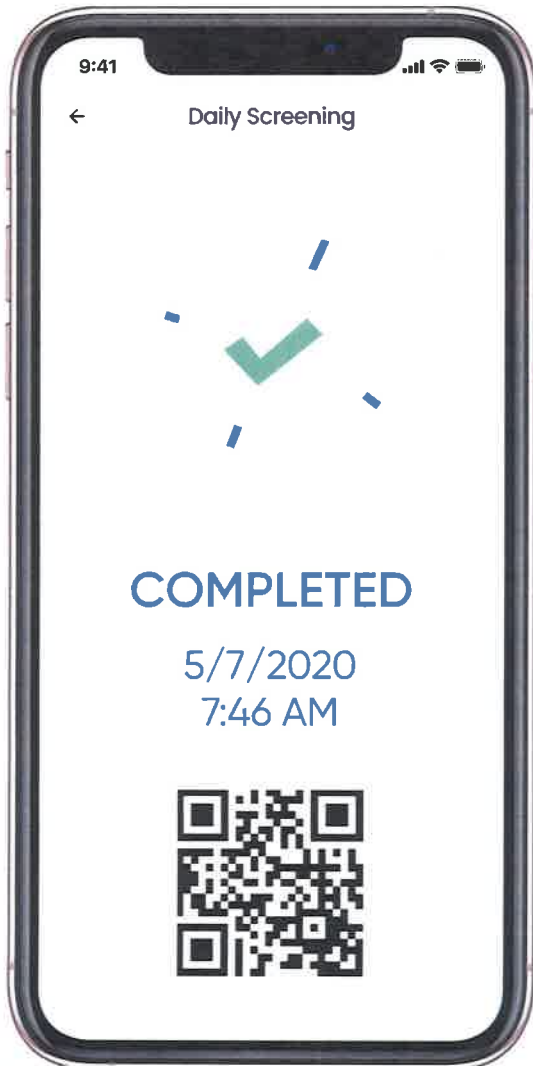
## Smartphone Alternative

- ▶ Parents can complete screening from home for younger students.
- ▶ Staff can view screening status on dashboard or with mobile devices by scanning QR code.
- ▶ Badge QR functions as temperature verification.
- ▶ Maintain all functions without student need for technology

# Daily Screening Dashboard

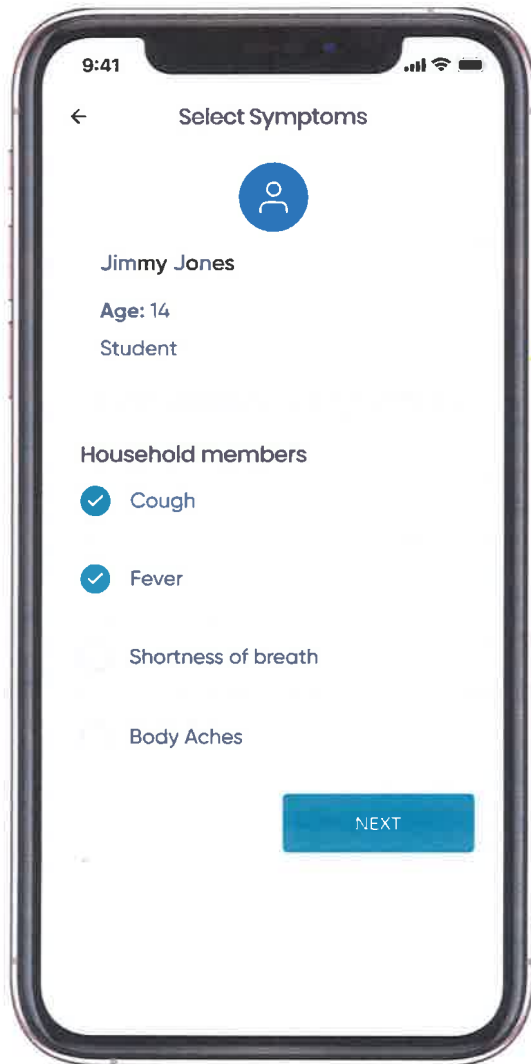
- ▶ View complete and incomplete students.
- ▶ Manage by groups or subgroups.
- ▶ Pertinent information floats to top.
- ▶ Send device notifications from dashboard.





## VeraPass Tracking

- ▶ QR Code contains Verhealth group and user ID.
- ▶ No personal identifying information is contained on confirmation screen.
- ▶ Verahealth readers at classrooms, cafeterias, bus drivers and any other location can track presence.
- ▶ Contact tracing made easy for prompt response to adverse events.



## Symptom Reporting

- ▶ Early onset symptom reporting for all student/staff household members.
- ▶ Actionable visibility into the health of a home prior to spread within the district facilities.
- ▶ Self reported mechanism prompts users for contact tracing workflow.

9:41

← Contact Trace

Please complete the following information to assist the health department with contact tracing.

Employer  
My company name

Phone number

Last day at work

Type  
Worsening

At work do you:

Have prolonged public contact? ☒

Wear masks at work?

Have close contact with others? ☒

Have prolonged public contact?

BACK NEXT

## Contact Tracing

- ▶ Multi-screen contact tracing collects required information for efficient post positive health management.
- ▶ Contact tracing initiated is automated based on symptom reporting.
- ▶ Health professionals have initial contact information early and often.



Developed by:  
 Acumen Healthcare Solutions  
 8928 E. Herndon Ave. Clovis CA 93619  
 801 201 4293  
[www.verahealthapp.com](http://www.verahealthapp.com)  
 Tax ID: 27-1588665  
 Richard A Lembo Principal/ co-author

September 2020

Pricing for Sequoia Union

Based on 350 students and 150 staff

|                                                                              |                                     |
|------------------------------------------------------------------------------|-------------------------------------|
| Deployment fee                                                               | \$ 1000                             |
| Hardware if elected; tablet (iPad- kiosk)<br>(Verahealth will configure)     | \$ provided by Sequoia<br>\$ waived |
| Screening for students, teachers, clergy, employees<br>12 month subscription | \$ 300 / month                      |
| Go Live Tech support                                                         | \$250                               |
| Print Marketing materials                                                    | \$150                               |

Total subscription cost for both school sites = \$ 3600.00 for 1 year

Total Due at Deployment \$5000.00

\* Checks can be made payable to Acumen HCS prior to or on date of implementation.

*"This is Verahealth, stay safe and keep moving!"*





**Mr. Ken Horn**  
**Superintendent/Principal**

**TO:** Board of Trustees  
**FROM:** Ken Horn, Superintendent-Principal  
**DATE:** September 24, 2020  
  
**TOPIC:** Updated Daily Schedule Option for the Waiver and Reopening Guide to go with the already approved Option A for the Board to choose from.

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***Small School, Big Heart***



**Mr. Ken Horn**  
Superintendent/Principal

## Staff Approved Options for Reopening Plan

### **Option A:**

Mon, Tues, Thurs, Fri

#### **Session 1 - Morning**

7:00-7:45 Bus Pick Up

7:50-8:00 Breakfast in Classrooms with Academic warm-up

8:00-10:00 In Person Instruction \*

10:05-10:40 Bus Drop Off

10:00-11:35 Teacher Lunch/Preparation +

#### **Session 2 - Afternoon**

11:00-11:40 Bus Pick Up

11:45-11:55 Lunch in Classrooms with Academic warm-up

11:55-1:55 In Person Instruction \*

2:00-2:40 Bus Drop Off

2:00-3:00 Teacher Preparation +

\* Additional classwork will need to be completed outside of in person instruction to ensure the state instructional minute's requirement is met.

+Teachers will arrange live video conference times to meet with students on distance learning.

#### **Wednesdays**

8:20-8:35 Video Conference for All Students

8:40-12:10 Asynchronous Learning (Teacher lunch at their discretion)

12:15-12:45 Staff Professional Learning, Staff Meetings, Professional Learning Communities

12:45-3:00 Teacher Preparation and Planning (periodic, pre-agreed PLC time)

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***Small School, Big Heart***



**Mr. Ken Horn**  
Superintendent/Principal

## Option B:

(Follows original bell schedule times)

Mon, Tues, Thurs, and Fri (Wed: no students on campus)

|             |                                               |
|-------------|-----------------------------------------------|
| 8:10-8:20   | Breakfast in Classrooms with Academic warm-up |
| 8:20        | School starts                                 |
| 9:50-10:00  | Tk-1 Recess                                   |
| 10:05-10:15 | 2-3 Recess                                    |
| 10:20-10:30 | 4-6 Recess                                    |
| 11:00-11:30 | TK-1 Lunch                                    |
| 11:35-12:05 | 2- 3 Lunch                                    |
| 12:10-12:40 | 4-5 Lunch                                     |
| 12:45-1:15  | 6th Lunch                                     |
| 2:00        | Dismissal                                     |
| 2:00-3:00   | Zoom                                          |

Cohort A: Mon/Thurs Cohort B: Tues/Fri

Teachers Zoom from 2-3 pm with Cohort that was not at school that day.

Wednesdays:

|             |                               |
|-------------|-------------------------------|
| 8:00-9:00   | Zoom (daily check in)         |
| 9:00-12:00  | push out videos, teacher prep |
| 12:00-12:45 | Teacher Lunch                 |
| 12:45-3:00  | PLC                           |

## Option C:

Remain on Distance Learning

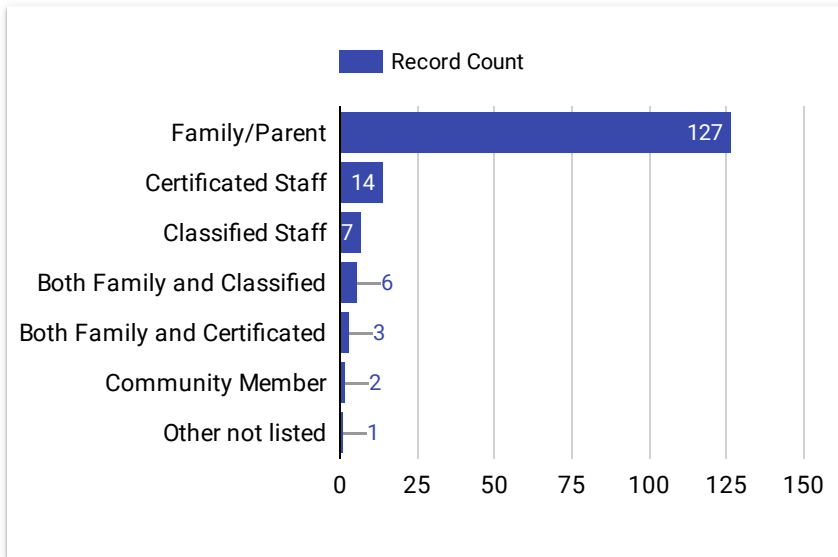
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***Small School, Big Heart***

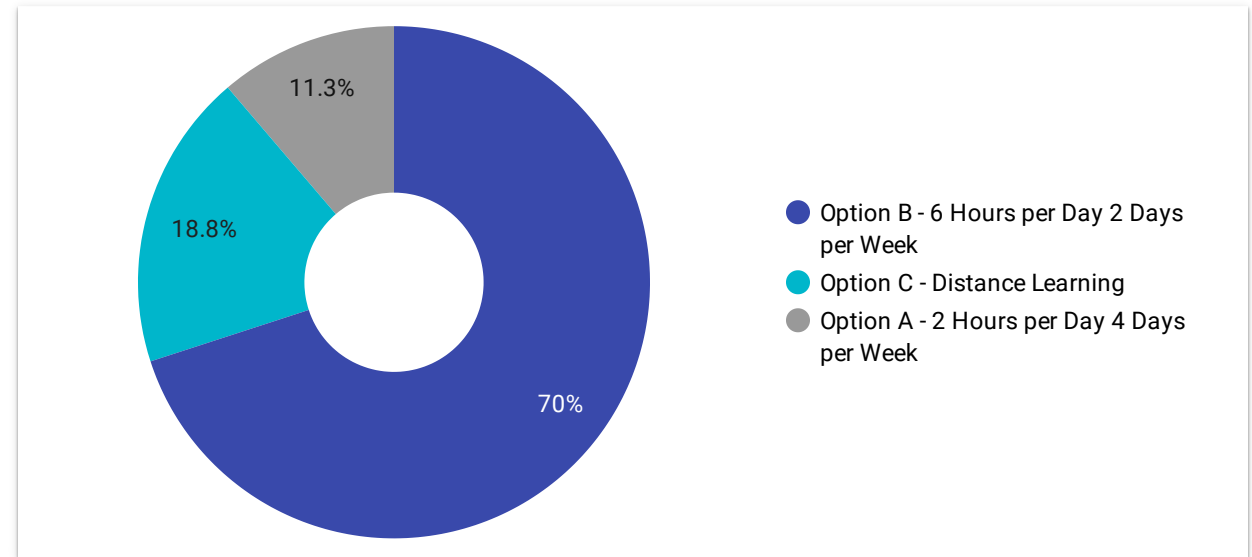
# Return to School Schedules

## Stakeholder Survey Administered 9/22/2020

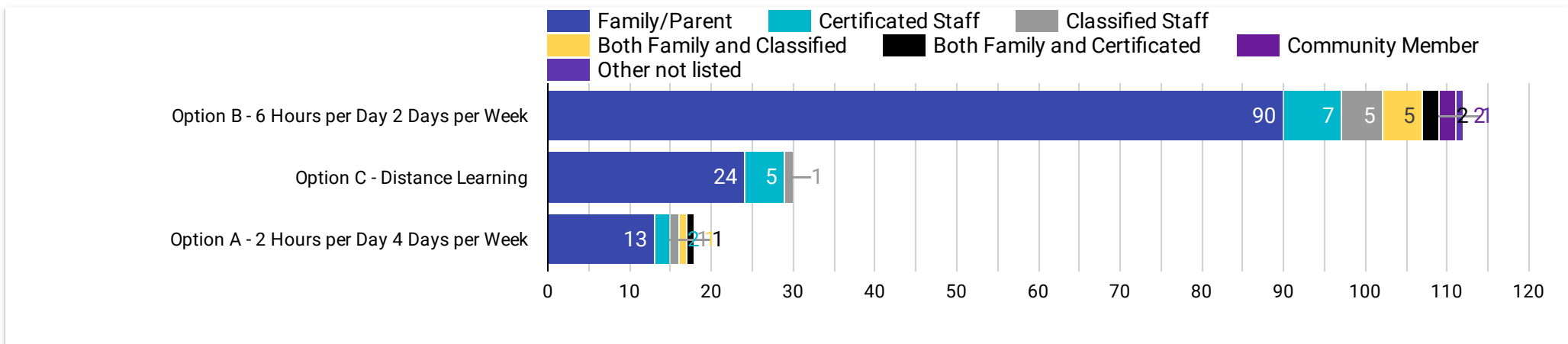
**Survey Respondents by Stakeholder Group**



**Schedule Options by Percentage  
All Stakeholder Groups Combined**

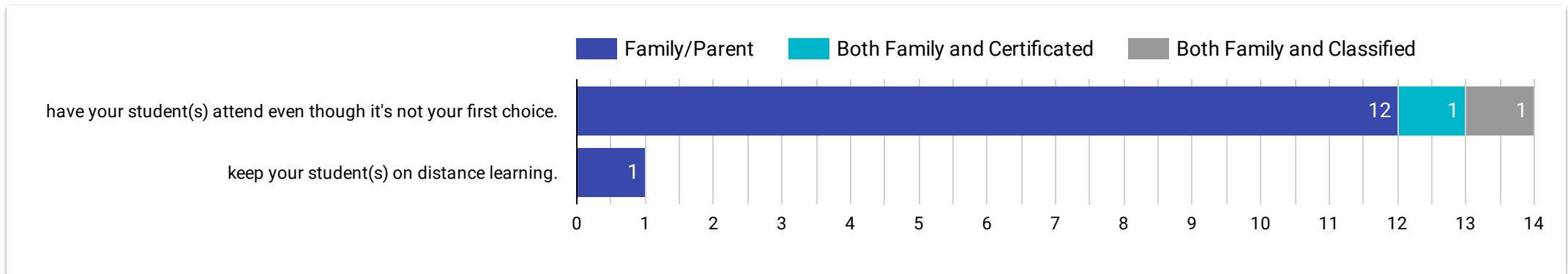


**Returning to School for Half Days By Number of Respondents - All Stakeholder Groups Combined**



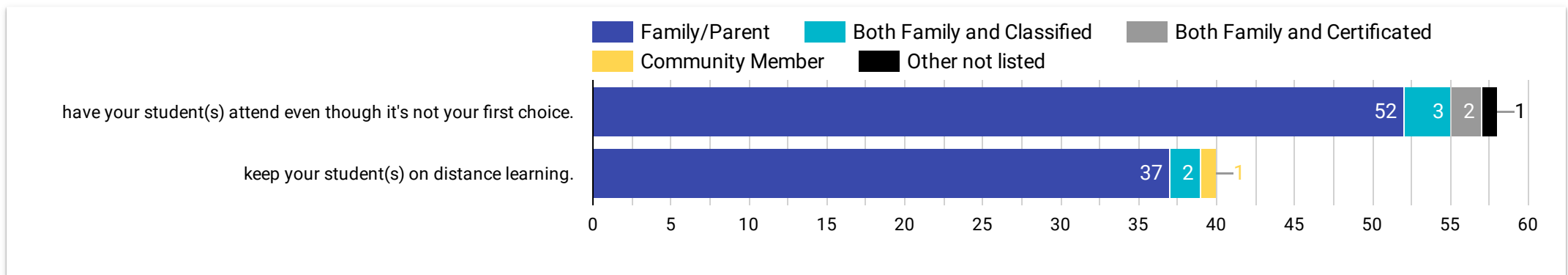
### Families with First Choice Option A - Half Days 4 Days Per Week

*If the district moves forward with option B, you would*



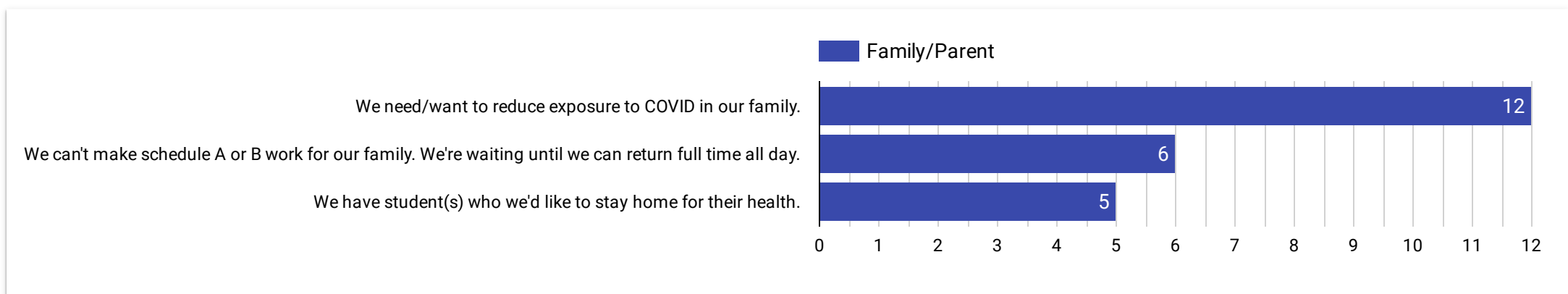
### Families with First Choice Option B - Full Days 2 Days per Week

*If the district moves forward with option A, you would*

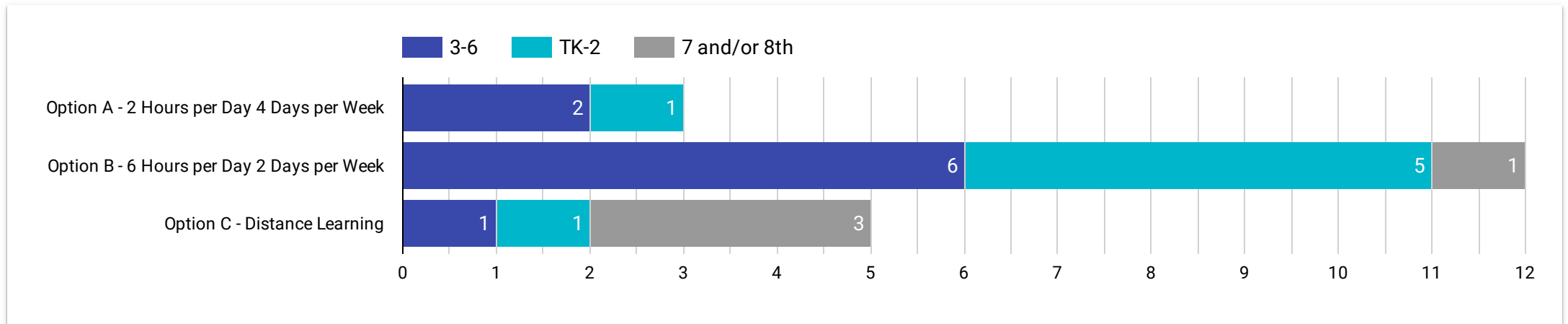


### Families with First Choice Option C

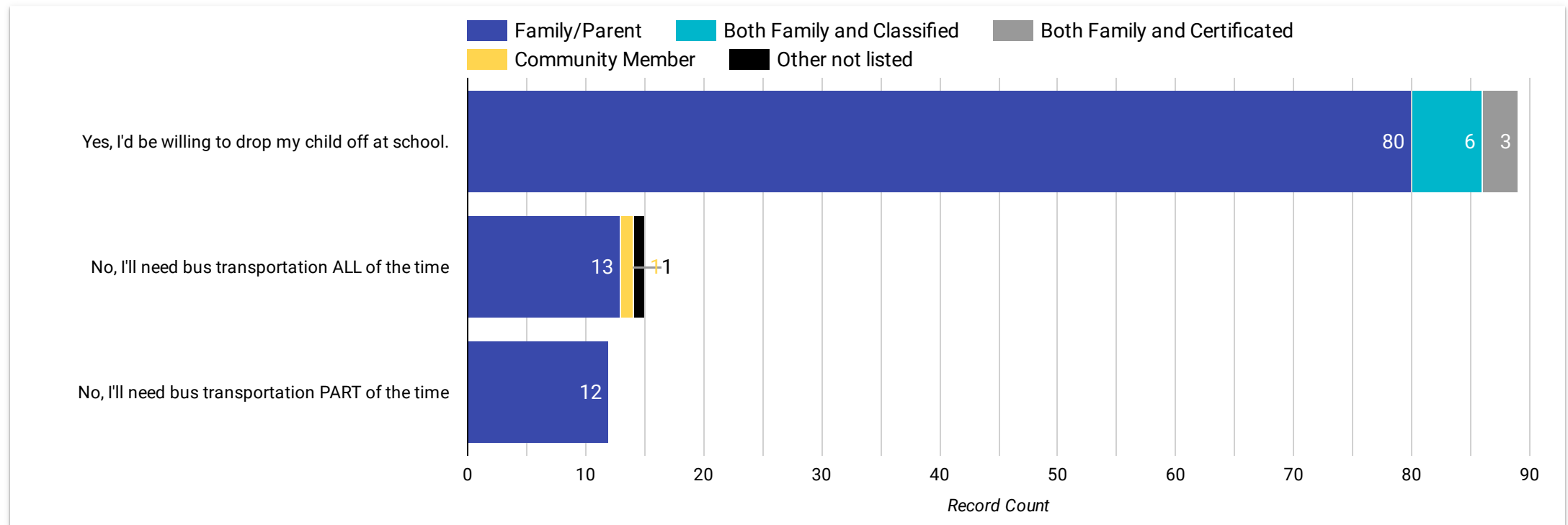
*Your desire to remain on distance learning at this time is best described:*



## Teacher Preference by Grade Band



## Willingness to Provide Transportation



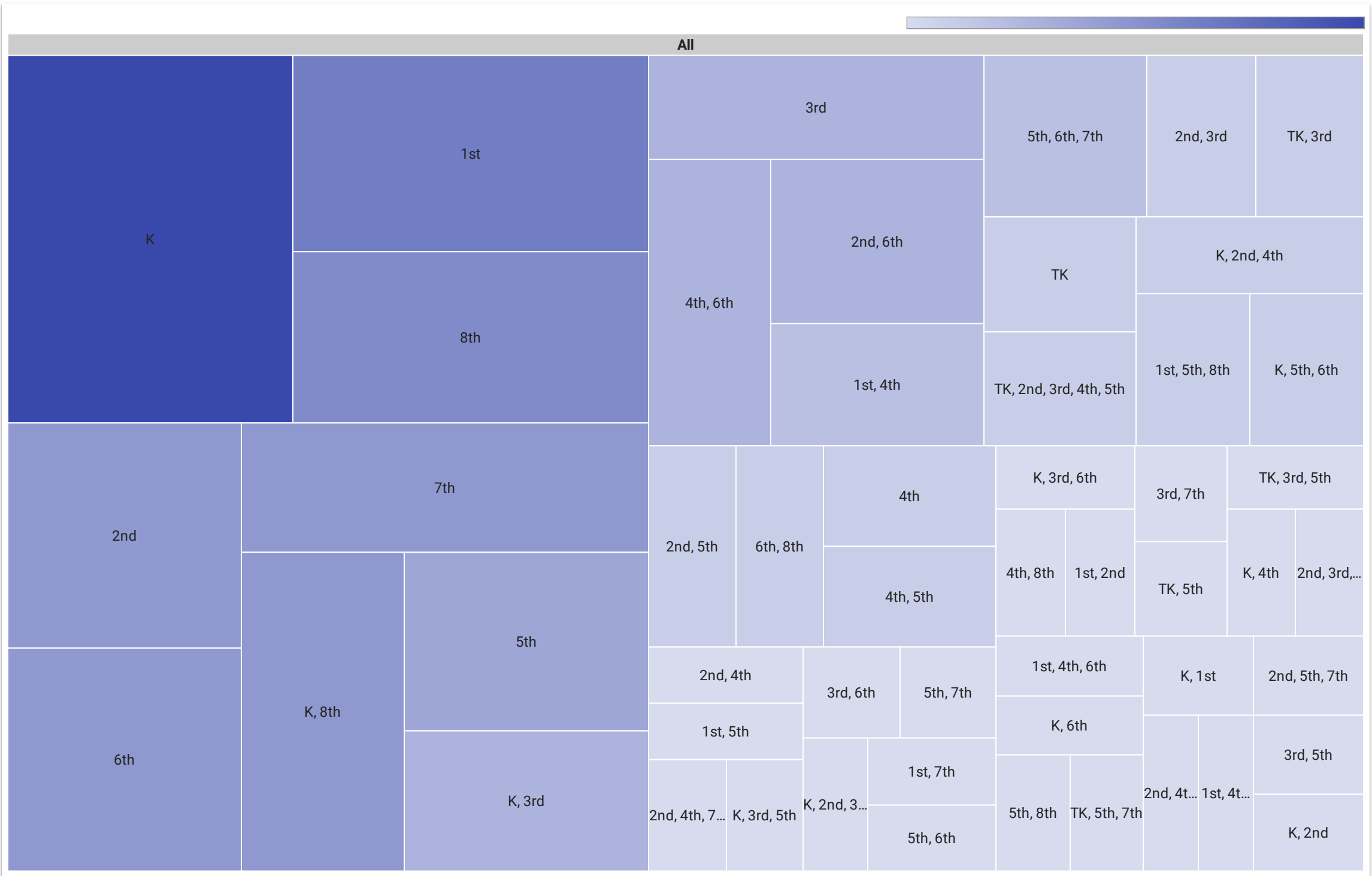
### Survey Administration

This survey was administered through Google forms.

The link was posted on the district website and families were notified by a phone message and was shared by the School Facebook page.

Staff was sent the survey link through their district email account.

Notes: Responses of "not applicable" are filtered from displays for reading ease.



## **Optional Comment Themes Relating to Schedule Options Question**

- Children's preference was 4 days per week, but would be okay with 2.
- Siblings should be in the same cohorts.
- Concern with middle school not yet being allowed to return to campus.
- Still undecided on whether to send students back to campus.
- Concerns with logistics (time and cost) of transportation for half day cohorts from the perspective of the parent and the school.
- Hope that the workload expected at home will be balanced with the in class instruction.
- Desire to return to campus full time.
- After school program availability is needed.
- Preference for the distance learning Monday as opposed to Wednesday to accommodate Monday holidays in the spring semester.
- Suggestion of clustering cohort days as MT/ThurF
- Anxiety related to different schedules on different days.
- Belief that kids need social interaction, bring them back to campus.

## **Optional Comment Relating to Parents with a First Choice of A and their Feelings Toward the B Schedule if Selected.**

- Preference for the same cohort in multi child families.

## **Optional Comment Relating to Parents with a First Choice of B and their Feelings Toward the A Schedule if Selected.**

- Either schedule works for some families.
- Middle school students need to be included.
- Defers the decision to teachers and staff to do what's right for kids.
- Need for bus transportation both ways.
- Wants students back in any capacity.
- Option A creates difficulty in parent transportation, especially working parents.
- Two hours seems wasteful.
- A little time would be needed to work on parent logistics to make it happen.
- Citing other schools that are returning with waivers.
- Limited childcare availability.
- Plan A leaves little time for social interaction with peers.

## **Optional Comments Relating to Plan C Distance Learning**

- Schedule A and B may be difficult for families and won't bring back those that have left.
- Child has medical condition.



**TULARE COUNTY  
HEALTH & HUMAN SERVICES AGENCY**

Timothy W. Lutz, MBA  
Agency Director

Karen M. Elliott, MBA • Director • Public Health Branch Director  
Karen Haught, MD, MPH • County Health Officer

August 10, 2020

Dear Educational Partners of Tulare County:

While our communities continue to deal with the COVID-19 outbreak, the Tulare County Health Department is assisting schools by providing guidance, resources, and information to schools as they develop their back-to-school plans.

On July 17, Governor Gavin Newsom announced that if a county has been on the County Data Monitoring (CDM) list within the last 14 days, a school must conduct distance learning only, until the county has been off the monitoring list for at least 14 days. Unfortunately, Tulare County has been on the CDM list since early June due to an excess of COVID-19 cases per 100,000 in population

In preparation for the 2020-2021 school year, CDPH has released guidance which allows elementary schools on the CDM list, grades TK- 6, to request a waiver from the local health department to open for in-person instruction. The state also indicated, however, that counties with case rates at or above 200 cases per 100,000 residents should not extend waivers for the reopening of classroom instruction.

Until Tulare County has transmission rates (and other metrics as set by the State) under control, the risk of returning to school for in-person learning outweighs the benefits therefore we will not currently be accepting waivers. We need to ensure the health and safety of our children, school personnel, and all of their families. This decision will be reconsidered when Tulare County's COVID-19 rate is steadily less than 200 per 100,000 in conjunction with improvement of other epidemiologic data.

The Tulare County Public Health Department will be monitoring the status of our counties epidemiological data and will continue to keep our educational partners informed of any updates or changes that could impact their ability to resume in-person learning. In addition, we will continue to work with all of our partners across the County to implement the infection control strategies we know effectively reduce community transmission and case rates so that schools can re-open for in-person instruction as soon as the epidemiological data indicates that it's safe to do so.

In effort to prepare for the return of in-person instruction, Tulare County recommends that schools develop a plan that meets the State and Tulare County requirements.



**TULARE COUNTY  
HEALTH & HUMAN SERVICES AGENCY**

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Prior to applying for a waiver, the superintendent (or equivalent for charter or private schools) must consult with labor, parent, and community organizations and must develop and publish an elementary school reopening plan on their website before submitting each school's waiver application. The local health officer then reviews the application, along with local community epidemiological data, and consults with CDPH about the request. Tulare County Public Health has developed an application process and form for elementary school waiver requests. To apply for a waiver, an elementary school must submit the following documents:

- Confirmation that the elementary school reopening plans have been published on the website of the local educational agency (or equivalent). Reopening plans must address the components in the CDPH guidance for schools and school-based programs.
- Completed Application Cover Form for Elementary School Reopening Waiver.
- Verification of approval by the school governing board or agency of waiver request.
- Documentation of consultation with the following stakeholder groups – labor, parents, community.
- If a school district is applying for a waiver for multiple elementary schools, please indicate all school names on the application.

While waivers are not being approved, Tulare County Public Health will be working with schools to develop them for the eventual reopening. Applications and all supporting documents should be submitted at least two weeks before the desired reopening date to

[TCCovidSchools@tularehhsa.org](mailto:TCCovidSchools@tularehhsa.org).

Sincerely,

A handwritten signature in black ink, appearing to read "Staci Chastain".

Staci Chastain  
Deputy Director Public Health Operations



**TULARE COUNTY  
HEALTH & HUMAN SERVICES AGENCY**

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Timothy W. Lutz, MBA  
Agency Director

Karen M. Elliott, MBA • Director • Public Health Branch Director  
Karen Haught, MD, MPH • County Health Officer

**Waiver Application Cover Form**

(for use by a Local Education Agency or equivalent)

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district please submit one application for elementary schools in the district that are seeking to reopen for in-person instruction. If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

Name of Applicant (Local Educational Agency or Equivalent): Sequoia Union Elementary School District

School Type:

       Traditional Public School

  x   Charter School

       Private, Independent, or Faith-Based School

Number of schools:   1   Enrollment/ADA: 250 (K-6)

Superintendent (or equivalent) Name: Ken Horn

Address: 23958 Avenue 324 Lemon Cove, CA 93244

Grades of Students Proposed to be Reopened:

TK K 1st 2nd 3rd 4th 5th 6th

Date of Proposed Reopening: 10/19/2020

Name of Person Completing Application:

Phone Number: (559) 564-2106 Email: kenhorn@sequoiaunion.org

Signature: \_\_\_\_\_ Date: 9/17/2020



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### Waiver Criteria

- please reference your reopening plan by page number for each item below. -.

#### I. Consultation

Please confirm consultation with the following groups:

Labor Organization

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

SETA - Sequoia Elementary Teachers Association - Surveys were administered on 6/2/2020, 6/27/2020, and 9/8/2020. Additionally, SETA representatives participated on and approved the back to school plan on 6/24/2020, and again on 9/16/2020 (pending).

Parent and Community Organizations

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

Parent and community were surveyed on 6/2/2020, 6/27/2020, 9/8/2020 through a Google Form. An in depth discussion of relating to reopening of school occurred at the Governing Board on 7/15/2020, and the waiver application was approved at the Special Board meeting on 9/17/2020 (pending).

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

Classified Staff - participated in the same process as noted for certificated staff. The plan was approved on 9/16/2020 (pending).

#### II. Elementary School Reopening Plans

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):



**TULARE COUNTY  
HEALTH & HUMAN SERVICES AGENCY**

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Karen Haight, MD, MPH • County Health Officer

- Pg. 6-7 **Cleaning and Disinfection:** How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.
  
- Pg. 9-12 **Cohorting:** How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.
  
- Pg. 13-14 **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.
  
- Pg. 15-16 **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced.
  
- Pg. 17 **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.
  
- Pg. 18 **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.
  
- Pg. 19 **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.
  
- Pg. 20 **Physical Distancing:** How space and routines will be arranged to allow for adequate physical distancing of students and staff.
  
- Pg. 21 **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.
  
- Pg. 22 **Testing of Students and Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.



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- Pg. 23 Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.
- Pg. 24 Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

### Resources for Completing Your Plan

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>



# **Reopening Guide for Sequoia Union Elementary School**

*Revised September 15, 2020*



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## ***Overview***

The California Legislature passed Senate Bill 98, signed by Governor Gavin Newsom on June 29, 2020, which expresses a strong preference to provide in-person instruction to students to the extent possible during the 2020-2021 school year. Therefore, the District plans to open its campus for in-person instruction. This reopening plan will be a challenge to implement as orders from the Governor, the State, and applicable federal, state, and local public health directives and guidance ("Public Health Directives") are constantly changing and evolving. As a result, the District may decide to implement distance learning instruction to students as needed during the course of the school year.

This reopening plan is also not without risk. According to the Centers for Disease Control and Prevention, person-to-person spread of the COVID-19 virus from or to children, as among adults, is thought to occur mainly via respiratory droplets produced when an infected person coughs, sneezes, or talks. Because people may have and transmit the COVID-19 virus without showing any symptoms, it takes all of us working together to implement best practices to prevent the spread of this virus, so we can safely reopen schools.

This plan implements the following measures in good faith to meet the requirements of Senate Bill 98, Public Health Directives to minimize transmission of the virus at schools, and to serve the needs of our community while prioritizing the health and safety of our staff and students.

This plan outlines the reopening plan for the Sequoia Union campus in half day cohorts. At the time of the update to the plan, only waivers for Transitional Kindergarten through 6th grade were permitted, but the 7th and 8th grades were included as part of the campus wide plan discussed in this document, so that when allowed on campus, they have been considered as part of the campus wide plan.

For questions concerning this plan, please contact Ken Horn, Superintendent/Principal and COVID-19 Liaison at [kenhorn@sequoiaunion.org](mailto:kenhorn@sequoiaunion.org) or (559) 564-2106



### ***Stakeholder Engagement***

This plan was designed with the stakeholder input and consideration of California Department of Education documents as well as California Health Department documents. Stakeholder input was gathered in three different surveys, distributed on June 2, 2020, June 27, 2020, and September 8, 2020. Data from the survey was utilized by the return to school committee to create a return to school plan. The committee consisted of classified staff, teachers, parents and the administrator, their plan was approved by the committee, and then later by the Governing Board on July 15, 2020. The July 15 approved plan was adapted for waiver eligibility, and was reviewed by the School Site Council (parents, classified staff, teachers and the administrator) and the whole staff on September 9, 2020.



## ***General Measures***

These sections outline the measures that are explained more fully later in this document.

### **1. Communication Authorities**

Mr. Horn, the COVID Liaison will have an open line of communication with the Tulare County Health Department when issues arise that are not addressed in the Tulare County Health Department COVID mitigation training resources. Mr. Horn will also work with the Tulare County Superintendent, and continue to review and update the Governing Board on recent announcements and requirements of the California Department of Public Health and California Department of Education.

- 2. COVID Mitigation Plan** Mr. Horn is the designated COVID Liaison. He has worked with staff from all areas of the campus to develop and implement the plan discussed in this document. This plan addresses the use of face coverings (and exemptions), training and communication with stakeholders, a plan for monitoring compliance with the plan, and plans for addressing outbreaks of COVID-19

### **3. Facility Use**

Until further notice, the campus will be closed to use by outside organizations. Special considerations may occur at the discretion of the COVID Liaison, provided those that are utilizing the facility adhere to the guidelines within this plan.

### **4. Repeated School Closures**

Given the campus began the school year in distance learning, staff has worked to create systems that ensure student success during distance learning. See [Triggers for Distance learning](#) for additional information.

### **5. Plan for Students with high COVID-19 risk for Extenuating Circumstances**

This plan outlines the measures for staff and students who are on campus. Families that want or need to have their students remain on distance learning, see the [Students Continuing on Distance Learning](#) section.

### **6. Face Coverings**

Face coverings will be required by staff and students in grades 3 - 8. Students in transitional kindergarten through second grade are strongly encouraged. Please see the [Face Coverings and Other Essential Protective Gear](#) for additional information.



## ***Cleaning and Disinfection***

Cleaning and disinfection of the campus will be a shared staff responsibility. Intensified cleaning and disinfection procedures will be in place.

### **1. Universal Considerations**

- a. Disinfecting products from the Environmental Protection Agency approved list "N" will be used. Label directions will be followed for dilution rates.
- b. Staff using cleaning agents will be made aware of contact time.
- c. Staff that are utilizing cleaners will be made aware of, and provided with appropriate personal protective equipment necessary for the disinfection agents they apply.
- d. It is the staff members responsibility to inform their supervisor if they do not have access to personal protective equipment or a clear understanding of the safety and appropriate uses.
- e. Cleaning products are not to be used near students.
- f. Staff should ensure there is adequate ventilation when using disinfection products by opening windows and/or doors when air quality and weather permits.
- g. Disinfection agents will be stored outside of students' reach.

### **2. Teacher Role**

- a. Teachers will work to minimize the extent to which students share items in the classroom. Those items that are shared will be regularly sanitized using an approved cleaner.
- b. Each classroom will have a spray bottle of sanitizer that staff will use to sanitize when the students are out of the classroom.

### **3. Janitorial Staff Role** - Janitorial staff, in coordination with the COVID-19 Liaison will be responsible for continuous monitoring of the cleaning and disinfection procedures, and will be responsible for updating procedures as necessary to ensure the health and safety of staff and students.

- a. Cleaning throughout the day
  - i. Bathrooms will be sanitized before and after recesses and lunches.
  - ii. They will be thoroughly cleaned at the end of the day with special highly attention to touched surfaces (such as door handles, cabinets, light switches) throughout the day.
- b. Classroom Cleaning Between Cohort
  - i. All classrooms will be sanitized between cohorts using a commercial fogger and sanitizer.

### **4. Bus Driver Role**

- a. Bus drivers will deep clean buses at night.
- b. Drivers will also be provided with disinfectant and gloves to

**5. Office Staff**

- a. Office staff will work to minimize the extent to which visitors share items in the Office. Those items that are shared will be regularly sanitized using an approved cleaner.
- b. The Office will have a spray bottle of sanitizer that staff will use to sanitize when the visitors exit out of the Office
- c. Office staff will ensure that all visitors have filled out the COVID 19 questionnaire.
- d. Office staff will ensure that all students entering the Office area to enter into campus will have their temperature taken.

**6. Cafeteria Staff**

- a. Cafeteria staff will assist custodial staff in cleaning the cafeteria area and making sure that it is regularly sanitized using an approved cleaner.
- b. Cafeteria staff will follow trained protocol procedures for health sanitization, which will help to ensure that COVID-19 sanitization is occurring on a regular basis in the entire cafeteria area.



### ***Ensuring Teacher and Staff Safety***

The campus will employ California Department of Public Health and Cal/OSHA standards discussed in this plan in an effort to ensure teacher and staff safety.

1. Physical distance Staff will maintain a physical distance of 6 feet to reduce possible transmission and also to reduce the possible quarantine of exposed staff members if necessary.
2. Face coverings will be utilized by staff and students as outlined in California Department of Public Health Face Coverings Guidelines and Cal/OSHA standards.
3. Staff who are at high risk or have severe illnesses can work with the COVID-19 Liaison to explore provisions for telework where appropriate.
4. Staff meetings and professional learning events will be conducted in a way that allows for physical distancing of 6 feet, or will be conducted virtually when not possible.
5. Staff will avoid congregating on campus, and ensure physical distance is maintained in restrooms and other common areas.
6. Staff will participate in daily health checks, and will assist with student health checks as outlined in this plan or further clarified by the COVID-19 liaison.



### ***Cohorting***

On campus classes will be divided into morning and afternoon cohorts to practice physical distancing in the classroom. See table below.

#### **1. Schedule**

Classes will be divided into nearly equal halves as practical (see below). Final cohort numbers are pending parent contacts to work toward making the best arrangements for families.

| Grade                             | Morning Cohort | Afternoon Cohort | Teacher         |
|-----------------------------------|----------------|------------------|-----------------|
| Transitional Kinder/ Kindergarten | 12             | 12               | Hellwig         |
| Transitional Kinder/ Kindergarten | 12             | 12               | Stanley         |
| 1st                               | 8              | 8                | Johnson         |
| 1st                               | 8              | 8                | vonHelf         |
| 2nd                               | 9              | 9                | Castillo        |
| 2nd                               | 9              | 9                | Wilson          |
| 3rd                               | 11             | 12               | Foley (Robison) |
| 3rd                               | 11             | 12               | O'Brien         |
| 4th                               | 10             | 12               | Ritchie         |
| 4th                               | 10             | 11               | Zerlang         |
| 5th                               | 11             | 15               | Burkhart        |
| 6th                               | 12             | 13               | Higareda        |
| 6 <sup>th</sup>                   | 11             | 13               | Ridenour        |



***Schedule for In Person Instruction  
Monday, Tuesday, Thursday, Friday***

**Session 1 - Morning**

|             |                                               |
|-------------|-----------------------------------------------|
| 7:00-7:45   | Bus Pick Up                                   |
| 7:50-8:00   | Breakfast in Classrooms with Academic warm-up |
| 8:00-10:00  | In Person Instruction *                       |
| 10:05-10:40 | Bus Drop Off                                  |
| 10:00-11:35 | Teacher Lunch/Preparation +                   |

**Session 2 - Afternoon**

|             |                                           |
|-------------|-------------------------------------------|
| 11:00-11:40 | Bus Pick Up                               |
| 11:45-11:55 | Lunch in Classrooms with Academic warm-up |
| 11:55-1:55  | In Person Instruction *                   |
| 2:00-2:40   | Bus Drop Off                              |
| 2:00-3:00   | Teacher Preparation +                     |

\* Additional classwork will need to be completed outside of in person instruction to ensure the state instructional minutes requirement is met.

+Teachers will arrange live video conference times to meet with students on distance learning.

***Schedule for Asynchronous Wednesday for all Students***

|             |                                                                                |
|-------------|--------------------------------------------------------------------------------|
| 8:20-8:35   | Video Conference for All Students                                              |
| 8:40-12:10  | Asynchronous Learning (Teacher lunch at their discretion)                      |
| 12:15-12:45 | Staff Professional Learning, Staff Meetings, Professional Learning Communities |
| 12:45-3:00  | Teacher Preparation and Planning (periodic, pre-agreed PLC time)               |

**2. Recess**

- a. With half day cohorts, instructional time on campus equates to around two hours. Therefore, recess will not be included as part of the school day in the current half day arrangement.

**3. Breakfast and Lunch**

- a. Breakfast (morning cohort) and lunch (afternoon cohort) will be served in classrooms under the supervision of the teacher.

**4. Restroom Use**

- a. Campus staff will monitor how many students go into the restrooms at one time and keep the number of students in the bathroom limited to no more than two, as feasible.
- b. During class time, teachers will monitor how many students use the restroom and a daytime custodian will clean the restrooms frequently throughout the day (see the [Cleaning and Disinfection](#) section for further information).



## ***Entrance, Egress, and Movement Within the School***

### **1. Entrance**

#### **a. Entry Points and Class Entry**

- i. The bus riders will enter by the bus barn.
- ii. K-2 students will enter the gym through the east doors and head to the playground/blacktop area. All K-2 students will line up on the paw line, which is marked by tape in 6 foot increments.
- iii. Grades 3-6 students will enter through the west gates. All 3-6 students will go out to the basketball courts to line up in a designated area marked by tape in 6 foot increments. We will have staff placed strategically to help direct traffic for cars entering the parking lot.
- iv. (Upon the full opening of the school once County rates drop to a safe level which allows for Junior high students to return to campus, the 7th-8th grade students will enter through the gate by the office and head straight to the Junior High wing and line up near their homeroom class door on a taped area marked in 6 foot increments.)
- v. When the bell rings Grades 3-6 students will head directly into the classroom (they will get hand sanitizer as they enter) and wait for the flag salute. K-2 students will line up physically distanced on the black top and wait for the flag salute. The Flag salute will be done over the intercom.

#### **b. Health Screenings**

- i. Health checks will be conducted when students arrive on campus. Extra masks will be on hand for those that need them. For more information, see the section on [Health Screenings](#).

### **2. Egress**

- a. At the end of each school session, bus riders will be dismissed and go directly to the bus. They must wear a face mask unless an exception has been approved, see the [Face Coverings and Essential Protective Gear](#) section for more information.
- b. The pick-up line for non-bus riders will extend from in front of the gym all the way through the parking lot. We will have staff placed strategically to help direct traffic for cars exiting the parking lot. Non-bus riders must wear a face mask when exiting the school unless an exception has been approved as discussed above.
- c. K-2 students are dismissed for the morning session at 10:00 am and are dismissed at 1:55 pm for the afternoon session. Upon dismissal, students and



their teachers can go out to the pick-up line. Staff will help move the pick-up line along and other staff will be in the gym watching students.

- d. Grades 3-6 students are dismissed at 10:00 am for the morning session and at 1:55 pm for the afternoon session. Upon dismissal, students and their teachers can go out to the pick-up line. Staff will help move the pick-up line along and other staff will be in the gym watching students.
- e. Parents/guardians will stay in their car and wait for their students in a cooperative and collaborative manner. Parents/guardians with students in multiple grade cohorts should review the above dismissal plans to determine when to arrive.

### **3. Visitors**

At this time, the District is limiting non-essential visitors, volunteers and activities involving other groups/communal activities. Parents/guardians and other non-staff, non-student family members will not be permitted on campus unless they get pre-approval from the District Superintendent/Principal. Parents/Guardians will be encouraged to contact teachers and staff via telephone, text or email.

### **4. Physical Education**

During the return to school under the waiver, there will not be time in the academic schedule for daily P.E. Upon the full opening of the school once County rates drop to a safe level which allows for Junior high students to return to campus, P.E. will resume as normal as much as possible but on the extreme heat days shaded areas will be erected for outside use and the focus will be on health topics and yoga rather than activities. (Students will physically distance at 6 feet or more during P.E., as feasible, and wear face coverings unless they have met an approved exception, as discussed above).

### **5. Music and Singing**

Due to the spread of COVID-19 through respiratory droplets, the District is waiting for further health guidance about the act of singing or use of wind instruments at schools.

### **6. Transportation**

- a. Personal vehicle transportation or walking to school is preferred for as many students as possible, rather than riding the bus.
- b. All inter-district and district parents will be surveyed to see if they are willing to drive students to school to reduce exposure on the bus. This will need to be determined so bus drivers can create their route.
- c. Bus riding students - Upon entering the bus
  - i. Temperature checks will be conducted.



- ii. Hand sanitizer will be provided.
- iii. Masks will be required for students in grades 3-8, but strongly recommended that students in grades TK -2 wear masks and those in grades 3-8 will be required. Bus drivers will carry extra masks to provide students in the event they have misplaced or forgotten their mask.

#### **7. Water fountains**

Currently, there are no functional drinking fountains on campus, students will continue to use the bottled water stations in their classrooms. Students are encouraged to bring personal water bottles or utilize single use cups in classrooms.



### ***Face Coverings and Other Essential Protective Gear***

Face coverings will be provided to all students and staff, but individuals may opt to provide their own if they choose to do so. Requirements vary by grade and also for the staff.

| Age/Role                              | Face Covering Requirement |
|---------------------------------------|---------------------------|
| Transitional Kindergarten - 2nd Grade | Strongly Encouraged*      |
| 3rd Grade - 8th Grade                 | Yes, unless exempt        |
| Staff                                 | Yes, unless exempt +      |

+Staff exempt from wearing a mask for medical reasons will be required to wear a face shield with a drape on the bottom if the medical condition allows.

#### **1. Staff**

- a. All staff will be required to wear face coverings in accordance with California Department of Public Health guidelines, unless their job requires the use of alternate respiratory protection as identified in the Cal/OSHA standards.
- b. When a facemask interferes with a pedagogical or developmental teacher or support staff practice, a face shield can be used as long as physical distance is maintained when practicable, and that the staff member returns to wearing the mask when no longer necessary for pedagogical or developmental reasons.
- c. Staff serving food will wear disposable gloves in addition to face coverings, while continuing to employ handwashing expectations as outlined in the [Healthy Hygiene Practices](#) section of this document.

#### **2. Students**

- a. Face coverings or face shields can be removed while eating, during recess or outdoor recreation and when it needs to be replaced. When facecoverings are removed they will be stored in a clean paper bag marked with the students name and date.
- b. Students who misplace or don't bring one to campus will be provided with one.

#### **3. Exemptions**

- a. Pending finalization.



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### ***Health Screenings for Students and Staff***

#### **1. Students**

- a. At the start of the school day, students will participate in a health screening upon entry to campus or upon boarding the bus. Each student will have their temperature taken with a touchless thermometer.
- b. Each teacher will have a touchless thermometer. Students will be monitored throughout the day and temperature checks may be conducted at any point during a school day.
- c. Students may be screened additionally throughout the day at the discretion of the staff.

#### **2. Staff**

- a. Staff complete a daily health screening form each day, and are provided a touchless thermometer to take their temperature.

#### **3. All parties on campus**

- a. Any students or staff experiencing symptoms of concern will undergo a health evaluation. Those that are experiencing a temperature of 100.4 degrees or more will be isolated until they are able to leave campus.

For additional information relating the health screenings upon campus entry and boarding the bus, see the [Entrance, Egress and Movement](#) section. For more information on



### ***Healthy Hygiene Practices***

Staff has been trained in healthy hygiene practices. As students return to campus, staff will train students in healthy hygiene practices. The District will ensure soap and water is available at age-appropriate outdoor hand washing facilities as well as provide hand sanitizing stations. Expectations of all individuals on campus include:

#### **1. Coughs and Sneezes**

- a. Use a tissue to wipe noses, and cough or sneeze into a tissue or elbow.

#### **2. Handwashing**

- a. Wash hands before and after eating, after a cough or sneeze, after coming in contact with shared items (to be avoided as practicable), and before and after using the restroom.
- b. Washing hands for 20 seconds with soap, rubbing thoroughly after soap is applied.
- c. Staff will model handwashing behavior, and work to provide feedback when necessary to ensure proper handwashing is occurring.
- d. Outdoor hand washing stations will be utilized on campus to reduce the number of students clustering around sinks in restrooms and classrooms. Staff can also develop staggered schedules that allows students to wash their hands without creating groups of students.

#### **3. Hand Sanitizer**

- a. While handwashing is preferred to hand sanitizer, sanitizer may be used when hand washing is not practicable.
- b. Students under 9 years of age will be supervised by an adult when using hand sanitizer. In the event a student has ingested hand sanitizer, Poison control will be contacted (800) 222-1222.

#### **4. Physical Contact**

- a. Instead of a handshake or a hug, alternative verbal expressions and gestures; these could include nodding, touching your heart, bowing, saluting or other gestures will be utilized.

#### **5. Face Coverings**

- a. See the section on *Face Coverings and Other Essential Protective Gear*.



### ***Identification and Tracing of Contacts***

A staff liaison or liaisons will be designated by the District to be responsible for responding to COVID-19 concerns and answer questions regarding this Reopening Plan and any newly developed practices, procedures, and training related to COVID-19. The liaison(s) will be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

Students and staff will be required to participate in daily health checks. Any students or staff experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area until they are able to leave campus. The individual must be without a temperature for at least 24 hours without the aid of a fever reducer, and have a doctor's note or make arrangements to be evaluated by the school nurse.

Staff members have the opportunity to be regularly tested for *COVID-19* at the expense of the district if they choose to do so. Students or staff members who have a confirmed case of COVID-19 are not permitted to return to the school site for 14 days. The COVID-19 liaison will be responsible for conducting contact tracing and for notifying families and staff of an exposure.



### ***Physical Distancing***

The campus wide expectation is 6 feet of physical distance from one another. Special considerations for specific areas or times on campus are outlined below.

#### **1. Bus**

- a. Maximum space between the students and the bus driver when practicable.
- b. Windows on the bus should be open when practicable.

#### **2. Classrooms**

- a. Classroom furniture will be arranged to allow for 6 feet of physical distance, and will orient student desks facing forward.
- b. Teachers' desks will be 6 feet apart from students.
- c. Students will be expected to maintain physical distance when entering and leaving classrooms and in other locations on campus.

#### **3. Student entrance and egress**

- a. See *Entrance, Egress and Movement* section of this document.



## ***Staff Training and Family Education***

### **1. Staff Training**

- a. Staff has participated in an inservice conducted by the site COVID-19 Liaison on August 3, 2020 and August 4, 2020 relating to Centers for Disease Control guidelines to mitigate the spread of COVID-19. Topics included, but were not limited to contacts and exposure locations, contact risk assessment, and the schools decision tree.

### **2. Family Training**

- a. The district website will house links to help families to understand the symptoms which warrant keeping a student at home. Prior to returning to campus, the all call messaging system will be utilized to direct families to the website to review the resources.
- b. Select Infographics (See [Appendix](#)) will be shared with families through print in their distance learning packets, or upon returning to campus.

### **3. Counseling and Social-Emotional Learning**

- a. Attention to social-emotional wellness is a crucial part of ensuring health and safety during a prolonged pandemic. The District and its staff will be working on ways to communicate social-emotional learning with students in the classroom. If a student needs counseling the District encourages the parent/guardian or the student to speak with their teacher or any staff member so the District can arrange the time and method (i.e. virtually or in-person) of delivering individual or group counseling.



### ***Testing of Students and Staff***

#### Consideration of COVID-19 testing for students and staff

1. Any students or staff experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area until they are able to leave campus.
2. Students and staff who are exhibiting symptoms will be provided with information about testing locations and advised to consult with their medical doctor.
3. Individuals who have exhibited symptoms must be without a temperature for at least 24 hours without the aid of a fever reducer, and have a doctor's note or make arrangements to be evaluated by the school nurse prior to returning to campus unless otherwise instructed to quarantine by the COVID Liaison or County Public Health Department..
4. Staff members will have the opportunity to be regularly tested for COVID-19 at the expense of the district if they choose to do so.



### ***Triggers for Switching to Distance Learning***

The school began the 2020-2021 school year on distance learning, therefore there is reasonable assurance that students have access to technology devices, hot spots (as needed) and any necessary printed materials. To plan for a possible event where a student, group or the whole school may need to be quarantined, students will be asked to travel to and from school with their Chromebooks and consumable items until further notice. This allows for a quick transition to distance learning if necessary. If this transition is necessary, teachers will communicate the corresponding video conference times for distance learning classes to students and parents as needed.

In consideration of confirmed COVID-19 cases the Liaisons will utilize the decision tree provided by the County of Tulare Public Health Department (See Appendix), as identified in their *Mitigating the Spread* training materials to determine the appropriate threshold (percentage of confirmed cases) to necessitate closing the school for a quarantine period. Further, they will work with the Tulare County Health Department to evaluate the risk and make a decision when necessary.



### ***Communication Plans***

The COVID-19 Liaison will follow all guidelines relating to FERPA and HIPAA when conducting contact tracing and notifying possible exposures. He will also complete a mandated contact tracing professional development course to ensure privacy is maintained for all parties and will have an open line of communication with the Tulare County Public Health Department for times when additional support is needed.

In the event of a whole school closure the Liaison will utilize the mass messaging system to inform families, as well as encourage teachers to utilize their communication channels with each family to share information unique to each teacher.



### ***Students Continuing on Distance Learning***

Families that wish to keep their students on distance learning may continue to do so. Key points are shown below.

- As mandated by Senate Bill 98, students will connect with their teacher and peers each school day over video conference. Teachers will contact families on distance learning to update them on the schedule for these calls.
- Teachers will continue to provide students with a curriculum they can complete through the use of their district issued device and through hard copy packets where applicable.
- See the [Independent Study](#) section for clarification between Distance Learning and Independent Study.



## ***Independent Study***

### **Independent Study (BP 6158)**

Independent Study Contracts are not granted in lieu of Distance Learning during the current COVID-19 school reopening guidelines from the California Department of Education. Independent Study Contracts are only available from Sequoia Union Elementary School District when a student must be absent from school for a planned period of time. Independent Study Contracts allow the student to keep up on school work and not incur absences during the scheduled time away from school. The School Board, however, recognizing that it is not always possible, encourages that parents schedule planned trips during the five (5) weeks of Intercession that we have during the school year.

### **Independent Study Contract Policies:**

1. Available for planned absences from school only. (Illnesses, hospitalization, or other emergencies do not qualify for an ISC).
2. Not issued for any planned absence from school the week immediately before or the week immediately after an Intercession.
3. Must be requested from the office, not the teacher, ten (10) school days in advance of the first day of an absence.
4. Cannot be issued for absences involving less than five (5) school days (a holiday does not constitute a school day).
5. Must be signed for and picked up in the office by a parent on the school day before the first day of absence.
6. To successfully complete Independent Study Contracts, all assigned work must be completed and turned into the office, not the teacher, on the first day back in school.
7. If all work is not completed and returned to the office on the first day back at school, the student will receive unexcused absences for those days of nonattendance potentially resulting in a classification of the student(s) as unexcused and would fall under the Attendance Policies and Procedures section.



## ***Resources Utilized to Prepare this Document***

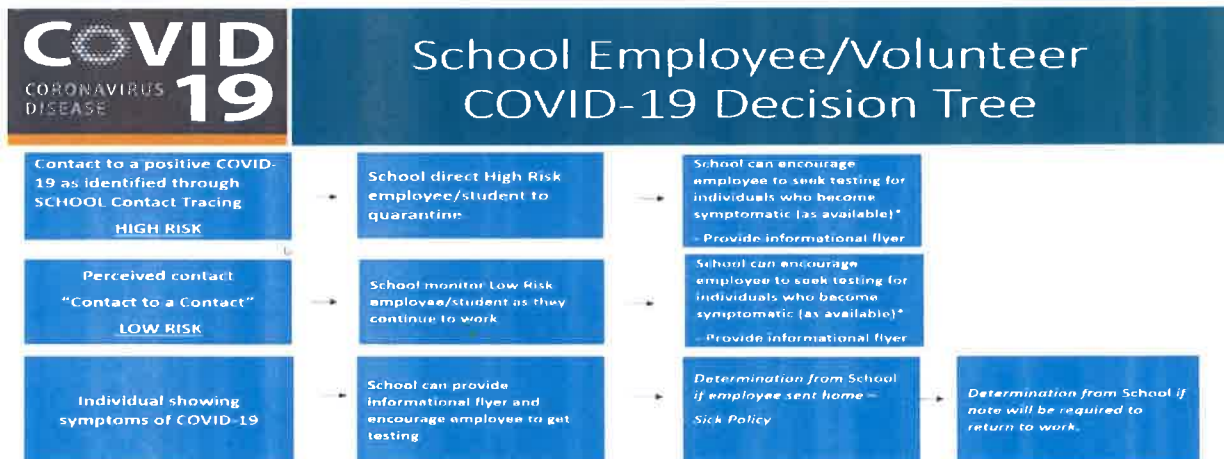
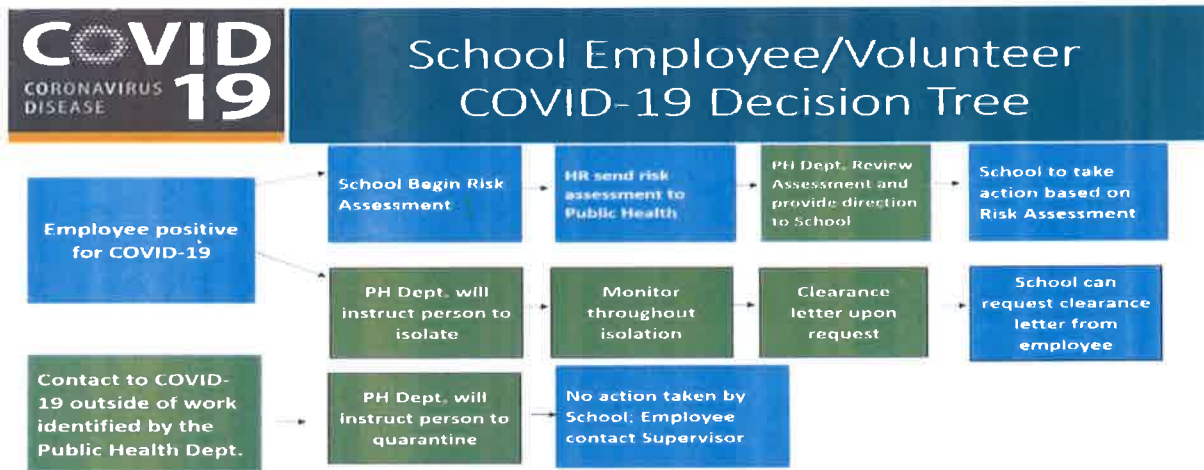
- Centers for Disease Control Checklist: Planning for In Person Instruction  
<https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Back-to-School-Planning-for-In-Person-Classes.pdf>
- CDPH and Cal/OSHA Guidance for Schools and School-Based Programs  
<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>
- California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>
- California Department of Public Health - Guidance for the Use of Face Coverings:  
[https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings\\_06-18-2020.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf)
- CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year  
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

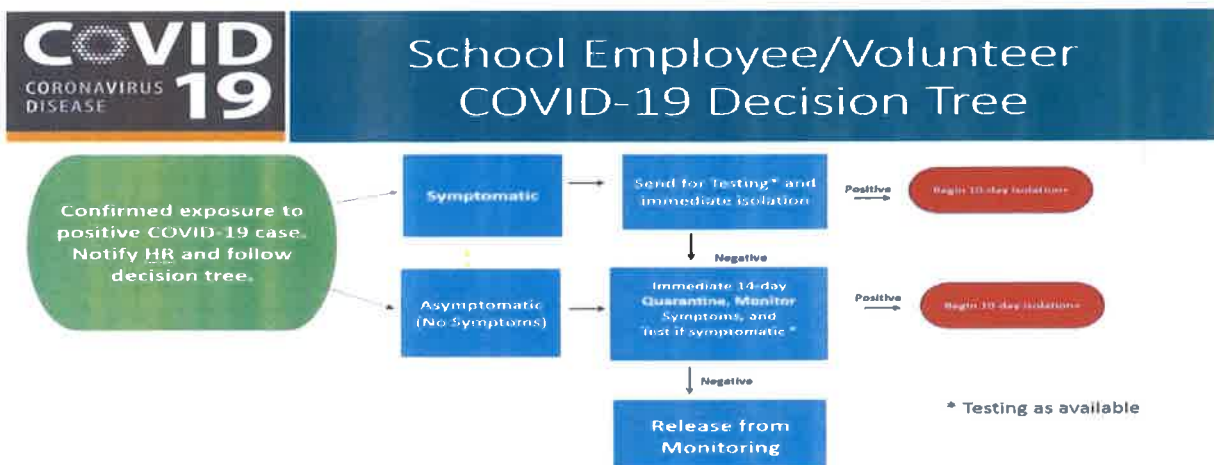


## Appendix

### A

Decision Tree Source - Tulare County Public Health Department Training Resources

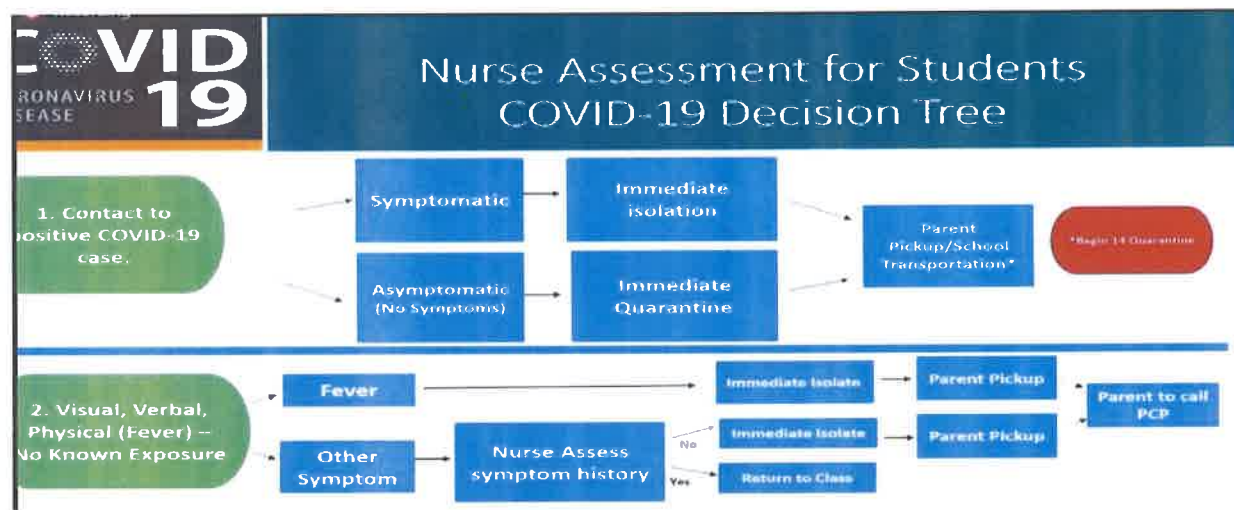






## Appendix B

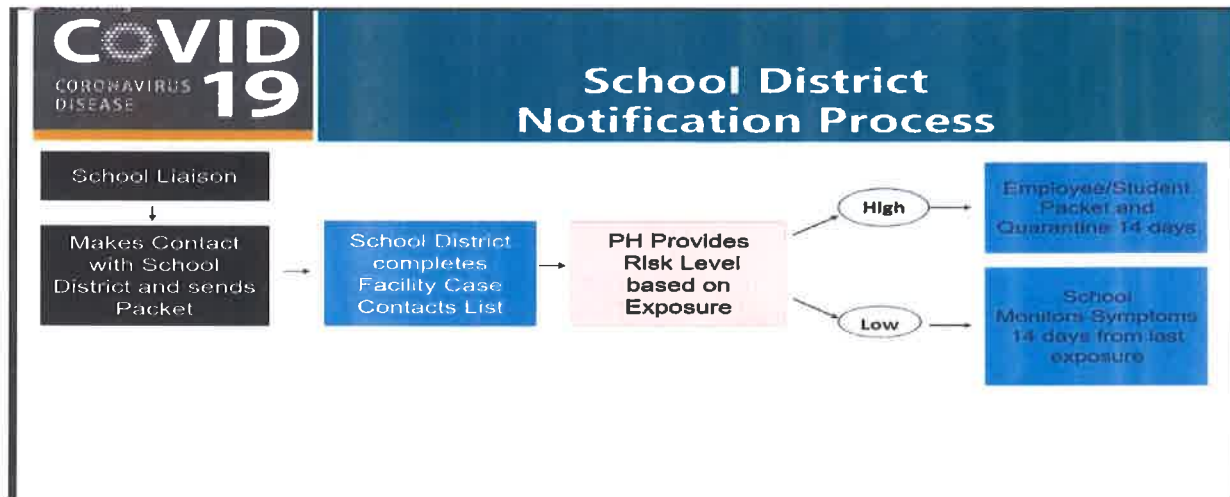
Decision Tree Source - Tulare County Public Health Department Training Resources





### Appendix C

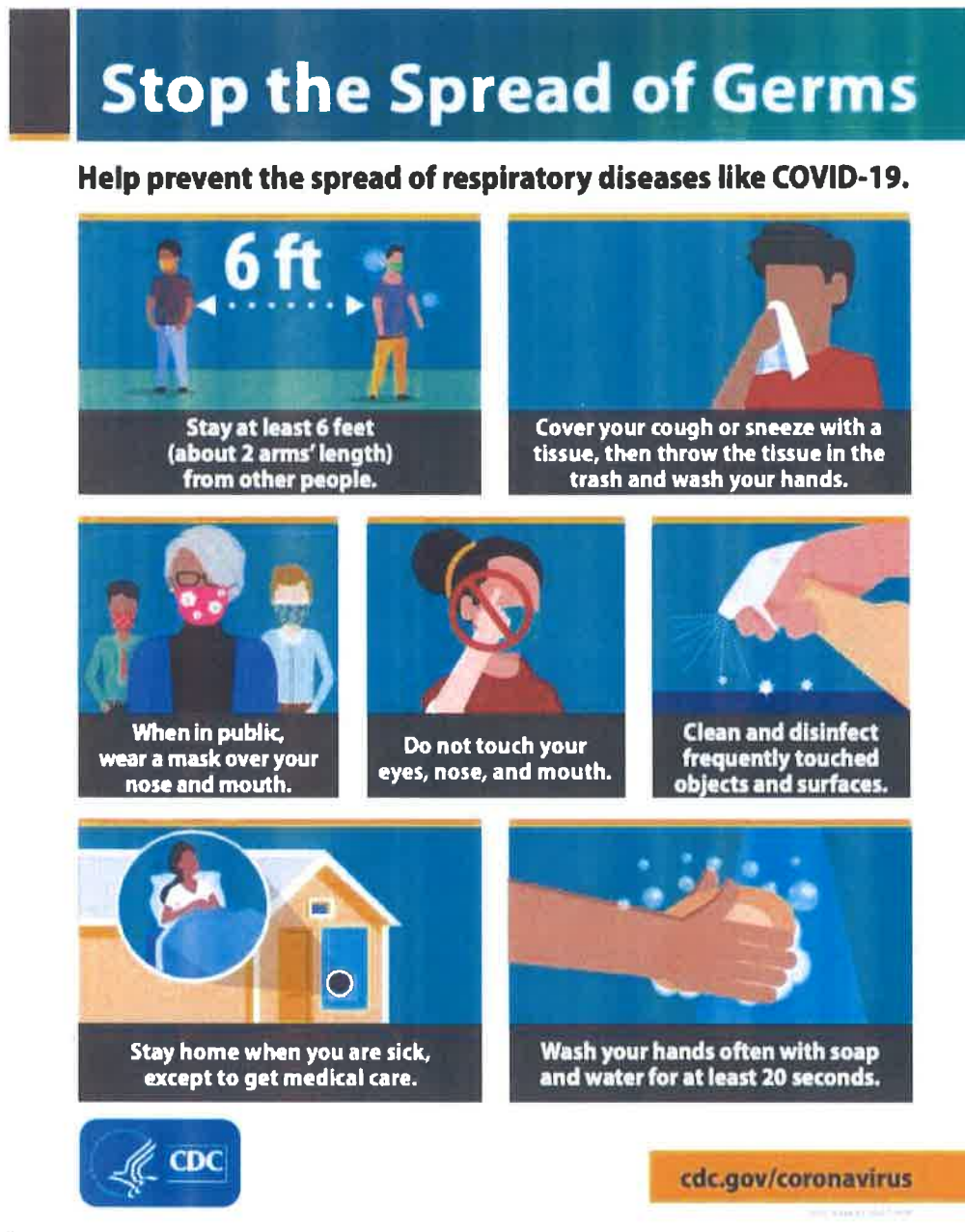
Decision Tree Source - Tulare County Public Health Department Training Resources





### Appendix D

Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>





## Appendix E

Retrieved from [https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf)

# Cover Coughs and Sneezes

**Stop the spread of germs  
that can make you and others sick!**



**Cover your  
mouth and nose  
with a **tissue**  
when you  
sneeze or cough.**



**If you don't  
have a tissue,  
use your  
elbow.**



**Wash hands  
often, **especially**  
after coughing  
or sneezing.**



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



## Appendix F

Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

# Symptoms of Coronavirus (COVID-19)

**Know the symptoms of COVID-19, which can include the following:**

|                                                                                    |                                                                                    |                                                                                     |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|   |   |   |   |
| Cough, shortness of breath or difficulty breathing                                 |                                                                                    | Fever or chills                                                                     |                                                                                      |
|  |  |  |  |
| Muscle or body aches                                                               | Vomiting or diarrhea                                                               |                                                                                     | New loss of taste or smell                                                           |

**Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.**

**Seek medical care immediately if someone has emergency warning signs of COVID-19.**

|                                            |                                   |
|--------------------------------------------|-----------------------------------|
| • Trouble breathing                        | • Inability to wake or stay awake |
| • Persistent pain or pressure in the chest | • Bluish lips or face             |
| • New confusion                            |                                   |

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



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



### Appendix G

Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/downloads/StayHomeFromWork.pdf>



If you feel unwell or have the following symptoms  
**please leave the building and contact your health care provider.**  
 Then follow-up with your supervisor.

**DO NOT ENTER** if you have:



**FEVER**



**COUGH**



**SHORTNESS OF  
BREATH**



15-11612-01 - May 22, 2015/1498

[cdc.gov/CORONAVIRUS](https://www.cdc.gov/CORONAVIRUS)



## Appendix H

Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>

### How to Safely Wear and Take Off a Mask

Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-covering.html>

#### WEAR YOUR MASK CORRECTLY

- Wash your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2





#### USE A MASK TO HELP PROTECT OTHERS

- Wear a mask to help protect others in case you're infected but don't have symptoms
- Keep the mask on your face the entire time you're in public
- Don't put the mask around your neck or up on your forehead
- Don't touch the mask, and, if you do, clean your hands

#### FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available





#### TAKE OFF YOUR MASK CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place mask in the washing machine
- Wash your hands with soap and water



Personal masks are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a mask, see: [cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



# SEQUOIA UNION ELEMENTARY SCHOOL

Mr. Ken Horn  
Superintendent/Principal

**TO:** Board of Trustees  
**FROM:** Ken Horn, Superintendent-Principal  
**DATE:** September 24, 2020  
**TOPIC:** Approve the Learning Continuity and Attendance Plan for the  
Sequoia Union Elementary Charter School

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*Small School, Big Heart*



# 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                            |
|-----------------------------------------|--------------------------------------|--------------------------------------------|
| Sequoia Union Elementary Charter School | Ken Horn<br>Superintendent-Principal | kenhorn@sequoiaunion.org<br>(559) 564-2106 |

## General Information

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

The Learning Continuity and Attendance Plan represents the two school programs operated by the Sequoia Union Elementary School District (SUESD): Sequoia Union Elementary School, and Sequoia Union Elementary Charter School. Collectively, these two schools serve approximately 360 students at one campus. When Sequoia Union closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all instruction transitioned to a distance learning model. For most students who were accustomed to attending class each day, this new style of accessing learning was a significant shift.

Sequoia Union responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing (like Zoom and Google Hangout), teachers and instructional aides are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, an independent study (paper/pencil packet; with textbooks, and other hardbound curriculum) contract is provided. In addition, advanced professional development opportunities are being offered to teachers to enhance their instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, and accelerating academic achievement.

Sequoia Union knows that supporting the mental health needs of students is also of paramount importance. Through a Mental Wellness Grant provided through Tulare County Office of Education, a TCOE Licenses Marriage and Family Therapist takes referrals from teachers

and meets confidentially with students virtually to support their mental health needs. This outreach to students is part of the LMFT's caseload and the therapist continues to accept referrals from all staff on behalf of any student in need of support. The Sequoia Union Administration and Support Staff also do house visits to check on the wellbeing of students and families when students have not been attending school virtually, turning in their assignments, and the families have not been in contact via phone and email outreach. These home visits provide students and families with the opportunities to get reengaged in distance learning and other services can be provided for students and families at that time as needed.

## Stakeholder Engagement

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

Sequoia Union engaged our students, our staff, and our family partners over the summer months with electronic surveys that asked about the reopening of our schools. During the gathering of information phase of the Learning Continuity Plan (LCP), the Administration held a meeting to solicit feedback from the Parents via a Zoom presentation; solicited the feedback of our School Site Council members; met with the parents of our English Language learner students via Zoom and solicited their feedback; met with and solicited the feedback of certificated staff; and met with and solicited the feedback of classified staff. Feedback was provided to the Administration on the needs of students during distance learning; the services being provided to students; the ideas to improve the distance learning program; and positive feedback was shared for educators who are going above and beyond to assist students.

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

All public meetings to solicit feedback for the Learning Continuity Plan were held via Zoom and the public hearing was held via GotoMeeting. Emails were used to send out information. The phone Schoolmessenger system was used to solicit feedback. The LCP was available in the District Office to read and has been posted on the District website.

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

A common theme among certificated and classified staff and the administration is the importance of maintaining consistency in the virtual school day to the extent possible. Once routines and schedules have been established by grade levels, the routines and schedules need to try and be maintained for the students and families to be able to consistently depend on what has been established. The thought that parents can help students prepare for their "school day" at home, just like they do when they are coming to campus by creating routines, a place to "do" school while at home, and a schedule that includes breaks and some kind of outside activity to break up their day, to the extent possible. The establishment of daily routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they normally build over time through daily in-person interactions. Distance learning is also providing some teachers with a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services as needed.

Teachers have asked the administration for additional information on support services that they can refer students to. Teachers shared that the addition of the Mental Health Grant through TCOE and the addition of the LMFT to the Sequoia Union staff for one day a week is helping to provide needed services for students. In regards to instructional strategies, teachers appreciated the professional development trainings that were frontloaded at the beginning of the school year and are being provided ongoing on Wednesday's during PLC time. Teachers shared that all of this new information and training is appreciated, but sometimes can feel overwhelming. Technology is challenging and the staff have turned to each other for help and additional assistance. Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. Some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. Other parents shared frustration that the rigor of distance learning wasn't consistent from grade level to grade level. Some parents shared their frustration that they are unable to help their student because the content of what they are learning is not in the language that the parent speaks.

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

The need to provide families with answers to their questions of how they can help their students succeed during distance learning was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

## 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.]

Sequoia Union will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person instruction as health conditions in Tulare County permit us to return to in-person instruction in the 2020-21 school year. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person return to campus with small cohorts of students, will enable the administration, instructional aides and additional staff to provide more targeted and individualized academic and mental health support. When possible, some services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Other cohorts are 14 students to two adults. A waiver to return TK-6th grade students safely to campus for in-person instruction is being considered by the Tulare County Department of Public Health.

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

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total Funds | Contributing |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Due to the effects of the pandemic, Sequoia Union has partnered with the Tulare County Office of Education in a Mental Health Grant, which will supply a Licensed Family Marriage Therapist at Sequoia Union one day a week for increased tele therapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.                                                                                                        | GRANT       | Yes          |
| Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.                                                                                                                                                                                                                                                                                                                                                                                                             | \$31,000    | Yes          |
| The effects of learning loss will show up in the new iReady diagnostic pilot by Curriculum and Associates. The iReady diagnostic shows the current reading level of all students who take the diagnostic. It then automatically assigns lessons at the student's level and then raises the rigor and the difficulty level gradually and closes the gaps in learning loss. iReady does the same thing in the math diagnostic by finding out the math level of the student and then gradually raising the rigor of the lessons automatically until the student is on grade level in math. | Pilot       | Yes          |
| Sequoia Union's plan to reopen schools calls for the addition of a temporary custodial staff member to work a 4 hour shift to help sanitize classrooms, bathrooms, play areas, and other areas on campus. This important addition to our staff will help allow students to return to campus and in-person instructional offerings to decrease learning loss.                                                                                                                                                                                                                            | \$2872.80   | Yes          |
| Sequoia Union's plan to reopen schools calls for the addition of outside hand washing and sanitizing stations be added to the play area on campus. This important addition to the campus will help allow students to safely return to campus and in-person instructional offerings to decrease learning loss.                                                                                                                                                                                                                                                                           | \$4,673.68  | Yes          |

# 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.]

Sequoia Union is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, parents and families, staff, and community partners has informed the development of our plan for a rigorous distance learning program, and a strong commitment to return to on-campus learning as soon as safely possible. Sequoia Union understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. Sequoia Union purchased new laptops for teachers to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, digital Wonders; digital Studysync; TCOE online library; Discovery Education; iReady Reading and Math; STAR Reading; TCI social studies; Inspire Science; ALEKS Math; digital My Math; Nearpod; and many others. To support the use of these programs, instructional professional development continues to be provided. Outside coaching is being provided by consultants and Tulare County Office of Education.

## 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.]

In March 2020, when nationwide concerns for public health made it necessary to transition to a distance learning model, Sequoia Union administration and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family has indicated that the student will be using a personal device and home internet account and would not need to have a device or a hotspot checked out from the District. However, the majority of our families have now expressed a need to have a device and some have a need of a hotspot Wi-Fi device as well for connectivity needs of students. Therefore, additional devices and hotspots have been purchased over the summer for students. The District provided a rollout day on August 6th where parents came and picked up a device and checked out a hotspot as needed. Additionally, Parents who have noticed connectivity issues have returned to the school to checkout a hotspot as needed.

## 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.]

Sequoia Union has established a Google Sheets shared attendance process that all teachers will use to document student daily attendance. This shared system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using platforms like Zoom, Google hangouts, video conferencing tools, and other Google applications. Teachers will also use the Remind app and other forms of virtual communication. Student attendance and participation will also

be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course pacing guides.

## **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.]

Sequoia Union is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of Google Classroom, and other Google applications continues to be provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Google apps offer a user-friendly content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Sequoia Union is also piloting NEARPOD and providing teachers with professional development on the use of the complete NEARPOD system. NEARPOD is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. The District also purchased Screencastify. Screencastify is a free Chrome extension that "lives" in your browser. Screencastify makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared via email, embedding code, YouTube, Google Classroom, and more. These tools and others will continue to be provided to teachers to enhance the digital learning experience of students and to ensure a rigorous digital learning platform is provided for teachers to use to provide rigorous lessons for our students.

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on the Sequoia Union instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administration office. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of alternative methods of meeting with students such as Google Classroom and video conferencing tools, and training on the use of these systems. Instructional support staff are spending more time reaching out to students to engage them in distance learning and making themselves available in break-out rooms during video conferencing to assist students. Both teachers and instructional support staff are spending time reaching out to students outside of their professional day to help students stay engaged in learning and to answer student questions. Teachers, instructional support staff, and the administration have assumed responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction through small group cohorts has started on campus recently. Instructional Support Staff are supervising these Cohorts of students of the greatest need doing distance learning while on campus.

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.]

Sequoia Union is committed to supporting English learners (EL) during distance learning by providing EL support through the District EL Coordinator during live video conferencing and through break-out rooms via video conferencing. The teachers and the EL Coordinator utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to this help, designated ELD curriculum is offered to assist students with their academic needs through Google apps. To ensure EL students are showing growth in the area of reading, regularly scheduled iReady assessments allow teachers to remotely monitor student progress and identify areas for in student progress and identify areas for improvement and further support. The ability to view iReady results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Lexia reading is also offered for English Learner students for online growth in their reading level mastery. Recently, an English Learner Cohort of students returned to school to do distance learning in the classroom. They are supervised by two instructional support staff.

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

| Description                                                                                                                                                                                                                              | Total Funds | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Cost for Professional Development for teachers to learn new digital curriculum platforms to be used in digital learning delivery such as Google Classroom; screencastify; NEARPOD; iReady; digital Reading Wonders, and other platforms. | \$4,500     | Yes          |
| Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.                                                                                                                           | \$2,000     | Yes          |
| Cost for Nearpod K-12 California State Standards digital lesson delivery system                                                                                                                                                          | \$3,500     | Yes          |
| Cost for iReady Pilot diagnostic and learning loss mitigation lesson curriculum for reading and math with Professional Development training                                                                                              | \$8,500     | Yes          |
| Cost for Brainpop K-12 digital curriculum system                                                                                                                                                                                         | \$3,500     | Yes          |

| Description                                                                                                                                                                                                                                                             | Total Funds | Contributing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. | \$40,000    | Yes          |
| Purchase of laptops for teachers to use during distance learning                                                                                                                                                                                                        | \$17,500    | Yes          |

## 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.]

Sequoia Union recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, Sequoia Union is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The plan to address learning loss will include the iReady program, which we are piloting this year. The iReady program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, iReady is accessible whether students are receiving in-person, distance learning, or blended instruction. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. iReady provides detailed reports for both teachers and administrators who can use the reports to help shape the shared goal of student achievement. Through the use of the iReady reports, teachers are able to pinpoint student's strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. The iReady diagnostic data results will be entered into the new CORE Data Collaborative that has been developed by Tulare County Office of Education. The reports from CORE will offer teachers and administration even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do

Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. While on campus, and during Distance Learning prior to their return to campus, students' progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of Distance Learning. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

## **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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the Sequoia Union E.L. D. Coordinator and her team has met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms.

At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular

basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

## 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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Sequoia Union is committed to the following protocol and process:

1. Assessment windows: standardized-three assessment windows during which time students are administered the iReady and STAR assessments (CAASPP Interim assessment as culminating assessment).
2. Increased teacher and administrator accessibility to student results via the CORE data reporting platform, which will provide both individual and collective outcome data reports.
3. Professional time set aside to review, assess, and plan, using the iReady and STAR data available from CORE Data reporting platform.
4. Comparison of student levels and growth in STAR based upon data from previous years (for returning students). Comparison of student levels and growth in iReady based upon data from Diagnostic 1 to Diagnostic 2. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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

| Description                                                                                                                                                                         | Total Funds | Contributing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Professional Development on the CAASPP Interim Assessment                                                                                                                           | \$500.00    | Yes          |
| Staff time to score the individual hand scoring section of the CAASPP Interim Assessment                                                                                            | \$2,000.00  | Yes          |
| Professional Development time for Certificated Staff to learn how to use the CORE reporting system                                                                                  | \$1,767.52  | Yes          |
| Additional Professional Development purchased to train Certificated staff on iReady Reports and how to push out lessons based on student need, connected to the iReady report data. | \$2,000.00  | Yes          |

| Description                                                                                                                        | Total Funds | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Additional Professional Development purchased to train Certificated staff on STAR Reports and how to use the data from the reports | \$500.00    | Yes          |

## 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.]

Sequoia Union, through our Mental Health and Wellness Grant through TCOE, will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We want to help our students: develop a growth mindset; learn how to identify their emotions and let their emotions express in a safe way; learn how to control impulses; learn how to manage stress; and learn how to set goals; learn how to show other empathy; learn how to appreciate our differences and diversity; learn how to communicate; learn how to cooperate; learn how to resolve conflict; and learn how to think about the consequences of personal behavior. Our TCOE School Based Mental Health Clinician has immediately began providing Telehealth services and one day a week on campus services, to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Sequoia Union, through our partnership with TCOE Mental Health Services Team, will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

## 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 Sequoia Union learning community has worked hard to ensure that students continue to receive educational experiences during Distance Learning. Devices and hotspots were provided to all students that didn't have devices or internet connectivity at home, and

communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, the Sequoia Union Facebook page, and through a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To ensure student engagement, the Administration does home visits when a teacher notifies the Administration that a student has failed to attend three Zoom meetings, and the family has not responded to phone calls, text messages, or emails. This strategy of doing home visits has helped students get reengaged in learning and has helped the staff triage a family's needs of technology, or other issues that they need help with to ensure their students success during Distance Learning. If the home visit by the administration is not successful in getting the student to reengage in Distance Learning, or if contact is not made during the home visit, the Truancy Program will be engaged (as outlined in the Student-Parent Handbook). When a language other than English is used, the E.L.D. Coordinator will do the phone calls, texts, or emails to help to reengage the student. The E.L.D. Coordinator will accompany the Administration on home visits when a language other than English is spoken by the parent.

## 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.]

At Sequoia Union, for students attending in-person instruction, meals are provided to the students via the Summer-Seamless meal program. However, Sequoia Union has been providing lunch to families who qualify for free or reduced-price meals through a drive through pick-up system in front of the school. Other families also purchase meals and use the drive-up process to receive their meals. However, now that the federal government has mandated that the Summer-Seamless food distribution system be put in place, all families can come to the school and use the drive-up process to receive one free meal for a day per student.

### Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchen and cafeteria.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Remove or suspend use of share tables..

Consider having staff wear masks and gloves while using point of service (POS) touch pads and have hand sanitizer available.

Install physical barriers, such as sneeze guards and partitions, at point of service and other areas where maintaining physical distance of 6 feet is difficult.

Ensure cleaning of every table between groups of students or meal service times.

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

| Section          | Description                                                                                            | Total Funds | Contributing |
|------------------|--------------------------------------------------------------------------------------------------------|-------------|--------------|
| School Nutrition | Purchase and install plexiglass sneeze guards to protect point of service areas for students and staff | \$3,000.00  | Yes          |

## 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 |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 8.45%                                      | 218,670.00                                                                                                 |

### 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.]

Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. To address learning loss for our English learner students, the Sequoia Union E.L. D. Coordinator and her team have met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus. Students who are low-income may have less familiarity with the use of technology outside of the

classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student. Low-income students sometimes struggle with technology issues, so teachers provided extra orientations as needed for parents who requested additional time in one-to-one meetings with teachers to get a good handle on technology platforms and distance learning. Extra hot-spots have been delivered to the homes of some students where parents were unable to provide transportation to come to the campus to retrieve the technology.

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

Transitioning to distance learning has provided a unique opportunity for Sequoia Union to evaluate current services, resources, and instructional practices. Specific attention has been aimed at the needs to improve services for foster youth, English learners, and low-income students. Internet connectivity, WiFi, and access to computers has been a priority for our District and we have ensure that students have had the opportunity to improve services for all students by addressing connectivity issues and making technology available for students. The use of learning platforms like GotoMeeting, for Board Meetings, ELAC meetings, and other district meetings offer families of foster youth, low-income, and English learners improved access to information and participation in district events. Parents are able to attend meetings remotely to provide feedback and learn about how to help students.



# SEQUOIA UNION ELEMENTARY SCHOOL

**Mr. Ken Horn**  
**Superintendent/Principal**

**TO:** Board of Trustees  
**FROM:** Ken Horn, Superintendent-Principal  
**DATE:** September 24, 2020  
**TOPIC:** Approve the Learning Continuity and Attendance Plan for the  
Sequoia Union Elementary School District

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*Small School, Big Heart*



# 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                            |
|------------------------------------------|--------------------------------------|--------------------------------------------|
| Sequoia Union Elementary School District | Ken Horn<br>Superintendent/Principal | kenhorn@sequoiaunion.org<br>(559) 564-2106 |

## General Information

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

The Learning Continuity and Attendance Plan represents the two school programs operated by the Sequoia Union Elementary School District (SUESD): Sequoia Union Elementary School, and Sequoia Union Elementary Charter School. Collectively, these two schools serve approximately 360 students at one campus. When Sequoia Union closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all instruction transitioned to a distance learning model. For most students who were accustomed to attending class each day, this new style of accessing learning was a significant shift.

Sequoia Union responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing (like Zoom and Google Hangout), teachers and instructional aides are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, an independent study (paper/pencil packet; with textbooks, and other hardbound curriculum) contract is provided. In addition, advanced professional development opportunities are being offered to teachers to enhance their instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, and accelerating academic achievement.

Sequoia Union knows that supporting the mental health needs of students is also of paramount importance. Through a Mental Wellness Grant provided through Tulare County Office of Education, a TCOE Licenses Marriage and Family Therapist takes referrals from teachers

and meets confidentially with students virtually to support their mental health needs. This outreach to students is part of the LMFT's caseload and the therapist continues to accept referrals from all staff on behalf of any student in need of support. The Sequoia Union Administration and Support Staff also do house visits to check on the wellbeing of students and families when students have not been attending school virtually, turning in their assignments, and the families have not been in contact via phone and email outreach. These home visits provide students and families with the opportunities to get reengaged in distance learning and other services can be provided for students and families at that time as needed.

## Stakeholder Engagement

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

Sequoia Union engaged our students, our staff, and our family partners over the summer months with electronic surveys that asked about the reopening of our schools. During the gathering of information phase of the Learning Continuity Plan (LCP), the Administration held a meeting to solicit feedback from the Parents via a Zoom presentation; solicited the feedback of our School Site Council members; met with the parents of our English Language learner students via Zoom and solicited their feedback; met with and solicited the feedback of certificated staff; and met with and solicited the feedback of classified staff. Feedback was provided to the Administration on the needs of students during distance learning; the services being provided to students; the ideas to improve the distance learning program; and positive feedback was shared for educators who are going above and beyond to assist students.

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

All public meetings to solicit feedback for the Learning Continuity Plan were held via Zoom and the public hearing was held via GotoMeeting. Emails were used to send out information. The phone Schoolmessenger system was used to solicit feedback. The LCP was available in the District Office to read and has been posted on the District website.

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

A common theme among certificated and classified staff and the administration is the importance of maintaining consistency in the virtual school day to the extent possible. Once routines and schedules have been established by grade levels, the routines and schedules need to try and be maintained for the students and families to be able to consistently depend on what has been established. The thought that parents can help students prepare for their "school day" at home, just like they do when they are coming to campus by creating routines, a place to "do" school while at home, and a schedule that includes breaks and some kind of outside activity to break up their day, to the extent possible. The establishment of daily routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they normally build over time through daily in-person interactions. Distance learning is also providing some teachers with a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services as needed.

Teachers have asked the administration for additional information on support services that they can refer students to. Teachers shared that the addition of the Mental Health Grant through TCOE and the addition of the LMFT to the Sequoia Union staff for one day a week is helping to provide needed services for students. In regards to instructional strategies, teachers appreciated the professional development trainings that were frontloaded at the beginning of the school year and are being provided ongoing on Wednesday's during PLC time. Teachers shared that all of this new information and training is appreciated, but sometimes can feel overwhelming. Technology is challenging and the staff have turned to each other for help and additional assistance. Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. Some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. Other parents shared frustration that the rigor of distance learning wasn't consistent from grade level to grade level. Some parents shared their frustration that they are unable to help their student because the content of what they are learning is not in the language that the parent speaks.

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

The need to provide families with answers to their questions of how they can help their students succeed during distance learning was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

## 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.]

Sequoia Union will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person instruction as health conditions in Tulare County permit us to return to in-person instruction in the 2020-21 school year. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person return to campus with small cohorts of students, will enable the administration, instructional aides and additional staff to provide more targeted and individualized academic and mental health support. When possible, some services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Other cohorts are 14 students to two adults. A waiver to return TK-6th grade students safely to campus for in-person instruction is being considered by the Tulare County Department of Public Health.

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

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total Funds | Contributing |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Due to the effects of the pandemic, Sequoia Union has partnered with the Tulare County Office of Education in a Mental Health Grant, which will supply a Licensed Family Marriage Therapist at Sequoia Union one day a week for increased tele therapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.                                                                                                        | GRANT       | Yes          |
| Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.                                                                                                                                                                                                                                                                                                                                                                                                             | \$3,410.00  | Yes          |
| The effects of learning loss will show up in the new iReady diagnostic pilot by Curriculum and Associates. The iReady diagnostic shows the current reading level of all students who take the diagnostic. It then automatically assigns lessons at the student's level and then raises the rigor and the difficulty level gradually and closes the gaps in learning loss. iReady does the same thing in the math diagnostic by finding out the math level of the student and then gradually raising the rigor of the lessons automatically until the student is on grade level in math. | Pilot       | Yes          |
| Sequoia Union's plan to reopen schools calls for the addition of a temporary custodial staff member to work a 4 hour shift to help sanitize classrooms, bathrooms, play areas, and other areas on campus. This important addition to our staff will help allow students to return to campus and in-person instructional offerings to decrease learning loss.                                                                                                                                                                                                                            | \$316.08    | Yes          |
| Sequoia Union's plan to reopen schools calls for the addition of outside hand washing and sanitizing stations be added to the play area on campus. This important addition to the campus will help allow students to safely return to campus and in-person instructional offerings to decrease learning loss.                                                                                                                                                                                                                                                                           | \$514.10    | Yes          |

# 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.]

Sequoia Union is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, parents and families, staff, and community partners has informed the development of our plan for a rigorous distance learning program, and a strong commitment to return to on-campus learning as soon as safely possible. Sequoia Union understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. Sequoia Union purchased new laptops for teachers to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, digital Wonders; digital Studysync; TCOE online library; Discovery Education; iReady Reading and Math; STAR Reading; TCI social studies; Inspire Science; ALEKS Math; digital My Math; Nearpod; and many others. To support the use of these programs, instructional professional development continues to be provided. Outside coaching is being provided by consultants and Tulare County Office of Education.

## 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.]

In March 2020, when nationwide concerns for public health made it necessary to transition to a distance learning model, Sequoia Union administration and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family has indicated that the student will be using a personal device and home internet account and would not need to have a device or a hotspot checked out from the District. However, the majority of our families have now expressed a need to have a device and some have a need of a hotspot Wi-Fi device as well for connectivity needs of students. Therefore, additional devices and hotspots have been purchased over the summer for students. The District provided a rollout day on August 6th where parents came and picked up a device and checked out a hotspot as needed. Additionally, Parents who have noticed connectivity issues have returned to the school to checkout a hotspot as needed.

## 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.]

Sequoia Union has established a Google Sheets shared attendance process that all teachers will use to document student daily attendance. This shared system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using platforms like Zoom, Google hangouts, video conferencing tools, and other Google applications. Teachers will also use the Remind app and other forms of virtual communication. Student attendance and participation will also

be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course pacing guides.

## **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.]

Sequoia Union is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of Google Classroom, and other Google applications continues to be provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Google apps offer a user-friendly content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Sequoia Union is also piloting NEARPOD and providing teachers with professional development on the use of the complete NEARPCD system. NEARPOD is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. The District also purchased Screencastify. Screencastify is a free Chrome extension that "lives" in your browser. Screencastify. makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared via email, embedding code, YouTube, Google Classroom, and more. These tools and others will continue to be provided to teachers to enhance the digital learning experience of students and to ensure a rigorous digital learning platform is provided for teachers to use to provide rigorous lessons for our students.

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on the Sequoia Union instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administration office. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of alternative methods of meeting with students such as Google Classroom and video conferencing tools, and training on the use of these systems. Instructional support staff are spending more time reaching out to students to engage them in distance learning and making themselves available in break-out rooms during video conferencing to assist students. Both teachers and instructional support staff are spending time reaching out to students outside of their professional day to help students stay engaged in learning and to answer student questions. Teachers, instructional support staff, and the administration have assumed responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction through small group cohorts has started on campus recently. Instructional Support Staff are supervising these Cohorts of students of the greatest need doing distance learning while on campus.

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.]

Sequoia Union is committed to supporting English learners (EL) during distance learning by providing EL support through the District EL Coordinator during live video conferencing and through break-out rooms via video conferencing. The teachers and the EL Coordinator utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to this help, designated ELD curriculum is offered to assist students with their academic needs through Google apps. To ensure EL students are showing growth in the area of reading, regularly scheduled iReady assessments allow teachers to remotely monitor student progress and identify areas for in student progress and identify areas for improvement and further support. The ability to view iReady results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Lexia reading is also offered for English Learner students for online growth in their reading level mastery. Recently, an English Learner Cohort of students returned to school to do distance learning in the classroom. They are supervised by two instructional support staff.

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

| Description                                                                                                                                                                                                                              | Total Funds | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Cost for Professional Development for teachers to learn new digital curriculum platforms to be used in digital learning delivery such as Google Classroom; screencastify; NEARPOD; iReady; digital Reading Wonders, and other platforms. | \$495       | Yes          |
| Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.                                                                                                                           | \$220       | Yes          |
| Cost for Nearpod K-12 California State Standards digital lesson delivery system                                                                                                                                                          | \$385       | Yes          |
| Cost for iReady Pilot diagnostic and learning loss mitigation lesson curriculum for reading and math with Professional Development training                                                                                              | \$935       | Yes          |
| Cost for Brainpop K-12 digital curriculum system                                                                                                                                                                                         | \$385       | Yes          |

| Description                                                                                                                                                                                                                                                             | Total Funds | Contributing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. | \$4400      | Yes          |
| Purchase of laptops for teachers to use during distance learning                                                                                                                                                                                                        | \$1925      | Yes          |

## 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.]

Sequoia Union recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, Sequoia Union is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The plan to address learning loss will include the iReady program, which we are piloting this year. The iReady program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, iReady is accessible whether students are receiving in-person, distance learning, or blended instruction. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. iReady provides detailed reports for both teachers and administrators who can use the reports to help shape the shared goal of student achievement. Through the use of the iReady reports, teachers are able to pinpoint student's strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. The iReady diagnostic data results will be entered into the new CORE Data Collaborative that has been developed by Tulare County Office of Education. The reports from CORE will offer teachers and administration even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do

Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. While on campus, and during Distance Learning prior to their return to campus, students' progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of Distance Learning. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

## **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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the Sequoia Union E.L. D. Coordinator and her team has met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms.

At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular

basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

**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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Sequoia Union is committed to the following protocol and process:

1. Assessment windows: standardized-three assessment windows during which time students are administered the iReady and STAR assessments (CAASPP Interim assessment as culminating assessment).
2. Increased teacher and administrator accessibility to student results via the CORE data reporting platform, which will provide both individual and collective outcome data reports.
3. Professional time set aside to review, assess, and plan, using the iReady and STAR data available from CORE Data reporting platform.
4. Comparison of student levels and growth in STAR based upon data from previous years (for returning students). Comparison of student levels and growth in iReady based upon data from Diagnostic 1 to Diagnostic 2. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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

| Description                                                                                                                                                                         | Total Funds | Contributing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Professional Development on the CAASPP Interim Assessment                                                                                                                           | \$55        | Yes          |
| Staff time to score the individual hand scoring section of the CAASPP Interim Assessment                                                                                            | \$220       | Yes          |
| Professional Development time for Certificated Staff to learn how to use the CORE reporting system                                                                                  | \$194.43    | Yes          |
| Additional Professional Development purchased to train Certificated staff on iReady Reports and how to push out lessons based on student need, connected to the iReady report data. | \$220       | Yes          |

| Description                                                                                                                        | Total Funds | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Additional Professional Development purchased to train Certificated staff on STAR Reports and how to use the data from the reports | \$55        | Yes          |

## 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.]

Sequoia Union, through our Mental Health and Wellness Grant through TCOE, will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We want to help our students: develop a growth mindset; learn how to identify their emotions and let their emotions express in a safe way; learn how to control impulses; learn how to manage stress; and learn how to set goals; learn how to show other empathy; learn how to appreciate our differences and diversity; learn how to communicate; learn how to cooperate; learn how to resolve conflict; and learn how to think about the consequences of personal behavior. Our TCOE School Based Mental Health Clinician has immediately began providing Telehealth services and one day a week on campus services, to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Sequoia Union, through our partnership with TCOE Mental Health Services Team, will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

## 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 Sequoia Union learning community has worked hard to ensure that students continue to receive educational experiences during Distance Learning. Devices and hotspots were provided to all students that didn't have devices or internet connectivity at home, and

communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, the Sequoia Union Facebook page, and through a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To ensure student engagement, the Administration does home visits when a teacher notifies the Administration that a student has failed to attend three Zoom meetings, and the family has not responded to phone calls, text messages, or emails. This strategy of doing home visits has helped students get reengaged in learning and has helped the staff triage a family's needs of technology, or other issues that they need help with to ensure their students success during Distance Learning. If the home visit by the administration is not successful in getting the student to reengage in Distance Learning, or if contact is not made during the home visit, the Truancy Program will be engaged (as outlined in the Student-Parent Handbook). When a language other than English is used, the E.L.D. Coordinator will do the phone calls, texts, or emails to help to reengage the student. The E.L.D. Coordinator will accompany the Administration on home visits when a language other than English is spoken by the parent.

## 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.]

At Sequoia Union, for students attending in-person instruction, meals are provided to the students via the Summer-Seamless meal program. However, Sequoia Union has been providing lunch to families who qualify for free or reduced-price meals through a drive through pick-up system in front of the school. Other families also purchase meals and use the drive-up process to receive their meals. However, now that the federal government has mandated that the Summer-Seamless food distribution system be put in place, all families can come to the school and use the drive-up process to receive one free meal for a day per student.

### Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchen and cafeteria.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Remove or suspend use of share tables..

Consider having staff wear masks and gloves while using point of service (POS) touch pads and have hand sanitizer available.

Install physical barriers, such as sneeze guards and partitions, at point of service and other areas where maintaining physical distance of 6 feet is difficult.

Ensure cleaning of every table between groups of students or meal service times.

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

| Section          | Description                                                                                            | Total Funds | Contributing |
|------------------|--------------------------------------------------------------------------------------------------------|-------------|--------------|
| School Nutrition | Purchase and install plexiglass sneeze guards to protect point of service areas for students and staff | \$330       | Yes          |

## 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 |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 8.75%                                      | 35,712                                                                                                     |

### 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.]

Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. To address learning loss for our English learner students, the Sequoia Union E.L. D. Coordinator and her team have met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus. Students who are low-income may have less familiarity with the use of technology outside of the

classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student. Low-income students sometimes struggle with technology issues, so teachers provided extra orientations as needed for parents who requested additional time in one-to-one meetings with teachers to get a good handle on technology platforms and distance learning. Extra hot-spots have been delivered to the homes of some students where parents were unable to provide transportation to come to the campus to retrieve the technology.

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

Transitioning to distance learning has provided a unique opportunity for Sequoia Union to evaluate current services, resources, and instructional practices. Specific attention has been aimed at the needs to improve services for foster youth, English learners, and low-income students. Internet connectivity, WiFi, and access to computers has been a priority for our District and we have ensure that students have had the opportunity to improve services for all students by addressing connectivity issues and making technology available for students. The use of learning platforms like GotoMeeting, for Board Meetings, ELAC meetings, and other district meetings offer families of foster youth, low-income, and English learners improved access to information and participation in district events. Parents are able to attend meetings remotely to provide feedback and learn about how to help students.



**Mr. Ken Horn**  
**Superintendent/Principal**

**TO:** Board of Trustees  
**FROM:** Ken Horn, Superintendent-Principal  
**DATE:** September 24, 2020  
  
**TOPIC:** Office of Public School Construction (OPSC) financial hardship project  
and savings request options

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***Small School, Big Heart***

**23958 AVE 324/P.O. Box 44260  
LEMON COVE, CA 93244-4260**

**PHONE: 559-564-2106**

September 14, 2020

Application No.: 50/72116-00-001  
School: Sequoia Elementary  
County of Tulare

Mr. Ken Horn  
Superintendent  
Sequoia Union Elementary School District  
PO Box 44260  
Lemon Cove, CA 93244

Dear Mr. Horn:

On August 5, 2019, the Office of Public School Construction (OPSC) sent Mr. Perry Jensen a letter requesting District concurrence with the OPSC closeout review findings for the above-noted project. On September 18, 2019, the OPSC sent the Mr. Jensen a second letter requesting District concurrence with the OPSC closeout review findings by September 25, 2019. Since the District's response was not received as requested, the OPSC is preparing an item for State Allocation Board (SAB) approval to close the project. A copy of the September 18, 2019 letter is attached for the District's reference.

This is a financial hardship project and savings of \$15,044.93 must be returned to the State to reduce the financial hardship apportionment on this project. The OPSC will proceed to the SAB meeting on September 30, 2020 to recommend that the project savings of \$15,044.93 be returned to the State.

Should you have any questions concerning this matter, please contact me at [thomas.flaman@dgs.ca.gov](mailto:thomas.flaman@dgs.ca.gov) or (916) 375-4619, or my supervisor Ms. Janet Mizushima at [janet.mizushima@dgs.ca.gov](mailto:janet.mizushima@dgs.ca.gov) or (916) 376-1832.

Sincerely,

*Electronically signed, September 14, 2020*

TOM FLAMAN, Auditor  
Office of Public School Construction

Attachment

cc: Ms. Velinda McBride, District Office Manager  
Tulare County Office of Education  
Project file

Application No.: 50/72116-00-001  
School: Sequoia Elementary  
County of Tulare

September 18, 2019

Mr. Perry Jensen  
District Representative  
Sequoia Union Elementary School District  
PO Box 44260  
Lemon Cove, CA 93244

Dear Mr. Jensen:

As a follow up to the phone conversation between my supervisor, Ngozi Pruett and Ms. McBride on September 10, 2019, I have attached the *Summary of Project Financing and Expenditures (SOPFE)* and related schedules for the project referenced above. In addition, a Form SAB 189 has been attached should the District elect to submit an appeal to the findings captured on the SOPFE.

As requested during the phone conversation, please do one of the following by September 25, 2019.

- If the District concurs with Office of Public School Construction (OPSC) findings:

Sign and date the attached SOPFE and return it to the OPSC. Subsequently, a copy of the closing action will be sent to the District.

- If the District disagrees with OPSC findings:

s/b September 25, 2019  
TF 9/14/20

Submit a *School District Appeal Request* (Form SAB 189).

Should the District not respond by September 25, 2017, OPSC will move forward with closing out the project based on the attached SOPFE.

Should you have any questions concerning this matter, please contact me at [thomas.flaman@dgs.ca.gov](mailto:thomas.flaman@dgs.ca.gov) or (916) 375-4619, or my supervisor, Ms. Ngozi Pruett at [ngozi.pruett@dgs.ca.gov](mailto:ngozi.pruett@dgs.ca.gov) or (916) 375-4503.

Sincerely,



TOM FLAMAN, Auditor  
Office of Public School Construction

tf:TF

Attachments

cc: Ms. Velinda McBride, District Office Manager  
Project file

**Summary of Project Financing and Expenditures**

District Name: Sequoia Union Elementary  
 School: Sequoia Elementary  
 County: Tulare  
 SFP Application Number: 50/72116-00-001  
 LPP Application Number: none  
 Date: August 5, 2019

|      |                                          |                           |
|------|------------------------------------------|---------------------------|
| Line |                                          |                           |
| 1    | LPP State Apportionment                  | 1                         |
| 2    | SFP State Apportionment                  | 2 \$ 2,095,400.00         |
| 3    | Financial Hardship Apportionment         | 3 \$ 2,045,178.00         |
| 4    | District Contribution                    | 4 \$ 50,222.00            |
| 5    | Interest                                 | 5 \$ 35,585.92            |
| 6    | <b>Total Project Funding</b>             | <b>6 \$ 4,226,385.92</b>  |
| 7    | Reported Expenditures                    | 7 \$ 4,211,340.99         |
| 8    | Reported Savings                         | 8 \$ 15,044.93            |
| 9    | Grant Adjustments                        | 9 \$ -                    |
| 10   | Total Review Adjustments                 | 10 \$ -                   |
| 11   | <b>Revised Expenditures</b>              | <b>11 \$ 4,211,340.99</b> |
| 12   | <b>Net Savings</b>                       | <b>12 \$ 15,044.93</b>    |
| 13   | Interest Due                             | 13 \$ -                   |
| 14   | <b>Total to be Returned to the State</b> | <b>14 \$ -</b>            |

**Explanations:**

Lines 10 and 14:

This is a financial hardship project and savings of \$15,044.93 must be returned to the State to reduce the financial hardship contribution on this project. If the District intends to retain the project savings to reduce the State's financial hardship contribution on a future project in the next three years, please check the appropriate box below, then sign and return this form. After the three year timeline, any savings remaining, including interest, must be returned to the State.

☐ **Option 1:** The savings of \$15,044.93 will be returned to the State to reduce the financial hardship contribution on this project.

☐ **Option 2:** The District's savings amount of \$15,044.93 will be used to reduce the State's financial hardship contribution on a future project in the next three years.

These are the final authorized amounts needed to bring the District's accounting records into compliance. Amounts shown supersede all authorized amounts shown on the Office of Public School Construction Fund Release documents.

ON BEHALF OF THE DISTRICT I CONCUR WITH THIS ANALYSIS AND REQUEST THAT THE OFFICE OF PUBLIC SCHOOL CONSTRUCTION CLOSE ITS BOOKS FOR THIS PROJECT.

\_\_\_\_\_  
 District Representative

\_\_\_\_\_  
 Date

**Schedule 1**  
**Review Adjustments**

District Name: Sequoia Union Elementary  
 School: Sequoia Elementary  
 County: Tulare  
 SFP Application Number: 50/72116-00-001  
 LPP Application Number: none  
 Date: August 5, 2019

|      | A                            | B               | C                     | D                    |
|------|------------------------------|-----------------|-----------------------|----------------------|
| Line | Reported Amount              | Eligible Amount | Difference<br>(B - A) | Expenditure Category |
| 1    | \$ 511,370.60                | \$ 329,688.29   | \$ 181,682.31         | Architect Fees       |
| 2    | \$ 3,452,513.49              | \$ 3,634,195.80 | \$ (181,682.31)       |                      |
| 3    | Total Review Adjustments: \$ |                 |                       |                      |

**Explanations:**

Lines 1 - 3 Several payments to Visalia Community Bank were reported under the Architect Fee cost category on the Detailed Listing of Project Expenditures (DLOPE). The documentation submitted by the District indicates these costs were actually construction escrow deposits that should be classified as Main Construction Costs. The misclassified expenditures are listed below. A reclassification of \$181,682.31 from the Architect Fee category to the Main Construction category is necessary to accurately reflect the nature of the costs incurred.

**Construction Escrow Deposits Erroneously  
Classified as Architect Fees**

| Warrant<br>Number | Warrant Date | Amount            |
|-------------------|--------------|-------------------|
| 61326051          | 5/31/13      | 19,405.71         |
| 300021            | 6/30/13      | 36,816.36         |
| 300005            | 6/30/13      | 22,148.80         |
| 61347392          | 8/30/13      | 25,533.52         |
| 61354286          | 9/27/13      | 19,842.64         |
| 61356955          | 10/4/13      | 15,660.29         |
| 61367391          | 11/8/13      | 22,624.35         |
| 61374635          | 12/6/13      | 12,466.46         |
| 61394561          | 2/8/14       | 7,184.18          |
| <b>Totals</b>     |              | <b>181,682.31</b> |

**Schedule 2**  
**Non-Monetary Discussion Item(s)**

|                         |                                 |
|-------------------------|---------------------------------|
| District Name:          | <u>Sequoia Union Elementary</u> |
| School:                 | <u>Sequoia Elementary</u>       |
| County:                 | <u>Tulare</u>                   |
| SFP Application Number: | <u>50/72116-00-001</u>          |
| LPP Application Number: | <u>none</u>                     |
| Date:                   | <u>August 5, 2019</u>           |

**Explanations:**

Per Regulation Section 1859.106, the Office of Public School Construction (OPSC) is to conduct a closeout review to substantiate a district's reported expenditures and district certifications made on various program forms.

On the Form SAB 50-04, the District certified that it had conducted a QA process that is consistent with the requirements in Government Code, commencing with Section 4525. The District did not provide requested documentation to substantiate that it conducted a qualification appraisal (QA) when it selected the project architect. As a result, the OPSC was unable to substantiate the QA certification. The District should implement procedures to insure that evidence of a QA process is retained and available for a closeout review.