



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic has drastically affected the entire Gerber community and has had an impact on the lives of our students, families and staff. On March 13, 2020, the district closed for in-person instruction and finished the 2019-2020 school year distanced learning (DL). We offered online learning through Google Classrooms and also provided packets to students that did not have internet or whose parents preferred. During the summer leading into the 2020-2021 school year, the district prepared for both in-person and distance learning and with local public health approval, put into place the Gerber Reopening Plan. The Reopening Plan identifies phases of reopening school for in-person learning. It also addresses how the district will help mitigate the spread of COVID-19.

The pandemic has had a negative impact on the district in that it has had to significantly change how we were providing instruction to students and supports to families. District Teams met frequently during the first month of closure in March to outline a plan of support for students, families, and the community. We immediately put into place a meal service plan that kept our community first. GUESD is a rural unincorporated community that spans approximately 70 square miles in the middle of Tehama County. To accommodate our families, we provided 3 different locations for meal pick-up and also sent a van to deliver door-to-door to families that didn't have transportation or for other reasons were in need.

District leaders identified maintaining and building relationships as a key priority during our school closure. Teachers and support staff reached out via phone calls, REMIND messages, emails, and virtual meetings to connect with every family weekly. Our social, emotional and behavior (SEB) team (psychologist, counselor, and social worker) was used to make outreach connections, such as home visits, to families that we were unable to reach by the end of March/early April. The staff engaged in weekly outreach to families and kept track of contact so that every student was accounted for. This system offered opportunities for parents to communicate if they were struggling or needed assistance. When families were in need they were referred to our SEB team who either helped support or connected them to resources within the community.

During the months of April through June, teachers, administrators and support staff began the journey of distance learning. The district offered opportunities for professional development (PD) and used our own resources when appropriate. Our technology teacher put together Loom tutorial videos and other PD was scheduled according to individual teacher/staff need. Surveys were used to determine where the needs were and PD opportunities were flexible based on staff input. Our Intervention Coordinator created tutorials and videos for both staff and parents on various topics related to instruction and intervention and our Behavior Intervention Coordinator/social worker did the same for social and emotional learning (SEL). We started using our website as a resource and also ramped up our messaging by using videos and facebook.

Teachers used Google Classrooms and video conferencing software such as Zoom and Google Meets as their platform for on-line learning and began teaching virtually by the middle of April. Curriculum was based on state standards and focused primarily on English language arts and mathematics. Classroom teachers submitted a Week at a Glance (WAAG) by Wednesday for the following week. The WAAG identifies a schedule and lessons/links for the next week's instruction. Resource teachers and other support staff used the WAAG to modify assignments for students with IEPs, 504s, ELD needs, or other supports. Teachers reported on average approximately 30-40% of students participated in online learning.

During the summer, the system that had been created for DL was reevaluated and built upon for the 20-21 school year. We will continue to use Google Classrooms for our teaching platform and teachers will share their WAAG each week with support teams and administration. Both synchronous and asynchronous learning will be assigned to students that are on distance learning.

Supporting mental health needs will be a top priority during the 20-21 school year. Staff, students, and parents have reported how difficult the isolation and uncertainty of this pandemic has been and the negative impact it's having on our social and emotional well being. GUESD will continue to do our best to provide support to our students, families and staff during this unprecedented time.

Stakeholder Engagement

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

The district believes that staff and community input are vital for making decisions during this unprecedented time. The district has solicited feedback on reopening from various stakeholders in a number of ways. These include surveys, virtual meetings, calls and email. Feedback was solicited from the following stakeholders:

- Parents
- Staff
- School Site Council (SSC)
- District English Learner Advisory Committee (DELAC/ELAC)
- Local bargaining units

Parent surveys were conducted to gather information on each parent's preference for in-person vs distance learning. In July, survey results indicated that close to 60% of families preferred distance learning over in-person learning. Taking this need into consideration, the district consulted with local bargaining units and proposed a hybrid model of instruction that offered both in-person and distance learning; provided local conditions met public health guidelines.

Surveys, emails, calls, and virtual meetings were used to gather input from staff on reopening, safety perceptions, and other issues related to mitigating the spread of COVID-19. In July, a Staff Safety Survey indicated that approximately 33% of staff felt comfortable returning to full capacity in-person learning, 21% said they would be comfortable reopening at minimal capacity, 15% responded that they didn't know how they felt, and 30% felt it was not yet safe to reopen to in-person learning. In August, the superintendent/principal presented the Gerber Reopening Plan via Zoom and feedback was received. After the meeting, the Safety Survey was redone. Results indicated 39% of staff felt comfortable reopening at full capacity, 30% at minimal capacity, 22% said they did not feel safe to return to in-person learning, and 9% didn't know.

At an August board meeting, the board reviewed local health conditions and considered input from parents, bargaining units, and staff when deciding on reopening for in-person learning. They also took into account the fact that the school lacked liability coverage if there was a COVID-19 related claim against the district. These factors influenced an unanimous vote to begin the year distance learning for the first 6 weeks of school. Liability coverage, local conditions, and staff input will be reviewed during the month of September and the district will either remain in distance learning or open with a hybrid model of instruction.

The Learning Continuity and Attendance Plan (LCAP) was presented to our parent advisory committees for input; School Site Council (SSC) and District English Language Acquisition Committee (ELAC/DELAC) on September 10th. The district sought input from staff, local bargaining units, and the public when creating the Learning Continuity and Attendance Plan.

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

Board meetings were conducted via zoom. The public had the opportunity to submit comments in writing via email that were read during the public hearing period during the board meeting on September 17, 2020. A regularly scheduled board meeting was held on September 21, 2020.

SSC and ELAC meetings were held on September 10, 2020 via Zoom and links were provided for the public.

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

The parent survey conducted in August indicated that over 60% of families preferred distance learning over in-person learning. Currently, close to 70% of staff feel comfortable returning to in-person learning; out of that 70%, 39% feel we can safely open at full capacity, 30% at minimum capacity.

Feedback from SSC:

- Add video conferencing platforms such as Zoom and Google Meets to the General Information section.
- Discussed the hybrid-model of in-person learning with considerations to changing from a min. day 50% in-person/50% on-line to an AB hybrid model where students attend school at approx. 50% capacity for 2 days per week (i.e. Group A attends in-person Mondays and Tuesdays and are distance learning W-F; group B attends in-person learning on Wed.-Thurs and are distance learning Monday, Tuesday and Friday)
- Added disengagement as criterion for 1:1 in-person learning.
- Discussed reorganizing outreach assignments into teams to better serve our needs.
- Will add targeted online recovery programs (Freckle, Kahn Academy, etc.) to collect data to inform teaching practices for Learning Loss Recovery.
- Will add more specifics to online curriculum SEB is providing teachers.
- Pupil and Family Engagement and Outreach will be changed to reflect the law (60% disengagement means referral to outreach)
- Nutrition section will be changed to reflect the move to the Seamless Summer program.

Feedback from DELAC:

- DELAC feedback to the Continuity Plan was positive. The parents in attendance were thankful for the support the school was offering.
- Parents agreed with considering changing to an AB hybrid model of instruction and appreciated the flexibility to remain in distance learning if they did not feel comfortable sending their children back to school for in-person learning

Based on input from SSC and DELAC, the district will make modifications to the Learning Continuity and Attendance Plan. The district will also consider changing our hybrid model of reopening to an AB model that would bring students on campus for in-person learning 2 days per week. The remaining 3 days would be distance learning.

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

Based on stakeholder input, the district modified the Gerber School Reopening Plan to include a hybrid model of instruction that includes both distance learning and in-person learning. In addition, the board started the year fully distanced learning for the first 6 weeks.

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.]

When local conditions are met according to public health and with board approval, Gerber School will offer in-person learning opportunities for students. A hybrid model of in-person and distance learning will be offered to all students. The hybrid model will provide in-person instruction at approximately 50% capacity.

The district understands that due to school closures during the 2019-2020 school year, students may have experienced significant learning loss and are at greater risk of falling behind academically. District benchmark assessments will be used to identify where students are performing according to grade level standards and a Multi-Tiered System of Supports (MTSS) will be used to differentiate instruction and create a learning plan for each student. The MTSS system will identify interventions for students based on their level of need. Knowing that in-person instruction is best, opportunities for in-person learning will be offered when local conditions are met.

In-person learning opportunities:

- 1:1
- small groups
- hybrid model with approx. 1/2 capacity
- full capacity

Frequency of in-person learning will be based on need and may range from 1-4 times per week. When a student is in need of multiple in-person learning opportunities, schedules may be arranged so that the student is dropped off at school for a period of time and then rotates from teacher or outreach team member. For example, a student may meet with their classroom teacher from 9:00-9:30am, the RSP teacher from 9:30-10:00am and then the counselor from 10:00-10:30.

In August, the district began 1:1 and small group in-person learning opportunities for students that were identified at greater risk of learning loss due to school closure.

High priority subgroups for in-person learning:

- Students with an active IEP or 504
- English Learners (EL)
- Students previously identified as at-risk through our SST process

- Students with mental health and/or social and emotional needs
- Students in the early grades such as TK-2
- Students not engaging in distance learning

Transportation from the school van or bus may be provided to students on a case-by-case basis. When in-person learning is recommended during school closure, the teacher will outreach to the assistant principal and other outreach team members. The outreach teams will help arrange to pick up and drop off for the identified student.

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

Description	Total Funds	Contributing
Purchase of single desks for each student. Single desks were purchased to allow distancing within the classroom.	\$22404.76	Yes
The district purchased PPE equipment for staff and students, such as face coverings, sneeze guards, thermometers, gloves, gowns, etc. PPE equipment will be used to help mitigate the spread of COVID-19.	\$12071.96	No
Additional sanitizer, hand wipes, disinfectant and other cleaning supplies were purchased for deep cleaning and extra sanitation throughout the day.	\$13817.29	No
Transportation may be arranged for in-person learning opportunities while distance learning. If transportation is a hardship and in-person learning is recommended to the parents, transportation will be considered and will be arranged via assistant principal and outreach team members.	\$19662.40	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.]

Due to the COVID-19 pandemic, the district has identified different phases of reopening school. When local conditions are not safe for reopening, or if a parent so chooses to remain distanced from the school, the district will offer a distance learning program. When a student is in the distance learning program, students and parents will be held to the same accountability measures as in-person learning. Students are expected to be engaged in learning each day of the school year and the school year will remain at 180 days of instruction. During distance learning, teachers will take attendance daily and report to administration and attendance clerk if students are chronically disengaged. If a student is disengaged for 60% of the week, the classroom teacher will refer to the district's Social, Emotional and Behavior (SEB) team which consists of school counselor, psychologist, social worker, and administration. This team will attempt to make contact with the parent and student to reengage learning. If no contact is made, and/or the team is unable to reengage the student, a referral may be made for additional support such as an SST or the teacher may consider in-person learning. The attendance clerk will send a truancy letter when a student is disengaged for 4 days and multiple attempts, including a home visit, have been made to reengage the student.

Weekly disengagement tracking:

Day 1-2: Teacher and outreach team member attempt contact via REMIND, email, calls, and if appropriate Zoom or other virtual meeting

Day 3: Teacher notifies SEB team. SEB team attempts contact and may do a home visit

Day 4: SEB may work with SARB officer to contact parent and reengage student. If no contact was made and/or the student remains disengaged, attendance clerk will be notified and Truancy letter 1 will be issued.

The district will offer distance learning during the 2020-2021 school year. Teachers will each have a Google Classroom set up where they will organize curriculum for the week, post messages to students, display daily schedules, distribute assignments, etcetera. Google classroom is a way for students and teachers to interact online and could be seen as their "classroom" home.

Teachers will use the district approved core curriculum for all students to teach the California Content Standards in core subjects; English language arts, mathematics, science, history and PE. Software programs will be used as part of the district's MTSS system to supplement core content and reinforce/reteach concepts for students.

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.]

The district will provide a chromebook for any student that needs one. The district will also provide a hotspot for families that do not have internet connectivity.

The district will hire a technology teacher to support staff and students. The technology teacher will have office hours for students and parents. The technology teacher's main priority during distance learning is to support staff, students and parents with technology related issues. The technology teacher coordinates with county IT personnel and administration to determine greatest need and plans technology implementation based on identified need. Surveys, emails, and face-to-face interactions are used to collect data. In coordination with IT personnel and administration, the technology teacher created a system for chromebook and hotspot checkout and support. Other responsibilities include providing PD and support to staff daily in areas related to distance learning. These have included but are not limited to: hardware operations (computers, digital cameras, other devices etc); software; Google classroom; various teaching links and resources.

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.]

The school year will consist of 180 instructional days and adhere to state guidelines for minutes; TK-K = 180 min. daily, grades 2-5 = 230 min. daily, grades 6-8 = 240 minutes daily.

GUESD will track attendance/engagement daily via the district Attendance/Engagement Log and through our Aeries data base system. Engagement will be counted through live contact with a pupil from a credentialed teacher. Contact can be via virtual meeting or phone conversation.

Synchronous and asynchronous minutes will be identified using the Week at a Glance (WAAG) form that is submitted weekly to administration.

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.]

Professional development needs have been identified using staff surveys and face to face interactions. Our technology teacher has been able to provide most of our professional development needs on-site or via virtual meetings. Loom videos and tutorials were created and shared with staff. Other professional development was arranged based on need and typically was delivered in the form of a webinar or other online platform.

Available via in-person, virtual, email, phone
Access to software program PD
IT county support

Staff Roles and Responsibilities

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

Most classified staff have been reassigned to the district outreach team. This team includes paraprofessionals, yard duty supervisors, cafe assistant, librarian, and bus drivers. Each outreach team member has specific responsibilities assigned. For instance a bilingual 8-hour paraprofessional may be asked to do temperature screenings in the morning, be available for translations during the day, host a zoom meeting for homework help in the afternoon, and make phone calls to parents if students are absent or disengaged.

At least one outreach team member will be assigned to every teacher but teachers will also have access to other outreach team members for issues like translations or transportation. The teacher can assign the outreach team member various responsibilities to support and engage students. Responsibilities include but are not limited to making phone calls, sending messages, and hosting zoom meetings to support students with homework or engagement. The outreach team member may also be available to support parents.

Other new roles and responsibilities of staff include:

- childcare for staff
- screening and temperature checks
- contact tracing
- meal service
- cleaning
- transportation

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.]

The district will use a Multi-Tiered System of Supports (MTSS) to support all learners. MTSS at its core uses a system that screens all students then places students into Tiers based on performance and need. Instruction and supports are designed to meet the needs of all learners whichever Tier they fall into. Tier 1 instruction and interventions would be appropriate for all students and is delivered primarily by the classroom teacher. Students that fall into Tier 2 are slightly behind and generally need an extra layer of intervention in their learning plan to be successful. Interventions at the Tier 2 level are typically delivered by the classroom teacher, but can also be delivered by a paraprofessional or other support provider. Students that are significantly behind fall into the Tier 3 tier in the MTSS system. Tier 3 students need more targeted interventions that are typically 1:1 or in very small groups. Content is usually delivered by a specialist or other support provider, but can also be delivered by the classroom teacher or paraprofessional.

Within the MTSS system, the district uses teams to identify students that are struggling and/or have unique needs and then determines appropriate supports for each student. Our SPED, special education, team has worked collaboratively during the pandemic to continue services for our IEP and 504 students. The SPED team meets weekly and collaborates on best ways to accommodate the needs of each student/family. In early August 2020, case carriers reached out to parents asking their preference for in-person or distance learning. Flexible

appointment based instruction began immediately and is offered either virtually or in-person based on parent request. Transportation may be available for families that present a hardship getting to and from school for appointments.

The district ELD teacher has worked collaboratively with teachers to create a schedule that supports English learners language acquisition and access to core curriculum. Appointment based in-person instruction will be offered for designated supports and will be prioritized according to need. For instance, our newcomer group of students that have little to no English, will be top priority for in-person learning. Our ELD teacher has incorporated home visits with instruction on the front lawn into the schedule when appropriate and transportation is considered for parents in need. In person designated supports will be 1:1 or with small groups of students.

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

Description	Total Funds	Contributing
Hotspots were purchased to support close to 100 students that did not have internet connectivity.	\$64456	Yes
Software programs were purchased to support digital learning. These include: Remind, Go Guardian, Scholastic Inc, Magazine, Vocabulary Spelling City, Mystery Science Inc, Starfall Education Foundation, SEL Curriculum-Social Emotional Journal, Scope Magazine, Zoom	\$22017.75	Yes
Technology hardware purchases were used to support digital learning. These include computers, chromebooks, laptops, headphones, webcams, video recorders, etc.	\$14263.54	Yes
Hire a technology teacher to support staff and students. The technology teacher will have office hours for students and parents. The technology teacher's main priority during distance learning is to support staff, students and parents with technology related issues.	\$89924.98	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.]

The district will use Renaissance assessments: Early Lit. for students in grades TK-1 and STAR Reading and Math for students in grades 2-8, for local benchmark screening for ELA and math. Results will be used to get a baseline of where students are performing towards meeting proficiency standards. FastBridge: SAEBRS/MySAEBRS will be used as our universal screener for social and emotional and behavior, and we are currently in the implementation phase of using FastBridge for Tier 2 and 3 students. Other assessments that will be used to determine instructional level and to measure ongoing progress are: engagement tracking form, work completion/tests, and progress monitoring assessments.

The ELPAC will be used to measure language acquisition for our English learners and other local assessments will be used to measure progress through the year.

Benchmark assessments will be administered 4 times throughout the year: beginning, Trimester 1, 2 and 3.

GUESD will use a Multi-Tiered System of Supports (MTSS) to address the needs of all learners. Local benchmark assessments will determine which Tier of the MTSS pyramid students fall into and interventions will be assigned based on need.

Tier 1 is core instruction for ALL students and includes ELA, math, science, history and PE

Tier 2 is in addition to Tier 1 instruction and supports SOME students in target areas

Tier 3 is in addition to Tier 1 and 2 instruction and supports FEW students in target areas

**IEP, 504 and ELD supports will be provided based on need

Interventions include but are not limited to: small groups and 1:1 teacher/student ratio; various software programs such as Lexia and Freckle; FastBridge; Foundations for Sounds; and Spell Read will be used to address learning loss.

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.]

Data from local benchmark assessments will be used to determine student levels and growth. Data is reviewed every trimester and is used to identify students that are struggling to meet proficiency standards. Using the data, teachers and support staff create a learning path for each student. This may include targeted interventions and supports such as 1:1 or small group instruction either in person or virtually. Progress monitoring assessments are used to gauge growth in the intervention. Frequency of progress monitoring assessments is based on intervention and can range from daily to weekly; in some cases this may look like every 2-4 weeks.

In person or virtual meetings will be arranged to offer student support services and are prioritized as follows:

- IEP & 504
- ELD
- Students not engaging in DL
- Identified at risk of learning loss
- SST process
- SEL
- Social interactions (target TK-2)

The ELPAC is used to identify English learners that may be at risk of learning loss. Newcomers are offered in person learning opportunities and designated supports will be provided to identified students through synchronous learning opportunities either in person or via ZOOM.

Foster youth and homeless students are monitored and supported by our school counselor. The school counselor will offer resources to the families when appropriate. She is also in communication with county liaison to make sure needs are met; clothes, meals, transportation. Salvation army resource

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.]

Effectiveness of interventions will be determined by student engagement and growth. Benchmark assessments, engagement logs, work completion and progress monitoring assessments will be used to determine growth and interventions will remain fluid based on need.

- Benchmark assessments will be administered 4 times per year.
- Progress monitoring assessments will be ongoing (generally weekly)
- Engagement logs are tracked daily

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

Description	Total Funds	Contributing
Counselor and Behavior Intervention Coordinator used as social workers to support learning loss for identified students. Tasks include home visits, wellness checks, arranging transportation and community resource outreach. Our school counselor is our liaison for foster and homeless youth and will be monitoring family needs and will make referrals when appropriate.	\$61088.05	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.]

Gerber school is providing several supports and interventions to address student and staff mental health and social, emotional well-being. The district has a behavior coordinator, counselor and psychologist that act as our social and emotional, behavioral team (SEB). The SEB team has increased supports and interventions due to the impacts related to the COVID-19 pandemic and distance learning. To meet the needs of the whole child and promote positive reinforcement, Gerber School uses the Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS) to serve students in tiers 1, 2, and 3. At Gerber School, PBIS provides several ways to recognize students for meeting school-wide expectations and going above and beyond as learners and showing kindness to one another to encourage positive behaviors and positive school culture.

Tier 1, school-wide supports, students are taught and encouraged to follow school-wide expectations. Expectations include: being responsible, being respectful, being safe, and being kind. In addition, to decrease suspension rates and increase school connectedness and participation, Gerber School has implemented a restorative justice (RJ) initiative.

In contrast to punitive consequences, RJ promotes correcting student behavior by promoting self-reflection, expressing emotions in a healthy/appropriate manner, sharing rationale for behaviors exhibited, and speaking directly to others impacted by their behavior. RJ components include: structured, weekly circles for whole class communication, targeted re-entry small circles with action plan development to assist students returning to school from suspension, restorative conversations between staff and students, class agreements, clear, explicit expectations, physically and emotionally safe learning environments, and relationship building with staff and peers.

Tier 2, our SEB team provides targeted support to small groups of children who may benefit from additional support in learning key social, emotional, and behavioral skills. These groups use specific curriculum, social stories, strategies, and tools to assist students with their identified needs. In addition to targeted small groups, students are offered Check-in, Check-Out (CICO) as an additional support for academic and social and emotional, behavioral success. CICO offers students the ability to meet with a staff member of their choice each morning for support, encouragement, and planning and at the end of their school day to discuss the day's events, challenges, successes, and strategies to assist students in the development of accountability and self-management skills. CICO has a home component designed to improve the relationships between students and the parents/guardians.

Tier 3, our Gerber School SEB team is providing ongoing individualized counseling sessions and parent/guardian support for students presenting with social, emotional, and behavioral needs for students who present with any one, or more, of the following symptoms and behaviors: withdrawn, depressed, defiance, increased distractibility, anxiety, poor focus, sleep disturbance, somatic complaints, task/school

work avoidance, anger, sadness, low frustration threshold, self-harm, suicidal ideation, hopelessness, social isolation, overwhelmed, worried, feeling unsafe, and hunger. Counseling sessions and parental support may be provided over the phone, via telehealth, email, and/or in-person, by appointment on campus, as needed to address student needs.

Gerber School is using the Social, Academic, Emotional, Behavior Risk, Screener (SAEBRS) to collect data from teachers and students strategically throughout the school year (fall, winter, spring). The MySAEBRS is provided as a self-assessment tool for students and the SAEBRS is utilized as an screening and monitoring tool for teachers, to assess student needs and monitor the efficacy of provided interventions and supports. The SEB team and teachers meet in collaboration to review and discuss data collected, creating an individualized action plan for each identified student. Students are also recommended for social, emotional, behavioral support by using teacher and/or parent requests and/or SEB team member observations and recommendations.

The SEB team also meets weekly to address concerns presented by staff and parents related to student needs and issues. Beyond our collaboration with teachers and our weekly SEB team meetings, our SEB team responds to requests daily by way of email, phone, in-person, and online meetings to address presented concerns.

We are also providing teachers with social and emotional learning (SEL) curriculum weekly to assist in the development of important social and emotional learning competencies. Curriculum is organized into grade level clusters so that it is relevant to the age group; TK-2, 3-5, 6-8). SEL provided addresses the following SEL competencies: social awareness, self-management, responsible decision making, relationship skills, and self-awareness. SEL strategies, tools, and resources are also posted weekly on multiple social media platforms (Facebook, Instagram) to reach parents and students, in an effort to promote SEL at home. Other SEL schoolwide curriculum includes: Toolbox for grades TK-2, Why Try pilot for grades 3-4 and Habitudes pilot for grades 5-8. In addition we are using Personal Power for young men and women and Why Try for targeted intervention groups.

Our Gerber School students are provided access to many national and local community resources on our website. These resources have been recently updated and expanded. Our SEB team and medical staff assists parents, staff, and students with brokerage and linkage to applicable community resources; such as mental therapy, family counseling, food banks, medical needs, and other community resources.

We are providing staff with updated, current resources to assist and address their mental health and social, emotional well-being in a shared drive, through email, hard copies, and displayed bulletin boards which are viewed daily on a frequent basis. We are also providing staff with extended trauma-informed training to assist them in learning to identify possible trauma responses in students, as well as themselves during the COVID-19 pandemic. To promote self-care for staff mental health and social, emotional well-being, we are providing ongoing training on mindfulness activities, weekly wellness challenges/ideas/strategies and encouragement. Our SEB team is checking in with staff on a weekly basis to connect, encourage, and support their mental health and social, emotional well-being, gathering information on overall staff morale and school culture during the COVID-19 pandemic.

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 district values building relationships with every student and family as our number one priority. During distance learning, this priority has become even greater with student and family engagement becoming the heart of our purpose and work. We are committed to doing everything in our power to engage students and families during this unprecedented time. Daily outreach to students through Google Classroom, Zoom, Google Meets and other virtual platforms are used to synchronously teach and interact and with students.

Students are expected to be engaged in learning each day of the school year and the school year will remain at 180 days of instruction. During distance learning, teachers will take attendance daily using the district "Engagement Log" and report to administration, SEB, and the attendance clerk via email when students are chronically disengaged.

School outreach teams have been created and consists of the majority of classified staff. Each outreach team member has specific responsibilities assigned. For instance, a bilingual 8-hour paraprofessional may be asked to do temperature screenings in the morning, be available for translations during the day, host a zoom meeting for homework help in the afternoon, and make phone calls to parents if students are absent or disengaged.

School outreach teams are being utilized by teachers to support distance learning and pupil and family engagement. Outreach teams are made up of classified staff and include paraprofessionals, yard duty supervisors, cafe assistants, bus drivers, and maintenance staff. At least one outreach team member will be assigned to every teacher but teachers will also have access to other outreach team members for issues like translations or transportation. The teacher can assign the outreach team member various responsibilities to support and engage students. Responsibilities include but are not limited to making phone calls; sending messages; transportation, translations, and hosting zoom meetings to support students with interventions, homework, or engagement. The outreach team member may also be available to support parents.

When students are disengaged, outreach steps include:

Day 1-2 Teacher and outreach team member attempt to reach parent and reengage student in learning using multiple pathways (REMIND message, call, email, virtual meeting, etc); if no contact was

made by the end of day 2 the teacher notifies the SEB team via email

Day 3 SEB team attempts to reach parent and may do a home visit. SARB officer may be notified if no contact is made

Day 4 Truancy letter may be issued

School has included a separate translator outreach team and protocol to ensure that communication is open for non English speaking families.

This protocol includes:

- Assigning a designated bilingual outreach member to specific grade levels
- Steps to follow for teachers when reaching out for translations, for example:

Email your assigned translator if you need them to call a Spanish speaking parent or guardian.

Subject line: Translation Call (insert date here)

Please include the following in the email:

Student's first and last name

Parent/Guardian name

Homeroom Teacher

Phone number(s) to reach parent or guardian

Message needed to translate

*Translators will respond to the email directly with parent/guardian response or information regarding call (left message, no answer, etc.)

If a student is disengaged for 2 days in a week, the classroom teacher will make a referral to the district's Social, Emotional, and Behavior (SEB) team which consists of our Behavior Intervention Coordinator, school counselor, psychologist and administration. This team will attempt to make contact with the parent and student to reengage learning, this may include a home visit. If no contact is made, and/or the team is unable to reengage the student, a referral may be made to the SARB officer for outreach.

When students are chronically disengaged for more than 60% or three (3) days out of the week and several outreach attempts have been made, the attendance clerk will mail a truancy letter to the parent. The first truancy letter will be a warning to the parent that their child needs to reengage in the distance learning program. Each week the student is disengaged for more than 60%, a new truancy letter will be issued. The 2nd truancy letter will prompt a meeting with the administration and potentially other support personnel to discuss reengagement strategies. A 3rd truancy letter will result in a meeting with administration and potentially a referral to SARB.

In person learning may be considered when students are chronically disengaged from distance learning due to extraneous circumstances which present a barrier to accessing the distance learning program. These barriers may include but are not limited to language, internet connectivity, and social and emotional needs.

Expectations for engagement have been communicated to parents via notifications, school messages, the website, Google classrooms and virtual meetings. Communications have been delivered in Spanish and English.

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.]

The district will participate in the Seamless Summer program to provide meals for all students daily. Meals will include lunch and breakfast for the next day. Meals will be available at school and at the local park in a grab and go fashion between 12:00-1:00pm Monday-Friday. Door to door delivery will be accommodated for families that do not have transportation or express another hardship.

When the school is reopen for Hybrid Learning, the students doing in-person learning will receive a lunch and breakfast for the next day when they are released from school. Students will be released between 12:00-12:20 daily.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Section	Description	Total Funds	Contributing
if the action does not apply to one specific section]			

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
33.01%	901,947

Required Descriptions

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

The Gerber Union Elementary School District has an average unduplicated pupil count of 85.8(81% FRPM, 40.3% EL, 3.4% Foster and Homeless Youth) per 19-20. Because of this high percentage of high needs students, GUESD receives supplemental funds and also well exceeds the Local Control Funding Formula threshold of 55% to receive additional concentration funds targeted to the unduplicated students labeled as "in need". The percentage of supplemental and concentration funds required to spend from the actually funded base LCFF amount is referred to as the Minimum Proportionality Percentage or MPP. For GUESD, the percentage for 2020-2021 is 34.79%. The MPP is used as a guide on how much to spend on students who, because of their status, generate these

funds. Due to Gerber's high percentage of students, rural location and limited amount of available services, coupled with the districtwide goals for student achievement, it is justifiable to spend the GUESD targeted funds on all students, including English learners, socioeconomically disadvantaged, and students with disabilities. In the 20-21 year, GUESD budgeted to spend \$1,090,606 in supplemental and concentration funds, exceeding the MPP and exceeding the funded target for 20-21.

Planned GUESD expenditures to support all students including English learners, socioeconomically disadvantaged, and students with

disabilities on supplemental and concentration funds for the 2020-2021 year include, but are not limited to:

- For English Learner student group - Maintain a full-time ELD teacher to support EL students and provide supplemental curriculum

that supports EL's access to core.

- Provide staff with high quality professional development
- Implement a Multi-Tiered System of Supports (MTSS) including RSP, ELD, RTI
- Hire a technology teacher to increase STEM schoolwide
- Implement 1:1 devices in grades 1-8
- Implement supplementary materials for students identified as at-risk and performing below grade level standards
- Software purchases to supplement core and support students that are at-risk and performing below grade level standards;

such as: Imagine Learning, Math Facts, Lexia, Reflex, and Renaissance

- Maintain 1.0 FTE Behavior Intervention Coordinator, counselor and psychologist (psych will be contracted .4 days to neighboring district). These services will be used in part to target social, emotional, and behavior needs. The counselor and coordinator will work directly with foster and homeless youth as needed to support the student and family. The psychologist will be available for foster and homeless youth, if referred

- Purchase and implement SEL curriculum for at-risk students
- The GUESD stakeholders (parents, community members, teachers/union, classified, administration and board) gave input and

approved the district-wide service model that aims to provide services to all students using the MTSS framework. The district SSC committee offered recommendations for spending priorities.

MTSS

ELD teacher

Counselor

Psychologist

Technology teacher

Behavior Intervention Coordinator

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

Low income students, foster youth and English learners are receiving supports through our MTSS system with Tiered Interventions for targeted groups based on data. When students are identified at risk, a support plan is put into place with interventions that support the identified need. This could be through counseling, outreach, small group or 1:1 instruction.

Gerber Union Elementary School

Back to School Reopening Plan 2020-2021



Every Student, Every Day!

Tehama County Health Services Agency Approval Date: August 3, 2020

Gerber Union School District Board Approval Date: August 4, 2020

Please note that the base part of this plan has been established in coordination with Tehama County Schools.

Introduction

As a result of the COVID-19 pandemic and subsequent state of emergency declared by Governor Newsom, Tehama County schools have been closed since March 16, 2020. We recognize that school and education, as we have known them, have changed in unprecedented ways. We recognize the call for a thoughtful reopening plan moving forward to ensure the health and safety of all our students and staff.

The Tehama County Schools' Reopening Plan ensures that we are moving together as a county to best support the families and employees we serve. It is expected that this plan will commence with the onset of the 2020-2021 academic year.

The following guidance was used in generating this plan:

- World Health Organization (WHO): *Considerations for school-related public health measures in the context of COVID-19* (10 May 2020)
- Centers for Disease Control and Prevention (CDC): *Interim Guidance for Administrators of US K-12 Schools and Child Care Programs* (15 May 2020)
- California Department of Public Health (CDPH): *Guidance for Schools and School-based Programs* (5 June 2020)
- California Department of Education (CDE): *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* (8 June 2020)

The base plan of the Reopening Plan was reviewed and approved by the Tehama County Health Services Agency (TCHSA) to ensure that the plan met all requirements for health and safety. Each school district then added subsequent appendices to attend to the uniquenesses of the details at each district/school site. GUESD consulted with various stakeholder groups to give voice to the many details of the appendices of the plan. These stakeholder groups included: teachers, classified staff, management team, the GUESD Nurse, and other school employees. Parents/guardians were surveyed in June. Finally, the GUESD Back to School Reopening Plan was presented and approved by the GUESD School Board on 8/4/20.

It is our greatest intention to resume in-person educational opportunities for all of our students as soon as is safely possible. We continue to promote our unified vision, "Every student, every day!" It indeed will take all of us working collaboratively together to ensure we are able to meet the needs of all of our students in our community during this unprecedented time. We thank you in advance for your patience as you join us in this journey to get the children of Tehama County back to school!

The Tehama County Schools' Reopening Plan is supported by the following Districts:

Antelope Elementary School District

Corning Union Elementary School District

Corning Union High School District

Elkins Elementary School

Evergreen Union Elementary School District

Flournoy Union School District

Gerber Union Elementary School District

Kirkwood Elementary School

Lassen View Union Elementary School District

Los Molinos Unified School District

Red Bluff Joint Union High School District

Red Bluff Union Elementary School District

Reeds Creek Elementary School

Richfield Elementary School District

Local Conditions

Physically reopening our Districts and enacting the TCS Reopening Plan will be guided by a continual risk-based approach to maximize the educational and health benefits for students, staff, and the wider community in Tehama County. We will continue to work in collaboration with Tehama County Health Services Agency (TCHSA) to ensure that our plan acts in response to the ever-changing local conditions; it will be scaled up or down for Districts/sites depending upon local cases and community spread until we are able to resume full operations in Phase 4 as classified by the Centers for Disease Control and Prevention (CDC) and California Department of Public Health (CDPH) (Plan A+). We will continue to seek out information from TCHSA, CDC, and CDPH as new scientific knowledge and subsequent guidance from them and the California Department of Education is given; we will then work in coordination with our local stakeholders to refine the details of our appendices as necessary.

The Tehama County Schools' Reopening Plan

The TCS Reopening Plan can be seen on the following pages. All parts of the plan are rooted in a promotion of communication, promotion of healthy hygiene practices, the intensifying of cleaning, disinfecting, and ventilation, and illness prevention to ensure the health and safety of our students and staff.

School Status

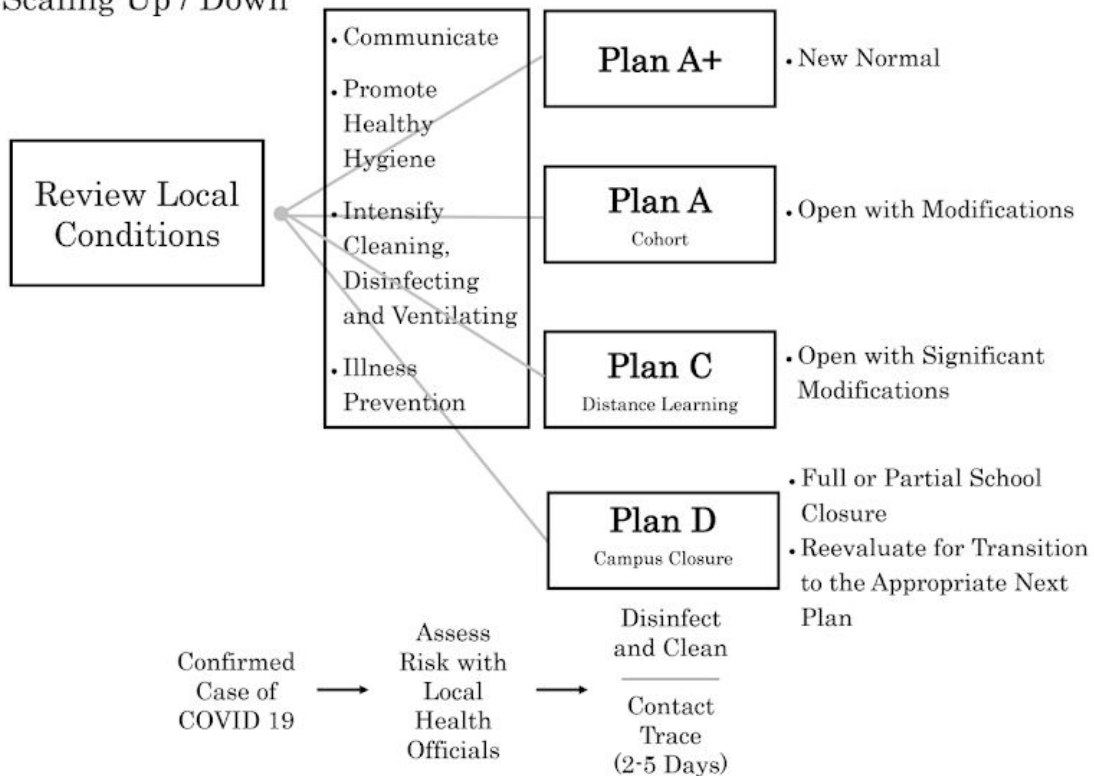
When approved/directed by the county health official, our school/s will offer Plan A to families - open with modifications. This plan includes an in-person program for students who select it and an at-home Distance Learning/Independent Study Program for those families who prefer to keep their children home. This plan includes screening, monitoring, contact tracing, and the use of face coverings.

When/if the local public health official directs/approves, our school/s will offer Plan C to families - open with significant modifications. This plan includes an at-home Distance Learning Program and continues to offer the at-home Distance Learning/Independent Study Program. This plan also includes screening, monitoring, contact tracing, and the use of face coverings.

When/if we experience a positive Covid-19 case on a campus or a community surge, our school/s or site will implement Plan D. This plan involves assessing the risk within the specific community and potentially closing the school/site/portion of a site for a short period of time based upon public health guidance. It involves intensifying cleaning and disinfecting areas, contact tracing, and promoting social isolation.

	Phase 1 Campus Closure Plan D	Phase 2 Distance Learning Plan C	Phase 3 Cohort Plan A	Phase 4 Plan A+
School Status	Full or partial closure	Open with significant modifications	Open with modifications	New Normal
Illness Prevention	N/A	Screening & Monitoring Contact Tracing	Screening & Monitoring Contact Tracing	Monitoring
Physical Distancing/ Face Coverings	N/A	Required for staff and for students (parents when on campus)	Required for staff and for students	N/A
Educational Programs	A-Distance Learning B-Independent Study	A-Distance Learning B-Independent Study	A-In Person Learning <ul style="list-style-type: none"> Trimester 1: Minimum days for cohorts or appt. based B-Distance Learning/Independent Study	In person regular schedule
Movement on Campus	N/A	N/A	Classroom, playground, gym assigned space and time in cohort	Regular movement
Transportation	N/A	N/A	Bus-loading @ minimum capacity for eligible students, assigned seating with families Staggered private vehicle-drop off/pick up	Open to eligible students
Food Service	Possible (curbside)	Grab and Go (curbside)	Classrooms or (assigned area with cohort) Grab and Go	Cafeteria/Outside Spaces
Child Care/Before & After School Program	Possible (GUESD staff only)	GUESD staff - Possible child care available	GUESD staff - Possible child care available After School Program: Open to eligible students	Open to eligible students
Extracurricular Activities	N/A	Not available	Possible w/further guidance	Open to eligible students
Campus Access	N/A	Restricted	Restricted	Probable

Scaling Up / Down



A/B Hybrid Blended Learning Model

Based on the number of students participating in Distance Learning, GUESD will offer a modified master schedule to allow time for teachers to teach both in-person and distance learning. Using input from staff and parents, the superintendent will evaluate local conditions and make recommendations to the board.

- September Parent Survey Results indicate that over 30% of our student population will be participating in Distance Learning for Trimester 1. Another 30% preferred returning to school at half capacity and 40% p
- Due to the fact that the majority of parents prefer distance learning over in-person learning, the master schedule will be modified to half days for Trimester 1 to accommodate both in-person and distance learning. This will be reevaluated each trimester.

Trimester 1 Master Schedule:

7:55am-8:20am	Staggered arrival Screening in the parking lot or at bus stop
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7:55am-12:00pm	In-person learning in Cohorts
12:00pm-12:30	In-person learning students are released with a sack lunch
12:00pm-4:00pm	After School Program for eligible students
12:50-2:30	Distance Learning

**Appendix A
Communication**

Communication will be provided:

- In varied communication platforms (email, Aeries Communication, Catapult Connect messaging system, REMIND, website posts, social media, printed mailings/handouts) aimed to meet the needs of the preferred audience/s and in families’ primary language.
- About the GUESD Reopening Plan and accessible to families/staff on the GUESD website or in print if requested.
- About which plan (A, C, or D) is currently being implemented in response to Covid-19. This includes communication about Plan D when there is a positive case for Covid-19.
- From the GUESD Office that includes critical information about Covid-19 to reduce confusion, anxiety, or misunderstandings and ensure one consistent message.
- On the health and safety measures the District is taking to ensure students can return to school buildings safely including:
 - Teaching and modeling healthy hygiene practices
 - Intensifying cleaning, disinfecting, and ventilating protocols
 - Screening, monitoring, and contact tracing
 - Expectations for physical distancing and the proper use of face coverings
- About basic information on COVID-19 and measures families/staff can take to stay safe when not at school.
- In the Parent/Student handbook on when to keep a student home and the process for notifying the school.
- In the Parent/Student handbook on procedures for when a sick child is sent home and when to return; this includes information on self-reporting symptoms.

- On the School-Parent Compact about expectations for the staff, parents, and students to promote the health and safety of all in the midst of this pandemic. This School-Parent Compact must be signed by each family.
- By school administrators and office staff as well as classroom teachers in order to consistently communicate with all families to ensure students are supported.

Appendix B

Promoting Healthy Hygiene Practices

Intensifying Cleaning, Disinfecting, and Ventilating

Personal Protective Equipment

Equipment Availability

Cleaning Supply Availability

Promoting Healthy Hygiene Practices

- Handwashing
 - Teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly when:
 - Arriving at school
 - Before and after eating
 - After coughing, sneezing, or blowing the nose
 - After being outside
 - Before and after using the restroom
 - After having close contact with others
 - After using shared surfaces or tools
 - Staff should model and practice handwashing when:
 - Arriving at school
 - Before and after eating
 - After coughing, sneezing, or blowing the nose
 - After being outside
 - Before and after using the restroom
 - After having close contact with others
 - After using shared surfaces or tools
 - Use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers. Children under the age of 9 should only use hand sanitizer under adult supervision. Ethyl alcohol-based hand sanitizers are preferred and should be used

when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.

- Built in time throughout the day for routine hand washing by both students and staff.
- Contact/Covering
 - Teach avoiding contact with one's eyes, nose, and mouth.
 - Teach covering coughs and sneezes: use a tissue to wipe nose and cough/sneeze inside a tissue or their elbow.
- Signage
 - Post signs on how to stop the spread of COVID-19, properly wash hands, and promote everyday healthy hygiene practices.

Intensifying Cleaning, Disinfecting, and Ventilating & Personal Protective Equipment

- Buses should be thoroughly cleaned and disinfected daily. Drivers should be provided disinfectant and gloves to support disinfection of frequently touched surfaces during route transportation.
- School spaces should be thoroughly cleaned and disinfected daily by trained custodial staff:
 - Handrails
 - Door handles/surfaces on doors that are touched frequently
 - Light switches
 - Sink handles
 - Tables
 - Student desks
 - Chairs
 - Staff desks
 - Keyboards, phones, copy machines
 - Restroom surfaces
 - Playground equipment
- School staff should be provided disinfectant and gloves to support disinfection of frequently touched surfaces during the school day and as needed when children are present:
 - Door handles/surfaces on doors that are touched frequently
 - Light switches
 - Sink handles
 - Tables
 - Student desks
 - Chairs
 - Staff desks

- Keyboards, phones
- Toys, games, art supplies
- Instructional materials
- Physical education equipment
- Technology (following the directions from the technology department)
- Ensure safe and correct application of disinfectant and keep products away from students. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- Depending upon which plan we are in (Plan A or C), we will suspend the use of drinking fountains and encourage the use of disposable water bottles.
- Take steps to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown.

Equipment Availability

- Plans for an ongoing supply of personal protective equipment and face coverings to comply with CDPH guidance for students and staff (as appropriate for each staff job classification, respectively, as well as OSHA requirements).
- Plans for supply of no-touch thermal scan thermometers.

Cleaning Supply Availability

- Plans for ongoing supply of school-appropriate cleaning supplies to comply with CDHP guidance. When choosing cleaning products, use those that are

approved for use against Covid-19 on the Environmental Protection Agency (EPA) approved list and follow product instructions.

- To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
- Avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Plans for ongoing supply of hand sanitizer, soap, tissues, and paper towels.

Appendix C

Illness Prevention

Illness Prevention

- Educate students on the Covid-19 virus and the signs of illness, utilizing school nurses, when available, and incorporating professional development for the staff in order to assist in efforts.
 - Fever, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle or body aches, headache, sore throat, new loss of taste or smell
- Staff and students will be trained in self-screening for symptoms.
- Encourage staff and students who are sick or who have recently had close contact with a person with Covid-19 to stay home and self-monitor for symptoms. If symptoms do not develop, follow appropriate CDC guidance for home isolation.
- Strongly recommend that all students and staff be immunized each year against influenza unless contraindicated by personal medical conditions, to help:
 - Protect the school community
 - Reduce demands on health care facilities
 - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.

Self-Reporting

- Parents/guardians of students are encouraged to report their child's symptoms and subsequent absence to the attendance clerk.

- Attendance clerks will follow-up with parents/guardians each day of students who have not called in to report an absence. This information will be recorded in Aeries.
- Staff members are required to report to their supervisor if they are absent. This information will be recorded on the Purple Absence From Duty Form.

Screening

- Screening procedures for staff and students will be used upon entering the facility under Plans A, C, and D (when applicable), daily, and confidentiality will be maintained:
 - Visual wellness checks
 - Temperature screening (100.4) with a no-touch thermometer that is properly cleaned and disinfected after each use:
 - For bus students, at bus stop prior to boarding
 - For drop-off students, in the front parking lot
 - For staff or visitors, in the screening room, main office, or in front of the school prior to entry
 - Covid-19 questionnaire for adults

Monitoring

- Monitoring procedures for staff and students will be used throughout the day and confidentiality will be maintained:
 - Visual wellness checks
 - Temperature screening (100.4) when sent to the screening room for a health check, as necessary (taking personal belongings with them at that time) with a no-touch thermometer that is properly cleaned and disinfected after each use.

When there is a fever of 100.4 or higher:

- Sick staff and students at school will be required to put on a face covering and be isolated until they can be sent home. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people:
 - The isolation space will be cleaned and disinfected regularly throughout the day and ensure a safe and correct application of disinfectants using PPE and ventilation recommended for cleaning.
- If Covid-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face, 9-1-1 will be called.

- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation. Access to instruction will be provided while that student is home.

When there is a positive case of Covid-19:

- Health staff should notify local health officials if there is a positive case of Covid-19 and vice-versa.
- In consultation with local public health officials, consider whether in-person school closure is warranted and length of time based on the risk level.
- The students/most staff will be dismissed for 1 to 5 days while contact tracing and cleaning/disinfection can occur (Plan D).
- The health staff in coordination with local public health officials should track incidents of possible exposure through contact tracing.
- The classroom/office where the Covid-19 positive individual was based will close temporarily (1-2 days) for cleaning and disinfecting.
- Additional areas of the school visited by the Covid-19 positive individual will need to be closed temporarily (1-2 days) for cleaning and disinfecting.
- District Office Administration will notify staff and families immediately of any positive case of Covid-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.
- Additional close contacts at school outside of a classroom should also isolate at home.
- Administration will work with staff to develop a plan for continuity of education and nutrition and other services as GUESD transitions to the appropriate next plan (A or C).

Contact Tracing

- Bus drivers keep a record of which students are riding the bus each day and will submit these documents to the school main office weekly for documentation.
- Teachers will take attendance each day and record which students are in attendance into Aeries.
- Students who are sent home with a fever or Covid-19 symptoms will be picked up by a parent and the health information will be recorded in Aeries.
- Students who use the bathroom during the day may be required to sign in and out of their classroom.
- Students who attend the State Preschool, Tehama County Special Needs Program, Child Care or the After School Program will be required to be signed in and out each day. The supervisor for each program will be responsible for

maintaining attendance records and upon request, sharing with Gerber's contact tracing team and/or public health if the need arises.

- Classified staff will sign in to and out of work each day. This includes noting on their Work Report Form which rooms/spaces they worked in that day and retain this for contact tracing should it be necessary.
- Certificated staff will check in and out each day at their respective campus and absences will continue to be recorded in Aesop. They will also keep a personal log on the Work Report Form of which rooms/spaces they worked in that day and retain this for contact tracing should it be necessary.
- Office Staff will continue to sign in/out of work each day in the Office and also keep a personal log on their Work Report Form and retain this for contact tracing should it be necessary.
- Maintenance/transportation will sign in/out of work each day in the Maintenance building and also keep a personal log on their Work Report Form and retain this for contact tracing should it be necessary.

Appendix D - Plan A and C

Physical Distancing and Face Coverings

Transportation

Arrival/Departure

Classrooms

Movement on Campus

Playgrounds/Outside Spaces/Athletics

Staff Workplaces

Physical Distancing and Face Coverings

- All staff, students and visitors will be required to wear face coverings according to guidelines.
- Students will be required to wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- Staff and students will be trained in physical distancing.
- Where maintaining physical distance of 6 feet is not practicable, physical barriers, such as sneeze guards or partitions that minimize face-to-face contact, may be used. (eg. school offices and elementary classrooms with tables)
- In order to comply with this guidance, schools must **exclude** students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. GUESD will provide face coverings to

students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. In addition, we will offer Distance Learning for students who are excluded from campus for failure to comply with the expectation.

- Face coverings should be removed for meals or when it needs to be replaced. Lanyards will be provided to students to keep face masks on their person at all times throughout the day.
- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Students and staff with health issues will work with our Nursing/Human Resources staff to make the appropriate accommodations.
- Face shields should be used for teachers of younger students to see their teachers' faces and to avoid potential barriers to phonological instruction as well as by teachers who serve hearing impaired students. In addition, staff of students with special needs may prefer a face shield to a covering.
- Staff are required to wear cloth face coverings (or face shields as appropriate), unless Cal/OSHA standards require respiratory protection. Face shields should be used for teachers of younger students to see their teachers' faces and to avoid potential barriers to phonological instruction as well as by teachers who serve hearing impaired students. In addition, staff of students with special needs may prefer a face shield to a mask.
- Teach and reinforce the use of cloth face coverings, masks, or face shields; remind students and staff not to touch the face covering and to wash their hands frequently.
- Food Service staff are required to wear cloth face coverings and gloves as well as aprons.
- Front Office staff should use cloth face coverings when interacting with the public.
- Employees engaging in symptom screening should wear surgical masks or face shields and gloves.
- Information should be provided to all staff and families on appropriate removal and washing of cloth face coverings.

Transportation

- Students are required to wear face coverings at bus stops and on buses.

- Bus Stops: Parents or guardians are required to stay with their child until screening is complete. If child presents 100.4 degree or higher temperature, the child will not be allowed on the bus and they are to return home. Students and parents will be instructed to maintain 6-foot distancing at bus stops and while loading and unloading.
- Students should be seated with their family in the same bus seat and all seats will be pre-assigned by the bus driver.
- Windows will be opened for ventilation when practicable.

Arrival/Departure

- Arrival and departure times will be staggered as practicable as to minimize cohort cross over, scheduling challenges for families, and the staff's abilities to attend to health checks. (Family cohorts will have consistent arrival and then departure times.)
- Students should wear face coverings when arriving and departing from school.

Classrooms

- Re-teach appropriate social skills encouraging minimal physical contact.
- To the extent possible, and as recommended by the CDC, students will remain with their homeroom cohort to minimize the mixing of student groups throughout the school day.
 - Upper grade students will remain in the same classroom all day, and if necessary, the teacher will move classrooms.
 - Single desks will be assigned to each student and should be arranged apart from one another when possible and in a way that minimizes face-to-face contact. Clear physical barriers may be used to separate students and adults.
- Other campus spaces will be utilized for instructional activities, as necessary.
- Teachers will develop instructions for minimizing movement in both their indoor and outdoor spaces that are easy for students to understand and developmentally appropriate.
- Teachers will develop procedures for turning in assignments to minimize contact.
- Arrange developmentally appropriate activities for smaller group activities and rearrange furniture, carpet areas, and play spaces to maintain separation, when possible.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Backpacks should be hung on the back of the students' chair and a home lunch should be brought only in a paper or plastic disposable container and kept within students' own space or designated space by the teacher.
- Prohibit sharing of pencils and pens and other school supplies/learning tools.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Activities that involve singing must only take place outdoors.
- Windows will be opened for ventilation when practicable.
- The CDC recommends virtual activities in lieu of field trips and no intergroup events (such as assemblies).

Movement on Campus

- Routes for entry and exit will be put in place to limit direct contact with others as much as practicable.
- Minimize congregate movement through hallways as much as practicable.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart.

Playgrounds/Outside Spaces/Athletics

- Increase supervision to ensure physical distancing.
- Recess will be held in designated areas for designated homeroom cohorts.
- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Face coverings are required at all times.

Food Service

- Disposable bottled water will be provided to students when drinking fountains are closed.
- Physical interaction will be limited during meal service by providing meals in the classroom and making use of outside spaces on campus, when appropriate. Appropriate cleaning and trash removal systems will be put in place including tubs for liquid waste.
- Individually plated or bagged meals will be served.
- The sharing of foods and utensils will be prohibited.
- With an approved National School Lunch Program waiver, we will ensure Grab and Go meals for students on distance learning.

- Students who bring their own lunch must bring it in a disposable bag (paper or plastic).

Staff Workspaces

- Physical distancing among staff in their work environment will be encouraged to reduce spread of the virus that includes:
 - Avoid staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 - Avoid grouping staff together for training or staff development. Training may be offered virtually or, if in-person, ensure distancing is maintained.
- In accordance with Cal/OSHA regulations and guidance, all workspaces will be evaluated to ensure that employees can maintain physical distancing to the extent possible.
- Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.

Appendix E Educational Programs

In-Person Regular Schedule

- Students will be provided learning opportunities in the following areas:
 - English Language Arts
 - Mathematics
 - Science
 - Social Science
 - Health/Physical Education
 - Social Emotional Learning
- Teachers will use CA State Content Standards to drive instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations.
- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning; this may include Distance Learning.
- Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Google Meet) as necessary to discuss areas of focus and learning forward.
- Diagnostic, formative and summative assessments will be conducted, as appropriate and may be in-person or online.

- Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.
- Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

Distance Learning

- Students will be provided learning opportunities in the following areas:
 - English Language Arts
 - Mathematics
 - Science
 - Social Science
 - Health/Physical Education
 - Social Emotional Learning
- Teachers will use CA State Content Standards to drive instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations.
- Chromebooks and hotspots will be available for checkout.
- Teachers may use digital instructional tools for those students who have access; additional digital options for students will continue to be pursued.
- Teachers may create a daily message to send out through Google Classroom or YouTube channel (good morning, guidance about work for the day, explain what the new learning concepts are from the packet).
- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.
- The Week at a Glance form will be used to guide instruction.
- Students will participate in both synchronous and asynchronous learning.
- Diagnostic, formative and summative assessments will be conducted, as appropriate, during the Distance Learning time.
- Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.
- Students who are English Learners will be provided with support to meet their language needs from their classroom teacher, and when appropriate, the ELD teacher.

- Students with IEPs or 504 plans will be provided with supports to meet their individual learning needs. The special education staff will work in concert with the classroom teacher to this end.

Appendix F

Employee Support

- Training (in-person or virtually) will be provided on:
 - The GUESD Reopening Plan overarching components and details
 - Healthy hygiene:
 - Frequent hand washing and proper technique
 - Cough/sneeze etiquette
 - Keeping one's hands away from one's face
 - Cleaning, disinfecting, and ventilating frequency, methods, and tools/chemicals in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations.
 - Illness Prevention
 - Covid-19 virus information
 - Symptom screening including temperature checks
 - Self-monitoring
 - Physical distancing of staff and students
 - Proper use and cleaning of face coverings
 - Contact tracing
- Continued training on:
 - Social Emotional Learning
 - Other topics related to MTSS
- Staff are encouraged to contact Jenny Raschein, District Nurse, if they have Covid-19 health concerns regarding their student. Nurse Jenny is trained to oversee illness prevention, coordinate contact tracing, track exposure, and works closely with our local health department to ensure we have updated information about Covid-19 scientific knowledge, updated guidance, and testing information.
- Staff are encouraged to contact Pebbles Lomeli, Human Resources, if they have Covid-19 employment questions in relation to absences.

