



GUSD

REOPENING SCHOOLS

2020-2021

BOARD APPROVED - JULY 16, 2020



Developed in collaboration with:

California State Employees Association (CSEA), Greenfield Teachers Association (GTA),
Greenfield Union School District staff (GUSD), and our Greenfield Parent Community.



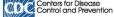



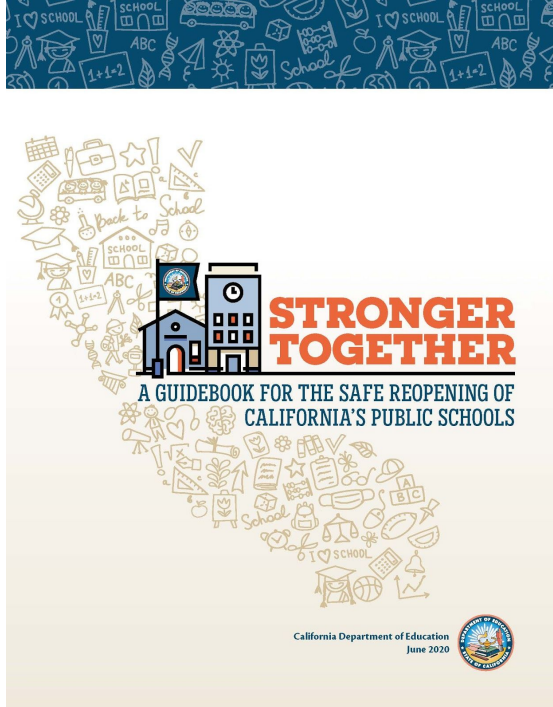
SUPERINTENDENT MESSAGE TO THE COMMUNITY

GUSD is a collaborative district committed to ensuring the safe, healthy and secure return of our students, staff and community with a focus on providing a high-quality academic and social-emotional wellness program for the 2020-2021 school year. This document is the result of a collaborative effort of staff, community and administration grounded in current local, state and federal health guidelines as well as GUSD stakeholder survey feedback. This plan will continue to evolve based on changes to health and safety guidelines, GTA and CSEA leadership, and parent community feedback.

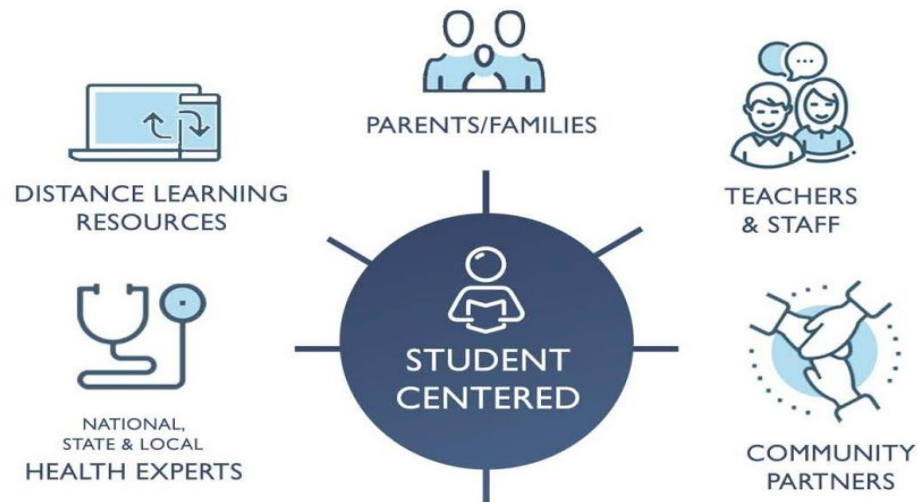
-Zandra Jo Galvan, Superintendent of Schools
Greenfield Union School District

GUSD REOPENING PLAN GUIDELINES

This plan has been developed in consultation with the following guidance documents:

Centers for Disease Control and Prevention (CDC)	California Department of Public Health (CDPH)	California Department of Education (CDE)
<u>Considerations for Schools</u>	<u>COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs</u>	<u>Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools</u>
 <p>Coronavirus Disease 2019 (COVID-19)</p> <p>Considerations for Schools</p> <p>Updated May 19, 2020</p> <p>As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.</p> <p>Guiding Principles to Keep in Mind</p> <p>The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:</p> <ul style="list-style-type: none"> • Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events. • More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes). • Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities. <p>COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.</p> <p>Promoting Behaviors that Reduce Spread</p> <p>Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.</p> <ul style="list-style-type: none"> • Staying Home when Appropriate • Educate staff and families about when they/their child(ren) should stay home and when they can return to school. <ul style="list-style-type: none"> ◦ Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible. ◦ Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms. ◦ Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health. • CDC's criteria can help inform when employees should return to work: <ul style="list-style-type: none"> ◦ If they have been sick with COVID-19 ◦ If they have recently had close contact with a person with COVID-19 	  <p>COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs</p> <p>Release date: July 17, 2020</p> <p>All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.</p> 	 <p>STRONGER TOGETHER</p> <p>A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS</p> <p>California Department of Education June 2020</p>

GUSD GUIDING PRINCIPLES



GUIDING PRINCIPLES



Ensure our first priority is keeping students and staff safe and healthy



Implement high quality instruction of new grade level learning



Address systemic inequities with regard to student access, social emotional needs and learning



Engage and clearly communicate through reciprocal means with all stakeholders

GUSD CONTINGENCY PLANNING TIMELINE



DATES PLANNING TEAMS

GTA, CSEA & GUSD
task force meetings
March-August 2020



DATES PARTNER FEEDBACK

Work with community to
provide initial feedback
March-June 2020



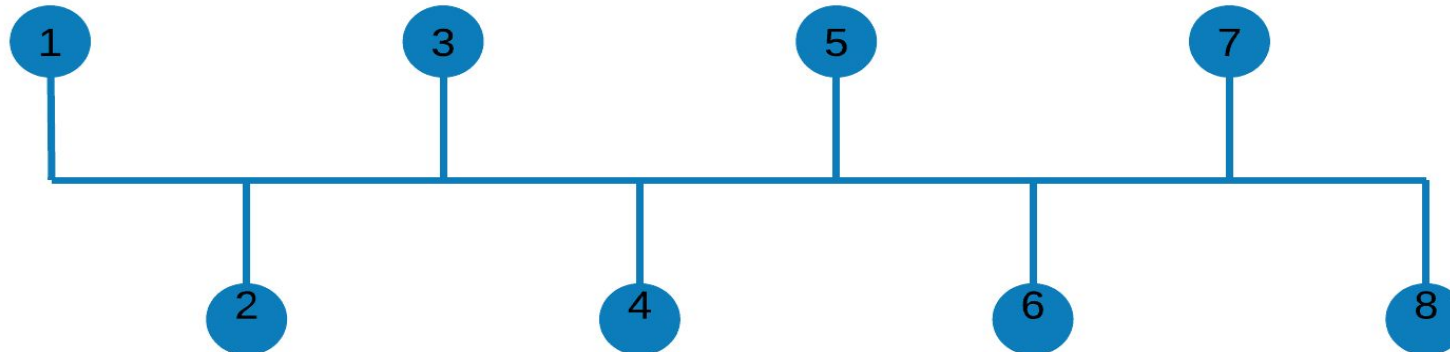
COMMUNITY FEEDBACK

Provide plan to community
for survey feedback
March-July 2020



DATES FINAL DRAFT

2020-21 Reopening Plan to
all stakeholders, Board of
Trustees July 2020



DATES NEEDS ASSESSMENT

Student, parents and staff
reopening needs
assessment
March-Fall 2020



DATES GUSD BOARD MTG

Provide draft contingency
plan overview to Board of
Trustees
July 2020



DATES PLANNING TEAMS

Reconvene GTA, CSEA
teams and GUSD Task
Force
July 2020



DATES FIRST DAY OF SCHOOL

Implement a Reopening
Schools Plan
August 2020



REOPENING SURVEY DATA - JUNE 2020

Students- How did you like learning from home in the spring?	STUDENTS
Results of Students That Enjoyed Learning From Home	32.8%

If distance learning were to continue, Parents would like support with:	PARENTS
Internet Access	60.1%

Teachers -Why Students had a difficult time participating	STAFF
No Wifi	75.6%

PREFERENCE FOR THE 2020-2021 SCHOOL YEAR (%)	STUDENTS	PARENTS	STAFF
Distance Learning	24.4%	24.2%	17.6%
Hybrid Model	33.7%	29.8%	35.2%
Traditional Instruction	41.8%	46%	47%

TOTAL RESPONSES #	STUDENTS	PARENTS	STAFF
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1,599	344	1,136	119
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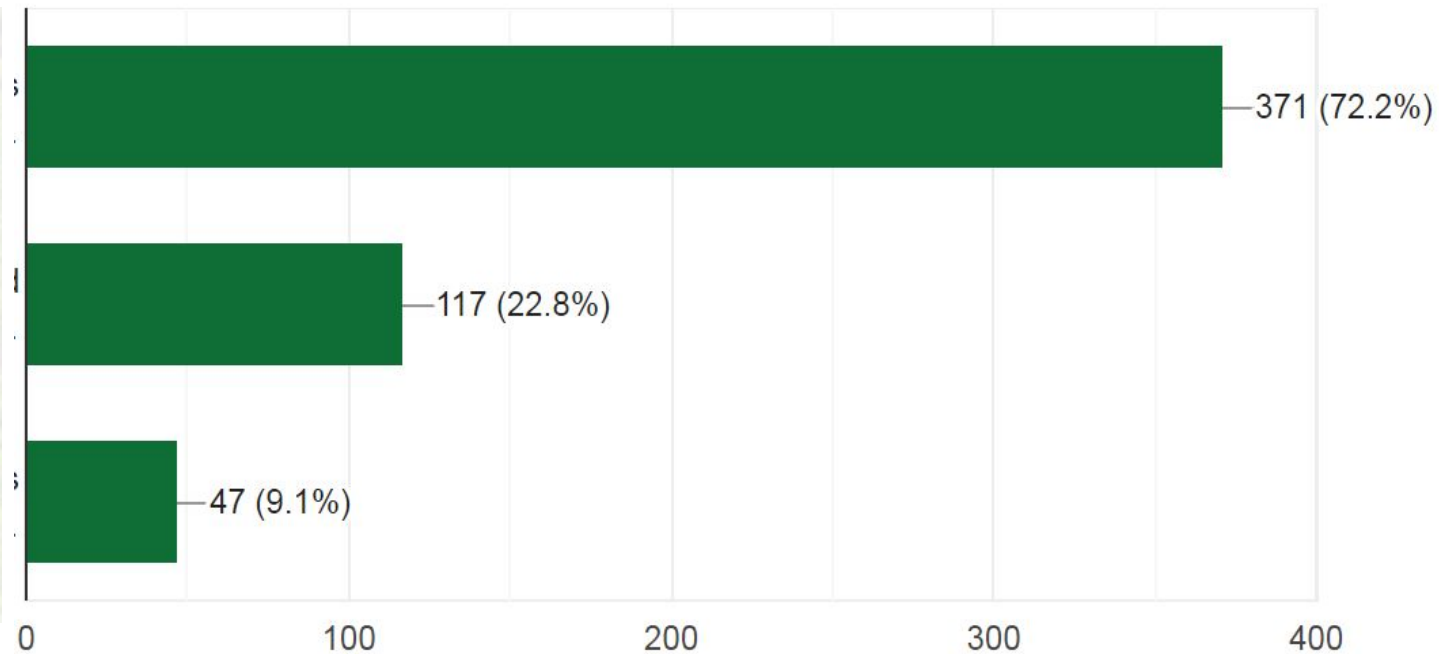
OUR JULY SURVEY DATA RESULTS

What is your preferred instructional model for the 2020-2021 School year?

Full Distance Learning

Hybrid Model

Traditional Model

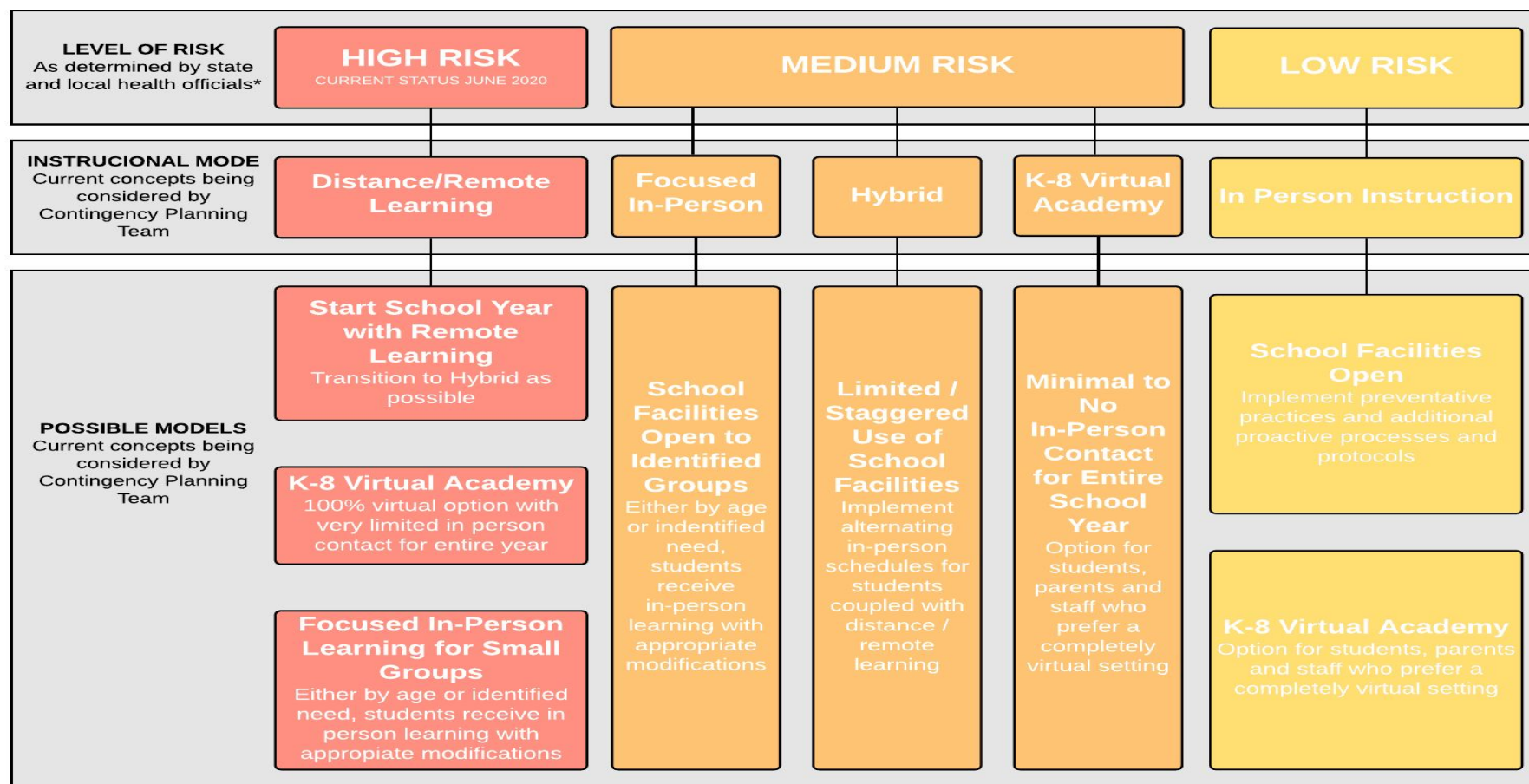


COORDINATION WITH LOCAL AND STATE HEALTH OFFICIALS

<div>Higher Risk <small>as determined by local health officials</small></div>				<div>Medium Risk <small>as determined by local health officials</small></div>				<div>Low Risk <small>as determined by local health officials</small></div>			
<p>All students and staff must wash or sanitize hands as they enter campuses and buses.</p> <p>Engage in symptom screening as students and staff enter campus and buses: Includes visual wellness and temperature checks. Protocols for students/staff who feel ill/experience symptoms when they come to school.</p> <p>No large gatherings: Class sizes at 15:1 or smaller. Stable groupings of students with consistent staff. Implement physical distancing appropriate for age level of students. All staff has PPE with additional PPE by their specific job type.</p> <p>Face coverings for students over the age of 3. Ensure that ventilation systems and fans operate properly. Increase circulation of outdoor air as much as possible by opening windows and doors.</p> <p>Post signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, staying home when sick, good hygiene, and school/district specific protocols.</p> <p>Sanitize facilities frequently - at least daily. Isolate and deep clean impacted classrooms and spaces.</p>				<p>All students and staff must wash or sanitize hands as they enter campuses and buses.</p> <p>Engage in symptom screening for students only. Staff screens at home and reports results upon arrival.</p> <p>Class size depending on size of location</p> <p>Continue physical distancing measures including protocols for large groups and transitions</p> <p>Continue PPE and face coverings as CDC recommends</p> <p>Continue posting signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, staying home when sick, good hygiene, and school/district specific protocols.</p> <p>Continue protocol for students/staff who feel ill/experience symptoms when they come to school.</p> <p>Sanitize facilities frequently—at least daily. Isolate and deep clean impacted classrooms and spaces.</p>				<p>All students and staff must wash or sanitize hands as they enter campuses.</p> <p>Continue posting signage in classrooms, hallways, and entrances to communicate how to stop the spread, COVID-19 symptoms, staying home when sick, good hygiene, and school/district specific protocols.</p> <p>Continue protocol for students/staff who feel ill/experience symptoms when they come to school.</p> <p>Classrooms cleaned regularly, following the nurse/custodial services developed protocol.</p>			
Face Coverings				Hand Sanitizer				Clean / Disinfect			
<p>Recommendations regarding face coverings differ based on the level of community spread. Information will be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make the wearing of</p>				<p>Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap and water should be used for younger children. Hand washing is the best way to clean hands for all ages.</p>				<p>Ensure safe and correct application of disinfectants and keep out of reach of children. Clean/Sanitize frequently touched surfaces, common areas, and school materials with approved safe sanitizer.</p>			
								<p>Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout school days and groups do not mix. All students remain at least 6 ft apart and do not share objects. Continue virtual classes for families who request this type of learning.</p>			

a face covering inadvisable.

GUSD DECISION TREE (PreK-8 Learning Models)



Purpose

The purpose of this plan is to be prepared to reopen Greenfield Union School Districts Schools during the COVID-19 pandemic in order to address learning loss and provide continuity of instruction for all students. The health and safety of all students and staff is a priority.

The COVID-19 pandemic and the resulting shelter-in-place have taken a toll on the social, emotional, and educational needs of students and staff. The virus will stay in circulation until a vaccine is developed, widely available and utilized. **A vaccine is not likely to be in use during the next 18 months and a second wave of infections is expected, possibly coinciding with flu season in October or November 2020.** The second wave may result in returning to school closures. Plan has been developed to tighten and relax restrictions as the data at the local level changes over time.

Governor Gavin Newsom's California's Roadmap to Modify the Stay-at-Home Order describes six indicators that must be met in order for his executive order to be relaxed. He also outlines the requirements that local jurisdictions must meet to relax shelter-in-place orders. The Governor noted in his plan that schools may reopen during [Phase 2 of the California Roadmap](#).

While most schools established their new school year calendar prior to the pandemic, GUSD will stand ready to revise start dates if needed depending upon what is allowed by our state and local health officials. This plan describes what protocols will be followed in order to open our school during the COVID-19 pandemic. District superintendent will provide weekly updates to staff and the community on a start date for when schools are to open and will be communicated at a later date.

Goal

Our goal is to bring students and staff back to school safely following all health and safety protocols to ensure all students receive a high-quality education and continue to prevent the spread of COVID-19 in the community and on school campuses.

The key principles that drive this plan are:

- 1. Keeping students and staff safe and healthy**
- 2. Flexibility must be provided to accommodate for the unique needs of each school and program**
- 3. Ensuring equity and access**
- 4. Providing learning environments that are engaging and keep learning moving forward**
- 5. Key stakeholders are involved in the planning process**

This plan was developed in consultation with school and program leaders, district/school leadership, union leadership and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

Reopen Planning Team Members

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The plan is consistent with applicable state and local orders. It lays out how the school is ready to protect children and employees who are at higher risk for severe illness and how all students and employees will be screened upon arrival for symptoms and history of exposure. The plan also describes how recommended health and safety actions will be in place and how ongoing monitoring will occur.

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Promoting Behaviors that Reduce Spread

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- Staying Home when Appropriate
- Educate staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
 - Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
 - [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
 - Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
- CDC's criteria can help inform when employees should return to work:

- [If they have been sick with COVID-19](#)
- [If they have recently had close contact with a person with COVID-19](#)
- Hand Hygiene and Respiratory Etiquette
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Cloth Face Coverings
 - Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
 - Note: [Cloth face coverings](#) should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
 - [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- Adequate Supplies
 - Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Information is visibly available throughout campuses on Health and Safety practices
 - [signs](#)
 - [promote everyday protective measures](#)
 - [stop the spread](#)
 - [properly washing hands](#)

- [properly wearing a cloth face covering.](#)
- [announcements](#)
- [Videos](#)
- [social media accounts](#)
- [communications resources](#)

Maintaining Healthy Environments

- Cleaning and Disinfection
 - [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, and clean in between use.
- Transportation
 - Transportation Drivers and school vehicles will practice all safety actions and follow protocols as indicated on (e.g., hand hygiene, cloth face coverings). Clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
 - Students and staff will follow an incorporated schedule that reminds all to practice Periodic Hygiene, routine cleaning and disinfection throughout the day.
 - Staff will practice Correct use and storage of [cleaning and disinfection products](#) and securely store them away from children.
 - Our products meet [EPA disinfection criteria](#).
- Ventilation
 - Adequate ventilation such as open windows, and doors and circulating vent air are to remain open and in use when using cleaning products to prevent staff and children from inhaling toxic fumes.
- Shared Objects
 - Discourage sharing of items that are difficult to clean or disinfect.
 - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
 - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Water Systems
 - Water systems and features such as (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after cleaned and sanitized. Drinking Fountains use will not be allowed with the exception only if provided a drinking cup to collect water. Students and Staff are strongly encouraged to bring their own water to minimize use and touching of water fountains.
- Modified Layouts
 - Space seating/desks at least 6 feet apart when feasible.
 - Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
 - Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.
- Physical Barriers and Guides
 - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
 - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- Communal Spaces
 - Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
 - Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- Food Service
 - Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies](#).
 - Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should [wash their hands](#) after removing their gloves or after directly handling used food service items.
 - If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and condiments and ensure the [safety of children with food allergies](#).

Maintaining Healthy Operations

- Protection for Staff and Children at Higher Risk for Severe Illness from COVID-19
 - Telework for staff is available for individuals at a [higher risk for severe illness](#) (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).

- Distance Learning- Is available for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
- Regulatory Awareness
 - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- Gatherings, Visitors, and Field Trips
 - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
 - Limited nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county)
 - Virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
 - Sporting events and participation in sports activities will convene in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.
- Identifying Small Groups and Keeping Them Together (Cohorting)
 - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
 - Limit mixing between groups if possible.
- Staggered Scheduling
 - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
 - Worksites will have (e.g., telework) and flexible work hours (e.g., staggered shifts) to practice social distancing (maintaining distance of approximately 6 feet) between employees as recommended by our state and local health authorities.
- Designated COVID-19 Point of Contact
 - School Nurse will be designated COVID-19 point of contact supported by All Health Team (School Nurse, LVN, Health Aides, Special education & students services department) Covid Coordinator will be responsible for responding to COVID-19 health concerns. Participate in local health committees and report to the superintendent in a timely manner exposures, ill during school, and those of suspected or confirmed cases of COVID-19 virus.
- Communication Systems
 - Systems in place for:
 - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#) (e.g. see “Notify Health Officials and Close

Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).

- Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- Leave (Time Off) Policies and Excused Absence Policies
 - Flexible sick leave policy and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
 - Our leave policy is flexible and does not punish people for taking time off, it allows sick employees to stay home and away from co-workers. Leave policies also account for employees who need to stay home with their children if their child's school or childcare is under closure and to care for sick family members.
 - Policy for return-to-school after COVID-19 illness. see CDC’s [criteria to discontinue home isolation and quarantine](#).
- Back-Up Staffing Plan
 - Monitor absenteeism of students as well as employees, cross-train staff, trained back-up staff.
- Staff Training
 - Train staff on all safety protocols.
 - Conduct training virtually and ensure [social distancing](#) is maintained during training.
- Recognize Signs and Symptoms
 - Conducting daily health checks (e.g., temperature screening and/or [symptom checking](#)) of staff and students.
 - Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC’s [General Business FAQs](#) for screening staff.
- Sharing Facilities
 - All organizations that share or use the school facilities will be ensured to follow CDC’s guidelines and considerations at all times.
- Support Coping and Resilience
 - Employees and students are to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
 - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
 - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
 - Posters and information on the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.

- Advise Staff and Families of Sick Students of Home Isolation Criteria
 - Sick staff members or students should not return until they have met CDC’s [criteria to discontinue home isolation](#).

- Isolate and Transport Those Who are Sick
 - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
 - Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
 - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
 - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Clean and Disinfect
 - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
 - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Notify Health Officials and Close Contacts
 - In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#)
 - Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

Greenfield Union School District 2020-2021 SCHOOL YEAR PLAN

- **Distance Learning:** Students and teachers engage in virtual-only classes, activities, and events.
- **Hybrid Learning:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Traditional Classroom Learning:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Health

Details of the Distance Learning and Hybrid Plan



During distance learning, all staff and students will be 100% of the time at home. GUSD will rely on a distance learning model and schedule until the health situation permits the return of in-person instruction. During distance learning, the well-being of students and staff will be at the forefront. Students will be provided all necessary services that they received in school such as: counseling, behavioral health, IEP and 504 services, and office hours to connect with their teacher using a technology platform. Staff and Students will also be provided with important information regarding safe practices. Staff will also be provided multiple opportunities for healthy wellness activities and check-ins via technology to ensure that they are well and connected to their school site and district during Distance Learning.

In the event that Hybrid Learning is the option of choice, this Health Plan will ensure that all students, staff, parents and community members remain healthy and safe while being provided a top notch educational experience. All of the guidance and directives are recommended from Public Health officials and CDE to ensure the safety of our school. Information regarding health will be communicated in a streamlined manner by our District RN/LVN/Health Aide to students, staff, communities, and families.

Student attendance and accountability will be recorded by teachers using Aeries. It is imperative that students attend school during their cohorts and attend sessions via google meet during Distance and Hybrid learning.

Categories



Health Implementation: Distance and Hybrid Learning




Communication



District Registered Nurse, District Licensed Vocational Nurse, Health Aides, counselors, providers, and case managers will communicate on a weekly basis with students and families on any health related issue to ensure home/school connection and to foster relationships.

District will inform and educate staff, students, families and stakeholders on their role and responsibilities of staying home when ill. Staff will be provided with the necessary support on and off campus. All staff and students will have their temperatures checked upon school entry. Our RN, LVN, and health aides will follow a screening flow chart and Isolation flowchart to ensure that all protocols and policies are being followed from the recommendation of CDC. GUSD will implement an Emergency Exposure Plan for confirmed school exposure by individuals with suspected or confirmed COVID -19 virus cases. All suspected or confirmed cases will adhere to HIPPA regulations. This means that we will not release the names of those individuals. The

	<p>Monterey County Health department will be notified and will dictate next steps.</p> <p>Below are some useful links to support you: Building Developmental Relationships During the COVID-19 Crisis Distance Learning: Tips for Supporting Parents and Families Coronavirus: Managing Stress and Anxiety ADA.gov homepage 2019 novel Coronavirus (COVID-19) Criteria a Employee needs to meet before returning to work if exposed, developed symptoms, or tested positive for Covid-19. Exposure Plan: If a School becomes expose to a confirmed COVID -19 case See Page 3-6</p>
<p>Data / Technology</p> 	<p>All teachers and attendance registrars will be trained on handling and coding of absences. Digital thermometers and other health equipment will be used by an authorized personnel upon school entry. Instructional minutes will be met in accordance with CDE guidelines. Office staff will be trained on handling and coding of absences to track and document student engagement and “attendance” during a prolonged period of hybrid and distance learning.</p> <p>Below are some useful links to support you: How K–12 Schools Monitor Attendance During Remote Learning COVID-19 and Attendance : Aeries Software Chronic Absenteeism in the Time of Coronavirus Aeries Medical Data Overview</p>
<p>Policy / Governance</p> 	<p>All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. COVID19 health information will be shared via parent square, District Website, Social Media, and/or mail. All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. CDC guidelines will be posted in Spanish and English at all school sites and the District Office.</p> <p>Below are some useful links to support you: Centers for Disease Control and Prevention (CDC) https://www.cde.ca.gov/ Centers for Disease Control and Prevention (CDC)</p>

<p>Human Resources</p> 	<p>All Health matters are reported to Human Resources. Check in on teachers and staff to promote a sense of community and continue to provide wellness activities via Google Meet or Zoom.</p> <p>GUSD will encourage staff with underlying health conditions 65 years or older to work closely with their healthcare provider to determine if it is safe for the employee to attend work or advised to stay safer at home. Ensure schools and administrative offices have an adequate supply of PPE for both staff and students.</p> <p>Below are some useful links to support you:</p> <p>https://covid-b2b.blueshieldca.com/</p> <p>COVID-19 Employee Wellness Toolkit</p> <p>Pandemic Preparedness in the Workplace and the Americans with Disabilities Act</p> <p>How HR Can Support Employees During COVID-19</p> <p>Older Adults</p>
<p>Finance</p> 	<p>Monies will be set aside to continue to provide wellness activities, health training for staff, and Monterey County behavioral services for students.</p> <p>Cost will be encumbered for PPE, automated sanitizer machines, Keenan training modules, professional development and cost for thermometers and other health equipment.</p> <p>Below are some useful links to support you:</p> <p>Welcome to Monterey County Behavioral Health</p> <p>Hand Hygiene Recommendations</p> <p>Coronavirus Awareness</p>
<p>Professional Development</p> 	<p>Professional development specific to health will be offered virtually in the event that school resumes at any given notice. Training will be provided to all stakeholders impacted virtually.</p> <p>The District and Site Admin will continue to check in on teachers and staff as well as provide wellness activities via Google Meet or Zoom.</p> <p>Training will be provided to all employees relating to health practices and proper use of Personal Protective Equipment by our District RN and LVN upon the return to school.</p> <p>Below are some useful links to support you:</p> <p>https://www.wested.org/covid-19-resources/#health-safety-well-being</p> <p>Social Distancing, Quarantine, and Isolation</p> <p>Hand-washing Steps Using the WHO Technique</p>

Safety


Details of the Plan









Under the safety category in the document provided by the [CDE, A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS](#), the checklist below lists main categories for safety. The highlighted categories are particularly germane to safety in the classroom.


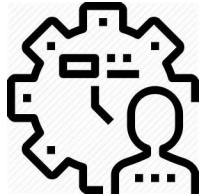

This checklist covers the following main categories:


1. Local Conditions to Guide Reopening Decisions
2. Plan to Address Positive COVID-19 Cases or Community Surges
3. Injury and Illness Prevention Plan
4. Campus Access
5. Transportation
- 6. Hygiene**
- 7. Protective Equipment**
- 8. Physical Distancing**
- 9. Cleaning/Disinfecting**
10. Employee Issues
11. Communication with Students, Parents, Employees, Public Health Officials, and the Community

Distance Learning	Categories	Implementation
	Communication 	<p>District will utilize Parent Square to send out all communication to families and staff. GUSD will implement an Emergency Exposure Plan for confirmed school exposure by individuals with suspected or confirmed COVID -19 virus cases. All suspected or confirmed cases will adhere to HIPPA regulations. This means that we will not release the names of those individuals. The Monterey County Health department will be notified and will dictate next steps.</p> <p>All areas of the school will be thoroughly disinfected. Once disinfected, areas will remain closed. School personnel will make arrangements to enter school sites and areas will be disinfected upon exit.</p>

	Data / Technology 	<p>Follow disinfecting and cleaning products application instructions. Maintenance requests will be reviewed regularly to keep our facilities in top working conditions.</p>
	Policy / Governance 	<p>All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. Implement policy / practice for a check system to insure maintenance and custodial work orders are completed immediately.</p>
	Human Resources	<p>Staff will be trained through the Kennan. Training will include safety and regulations during COVID-19. In addition to an online training system, professional development will be produced by our in-house experts. These training will be delivered in person and through videos. The topics will include but not be limited to:</p> <ul style="list-style-type: none"> • Physical distancing • Symptom screening • CDC guidelines Use of Masks • CDC guidelines When and How to wash your hands <p>Students will also receive frequent training in safety. All training will be reviewed and updated as needed to keep up with the ever changing virus of COVID-19.</p>
	Finance 	<p>During this time, the following budgets will be utilized to purchase all necessary safety equipment.</p> <ol style="list-style-type: none"> 1. Maintenance, Operations & Transportation Budgets 2. Grants 3. MCOE Cal Emergency Serv <p>These budgets will be used to purchase items such as digital thermometers, plexiglass for offices, plexiglass for student and teacher desks, additional disinfectants, Personal Protective Equipment such as face shields and disposable masks, mesh fencing to close play structures, additional garbage cans, etc.</p>

Hybrid Learning		
	Professional Development 	Production of safety videos for safe sanitation of classrooms, technology equipment and the use of personal hygiene.
	Details of the plan	Utilize the CDE, A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS to insure safety in daily activities. Follow the CDE's 10 main guidelines to insure safety in student arrival, classroom instruction, recess, lunch, restrooms, drinking fountains and transportation.
	Categories	Implementation
	Communication 	<p>District will utilize Parent Square to communicate with families and staff.</p> <p>All areas of the school will be thoroughly disinfected. The campus will be thoroughly cleaned every day. Additional deep cleaning will occur on Wednesdays and Fridays. This will ensure the school is ready to receive the next cohort of students.</p>
	Data / Technology 	Follow disinfecting and cleaning products application instructions. Maintenance requests will be reviewed regularly to keep our facilities in top working conditions. All work orders will be prioritized in terms of student and staff safety. All work orders related to keeping our facilities safe and in working order will be completed immediately.
	Policy / Governance	All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. Implement policy / practice for a check system to ensure maintenance and custodial work orders are completed

		<p>immediately.</p>
	<p>Human Resources</p> 	<p>Staff will be trained through the Kennan. Training will include safety and regulations during COVID-19. In addition to an online training system, professional development will be produced by our in-house experts. These training will be delivered in person and through videos. The topics will include but not be limited to:</p> <ul style="list-style-type: none"> • Physical distancing • Symptom screening • CDC guidelines Use of Masks • CDC guidelines When and How to wash your hands <p>Students will also receive frequent training in safety. During the first week of school in hybrid learning, students will receive training on the importance of social distancing and other COVID-19 safety precautions. All training will be reviewed and updated as needed to keep up with the ever changing virus of COVID-19.</p> <p>When appropriate, areas of the will be retrofitted with plexiglass to adhere to social distancing.</p>
	<p>Finance</p> 	<p>During this time, the following budgets will be utilized to purchase all necessary safety equipment.</p> <ol style="list-style-type: none"> 4. Maintenance, Operations & Transportation Budgets 5. Grants 6. MCOE Cal Emergency Serv <p>These budgets will be used to purchase items such as digital thermometers, plexiglass for offices, plexiglass for student and teacher desks, additional disinfectants, Personal Protective Equipment such as face shields and disposable masks, mesh fencing to close play structures, additional garbage cans, etc.</p>

	Professional Development 	Production of safety videos for safe sanitation of classrooms, technology equipment and the use of personal hygiene.
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Instructional Program

Details of the Distance Learning Plan



GUSD will implement a full distance learning model if instructed to close schools by the Monterey County Health Department. Full distance learning will require students to receive their education, including intervention and enrichment, from their home. The primary method of instruction will be through digital platforms. Every student will have a schedule to video conference with their teacher and classmates. It is imperative for students to meet with their teachers during their assigned time as they will be receiving a grade. GUSD will give every student a grade of credit or no credit unless notified of a change in grading system. The platform used for distance learning assignments will be google classroom. Google classroom will also be used for asynchronous learning where teachers can upload videos. Online learning is the preferred method of instruction during distance learning. In the event that families do not have access to WiFi or other circumstances that would prevent students from accessing their assignments online, students will be provided with learning materials until WiFi can be secured. These learning materials will be provided on a case by case basis and must be submitted to their teacher for credit. Social emotional lessons will also be available during distance learning.

Distance Learning

Categories

Implementation

Communication




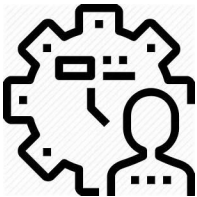
While students are not at school, they will be required to attend online sessions. This includes additional sessions for intervention and academic support. Teachers will use Google Classroom as their source of communication with students. Online learning sessions will take place on Zoom/Google Meet. Schools will communicate with parents through Parent Square.



Data / Technology






We will create a survey for teachers to identify their areas of strength and areas of need during distance and hybrid learning. The data will be used to provide professional development for the teachers on August 10th and 11th and will be ongoing. We will also determine what programs and platforms we will be using as a district to narrow in on professional development for teachers, students and parents. Furthermore, we will identify WIFI needs across the city and check in on which homes still need WiFi and work with external partners to get all students connected. Students will have 1:1 devices in order to engage in distance learning

		<p>with tech support available.</p> <p>Below are some useful links to support you:</p> <p><u>Hotspot Tethering on an iPhone/Ipad</u></p> <p><u>Hotspot Tethering on an android</u></p> <p><u>Hotspot Tethering on an Android Samsung Galaxy</u></p>
	<p>Policy / Governance</p> 	<p>All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. For the duration of distance learning, attendance will be taken through Zoom or Google Hangout sessions with teachers. All students will be required to Zoom with their teachers during their assigned times. Taking attendance will allow GUSD to determine which students are engaging in learning. All of our attendance information will be revised to include distance learning and hybrid learning as attendance is mandatory. Attendance procedures and protocols will remain the same regardless of the learning model. Truancy will be monitored and reported. We will continue to support families in meeting attendance requirements.</p> <p>Greenfield Union School District has adopted a hold harmless grading policy in accordance with the California Department of Education. Students will be required to participate in distance learning or hybrid learning in order to receive credit for each quarter. GUSD will also review 8th grade promotion requirements to ensure every 8th grader and their family understand the promotion requirements.</p> <p>During the period of distance learning, GUSD will support Special Education students, foster and homeless youth, migrant students and English Learners. These students will continue with their educational goals and receive support through frequent check-ins with their teachers. In addition, we encourage students and families to communicate with their school site liaison and staff if they are in need of additional support or supplies. Enrichment will also be provided for students.</p> <p>Students with IEPs will be supported and initial, annual and triennial IEPs will be held to the extent possible. Case carriers will continue to communicate with families in order to hold meetings and update families on their child's progress.</p> <p>Senate Bill 98 (SB 98) outlines requirements regarding distance and hybrid learning - one of those being</p>

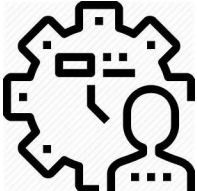

		<p>instructional minutes. As indicated by SB 98, our current instructional minutes abide by the ranges described in SB 98—whether we participate in either distance or hybrid learning: Ranging from “180 minutes for kindergarten, 230 minutes for grades one through three and 240 minutes for grades four through twelve.” For distance learning, our instructional time “shall be based on the time value of assignments as determined, and certified to, by an employee of [our district] who possesses a valid certification document.” Moreover, in order to meet the required instructional day requirement of 180 days, the governing board shall define our instructional day in which all pupils are scheduled for the length of the day established by the governing board of the LEA in a classroom under the immediate supervision of a certificated employee.</p>
	<p>Human Resources</p> 	<p>GUSD will engage with stakeholders to update the Memorandum of Understanding (MOU) and address relevant employee concerns as they apply to COVID-19.</p> <p>Ensure that staffing levels are sufficient to provide distance learning instruction to students.</p> <p>Develop and provide staff training:</p> <ul style="list-style-type: none"> • Physical distancing • Symptom screening • CDC guidelines Use of Masks • CDC guidelines When and How to wash your hands • CDC guidelines Cleaning and disinfecting <p>Identify and plan for COVID-19 related teacher or staff absences to ensure students are receiving instruction.</p> <p>Establish protocols for teachers or staff who need to enter campus.</p> <p>Below are some useful links to support you:</p> <ul style="list-style-type: none"> • CDC guidelines Use of Masks • CDC guidelines When and How to wash your hands • CDC guidelines Cleaning and disinfecting

	Finance 	<p>Additional costs for distance learning will include professional development for staff to support remote instruction. It will be necessary to ensure that all families have WiFi, ChromeBooks or other devices, and adequate school supplies. Some devices may need repairs or replacing if damage was sustained during the previous school year.</p> <p>Below are some useful links to support you:</p> <ul style="list-style-type: none"> • ChromeBook Prices • WiFi Bus Schedule
	Professional Development 	<p>We will provide professional development for the following stakeholders:</p> <ul style="list-style-type: none"> ○ Students- Google Classroom, i-Ready, Benchmark Advance, Eureka Math, Stemscopes, Collections, Carnegie, Clever, etc. ○ Parents: Google Classroom, Aeries, ParentSquare, Clever, etc. ○ Teachers: Google Classroom, Zoom, Google Meets, Hyperdocs, Clever, etc. <p>Below are some useful links to support you:</p> <p>EdTech Website</p> <p>ELA Website</p> <p>Math Website</p> <p>ECE Website</p> <p>Science Website</p>
Hybrid Learning	Details of hybrid learning plan	<p>For our Elementary sites, we will be utilizing a two-cohort hybrid model, with Cohort A on-site Mondays and Tuesdays and Cohort B on-site Thursdays and Fridays. Cohorts will alternate on the Wednesday Response to Intervention (RTI) days to prevent mixing cohorts of students. Intervention and enrichment will be provided for students through small group instruction and assignments. On-site days will be shortened to allow teachers to host an online session with off-site cohorts. When off-site, cohorts are working on interactive, meaningful assignments as well as attending virtual Library and VAPA sessions.</p>

		<p>Middle school students will be divided into two cohorts (A and B). Students in Cohort A will attend classes on campus Mondays and Tuesdays. Students in Cohort B will attend classes on campus Thursdays and Fridays. While on campus, students will follow an eight-period bell schedule (including lunch) that maintains all course offerings. Students who are not on campus will work on assignments for all classes. The school day will be shortened by twenty minutes to allow for teachers to host a twenty minute online academic support session for off-site cohorts.</p> <p>At all sites, Wednesdays will be used for teacher collaboration and targeted intervention. Rotating cohorts of students will be receiving on-site intervention and academic support in the morning. Teachers will also be given time to meet with department and grade level teams to plan lessons, assignments, and assessments and analyze data. These shortened days will also provide time for staff meetings, professional development, and additional teacher prep time.</p> <p>At all sites, in weeks with a Monday holiday (there are 5 throughout the 20-21 school year), Cohort A will be on-site Tuesday/Wednesday and the Response to Intervention/planning day will be skipped to allow for more in-person instruction.</p> <p>At all sites, off-site cohorts are required to attend the afternoon online sessions during their designated time. Bell schedules will be provided for each grade level.</p>
	Categories	Implementation
	Communication 	<p>Communication of our model is highly critical to ensure student success. We will communicate with parents, students, and staff on the instructional schedule and its expectations around Monday holidays, attendance, our Wednesday “Intervention Day”, end-of-day “check-ins”, and non-negotiables when students are not physically at school. This information will be presented to families via Parent Square.</p>
	Data /	We will create a survey for teachers to identify their areas of strength and areas of need during distance and

	<p>Technology</p> 	<p>hybrid learning. The data will be used to provide professional development for the teachers on August 10th and 11th and will be ongoing. We will also determine what programs and platforms we will be using as a district to narrow in on professional development for teachers, students and parents. Furthermore, we will identify WIFI needs across the city and check in on which homes still need WiFi and work with external partners to get all students connected. Students will have 1:1 devices in order to engage in distance learning with tech support available.</p> <p>Below are some useful links to support you:</p> <p><u>Hotspot Tethering on an iPhone/Ipad</u></p> <p><u>Hotspot Tethering on an android</u></p> <p><u>Hotspot Tethering on an Android Samsung Galaxy</u></p>
	<p>Policy / Governance</p> 	<p>All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. Students will attend school a minimum of 2 days a week for in person instruction. On-site days will be shortened to allow teachers to host an online session with off-site cohorts.</p> <p>Attendance will be taken at every school in order to safeguard the safety of our students. Taking attendance will allow GUSD to determine which students are engaging in learning and also, keep families informed in the event that the Monterey County Health Department informs the district of a positive COVID-19 test. All of our attendance information will be revised to include distance learning and hybrid learning as attendance is mandatory. Attendance procedures and protocols will remain the same regardless of the learning model. Truancy will be monitored and reported. We will continue to support families in meeting attendance requirements.</p> <p>Greenfield Union School District has adopted a hold harmless grading policy in accordance with the California Department of Education. Students will be required to participate in distance learning and hybrid learning in order to receive credit for each quarter. GUSD will also review 8th grade promotion requirements to ensure every 8th grader and their family understand the promotion requirements.</p> <p>During the period of hybrid learning, GUSD will support Special Education students, foster and homeless youth, migrant students and English Learners. These students will continue with their educational goals and receive</p>

		<p>support through frequent check-ins with their teachers. In addition, we encourage students and families to communicate with their school site liaison and staff if they are in need of additional support or supplies. Enrichment will also be provided for students.</p> <p>Students with IEPs will be supported and initial, annual and triennial IEPs will be held to the extent possible. Case carriers will continue to communicate with families in order to hold meetings and update families on their child's progress.</p> <p>Senate Bill 98 (SB 98) outlines requirements regarding distance and hybrid learning - one of those being instructional minutes. As indicated by SB 98, our current instructional minutes abide by the ranges described in SB 98—whether we participate in either distance or hybrid learning: Ranging from “180 minutes for kindergarten, 230 minutes for grades one through three and 240 minutes for grades four through twelve.” For hybrid learning, our instructional time will constitute both in-person instruction and distance learning assignments. Moreover, in order to meet the required instructional day requirement of 180 days, the governing board shall define our instructional day in which all pupils are scheduled for the length of the day established by the governing board of the LEA in a classroom under the immediate supervision of a certificated employee.</p>
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	<p>Human Resources</p> 	<ul style="list-style-type: none"> • Identify and plan for COVID-19-related teacher or staff absences to ensure students are receiving instruction (more information listed under health and safety sections of this document). • Plan to provide instruction for absences when substitutes are not available • Develop and provide staff training: <ul style="list-style-type: none"> ○ Physical distancing ○ Symptom screening ○ CDC guidelines Use of Masks ○ CDC guidelines When and How to wash your hands ○ CDC guidelines Cleaning and disinfecting • Provide support with protocol for movement of students throughout the campus. • Substitutes will provide instruction and will follow the CDC Guidelines listed in the GUSD school plan for reopening hygiene protocols such as handwashing, the use of masks, social distancing at all times and disinfecting properly after each section. • Elementary teacher prep time will be provided at the end of the day after online sessions with students working at home • Elementary school: VAPA and PE class will be provided to students virtually via online on the non-campus days for cohorts • Middle school teachers, both prep time and P.E. will occur during their regularly scheduled day <p>Below are some useful links to support you:</p> <ul style="list-style-type: none"> • CDC guidelines Use of Mask • CDC guidelines When and How to wash your hands • CDC guidelines Cleaning and disinfecting
	<p>Finance</p> 	<p>Additional costs for hybrid learning will include professional development for staff, to support hybrid instruction, as needed. It will be necessary to ensure that all families have WiFi, ChromeBooks or other devices for home and school use. Some devices may need repairs or replacing if damage was sustained during the previous school year. Additional devices may be needed for school use if the device is forgotten at home. Additional school supplies may be needed in order to limit sharing between students and staff.</p>

Professional Development



We will provide professional development for the following stakeholders:

- Students- Google Classroom, i-Ready, Benchmark Advance, Eureka Math, Stemscores, Collections, Carnegie, Clever, etc.
- Parents: Google Classroom, Aeries, ParentSquare, Clever, etc.
- Teachers: Google Classroom, Zoom, Google Meets, Hyperdocs, Clever, etc.

Below are some useful links to support you:



[EdTech Website](#)


[ELA Website](#)



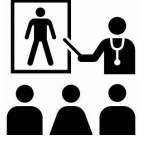
[Math Website](#)

[ECE Website](#)

[Science Website](#)

Family Engagement and Support	
<p>Details of the plan</p> 	<p><u>Distance Learning Model:</u></p> <ul style="list-style-type: none"> ○ 100% Families are contactable (ParentSquare App. Mandatory) ○ Communication is key: Post all announcements on Social Media (ParentSquare, Facebook, Twitter, YouTube, District Website, Google Hangout, Google Voice), Weekly Bulletin Boards (All school sites), Utilizing Google Analytics to track engagement ○ Engage families through one-way (phone calls) and two-way communication channels ○ Reassure parents that they have the most up-to-date information ○ Parent/ Community Orientation-Virtual (Early August) ○ Provide professional development opportunities on all virtual learning platforms <p><u>Hybrid Model:</u> We will continue to follow all Distance learning procedures and also include the following;</p> <ul style="list-style-type: none"> ○ Modified Meeting Arrangements (Small groups size pending current state and county guidelines) ○ In-Person Professional Development (Parent Cafes, Parent Academies, PD in our FRC) ○ The Three Way Pledge is a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve during the pandemic. ○ Modified Office Visitation Procedures
Categories	Family Engagement Implementations: Distance AND Hybrid Learning
<p>Communication</p> 	<p>Mandatory ParentSquare App. for all communications with current contact information is up-to-date.</p> <p><u>One-Way Communication:</u> Automated phone calls, video tutorials, and monthly newsletters will be used for support.</p> <p><u>Two-Way Communication:</u> One centralized location will be our GUSD website. ParentSquare will be used for Posts, Alerts, Notices, and Community Messages. GUSD will also use social media platforms of Facebook, Twitter, YouTube, and Instagram.</p> <p><u>Family Resource Center</u> communications will include office hours and any COVID-19 Guidelines.</p> <p><u>WiFi Connectivity:</u> All families can connect to the Greenfield free WiFi Network. Please contact school offices if you need assistance.</p> <p>Below are some links to support you:</p>

	<p> Annual Notification to Parents and Students 2020-2021 AERIES Parent Portal ParentSquare YouTube GUSD Website Monterey County Guidelines Free WiFi locations in Greenfield 3 Way Pledge (link) <u>How to Videos</u> Zoom Facebook Parentsquare Instagram Twitter </p>
<p>Data / Technology</p> 	<ul style="list-style-type: none"> • Tracking and monitoring data on Aeries and ParentSquare (contact information). • Attendance Tracking and reporting on a weekly basis. • Provide Parent Square sign up in registration packet. • Run a shared document by site from AERIES. <p>Below are some links to support you:</p> <ul style="list-style-type: none"> • https://greenfieldusd.asp.aeries.net/student/LoginParent.aspx?page=default.aspx • www.parentsquare.com
<p>Family Resource Center</p>	<ul style="list-style-type: none"> • One Stop Shop for all information • Food and material distribution closet • Translation • Medical (SVMH Mobile Clinic) • Guiding Parents on appropriate services <p>Family Resource Information: 493 El Camino Real Greenfield CA Suite A (831) 674-2840</p>

	FRC Pamphlet Link: English & Spanish
Human Resources 	<ul style="list-style-type: none"> • Check in on parents and community partners to promote a sense of community • Continue to provide wellness activities via Google Meet or Zoom <p>Below are some links to support you: https://covid-b2b.blueshieldca.com/COVID-19 Employee Wellness Toolkit</p>
Finance 	<p>We will continue to have the finances available for family and community engagement. We will also have funds available for professional development and continue to have our communication platforms such as ParentSquare and district website. Our Family Resource Center will also have additional supplies that we will be providing our families that are most in need.</p>
Professional Development 	<p>Trainings & Outside agencies Supports(Virtual and in person opening state and county guidelines)- Videos on ParentSquare, Navigating the website, ParentSquare, Facebook, Twitter, Youtube, District Website, Google Hangout, Google Voice, Zoom, digital citizenship Parent Cafes workshop-Via Zoom, Google hangout, Youtube, FaceBook Live Parent Academy -Via Zoom, Google hangout, Youtube, FaceBook Live Training on Social Distancing Training on handwashing and Face Coverings Importance of wearing a mask</p> <p>Below are some links to support you: ParentSquare Blog Parent Involvement Has Always Mattered. Will The COVID-19 Pandemic Finally Make This The New Normal In K-12 Education? Equity and Family Engagement COVID-19 Resources – A Brief List Parents' Deep Engagement In Remote Learning During COVID-19 Will Redefine Relationships Between Families And Schools Engaging Families to Support Distance Learning During COVID-19 School Closures</p>

Social Emotional Wellness and Support

Details of the Plan for Distance and Hybrid Learning Models:



At GUSD, we believe in having a comprehensive plan that will support students, families and staff with their social-emotional needs. Whether we offer services onsite or online, rest assured that we will have a way to support you. A component of our multi-tiered system of support is articulated below in tiers and is defined below.

Tier I Social-Emotional Supports:

A general level of support and systems are available to ALL students, families and staff.

Tier II Social-Emotional Supports:

Tier 2 is intended for those individuals who may be non-responsive to the interventions and supports as offered in tier 1. Tier 2 offers a higher level of social emotional support. All of our stakeholders have access to these services through our referral process. With regards to students, students may be referred to a student study team where the team will specifically decide what supports and interventions are needed to address the students social emotional concerns within the academic/school setting.

Tier III Social-Emotional Supports:



Tier 3 is specifically designed to support students, families and staff that appear to present with a severe level of social emotional concern and/or need. Tier 3 is intended for those individuals who may be non-responsive to the interventions and supports as offered in tier 2. Tier 3 is more individualized and designed to specifically target the area of social emotional need and/or concern. With regards to students, the student study team may refer a student to receive clinical support such as that offered through the MCBH where the student will receive individualized therapeutic counseling within the school setting. Other services are available to support the student within the home setting. These services can be advocated by the student study team. For these higher levels of social emotional support, the parent will have to agree to these services, as well as give written consent and sign a release of information form so information can be exchanged with the outside agency.




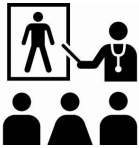
With regards to students, students who appear to be unsuccessful with all the support and interventions as offered in Tiers 1, 2, and 3; the student study team may refer the student to be assessed for special education services. The student study team will fill out the referral form (REI) (Initial Referral for Special Education Assessment) and send it to the special education office for

review. If approved, the special education department will initiate the process to have the student assessed. The special education psychoeducational evaluation is used to help determine if the student has a learning disability and/or if the student has a social emotional disability that is adversely affecting his or her performance within the academic/school setting. If the student qualifies for special education services, the student will receive an Individualized Education Plan (IEP) that is specifically designed to support his or her academic and/or social emotional needs.




	Tier I	Tier II	Tier III
Students <i>Provided by school counselors and teachers</i>	<p><u>Hybrid Learning:</u> Drop-in services will be offered to all students.</p> <p><u>Distance Learning:</u> Second Step curriculum</p> <ul style="list-style-type: none"> Monthly guidance lessons will be offered through the GUSD counselor website. The 5 core competencies curriculum is offered online and will be supported by GUSD counselors. Wrap-around services are available and can be discussed and requested as needed. Assemblies will be offered to enhance academic learning, as well as Social Emotional Learning. Theme spirit weeks will be offered to promote and enhance the students' self-awareness. 	<p><u>Hybrid Learning:</u></p> <ul style="list-style-type: none"> Student Success Teams are offered to support and promote student success within the academic setting. Quarterly promotion status meetings with students, respective parents/guardians, and counselors will be held to communicate promotion eligibility. Check-in and check-out are support systems offered within the academic setting and used to enhance and support such areas as attendance, behavior and social emotional concerns. <p><u>Distance Learning:</u> Group counseling services will be offered and topics will include, Restorative Justice, SSTs</p> <ul style="list-style-type: none"> Quarterly promotion status meetings with students, 	<p><u>Hybrid Learning:</u></p> <ul style="list-style-type: none"> While on campus, students will have access to counseling sessions. Sessions may include: Emergency SSTs, 8th Grade Promotion Status parent/ student meetings, and check-in/ check-out services for attendance, behaviors and self harm concerns. The counselors will also run Restorative Justice circles for conflict resolution. Counselors will refer students to outside resources like Monterey County Behavioral Health, YWCA, Home to Harmony, private Counseling and the Parent Project. <p><u>Distance Learning:</u></p> <ul style="list-style-type: none"> The counselors will continue to run online services as





		<ul style="list-style-type: none"> College and Career Fairs will be offered to promote higher education awareness. <p>Positive Behavior Intervention Supports (PBIS): All students and staff participate in our semester based PBIS kick off assemblies to model positive behavior expectations. All students also have access to the PBIS reward systems such as Grizzly bucks, Kodiak cash, etc. Students may redeem their “cash” at their site based PBIS store. Staff have access to the infraction process for minor student discipline issues.</p>	<p>respective parents/guardians, and counselors will be held to communicate promotion eligibility.</p> <ul style="list-style-type: none"> Check-in/check-out are support systems offered for distance learning and are used to enhance and support such areas as attendance, behavior and social emotional concerns. <p>PBIS: Staff will have access to a referral process for a behavioral SST and Tier II and Tier III counseling. Attendance is also included as part of the SST process.</p>	<p>well. These will include: Individual Counseling, 504/IEP counseling, Emergency SSTs and Wrap-around Services (MCBH, Harmony-at-Home, YWCA & other referrals). Students also will have access to PBIS small group Tier III counseling upon teacher referral.</p>
	<p>Families <i>Provided by school and office staff</i></p>	<ul style="list-style-type: none"> Families who participate in the Student Success Teams (SSTs) will understand the purpose of these particular meetings and their critical role in the process. Families have access to the Tier II referral process and will be able to access at any time should their child have a need. 	<p>Families have access to the Tier III referral process and will be able to access at any time should their child have a need. Some of our current partnerships that support via this Tier III structure include but are not limited to Harmony at Home, YWCA, Strengthening Families, and Parent Project.</p>	

	<table> <tr> <td data-bbox="331 139 600 370"> Staff <i>Provided by the Human Resources department</i> </td><td data-bbox="600 139 2009 370"> All staff have access to participate in district-wide activities to support their health and wellness that includes but is not limited to yoga, basic fitness, healthy cooking classes, flu shots, biometric screenings, walking and other fitness type of competition. The district office will be producing a schedule to demonstrate all activities accessible to all staff. </td></tr> </table>	Staff <i>Provided by the Human Resources department</i>	All staff have access to participate in district-wide activities to support their health and wellness that includes but is not limited to yoga, basic fitness, healthy cooking classes, flu shots, biometric screenings, walking and other fitness type of competition. The district office will be producing a schedule to demonstrate all activities accessible to all staff.
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Categories	Social-Emotional Wellness: Distance AND Hybrid Learning		
<p>Communication</p> 	<p>Greenfield Union School District will provide information to parents through the various available platforms. The following are platforms that the district will use to communicate information during the school year to help make information accessible to all Greenfield Union School District families: Google Meets, Zoom, YouTube, Parent Square, voice calls, texts, voice calls and social media platforms such as Instagram, GUSD Counselors Website, Facebook, and Twitter. This will help ensure the communication between the district, schools and families is clear and easily accessible.</p> <p>Below are some links to support you: Need help creating accounts to social media platforms? See the instructions below: Zoom: https://www.youtube.com/watch?v=9w3Y_9FLgc4 Facebook: https://www.youtube.com/watch?v=ZSFyB_I9Qnl Parentsquare: https://www.youtube.com/watch?v=QyosnpErXlw, https://www.youtube.com/watch?v=xDtK3Hkjl4A Instagram: https://www.youtube.com/watch?v=xis8JfqwOTM Twitter: https://www.youtube.com/watch?v=nPU9QBuTQ3A GUSD Counselor Website: https://sites.google.com/greenfield.k12.ca.us/gusd-counselors/home</p>		
<p>Data / Technology</p> 	<p>The following technology platforms will be utilized to deliver services: Google Hangouts, Google Classroom, Google Website, Google Forms, Zoom, YouTube, and social media platforms such as Instagram.</p> <p>Data will be gathered via the Counselor Request Form (per school site), Aeries reports (e.g. attendance, grades, discipline), and the universal screener (per school site) given three times a year.</p>		

<p>Policy / Governance</p> 	<p>All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. COVID19 health information will be shared via parent square, District Website, Social Media, and/or mail.</p>
<p>Human Resources</p> 	<p>Staff will also receive social-emotional services as evident through our tiered system above and will be informed of these opportunities via email and/or staff meetings.</p>
<p>Finance</p> 	<p>Our counselors are fully-equipped to provide professional development to staff. In the event that there are issues in which additional supports are needed, funds have been encumbered to ensure we can provide the training necessary.</p>
<p>Professional Development</p> 	<p>Professional Development will be provided for teaching staff via Google Slides, YouTube Channels, and when appropriate, through online meetings with Counselors. Topics which may be covered include: Second Step Curriculum, identification of students in need, and the use of the GUSD counselor website.</p>

Nutrition and Food Support

<p>Details of the Distance Learning and Hybrid Learning Plan</p> 	<ul style="list-style-type: none"> • <u>Breakfast</u>: Students pick up hot meals at temperature stations to eat in classrooms. <u>Grab-n-go</u>: daily meals distributed at all sites 8:30-10:00 a.m. for distance learners. <u>Lunch</u>: a variety of hot meals delivered to all classrooms. Students will eat outdoors in designated areas, supervised by Student Supervisor Assistants to enforce physical distancing guidelines. <u>ASES</u>: Dinner with a snack delivered to classrooms. • Sanitation wipes available. • Trash collection for all meal periods. • Daily sanitation of all cafeteria areas and classrooms.
<p>Categories</p>	<p>Implementation: Distance AND Hybrid Learning</p>
<p>Communication</p> 	<ul style="list-style-type: none"> • Services and menus: Greenfield Union School District will provide communication via ParentSquare, Website, and Site Notifications/Banners. • Students on distance learning will be able to pick up breakfast and lunch daily from all sites with staff adhering to safety guidelines such as wearing masks and gloves while maintaining 6' social distances from others to the extent possible. <p>Below are some links to support you: GUSD Food Services Website: https://www.greenfield.k12.ca.us/food-services</p>
<p>Data / Technology</p> 	<ul style="list-style-type: none"> • Food service staff will use Titan software to account for all meals distributed for students that are in school and on a distance learning model. • Food allergies will be noted to staff from the enrollment process. Other options will be available for students with allergies noted on their student file. • Menus will continue to be posted on our GUSD website

<p>Policy / Governance</p> 	<ul style="list-style-type: none"> • All COVID Board policies are up to date with the GUSD Governing Board as released from CSBA. • Child Nutrition guidelines will be followed during the pandemic • Child Nutrition Q & A's regarding food services during the pandemic <p>Below are some links to support you: https://www.fns.usda.gov/disaster/pandemic/covid-19 https://www.fns.usda.gov/covid-19/questions-answers-related-covid-19#cn</p>
<p>Human Resources</p> 	<p>We will ensure that all sites are safe through continued professional development for food service staff during and following the pandemic.</p>
<p>Finance</p> 	<ul style="list-style-type: none"> • Appropriate funds and grants will be used to provide personal protective equipment to ensure the safety of students, staff, and community members • Reimbursement claims will be filed monthly with CDE for all in-school meals served • Waivers have been approved by CDE for continued reimbursement for grab-n-go meals through June 2021
<p>Professional Development</p> 	<p>Professional development following Monterey and CA Departments of Health and CA Dept. of Child Nutrition guidelines will include: serving students when in school and in a distance learning model, storage and packaging of food, hand-washing, sanitation of work areas, proper use of PPE, and proper use and sanitation of all kitchen tools.</p>

REOPENING SCHOOLS PLAN GLOSSARY

Contingency	A circumstance which is possible but can not be predicted with certainty
Double Back Routes	A school bus running a bus route with a smaller group of students that returns to the same route to pick up additional students.
EL	English Learner is a student who has a primary language other than English
High Priority Groups	Students who are prioritized for additional resources
K-8 Virtual Academy	100% virtual setting staffed by GUSD teachers to provide a year long alternative to a physical or hybrid learning setting. Parents and students will be asked to commit for the entire 2020-2021 school year and would be able to return to their home school site for the following year. Enrollment process will occur between July 6-July 17, 2020.
NATA	National Athletic Trainers Association is the professional membership associated for certificated athletic trainers
Onsite Learning Spaces	Spaces on certain campuses that allow identified students to get stable internet and additional adult assistance with access and understanding of class work assigned
Physical Distancing	People remain at least 6 feet apart and do not share objects with people outside of your home

PPE	Personal Protective Equipment is any device or appliance designed to be worn or held by an individual for protection against one or more safety hazards
SEL	Social Emotional Learning is how students and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make reasonable decisions
Stable Grouping	The same children and staff are grouped together whenever possible. In addition, siblings should be grouped together whenever possible to reduce further exposure
Student Wellness Team	Site-level group of professionals that reviews student academic and social emotional needs
Tiered System	A framework used to provide targeted support to meet the needs of every student

This plan was developed in consultation with school and program leaders, district/school leadership, union leadership (if applicable) and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

This plan was approved by our local board on _____ <date>.

This plan was approved by the Monterey County Public Health Officer on _____ <date>.

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

OPEN AND
MONITOR



cdc.gov/coronavirus