

PLAZA SCHOOL DISTRICT

2020-21 Plan for School Safety and Learning Model
Board approved: August 3rd, 2020

The following were referenced when creating this plan :

Centers for Disease Control and Prevention: Childcare, Schools, and Youth Programs <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Glenn County COVID19 Recovery and Reopening Plan <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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

California School Board Association: Uncertain Road Ahead--Reopening Schools in the Time of COVID-19 <http://gamuthelp.csba.org/wp-content/uploads/2020/06/CSBA-Reopening-Schools-Report.pdf>

Glenn County Public Health Officer, Dr. Jared Garrison: June 29th meeting with Glenn County school superintendents. <https://www.youtube.com/watch?v=nzHLxPJIRBU&feature=youtu.be>

Stakeholder Committee Meeting June 15th, 2020: two teachers, one classroom aide/after school lead, two support staff, two parents, one school nurse.

The following were referenced when creating this plan :

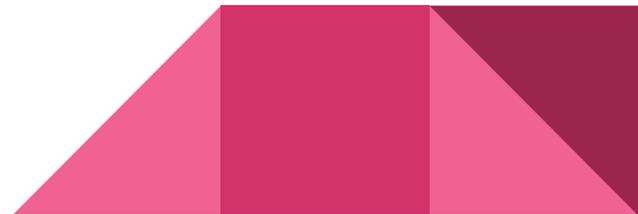
School Community Surveys: Personal Devices and WiFi at Home, 2020-21 Learning Models, 2020-21 Start Date

Teacher Meetings March 19th, May 29th, June 25th, June 29th, July 6th, July 29th,

Plaza School Board Regular Meetings: April 23rd, June 11th, June 18th.

Plaza School Board Special Meeting: July 16th, August 3rd

Glenn County School District Superintendent Meetings: March 24th, April 28th, May 26th, June 9th, July 17th, 23th, July 30th



Four Main Priorities

Priority One: Health and Safety of all School Community Members

Priority Two: Rigorous Yet Flexible Educational Experience for All Students

Priority Three: Equitable Access to Academic Support for Low Income Learners, English Learners, and Students with Disabilities

Priority Four: Social-Emotional and Behavioral Support

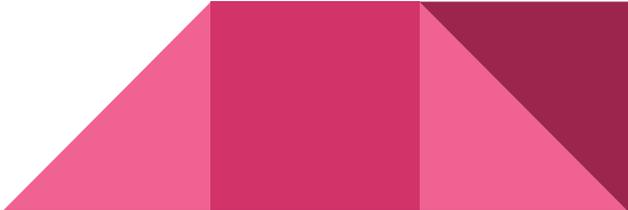


Priority One: Health and Safety While on Campus

Hygiene and Respiratory Etiquette

- Facial coverings mandatory for anyone entering campus
- Students educated daily on importance of hygiene and respiratory etiquette
- Hand sanitizer stations outside every classroom and building entrance

Sanitation

- · All classrooms will be disinfected before school starts
 - · All bathrooms will be disinfected before school starts
 - · Door knobs and railings will be disinfected daily
 - · Disinfectant will be available in each classroom
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Priority One: Health and Safety While on Campus

Parents and Guardians:

- Educate parents and guardians on screening criteria before students come to school
 - Fever greater than 100.3 or chills
 - Cough, shortness of breath, difficulty breathing
 - Fatigue, muscle or body aches, headaches
 - Sore throat, congestion or runny nose
 - Recent loss of smell or taste, diarrhea
- Students, staff, and visitors will be sent home if showing symptoms
- All visitors shall report to the office first. Classroom volunteers must have prior approval from superintendent/principal

Staff:

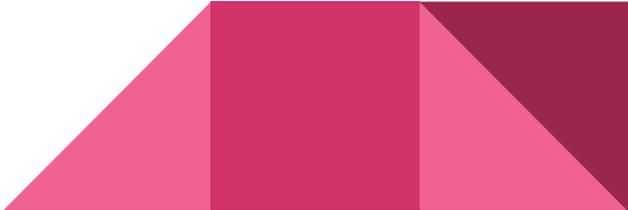
- All adults, including visitors, will maintain 6' social distancing and wear facial coverings
- Staff training on screening criteria

Priority One: Health and Safety While on Campus

- Facial coverings mandatory for 3rd-8th grade, and all visitors and staff while on campus
 - All staff will enforce wearing a mask and social distancing
 - All water fountains will be unavailable
 - Enter and Exit Buildings
 - 1st and 2nd enter and exit through playground door only
 - Kinder and 3rd enter and exit through side door through corridor only
 - 5th and 6th enter and exit through courtyard door only
 - 7th enter and exit through double door only
 - 8th enter and exit through side door only
 - No field trips until further notice
 - Sports will be postponed until further notice
 - Based on state and local mandate, school will close to in person instruction with consultation from public health officer
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Priority One: Health and Safety While on Campus

Before School Schedule:

- 7:15-7:45 AM: Students in cafeteria with no more than five (5) students per table
 - 7:45-8:30AM: Breakfast served in cafeteria with no more than five (5) students per table. All other students are outside
 - Classrooms and Buildings will remain locked until 8:30AM
 - 8:30AM: All teachers will be at designated area outside where students will line up
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Priority One: Health and Safety While on Campus

Recess, Snack, and Lunch

- Modified schedule to accommodate social distancing
 - Classes shall not be dismissed to recess early
 - No more than five (5) students per table, and based on classroom
 - After recess students will line up in their designated area
 - Teachers will be in place when lunch recess is over
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Priority Two: Rigorous Yet Flexible Educational Experience for All Students

Traditional Model: with Health and Safety Modifications

- Once permitted by local and state agencies
 - Families can choose Distance Learning/Independent Study (DL/IS) part or all week
 - DL/IS will require heavy parent/guardian instruction and involvement
- First two (2) days of school will focus on social -emotional supports for all students, as well as Physical Education
- Next three (3) days of school will focus on formal and informal academic assessments of all students
 - The purpose is to determine which students require intensive academic intervention
- Rigorous Physical Education standards at least 20 minutes per day throughout the year
- All four core academics taught, with additional emphasis on English Language Arts and Math
- Response to Intervention services for students not meeting standards and English Learners

Priority Two: Rigorous Yet Flexible Educational Experience for All Students

Distance Learning Model:

- If shelter in place or other measures mandated by local or state agencies
- One day will target Intervention and students with IEPs
- Student work will be graded based on mastering standards and concepts
- Student attendance and participation will be mandatory
- Assignments and assessments must be completed by their due dates for full credit
- Training for parents/guardians, and students will be offered
- Online and physical curriculum will be utilized
- Small group or individual instruction shall be offered
- May provide small group or individual supervision on campus when practicable
- **Failure to actively participate, communicate, and show progress could result in failing grades, which may lead to inter-district transfer agreement being revoked or referred to Glenn County Office of Education's School Attendance Review Board**

Priority Two: Rigorous Yet Flexible Educational Experience for All Students

Distance Learning Model Continued

- Shall provide social-emotional support as needed, including on campus when practicable.
- Chromebooks that are issued must be used and stored properly
 - Must be used and stored on a hard, flat surface. Cannot be on the floor, bed, or furniture
No food or drinks while using.
 - Parents/Guardians financially responsible for damage caused by misuse
- Parent/Guardians must communicate regularly with teachers via text apps, email, phone calls, etc.
- Parents/Guardians will have access to their child's Google Classrooms
- Parents/Guardians of 3rd-8th grade students shall sign up for SchoolWise grading program to access student grades and missed assignments
- **Regular communication with classroom teachers is encouraged**

Teacher Expectations: Distance Learning Model

Teacher Due Dates

- All assignments for the day/week posted or made available by Monday @ 8:00AM
- SchoolWise grading program will be updated by Friday @ 3:15PM
- Parents/Guardians and students will be notified of missing assignments by Friday @ 3:15PM

Curriculum

- Online: Benchmark, MyOn, AR, Spelling City, GoMath/CPM, Reflex Math, Prodigy, Mystery Science, Studies Weekly, ABC Mouse, etc.
- Physical: Current, as well as previous (Math and Science) textbooks, student workbooks, packets

Teacher Expectations: Distance Learning Model

Videoconferencing (Zoom, Google Hangouts, etc.)

- Teacher led small groups based on student ability level and student availability.
- Classroom aide led small groups

Recorded Lessons

- Lessons will be recorded or pre-recorded and posted to Google Classroom for parent/guardian and student reference
 - Okay to also use Online videos, such as Khan Academy, YouTube, etc.
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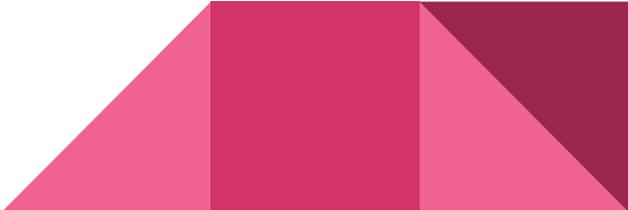
Teacher Expectations: Distance Learning Model

Communication

- **A teacher or aide will be available to video conference with every student daily**
 - Ensure all parents/guardians and students understand lesson plan schedule, expectations, due dates, grading criteria, etc.
 - Ensure all parents/guardians and students have access to all Online websites, usernames, and passwords
 - Ensure parents/guardians and students understand how to login to all Online programs and curriculum, including Google Classrooms and SchoolWise grading
 - Ensure parents/guardians and students are set up and responding to text messaging apps and/or emails
 - Regularly communicate with parents/guardians and students on academic progress and missing assignments, participation and effort
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Teacher Expectations: Distance Learning Model

Math

- Highest importance for structured and linear learning
 - Back to the basics –Number Sense!
 - Less Problems that are redundant/repetitive for daily lessons and more on showing what students know
 - Use Google Forms to assess daily.
 - Make intervention time available regularly, including with aides. Reteach when needed
 - Pre-record and use Khan Academy and YouTube
 - Video conference regularly in small groups
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Teacher Expectations: Distance Learning Model

English Language Arts

- Focus on reading fluency and comprehension, and writing (conventions, mechanics, structure)
 - Incorporate into Social Studies and Science
- Google Forms to show learning

Science

- Lessons that begin with teaching concepts and setting expectations or directions.
 - Activities conducted at home
 - Check in regularly
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Teacher Expectations: Distance Learning Model

Social Studies

- Incorporate into Reading and Writing
- Use Google Forms to assess

Physical Education

- Incorporate activities that are engaging and fun for students
 - Educate students on healthy choices and lifestyles
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Priority Two: Rigorous Yet Flexible Educational Experience for All Students

Blended Model:

- If 6' social distancing required by local or state agencies
 - Schedule will be determined when this learning model is required
 - One (1) day a week small group instruction for intervention and students with IEPs, and teacher preparation and lesson planning.
 - While in school, rigorous ELA and Math instruction will be taught. Physical Education offered
 - Weekly or biweekly, Science concepts taught and at home activities explained
 - At home, Online ELA and Math programs and homework assignments. Social Studies curriculum and Science Activities
 - After school program will focus on academic and Physical Education
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Priority Three: Equitable Access to Academic Support for Low Income Learners, English Learners, and Students with Disabilities

Supports and Services

- Chromebooks for families who do not have a Chromebook, laptop, or desktop computer.
 - Students with disabilities, English Language Learners, Intervention Students will be targeted for small group help via video conferencing or in-person when practicable
 - Professional development for teachers and classroom aides on distance learning
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Priority Four: Social-Emotional and Behavioral Support

Purpose:

- Students, families, and staff may have experienced trauma related to long term shelter in place
- Provide whole class, small group, and individual support as needed

Services:

- School based counseling for students
 - Offer resources to staff and families for mental health services
 - Train staff on social -emotional and mental health supports
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