



North Cow Creek
Elementary School District

DRAFT (8/5)

SCHOOL REOPENING PLAN

2020-2021

Addressing the Challenges of COVID-19



INTRODUCTION

At North Cow Creek Elementary School, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives.

There are 4 different phases of school operation for 2020/21 that could be applied. The district will begin the 2020/21 school year in Phase 3. The decision to move to phase 2 would be made in collaboration with neighboring districts, the County Office of Education, and the Shasta County Health Department.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and distance learning, with reduced numbers of students on campus.

Phase 1: Full Distance Learning with limited in-person instruction in small groups.

In Phase 1 and 2, the district's primary digital platforms are Google Classroom and Google Meet for remote instruction. As a result of what we have learned from distance learning in the spring, more rigorous expectations have been established going forward that include live interactions with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

The district has developed best practices for safety and health based on public health's most recent guidance. Please note that each teacher may establish additional requirements based on their individual needs. High standards for cleaning are included for your review. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended. In order to minimize the potential risk of spread, we will not hold assemblies or field trips. Parents volunteering in the classroom will be permitted providing the parents can verify that they have not had any of the COVID-19 symptoms listed at the back of this packet. Extra-curricular activities are on hold until further notice. You can help prepare your children by teaching them about face coverings and proper hand washing. The district promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not possible. Parents are asked to take the temperature of their children before coming to school. The school will also be taking the temperature of students as they enter the campus. Children shall stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and any students or staff members should stay home if they are feeling ill or experiencing symptoms. [Talking to your students about Coronavirus](#).

INSTRUCTION: 4 PHASES

There are 4 phases of instruction that could be in place during the school year. Regardless of the phase, teachers will be responsible for assessing not only academic needs but also determining any social-emotional support needed. Grade level essential learning standards will be taught while addressing the needs of the whole child, including social-emotional skills, collaboration with peers, anti-bullying, and health and safety. Teachers will continue to attend staff meetings and collaboration and will be on campus to perform essential requirements.

PHASE 4: ALL STUDENTS IN-PERSON EVERY DAY WITH NO RESTRICTIONS

When all restrictions are lifted in Shasta County, school can resume with no restrictions. This is not likely to happen until there is a Coronavirus vaccine or viable treatment.

PHASE 3: ALL STUDENTS IN-PERSON EVERY DAY WITH RESTRICTIONS

Students will begin the 2020/21 school year with in-person instruction every day. We will maximize space and minimize contact between students to the greatest degree possible. Students will remain in the same cohort (group) with the same teacher for the day to the greatest degree possible. Students will be taught how to access online platforms, such as Google Classroom and Google Meet, so that they are familiar with those tools in the event of a return to distance learning. Parents will have an option for at-home learning if requested.

PHASE 2: TEACHER-LED HYBRID LEARNING

The decision to move to phase 2 would be made in collaboration with neighboring districts, the County Office of Education, and the Shasta County Health Department. When students come to school, they will receive instruction that is most effectively delivered in an in-person environment while still accessing online resources through Google Classroom. In-person time with students will include focused instruction that is directly connected to student needs and the expertise of professional educators. Some examples include group instruction in specific subject areas, hands-on application of learning, and teacher-led assessments. The district will provide pupils access to connectivity and devices, when needed, in order for them to be able to participate.

Hybrid learning may include various components of the following:

- Reduced days of the week or time during each day.
- Teachers providing live interaction with students during any day that students are not at school to support instruction in one of the following ways:
 - Students at home join the in-person class via Google Meet at a specific time for a morning meeting, or to work collaboratively on an identified assignment.
 - Teachers will provide live support during established times.
- Attendance will be completed for each student in Aeries based on daily participation, and assignment completion. Students will be marked absent for any days they did participate and complete the required assignments.
- Students in 4th-8th grade will earn traditional letter grades with opportunity for extended time and the opportunity to resubmit work for a better grade.

- Teachers shall follow established procedures for students who are absent from (not engaging in) distance learning for 3 days (or 60%) in a school week.
 - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should inform their administrator. Administrators and/or counselor will pursue contact with the family, which may involve a home visit. This should be logged in Aeries. These students may need to attend 5 days a week in person as determined by the administrator.
- Staff members with school age children enrolled in the district may have them attend 5 days a week if needed (engaging in “at-home” learning activities while on campus).
- Students in vulnerable populations, such as SWD, ELL (especially at Level 1 or 2 proficiency), FY, Homeless, may attend 4 days a week.

PHASE 1: TEACHER-LED FULL DISTANCE LEARNING

(Only by public health or governor mandate)

Distance learning is defined as instruction in which the student and teacher are in different locations but students are under the supervision of the teacher. The district will provide pupils access to connectivity and devices, when needed, in order for them to be able to participate. Distance learning will include the following:

- Content that is aligned to grade level essential standards and district adopted curriculum.
- Daily live interaction between teacher and peers for purposes of instruction, progress monitoring, and maintaining school connectedness (may include in-person appointments).
- Establishing a consistent school schedule by grade level or content area.
- Instruction will include both synchronous (live video conferencing via Google Meet that takes place at a scheduled time) and asynchronous (recorded lessons or online resources provided by the teacher that students can access at their own pace/time) and formats.
 - **K-5 Synchronous:**
 - Class meeting of at least 15 minutes each day (i.e., SEL activities, math warm-up).
 - A minimum of 4, 45-minutes live sessions in ELA and 4, 45-minutes live sessions in math will be provided (30 minutes for TK/K).
 - Students will also attend an additional small reading (or math) group with teacher or paraprofessional 4 days a week for at least 20 minutes.
 - Some in-person instruction will be offered via weekly/biweekly appointments with students individually or in small groups that allow for 6’ of social distancing.
 - **K-5 Asynchronous:**
 - All teachers will have a Google classroom accessible by the district.
 - Additional lessons in science and social studies may include a combination of recorded lessons and posted assignments/resources.
 - These assignments will fulfill the balance of minimum instructional minutes after synchronous instruction.
 - **6-8 Synchronous:**
 - **DAILY CLASS MEETING:** Advisory or homeroom classes (includes PE, elective, and specialist teachers) will conduct a class meeting via Google Meet of at least 15 minutes each day which may include SEL or a daily warm-up activity; attendance will be taken. Students will be responsible to email/contact their advisory teacher

and complete warm-up activity if they are unable to join the live meeting. Attendance will be taken during advisory.

- **LIVE INSTRUCTION:** will be held in core academic classes according to the regular bell schedule (at least 75% of the minutes of a typical on campus class period). Students/Families must notify their teacher if they are unable to join virtually on a particular day and complete a designated activity assigned by the teacher. PE and elective teachers will provide extra support to students in academic content during their class periods (i.e, a live study hall - one day for math and one day for ELA).
- New content will be presented a minimum of 3 times a week. Mondays will be designated for teacher prep, family communication, and small group virtual support appointments utilizing teachers, specialists and paraprofessionals and may include some in-person appointments. Students will complete a weekly survey as well. Fridays will follow the regular class schedule to provide additional academic support time with core content teachers. PE and elective teachers will hold classes in their subject area on this day and review weekly activities.

○ **6-8 Asynchronous:**

- All teachers will have a Google classroom accessible by the district.
 - A combination of recorded lessons, posted assignments, and online resources will provide the balance of minimum 240 instructional minutes after synchronous instruction as needed.
 - PE and elective teachers will post weekly activities.
- Teachers will communicate with and give regular feedback to students/families through Google Classroom, Meet, Aeries, email, phone, etc.
 - Designated ELD instruction will be conducted in-person and/or virtually for a minimum of 20 minutes, 4 times a week, by the teacher, specialist, or paraprofessional.
 - Teachers will oversee reading intervention and English Learner Development small group instruction (The priority for aide time will be to support 1st and 2nd grade reading groups).
 - Special education students will receive a combination of in-person and remote learning.
 - Attendance will be completed for each student in Aeries based on completion of participation questions in Google Classroom. Students will be marked absent for any days they did not participate. This shall be updated at least once a week.
 - Teachers will use Aeries and/or Google Classroom to track completion of assignments.
 - Teachers will be on campus during typical school hours. School age children of staff members may accompany them in their classroom if other childcare is not available and staff are still able to perform their assigned duties.
 - Teachers shall follow established procedures for students who are absent from (not engaging in) distance learning for 3 days (or 60%) in a school week.
 - If unable to reach a student/family after multiple attempts in a variety of methods (phone, email, etc.), teachers should inform their administrator. Administrators and/or counselor will pursue contact with the family, which may involve a home visit. This should be logged in Aeries. These students may need to attend 5 days a week in person as determined by the administrator.

VULNERABLE POPULATIONS: Students with Disabilities, Foster Youth, Homeless

Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so they can participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

FACE COVERINGS

- The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
- To participate in-person at NCC, students in grades 3-8 **must** wear face coverings at all times except during PE and recesses when there is physical activities
- Students in grades TK-2 are **strongly encouraged** to wear face coverings. Teachers may require students to wear a face covering during times when they are working one on one or in a small group setting with the students. These students must also wear face coverings entering and exiting campus and anytime they may be mixed with a group of students not in their cohort.
- The school is providing all students with 2 neck gaiters. Students are encouraged to wear these neck gaiters. Parents may provide their own face coverings.
- Any face covering brought by a student must be school appropriate (i.e. no skulls, scary emblems, or representations of blood, etc.)
- Students must wear face coverings during arrival/dismissal, all times on campus except for during recess and PE.
- All students will be given a plastic container that will be used to store their face covering whenever it is removed (for meals, snacks, outdoor activities, etc.)
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.
- Staff must wear face coverings (cloth mask or shield w/ drape) in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- For staff, in limited situations where a face covering cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The district will purchase additional face coverings that may better address the needs of staff (i.e. see-through mask's, etc.)
- Any adults, including parents, on campus must wear a mask (i.e., parent drops off/picks up a kindergartener at the classroom door).
- Exemptions from wearing face coverings may be made for the following reasons:
 - Breathing Difficulties (documented by a doctor's note – a face shield must be worn)
 - Special Needs Students (documented and included in the student's IEP or 504 Plan)
- [Talking to kids about face coverings.](#)

ARRIVAL

- Students may be dropped off between 8:00 and 8:20. To insure students remain in cohort groups they **may not** be dropped off prior to this time.
- Parents/Guardians are expected to check their child's temperature and screen for COVID-19 symptoms prior to coming to school.
- All students and staff will have their temperature checked prior to entering campus. A staff member will monitor the temperature checks. Any student with a temperature of 100.4 or higher will be asked to

return to their car. If a parent feels the temperature was in error, they may request that the office do a manual check of the child's temperature.

- Student's will enter campus through the gate by the office following the social distancing pathway established that will accommodate a set number of students. Students will need to wait in their cars until a spot opens up in the established pathway.
- The entry pathway will include: social distancing designated marks on the cement, a hand sanitizing station, a temperature kiosk.
- Parents need to remain in their cars and on campus until their student has cleared the temperature checkpoint.
- Teachers will conduct a visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office for a temperature check.
- Students should wash hands with soap and water when they enter the classroom.
- During the first week of school only, kindergarten parents may walk students to class in the beginning of the year, but will need to remain outside the classroom. Families should physically distance from others and adults must wear face coverings.
- Other than as specified above, parents are asked to remain in their cars, wait for their child to pass through the temperature checkpoint, and then exit the campus.

DISMISSAL

- Parents are asked to remain with their car and not be on campus during dismissal. Parents may wish to stand outside their car so their students can easily see them.
- Students in grades TK and 1 will be dismissed through the gate next to the office at 2:00 and will walk to their car in the normal pick up lanes. Students in grades 2 and 3 will walk to cars through the gate next to the gym and will be dismissed to cars in the dirt area in front of the solar panels.
- Students in grades 4 & 5 will be dismissed out the gate next to the office at 2:30 and picked up by cars in the normal pick up lanes. Students in grades 6-8 will be dismissed out the gate next to the gym and will be dismissed to cars in the front of the solar panels.
- Students with siblings will be dismissed to the area of the youngest sibling.
- Students and staff will wear face coverings at dismissal.
- Teachers are asked to bring their students to the pick-up area with their students in line (to insure minimal mixing of cohorts) and assist with the pickup process for the first 15 minutes or until all their students are picked up.

FOOD SERVICES

- Breakfast bags will be available each morning for students who have preordered breakfast. Students will eat their breakfast in their classroom.
- Students will eat lunch at school in the cafeteria and outside to provide for physical distancing.
 - Students will eat lunch with their classroom cohort at a table clearly designated by class. Outside picnic areas may also be utilized to enhance social distancing.
 - Students will walk to/from their class/recess in a line where students are a minimum of 6' apart from each other. Face coverings are not required as long as this social distancing requirement can be met. As students move in their lines, they are to remain at separated from other classes.
 - Students will be seated in a staggered manner ("X" will be marked on the benches) along both sides of the table so they are not directly facing each other.

- Special seating accommodations will be made for students with specific allergies.
- Students purchasing a hot lunch will maintain social distancing while in line at the kitchen serving area.
- Tables will be washed in between use.
- Students will be dismissed on a class-by-class basis to their designated area for recess
- Students may not share food.
- Food service workers and cafeteria support staff will wear face coverings and gloves.
- In the event that we go to a distance learning model, parents may pick up lunches at designated locations throughout the county.

CLASSROOM

- Students will remain in their cohort and with the same teacher during the day to the greatest extent possible.
- Teachers' desks should be 6' away from student desks.
- Sharing of materials will be minimized. Additional supplies will be purchased to provide individual materials/supplies for students.
- In grades TK – 3, book bags, for students' materials, will be placed on the backs of each student chair. For students in grades 4-8, personal materials will be kept in backpacks, cubbies, or desks, as appropriate.
- Teachers have the discretion to setup their room in a manner that best addresses social distancing, personal, and programmatic needs. Plexiglas may be utilized if teachers wish to have students in groups.
- Doors and windows should be kept open as much as possible unless weather or student health conditions prohibit it.
- Students must wear face coverings during arrival/dismissal, when walking through campus (i.e., bathroom, health office), and any time they are not physically distanced. They do not need to wear them while eating/drinking, engaging in physical activity (i.e., recess, PE).
- Music and ILab will be held in the student's classroom or outdoors (as possible).
- Teachers will provide instruction on proper [handwashing](#)/hygiene and ways to prevent the spread of germs: cover a [cough/sneeze](#) with a tissue or elbow, avoid touching face, avoid close, prolonged contact with others outside of your home. Corresponding signage should be posted. A 20-second song or poem may be used to assist students with proper hand washing.
- Use of soap and water is preferred. If hand sanitizer is used, it must be unscented and at least 60% alcohol. It is recommended that students/staff use soap and water periodically between the use of hand sanitizer.
- Students will be asked to regular wash their hands with soap/water or hand sanitizer during the following times
 - Upon arrival
 - Before/after recess or PE
 - Before/after lunch
 - After using the bathroom
 - After coughing/sneezing
- Seventh/Eighth Grade Students
 - Students will remain in the same cohort during the school day to the greatest extent possible.

- Utilize block schedules to minimize transitions during the day OR have teachers change rooms and students remain in the same room (minimizes the sharing of materials and mingling during transitions).
- Students *may* help with wiping desks (non-toxic cleaner) if transitioning to another room.

BATHROOMS

- Students must sanitize their hands prior to entering a bathroom and wash their hands with soap and water on exiting the bathroom.
- In order to minimize mixing of cohorts, students may utilize the restroom during class time as follows:
 - On the hour and half hour (K & 4-5)
 - On the quarter hour and $\frac{3}{4}$ hour (1-3 & 6-8)
- If a student must use the restroom during a time not associated with the above schedule, they are to be sent to the office for assistance.
- Bathrooms will be cleaned/disinfected each morning, after morning recesses, after lunch recesses, and after school.

SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices Capturing Kids' Hearts principles: Social Contract, Greeting, Good Things, Launch.
- Teachers will strive to foster a sense of belonging in the classroom.
- A school counselor is accessible for students in need of additional support. The counselor may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Classrooms will practice [predictable and consistent routines](#).
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

INTERVENTIONS/PULL-OUT SERVICES

- If pull-out interventions/services involve students from different classrooms, there must be 6' physical distance between students in the room.
- Staff must wear face coverings/shields.
- Push-in staff should wear face coverings if working in different classrooms.
- Push-in staff should wash hands when entering a classroom.
- Intervention groups may be held virtually.

RECESS

- There will be a 15-minute recess in the morning of each day.
- There will be a 35-minute lunch period during which students will have time to each and participate in an outdoor recess.
- Cohorts will have morning recess and lunch together. .
- Specific recess equipment (i.e. balls, etc.) will be assigned to each cohort and not shared among cohorts.
- Staff must wear face coverings/shields.
- Students must wash/sanitize hands before/after each recess.
- Students are to wash their hands before/after using a drinking fountain.
- Students will walk to/from their class/recess in a line where students are a minimum of 6' apart. Face coverings are not required as long as this social distancing requirement can be met. As students move in their lines, they are to remain separated from other classes.

PHYSICAL EDUCATION

- Students will attend PE in their cohort; face coverings not required during physical activity.
- Hold activities outdoors as much as possible or in a large, well-ventilated area.
- Utilize only equipment designated for the cohort group.
- Plan activities that minimize contact and maximize spacing as much as possible.
- No personal items/equipment may be shared.
- Multiple groups may be out at the same time as long as they are in clearly designated areas that allow for separation & supervision (i.e., playground structure, blacktop, field).

FRONT OFFICE & STAFF ROOMS

- Office staff will maintain 6' distance from students, staff, and community members.
- Face coverings must be worn by adults and students entering the office.
- Office staff must wear face coverings when unable to maintain social distancing or interacting with others at the counter.
- The number of adults in the office may be limited as necessary.
- Parents may volunteer on campus but must verify they do not have any COVID-19 related symptoms or have not had a fever over 100.4 for at least 3 days.
- Visitors in the office will be asked to maintain 6' distancing from one another.

HEALTH ROOM

- Students will wear face coverings while in the health room as they wait to be picked up.
- Staff must use face coverings/shields while in the health room.
- Parents must pick sick students up promptly.

WELLNESS CHECK

- Parents/guardians are to conduct a temperature and [symptom check](#) before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home.
- Teachers will conduct a visual [wellness check](#) as students enter.
- Students will be referred to the office/health office for any of the following:
 - Appearing to have a temperature above normal.
 - Showing any abnormal signs of COVID symptoms.
- On entering the office, the office staff will immediately check the temperatures temperature and assess the condition of the student. If it can be determined that the symptoms are related to a non-contagious condition (i.e. allergies, injury, etc.) they student may return to class.

HEALTH PROTOCOLS

When classrooms, schools and districts should close

Guidance from CA Public Health and the Governor’s office details when students should be sent home and when schools and districts should close their doors. These decisions are to be made in consultation with the Shasta County Health Department (SCHD). To facilitate communication between the SCHD, the school administrator has been designated as the liaison between the school and SCHD. It is generally understood that:

- After consultation with the Shasta County Health Department, a classroom cohort should stop in-person instruction if there is a confirmed case within the cohort.
- After consultation with the Shasta County Health Department, the school should close when there are “multiple cases in multiple cohorts” or when the school has experienced a 5-percent (approximately 15 students/staff) positive testing rate of students and staff in a 14-day period.
- The local health officer may also determine a school closure is warranted for reasons such as results from a public health investigation or local epidemiological data. Schools may reopen after 14 days and after a) cleaning and disinfection; b) a public health investigation and c) consultation with the local public health department.

Staff testing protocols and recommended frequency

Periodic testing of all staff members who are in contact with students or other staff when schools are open is to be completed. [This protocol is being discussed with the SCHD).

Measures to take when a student or staff member has symptoms, is in contact of someone infected, or is diagnosed with COVID-19

	Student or Staff with:	Action (in consult with SCHED)	Communication
1	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptoms Screening: Per CA (School Sector Specific Guidelines)	<ul style="list-style-type: none"> • Send home • Recommend testing. If positive see #3. If negative see #4) • School and cohort remains open unless advised otherwise by SCHED. 	No Action needed unless positive results (see #3)
2	Close contact with a confirmed COVID-19 case (e.g. family member)	<ul style="list-style-type: none"> • Send home • Notify SCHED • Quarantine for 14 days from last exposure. • Recommend testing (but will not shorten 14-day quarantine). If positive see #3. If negative see #4). • School and cohort remains open unless advised otherwise by SCHED. 	Notification to families within cohort unless positive results (see #3)
3	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Send home/isolate case and exclude from school for 14 days from symptom onset or test date. • Notify SCHED • Identify contacts and quarantine for 14 days after the last date the case was present at school while the student was infectious (most likely cohort group). • Recommend testing of contacts and prioritize symptomatic contacts (will not shorten the 14-day quarantine). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open unless advised otherwise by SCHED. 	Notification of all families.
4	Testing negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms are resolved. • School and cohort remains open unless advised otherwise by SCHED. 	Update sent to families who were notified.

AFTER-SCHOOL PROGRAM

- The number of students may be limited and an established waiting list will be available.
- All TK-8 students participating must wear a face covering.
- As best as possible, the mixing of cohorts will be minimized.
- Maintain a minimum of 3' distance between students in a classroom.
- Parents must wear face coverings to enter campus and pick up their students participating in the program. Parents are asked to maintain social distancing between themselves.
- One of the after-school staff members will check out each student through the system.
- Staff members will maintain 6' distancing from students and parents at all times.

SPORTS...TBD

VULNERABLE POPULATIONS: Students with Disabilities, Foster Youth, Homeless

Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so that they can participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

HOME STUDY PROGRAM

A home study program is available during phase 3 for those families who:

- Feel their student has a health issue that increases their vulnerability to COVID-19.
- If there is a family member who has increased vulnerability to COVID-19.
- Are uncomfortable with their students wearing face coverings or participating in the school setting.

All Home Study students will be assigned to a grade level teacher on the NCC campus and a school liaison. The school liaison will facilitate all communication, assignments, and insure students are meeting expectations. The classroom teacher will work with the school liaison to provide lesson plans and classroom work. Home study students will work on curriculum one week after the in-school students receive the curriculum. Home Study students will utilize all the NCC approved grade level curriculum and assessments and engage in the curriculum daily as specified below.

STUDENTS ENGAGE IN REMOTE LEARNING BY:

- Participating in all assignments and activities assigned by the grade level teacher and as communicated by the school liaison.
- Utilizing the school provided chromebook to access Google Classroom.
- Having instructional resources ready and knowing how to contact the school liaison for assistance and follow-up.
- Completing assigned work and turning the work in on time.
- Creating a work space and scheduled time to engage in learning.
- Participating in the minimum instructional minutes per day as follows:
 - Grades K: 180 minutes
 - Grades 1-3: 230 minutes
 - Grades 4-8: 240 minutes

FAMILIES SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to the school-provided chromebook and instructional materials supplied by home study teacher / school liaison.
- Picking up and returning hard copies of assignments/activities provided on a weekly basis.
- Providing daily instruction to students utilizing resources provided by the school.
- Ensuring students have access to the internet.
- Knowing username and passwords for students.
- Knowing how to contact the school liaison with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
- Monitoring District communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- Reviewing and assisting students in learning and completing assigned work and activities.
- Enhancing the daily curriculum through age-appropriate enrichment to engage learners.

TEACHER SUPPORT REMOTE LEARNING BY:

- Providing detailed lesson plans to the School Liaison each week.
- Providing a student copy of all assigned worksheets and activities to the School Liaison by Friday of each week.
- Assisting the School Liaison in addressing concerns or questions of the student and/or parents.
- Monitoring I-Ready ELA/MA progress and adjusting the I-Ready instructional lessons to address the learning needs of students.
- Meeting with students to administer the I-Ready reading and math assessment or working with the School Liaison to administer these assessments.
- Maintaining assignment and assessment scores in Aeries or through the regular classroom monitoring process.
- Working closely with the assigned school liaison (paraprofessional) to provide detailed lessons plans, teacher edition resources, worksheets, and activities for use by the student and their families.

SCHOOL LIAISONS SUPPORT REMOTE LEARNING BY:

- Serving as the primary communication link between the teacher and students/parents.
- Regularly connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
- Obtaining and sharing weekly lesson plans, assignments and learning expectations for each week.
- Posting assignments, quizzes, and tests through Google Classroom.
- Assisting Providing intervention assistance in-person or through Google Meet each week as needed.
- Focusing on what works best for students based on age, content, needs, and technology access/ability.
- Encouraging students to collaborate among themselves by conducting online student meetings by similar grade levels.
- Participating in professional learning opportunities offered by the district while collaborating with colleagues to continually strengthen instruction for all students.
- Clearly posting for families how to contact the school liaison, submit assignments, request help in Google Classroom.
- Provide regular communication to families on student progress and upcoming learning activities.

LEADERS SUPPORT REMOTE LEARNING BY:

- Providing one day of release per trimester to administer assessments and meet with Home Study students.
- Providing shared release time each month to review student work and assignments.
- Reviewing district communication and ensuring pertinent information is highlighted for staff and families.
- Collecting feedback from staff, students, and families regularly.
- Visiting the remote learning platforms of students (Google Classroom).
- Supporting the classroom teacher, school liaison, students and families in accessing and troubleshooting resources.
- Scheduling and participating in staff team meetings.

- Providing feedback to teachers and school liaisons about remote learning plans and implementation.
- Engaging district staff to problem solve issues, answer questions, and access resources.
- Participating in professional learning to collaborate, communicate, and support school communities.
- Providing 40 minutes/day (Monday-Friday) to serve as the School Liaison

REMOTE LEARNING

Remote learning will be utilized during Phase 1 and Phase 2 when either the state has closed the school to onsite learning or when or a modified weekly schedule is required due to requirements placed on the school by the State or Local Health Department.

STUDENTS ENGAGE IN REMOTE LEARNING BY:

- Participating in activities offered by the teacher.
- Ensuring they have a device plus a username/password.
- Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- Knowing due dates of assignments.
- Creating a work space and scheduled time to engage in learning.

FAMILIES SUPPORT REMOTE LEARNING BY:

- Ensuring students have access to a device and instructional materials supplied by teacher / school.
- Ensuring students have access to the internet if needed.
- Knowing username and passwords for students.
- Knowing how to contact teachers with questions.
- Creating a realistic schedule and setting up an appropriate space to do school work.
- Monitoring District communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- Reviewing District and School Remote Learning plans.
- Considering age-appropriate enrichment to engage learners.

TEACHERS SUPPORT REMOTE LEARNING BY:

- Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
- Communicating with the tech dept if alternative resources are needed for families that do not have access to the internet.
- If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.
- Being flexible when creating schedules for engaging with students via internet, phone, email.
- Focusing on what works best for students based on age, content, needs, and technology access/ability.
- Providing a variety of opportunities to engage, respond, and have students show mastery of content.
- Encouraging students to collaborate among other students during online activities.
- Participating in professional learning opportunities offered by the district while collaborating with colleagues to continually strengthen instruction for all students.
- Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.

- Providing regular communication to families on student progress and upcoming learning activities.

LEADERS SUPPORT REMOTE LEARNING BY:

- Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.
- Reviewing district communication and ensuring pertinent information is highlighted for staff and families.
- Collecting feedback from staff, students, and families regularly.
- Visiting the remote learning platforms of students (Google Classroom).
- Supporting teachers, students and families in accessing and troubleshooting resources.
- Scheduling and participating in school team meetings.
- Providing feedback to teachers about remote learning plans and implementation.
- Engaging district staff to problem solve issues, answer questions, and access resources.
- Setting a school-wide work schedule.
- Supporting the health and wellbeing of staff.
- Participating in professional learning to collaborate, communicate, and support school communities.

TEACHER AND STUDENT RELATIONSHIPS

Teachers can build strong relationships with students and families by focusing on:

- Creating an environment where students feel they belong.
- Being flexible, empathetic and motivational.
- Providing occasional fun and engaging activities to support student relationships.
- Consistently following up on emails and phone calls.

(Thank you to the Enterprise School District, in Redding California, for designing the base template on which this plan was developed)

COVID-19

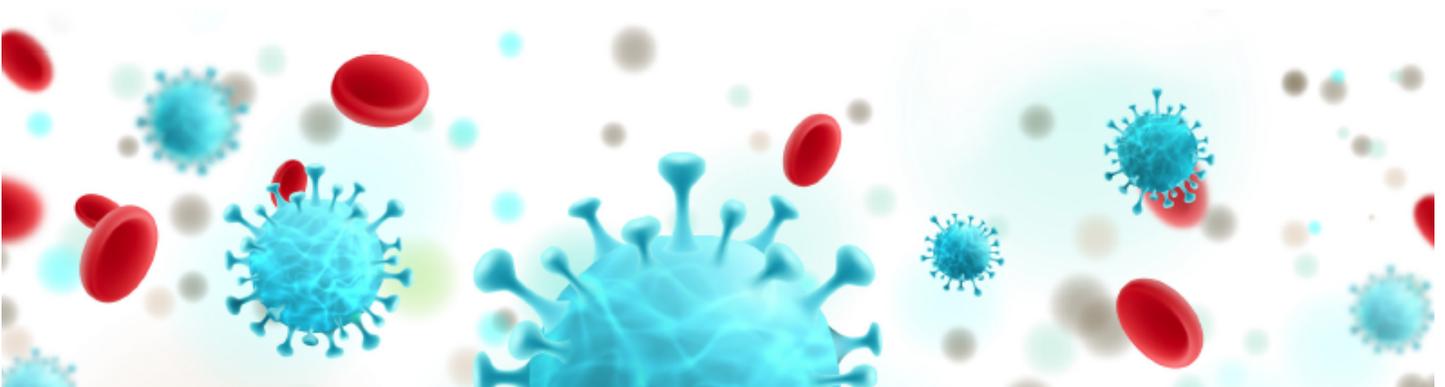
HOW IS COVID-19 SPREAD?

COVID-19 is spread mainly from person-to-person, via air droplets that contain the virus. For example; when a person sneezes, coughs, or talks, the virus is exhaled by the infected person and then inhaled by a nearby person. Some people do not show any signs or symptoms of being ill but can still spread the virus. The virus can also spread when a person touches objects and surfaces that have the virus on it and then touches their eyes, nose, or mouth.

HOW CAN WE PREVENT TRANSMISSION?

This virus can spread easily from person-to-person so taking necessary precautions is an important way to keep you, your family, friends, and community safe. The best way to prevent illness is to avoid being exposed to this virus. Key prevention practices also include:

- Physical distancing to the maximum extent possible.
- Washing hands with soap and water, frequently, for at least 20 seconds. If soap and water are not available then use hand sanitizer (at least 60% alcohol).
- Using a cloth face cover for your nose and mouth, unless under the age of 2 or anyone who has trouble breathing.
- Covering your coughs and sneezes. If you use a tissue, throw it away immediately and wash your hands.
- Cleaning and disinfecting frequently touched surfaces.
- Monitoring you and your family's health by taking temperatures and watching for signs and symptoms of COVID-19.



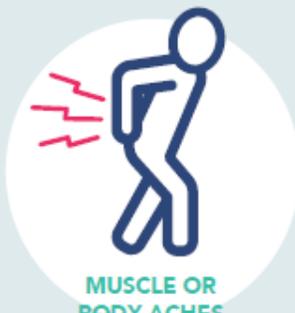
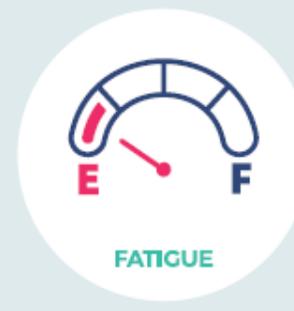
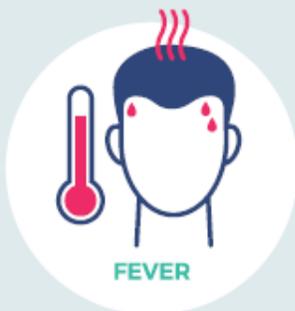
CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.



WASH

Wash your hands with soap and water often, and for at least 20 seconds.



COVER

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



DO NOT TOUCH

Do not touch your eyes, nose, or mouth.



SOCIAL DISTANCE

Stay at least 6 feet (about 2 arm's length) from other people.