# El Monte Union High School District

## Reopening of Schools Plan 2020-21

**REOPEN - REIMAGINE**

EMUHSD Reopening of Schools Task Force

Version 5.0

April 30, 2021

## Message from the Superintendent

In anticipation of the reopening of schools during the 2020-21 school year, we have learned from the many experiences of our school closures last spring. The lessons learned from last spring, along with the guidance and recommendations provided by state and county officials, will help better prepare us for the fall. El Monte Union High School District remains committed to serving the needs of our students, families and staff during these challenging times. Our schools are essential to the communities not only for learning, but for nutrition, safety and social-emotional well being.

As we look to the 2020-21 academic year, we know our families will rely on the experience and expertise of our school community leaders to provide a plan that addresses the needs of all of our students. While there is still uncertainty regarding the COVID-19 pandemic, additional resources will be required to support the safety of our students and staff members when they return to school. Prior to the end of the 2019-20 school year, a District Task Force was created to develop the Reopening of Schools Plan for 2020-21. The team met weekly to share relevant information, review state and county recommendations for schools, and draft a plan centered around five major areas critical to the reopening of schools. I am grateful to the extraordinary representatives from across the District who have volunteered time and expertise to craft this plan. I would like to acknowledge the valuable contributions we received from our team members that include district and school administrators, teachers, classified employees, school counselor representatives, district nurse, union representatives, parents and students.

In a short period of time, our task force has developed a comprehensive plan that supports the District's mission and vision in providing our diverse student population with an environment that is safe, equitable, nurturing, and supportive. The plan also focuses on ensuring our District is prepared and equipped with the necessary resources and personnel to support a healthy and safe environment for both students and staff.

Our task force will plan to continue this work through the summer to support our school communities as they prepare to welcome students, staff and families back – virtually or in-person – this fall. While plans to reopen schools will look different for our schools, our top priorities must be the health and safety of students and staff and we must be guided by directives from our public health officials as we focus on ensuring learning continues.

As a resilient community, we are more successful when we work together. We hope that you can join us in our efforts to provide our students with a positive 2020-21 school year.

Edward A. Zuniga, Ed.D.
Superintendent

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| *Instruction* | **An instructional plan must include the following:**<br>● 240 minutes per day of teacher/student interaction (live or synchronous)<br>● Daily teacher-student interaction<br>● Flexibility to switch between hybrid and distance learning as needed<br>● Time for adequate cleaning and space for social distancing<br>● Access for all students to connectivity devices<br>● Content aligned to grade-level standards, and presentation equivalent to in-person instruction<br>● Academic and other supports (social-emotional)<br>● Accommodations for special populations<br>● Designated and integrated ELD |
|---|---|

***All Learning Models Must Satisfy Strict Requirements Including Daily Live Interaction***

SB 98 defines "distance learning" as "instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency." (Ed. Code § 43500.)

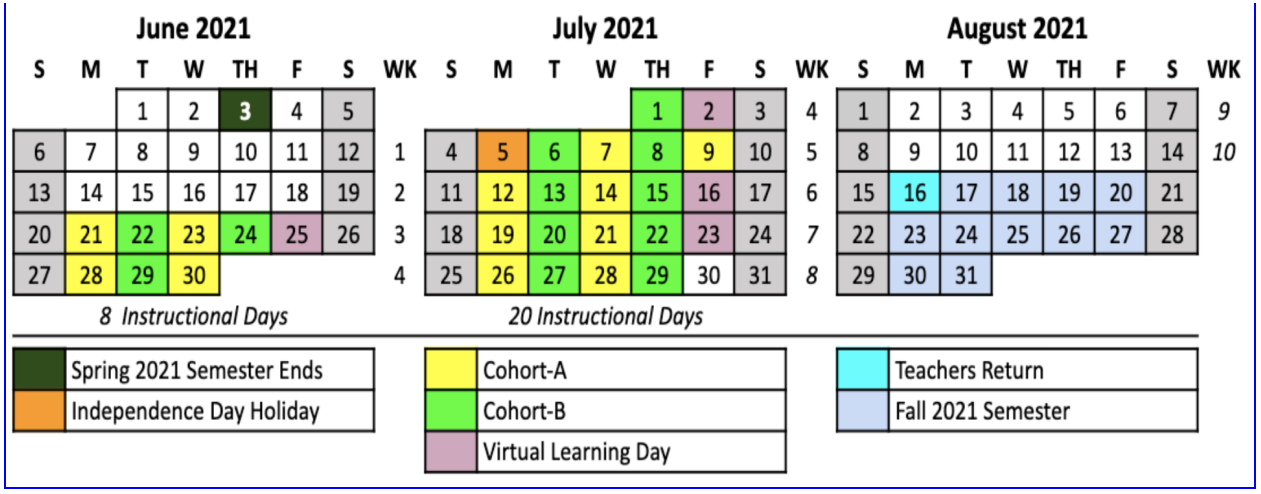
SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components:

- Access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;
- Content aligned to grade-level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- Academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- Special education, related services, and any other services required by a pupil's individualized education program;
- Designated and integrated instruction in English language development; and
- **Daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)

SB 98 also adopts Education Code section 43504, which imposes the following requirements aimed at ensuring that LEAs maintain regular contact with students participating in distance learning. In particular:

- LEAs are required to "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided." Daily participation is defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) contact between the LEA and the pupil or parent/guardian. Students not engaged in daily participation must be marked absent.
- "Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments."
- "A pupil who does not participate daily in either in-person instruction . . . or distance learning . . . shall be deemed absent."
- LEAs "shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction.

**Summer School 2021 Calendar**



**Summer School 2021 Bell Schedule**

| Summer School 2021 Bell Schedule | | | | | |
|---|---|---|---|---|---|
| Hybrid M-TH | Class Time & Minutes | | Virtual Friday | Class Time & Minutes | |
| | Start Time | Instruct. Minutes | | Start Time | Instruct. Minutes |
| Extended Student Support | 8:00 - 8:30 | 30 Minutes | Extended Student Support | 8:00 - 9:30 | 90 Minutes |
| Passing | 8:30 - 8:40 | 10 Minutes | Passing | 9:30 - 9:40 | 10 Minutes |
| Period 1 | 8:40 - 9:50 | 70 Minutes | Period 1 | 9:40 - 10:10 | 30 Minutes |
| Passing | 9:50 - 10:05 | 15 Minutes | Passing | 10:10 - 10:20 | 10 Minutes |
| Period 2 | 10:05 - 11:15 | 70 Minutes | Period 2 | 10:20 - 10:50 | 30 Minutes |
| Passing | 11:15 - 11:30 | 15 Minutes | Passing | 10:50 - 11:00 | 10 Minutes |
| Period 3 | 11:30 - 12:40 | 70 Minutes | Period 3 | 11:00 - 11:30 | 30 Minutes |
| Lunch | 12:40 - 1:10 | 30 Minutes | Lunch | 11:30 - 12:00 | 30 Minutes |
| Extended Student Support | 1:10 - 2:00 | 50 Minutes | Extended Student Support | 12:00 - 2:00 | 120 Minutes |

**Summary of In-Person and Virtual Learning**

Hybrid A/B and Virtual Summer School Classes:

- In our 2021 Summer School Hybrid A/B Model, every student attends the class synchronously (In-Person & Virtually). This model will provide for half the students to be in class physically and the other half of the students be present in the class virtually (Technology is available to implement this model).

2021 Summer School Split Hybrid A/B Model:

- Hybrid A Group meets In-Person Monday and Wednesday
- Hybrid B Group meets In-Person Tuesday and Thursday
- Friday will be Virtual Learning Day for all students (Staff on campus)

**Extended Student Support**

Students will be provided with *Extended Student Support* time before and after each school day.
The following are some of the support activities to be offered during this time.

- Instructional Support for students by teachers

- Social Emotional Learning and Social Emotional Support
- Wellness Center Services
- Tutoring On Demand for all classes being offered
- Other programs are currently being developed through the Educational Services Department

**2021-2022 Instructional Calendar**

# EL MONTE UNION HIGH SCHOOL DISTRICT
## 2021-2022 SCHOOL CALENDAR

**JULY 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

Work Days: 0

**AUGUST 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | |

Work Days: 12

**SEPTEMBER 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| | | | | | | |

Work Days: 21

**OCTOBER 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Work Days: 21

**NOVEMBER 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

Work Days: 16

**DECEMBER 2021**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

Work Days: 12

**JANUARY 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Work Days: 20

**FEBRUARY 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |
| | | | | | | |

Work Days: 18

**MARCH 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | |

Work Days: 23

**APRIL 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | |

Work Days: 15

**MAY 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | |

Work Days: 21

**JUNE 2022**

| SU | M | T | W | TH | F | SA |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| | | | | | | |

Work Days: 3

Instructional Days
Student/Teacher Free Days
Non-Instructional Workdays
Local/National Holidays
Winter/Spring Break

INSTRUCTIONAL DAYS: 180
NON-INSTRUCTIONAL: 2
TOTAL: 182

**Historical Calendars and Schedules for the 2020-21 School Year:**

***Proposed Instruction Plan for Spring Semester 2021: Two Term Semester (Spring 1 and Spring 2)***

- ***Fall 1: 9 Weeks Fall 2: 8 Weeks***
- ***3 Classes Offered for Each Term***
- ***Adaptable to Hybrid or Distance Learning Model***

**EMUHSD Distance Learning Instructional Schedule (Monday – Friday Schedule)**

**Approved by the EMUHSD Board of Trustees on Dec. 9, 2020. The Board approved to continue with Distance Learning through the end of Term 3, Spring 2021, with reconsideration in February 2021 to determine instructional plan for Term 4, Spring 2021.**

***Online Distance Learning Model***

Under the recommended **Online Distance Learning Model**, our students will be provided daily online live (synchronous) instruction for 4 hours each day during the three class schedule. Students will report to their classes online at scheduled times. All students in the class will participate in learning on a daily basis.

*Example Daily Student Online Schedule:*

| | | | |
|---|---|---|---|
| Monday: | Tutoring | Opportunity for online tutoring | 7:50 - 9:00 |
| | 1st Period: | Students will log into their class | 9:00 - 10:20 |
| | 2nd Period: | Students will log into their class | 10:30 - 11:50 |
| | Lunch | Students will take a lunch break | 11:50 - 12:30 |
| | 3rd Period: | Students will log into their class | 12:30 - 1:50 |
| | Tutoring | Additional online tutoring available | 1:50 - 5:00 |

EMUHSD's Online Learning Model will keep students engaged so they can learn and grow, while also affording them with meaningful opportunities for connecting with their peers. EMUHSD is committed to keeping our students, families, and staff connected to the EMUHSD community during this challenging time by supporting continuous online instruction, providing each student with equitable access to online learning, ensuring students have continued access to mental health resources, and providing best practices and resources to our teachers.

***Goals of our Online Distance Learning Model:***

- Continue to support teaching and learning through a variety of digital and non-digital materials and instructional activities to maintain continuity of academic rigor while schools are closed due to the current state of emergency.

- Committed to providing students with the necessary technology to participate in their online instruction.
- Ensure students have continuous access to mental health resources
- Provide training for implementing best practices and resources to teachers

***EMUHSDS 2020-21 Distance Learning Instructional Schedule (3 Classes Each Term, Each Semester includes Two Terms)***
***Note:*** *80 Minute Classes (240 Minutes of Daily instruction is required by SB 98.)*
Fall Schedule:

| 3 Classes For Fall 1 Term - 9 Weeks<br>3 Classes For Fall 2 Term - 8 Weeks | | | | | Instructional Minutes | |
|---|---|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday | *Fall 1: 9 Weeks (43 Days of Online Instruction)*<br>*Fall 2: 8 Weeks (38 Days of Online Instruction)* | |
| | | | | | *Start Time* | *Instruct. Minutes* |
| Collaboration & Professional Development | | | | | *7:45 - 9:00* | *75 Minutes* |
| Period 1 | Period 1 | Period 1 | Period 1 | Period 1 | *9:00 - 10:20* | *80 Minutes* |
| Period 2 | Period 2 | Period 2 | Period 2 | Period 2 | *10:30 - 11:50* | *80 Minutes* |
| Lunch | | | | | *11:50 - 12:30* | *40 Minutes* |
| Period 3 | Period 3 | Period 3 | Period 3 | Period 3 | *12:30 - 1:50* | *80 Minutes* |
| Conference | Conference | Conference | Conference | Conference | *1:50 - 2:50* | *60 Minutes* |
| IMPORTANT: Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).) | | | | | | |

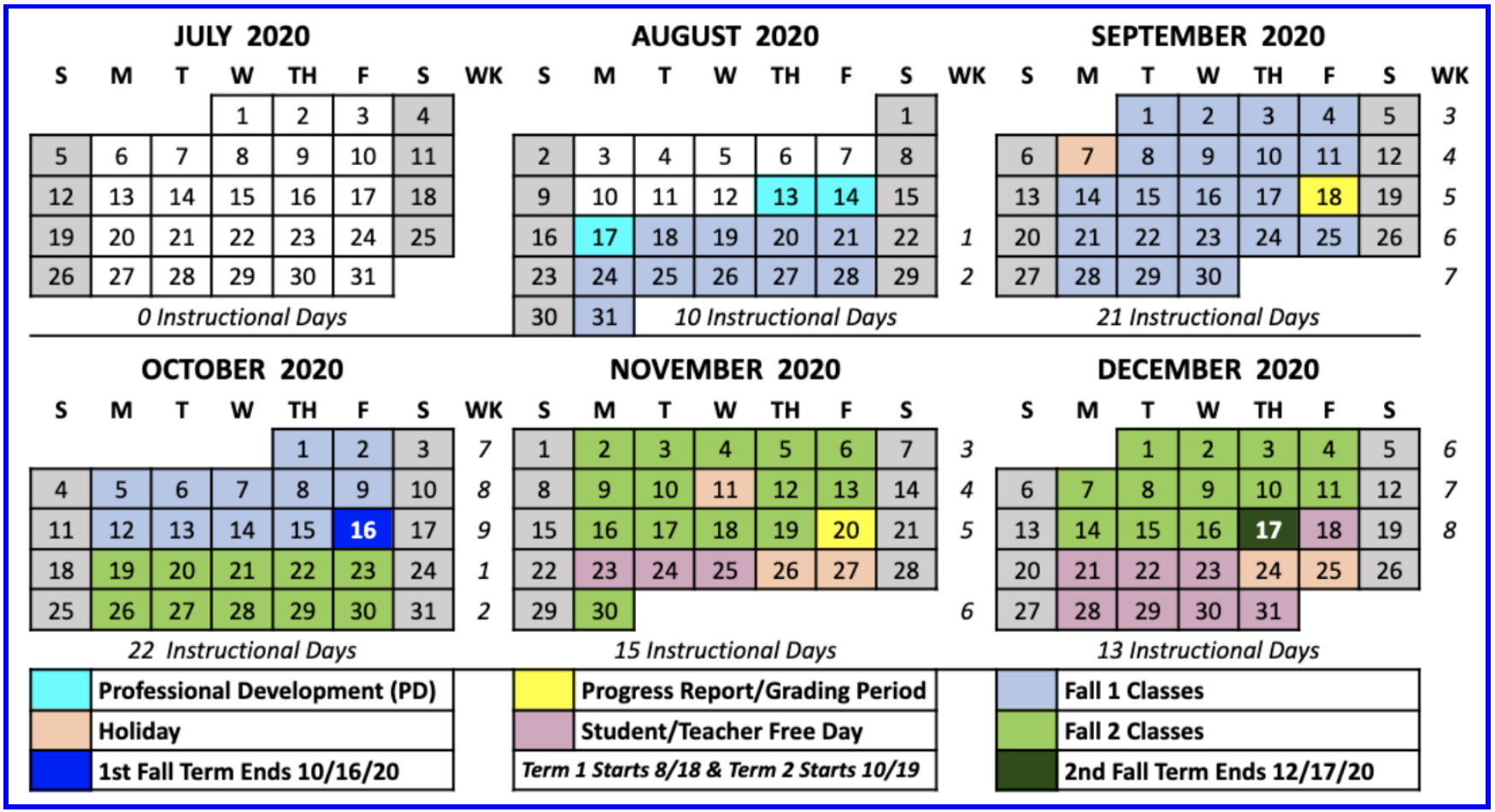
Spring Semester 2021

| Quarter 3: Periods 1 - 3<br>Quarter 4: Periods 4 - 6 | | | | | Instructional Minutes | |
|---|---|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday | *3rd Quarter (47 Days of Instruction)*<br>*4th Quarter (52 Days of Instruction)* | |
| | | | | | *Start Time* | *Instruct. Minutes* |
| Collaboration & Professional Development | | | | | *7:45 - 9:00* | *75 Minutes* |
| Period 1 | Period 1 | Period 1 | Period 1 | Period 1 | *9:00 - 10:20* | *80 Minutes* |
| Period 2 | Period 2 | Period 2 | Period 2 | Period 2 | *10:30 - 11:50* | *80 Minutes* |
| Lunch | | | | | *11:50 - 12:30* | *40 Minutes* |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Period 3** | **Period 3** | **Period 3** | **Period 3** | **Period 3** | ***12:30 - 1:50*** | ***80 Minutes*** |
| **Conference** | **Conference** | **Conference** | **Conference** | **Conference** | ***1:50 - 2:50*** | ***60 Minutes*** |
| **IMPORTANT: Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)** | | | | | | |

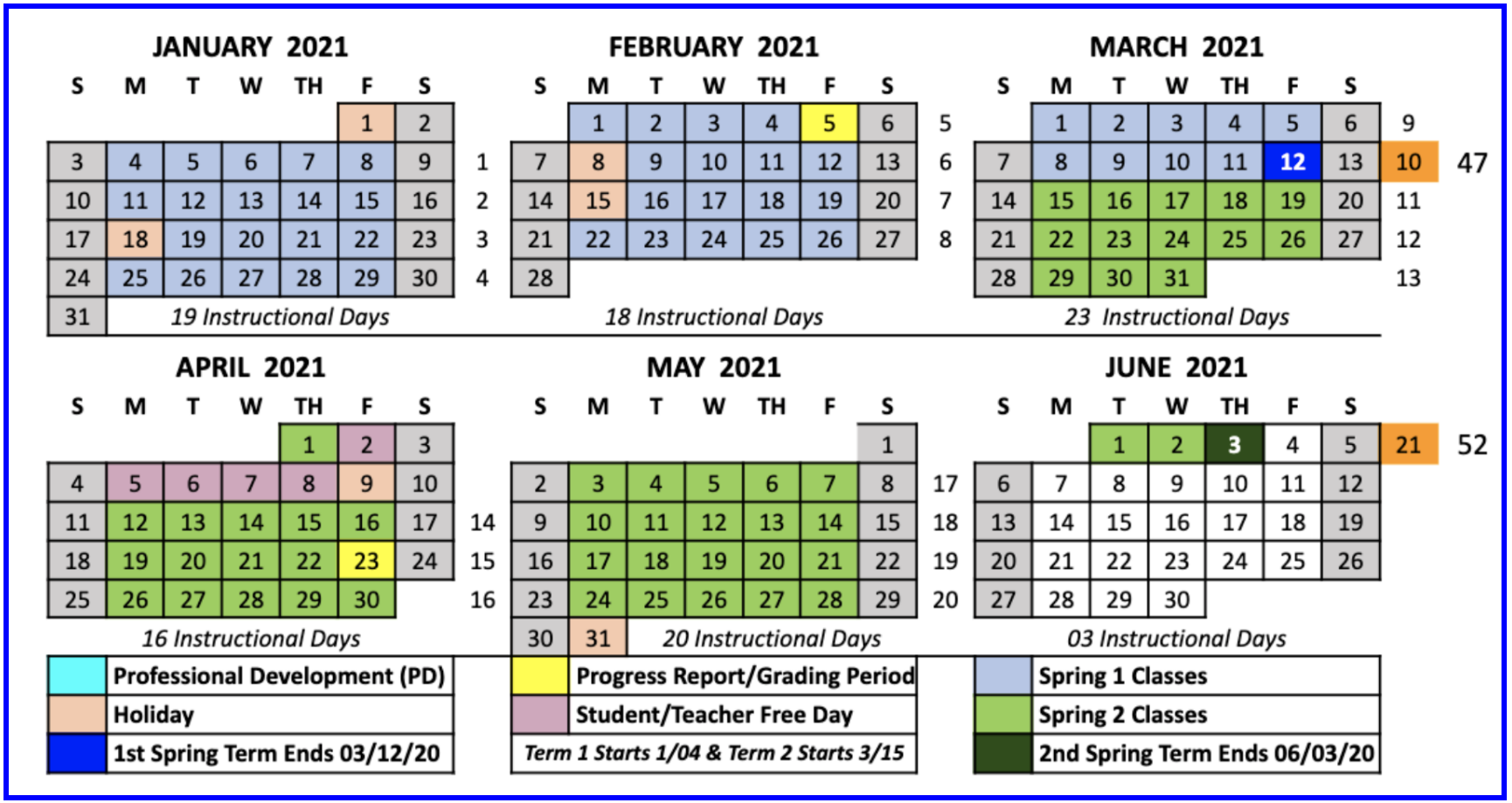
***2020-2021 Instructional Calendar***
***Fall Semester***

*Term 1  will start August 18, 2020, and end October 16, 2020.*
*Term 2 will start October 19, 2020, and end December 17, 2020.*




***2020-2021 Instructional Calendar***
***Spring Semester***

*Term 3 will start January 4, 2021 and end March 12, 2021.*
*Term 4 will start March 15, 2021 and end June 4, 2021.*
***Note:*** *The Scheduled start and end dates for the 2 Term schedule will remain the same for either Online Distance or Hybrid Learning models.*


JANUARY 2021
S M T W TH F S
1 2
3 4 5 6 7 8 9 1
10 11 12 13 14 15 16 2
17 18 19 20 21 22 23 3
24 25 26 27 28 29 30 4
31
19 Instructional Days
FEBRUARY 2021
S M T W TH F S
1 2 3 4 5 6 5
7 8 9 10 11 12 13 6
14 15 16 17 18 19 20 7
21 22 23 24 25 26 27 8
28
18 Instructional Days
MARCH 2021
S M T W TH F S
1 2 3 4 5 6 9
7 8 9 10 11 12 13 10 47
14 15 16 17 18 19 20 11
21 22 23 24 25 26 27 12
28 29 30 31 13
23 Instructional Days
APRIL 2021
S M T W TH F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17 14
18 19 20 21 22 23 24 15
25 26 27 28 29 30 16
16 Instructional Days
MAY 2021
S M T W TH F S
1
2 3 4 5 6 7 8 17
9 10 11 12 13 14 15 18
16 17 18 19 20 21 22 19
23 24 25 26 27 28 29 20
30 31
20 Instructional Days
JUNE 2021
S M T W TH F S
1 2 3 4 5 21 52
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30
03 Instructional Days
Professional Development (PD)
Holiday
1st Spring Term Ends 03/12/20
Progress Report/Grading Period
Student/Teacher Free Day
Term 1 Starts 1/04 & Term 2 Starts 3/15
Spring 1 Classes
Spring 2 Classes
2nd Spring Term Ends 06/03/20

| Subtopic: | Best Practices | Resources | Planning Implications/ Advocacy Areas |
|---|---|---|---|
| Distance Learning Model | 240 minutes per day of direct student/teacher interaction<br><br>180 instructional days per year | Education Code 43500(a) “Distance learning” means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:<br>(1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.<br>(2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.<br>(3) The use of print materials incorporating assignments that are the subject of written or oral feedback.<br><br>FAQs from CDE: https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp | ● Three 80-minute periods over two terms (Spring 1 and Spring 2);<br>● Spring 1 is 10 weeks, Spring 2 is 11 weeks;<br>● Built in time for teachers for daily conference period, collaboration and professional development.<br>● Time available for students for tutoring before or after school. |

| | | | |
|---|---|---|---|
| Interaction (daily) | Synchronous<br><br>Teacher presents while students participate in real time online from another setting<br><br>Asynchronous<br><br>Students engage in activities in collaboration with other students or independently<br><br>Check-Ins<br><br>Regular opportunities for students to maintain school connectedness and receive interventions | Senate Bill 98, Distance learning shall include all of the following:<br>(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.<br>(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.<br>(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.<br>(4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.<br>(5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment | ● Connectivity for students to ensure access<br>● Standards-aligned curriculum resources to support distance learning<br>● Technology tools (apps, platforms, supplemental curriculum) aligned to standards to support instruction<br>● Tier I interventions (academic and social-emotional) through best first instructional practices<br>● Required services and supports for students with special needs<br>● Designated and Integrated ELD |

| | | | |
|---|---|---|---|
| | | of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.<br>(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.<br>Seven Strategies for Supporting Student Learning (ASCD) | |
| Intervention and Support | Small-group instruction based on data from formative assessments<br><br>Dedicated time for assigned interventions, academic and social-emotional (synchronous) | Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning (CISC ELA/ELD Subcommittee)<br>*Embedding Mental Health as Schools Change* (UCLA) | • Social-emotional check in each day for connectivity with students<br>• Use of tutors and support staff to supervise and manage interventions<br>• Use of coaches, TOSAs, TTLs, Librarians to facilitate collaboration and support Tier 1 |

| | | | |
|---|---|---|---|
| | | | interventions and best practices for initial instruction |
| Grading and Participation | Establish proficiency scales and mastery learning<br><br>Revise pacing plans<br><br>Establish participation expectations and communication protocols<br><br>Regular progress reports; regular formative assessments, benchmark assessment and progress report at 5 weeks, and a summative assessment at the end of each quarter | What Can We Learn about Learning Time? (ASCD) | • Content-area teachers determine pacing and proficiency scales through ongoing collaboration<br>• Established protocols for introducing participation expectations<br>• Established protocols, including roles and responsibilities of teachers, counselors, and administrators, for communicating expectations<br>• Equitable consequences, consistent across district, for not meeting participation expectations |
| Teacher Collaboration | Regular meetings provide time for teachers to do the following (but not limited to):<br><br>- create weekly instructional goals and common lesson plans<br>- establish regular communication protocols with students<br>- identify how ongoing feedback will be delivered to students | Virtual Education Dilemma: Scheduled Classroom Instruction vs. Anytime Learning (Education Week) | Time set aside daily from 7:50 - 9:00 a.m. for dedicated collaboration time with optional facilitation by instructional coach, TOSAs, TTLs, librarians, or administrators<br><br>Daily time for teacher prep from 1:50 - 2:50 p.m.<br><br>Common bell schedule across district to maximize collaboration and personalized professional learning for teachers |

| | | | |
|---|---|---|---|
| Teacher Professional Development | Opportunities for teachers and paraeducators to learn new apps, platforms, collaboration tools, engagement strategies | 6 Classroom Changes Teachers will Make When Schools Reopen (Education Week)<br><br>A Science of Learning Guide to Instructional Technology (Center for Transformative Teaching and Learning) | Time set aside for professional development, informed by teacher interest or in support of site or district initiatives, led by coaches, TOSAs, TTLs, Librarians, and others;<br>Curriculum training as needed (E.g., Google classroom, Google meet, Hyperdocs, Kami, Flipgrid, Nearpod, Loom; ELA, Science, Health texts) |

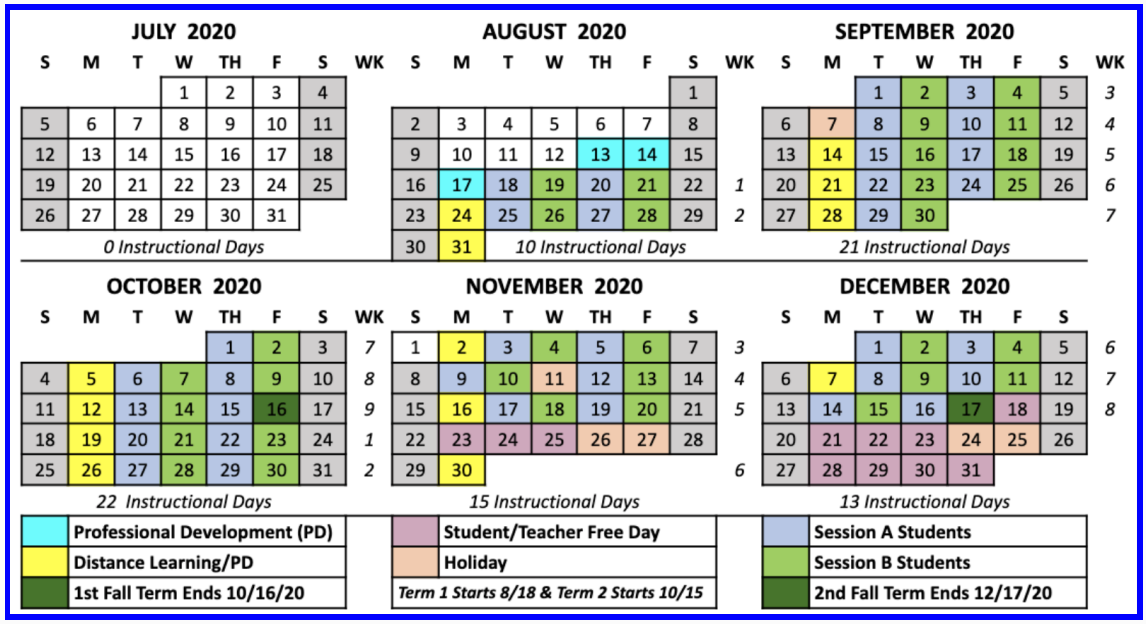
***Hybrid Learning Model***

Under the recommended Hybrid Learning Model students would be separated into two cohorts, Groups A and B, with school days alternating between A and B days. Group A students would attend school in person on Tuesdays and Thursdays while Group B students participate from home. This would be reversed on B days, when Group B students would attend school in person on Wednesdays and Fridays. In turn, Group A students would utilize distance learning on those days. On Mondays, only district employees would remain on campus and all students would participate in periods 1-3 via distance learning. This model allows for recommended appropriate social distancing practices by minimizing the number of students on campus at any one time. In this model, teacher planning is provided from 1:50 - 2:50 p.m. daily, and collaboration and professional development is available daily from 7:50 - 9:00 a.m.. This also provides time for students to complete assignments, receive intervention support, and check in with teachers and peers to maintain connectedness with the school.

In this calendar, while all students are engaged in distance learning activities on Monday, this will:

- Provide custodians with additional opportunities for necessary cleaning and disinfecting for the upcoming week;
- Create flexibility in scheduling for schools to provide targeted tutoring and academic supports for students with the greatest need; and
- Ensure that teachers have the time they need for planning, collaboration, and professional development

***Proposed Hybrid Learning Model Calendar for Fall 2020:***



*2020-21 Proposed Hybrid Learning Models (3 Classes With Two 9 & 8 Week Semesters, A/B Cohorts):*

| Hybrid Schedule | | | | | Instructional Minutes | |
|---|---|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday | | |
| | Cohort-A | Cohort-B | Cohort-A | Cohort-B | Time | Instruct. Minutes |
| Collab. & Prof. Dev. 7:45-9:00 | Collab. & PD | Collab. & PD | Collab. & PD | Collab. & PD | 7:45 - 8:40 | 55 Minutes |
| | Passing | Passing | Passing | Passing | 8:40 - 8:45 | 5 Minutes |
| Period 1 9:00 - 10:20 | Period 1A | Period 1B | Period 1A | Period 1B | 8:45 - 10:00 | 75 Minutes |
| Passing 10:20 - 10:30 | Nutrition #1 | | | | 10:00 - 10:15 | 15 Minutes |
| | Passing | Passing | Passing | Passing | 10:15 - 10:20 | 5 Minutes |
| Period 2 10:30 - 11:50 | Period 2A | Period 2B | Period 2A | Period 2B | 10:20 - 11:35 | 75 Minutes |
| Lunch 11:50 - 12:30 | Nutrition #2 | | | | 11:35 - 11:50 | 15 Minutes |
| | Passing | Passing | Passing | Passing | 11:50 - 11:55 | 5 Minutes |
| Period 3 12:30 - 1:50 | Period 3A | Period 3B | Period 3A | Period 3B | 11:55 - 1:10 | 75 Minutes |
| Conference 1:50 - 2:50 | Lunch | Lunch | Lunch | Lunch | 1:10 - 1:50 | 40 Minutes |
| | Conference | Conference | Conference | Conference | 1:50 - 2:50 | 60 Minutes |

***Note: Hybrid Schedule is subject to negotiations between El Monte Union High School District and El Monte Union Educators Association***

***Spring Semester Hybrid Model Proposals:***

- ***Currently being negotiated between District and EMUEA***
- ***Board Approved to remain on Distance Learning for Term 3, Spring Semester***
- ***Board will meet on or before February 17, 2021, to decide on whether students will remain on Distance Learning or transition to Hybrid Instructional Schedule for Term 4, Spring Semester***

| Subtopic: | Best Practices | Resources | Planning Implications/ Advocacy Areas |
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| Hybrid Learning Instructional Minutes | 240 minutes per day of direct student/teacher interaction<br><br>180 instructional days per year | SB 98, Section 34, Education Code Section 43503<br><br>(See Appendix A (p. 73) for Daily Instructional Plan)<br><br>SGV School Districts' proposed plans<br><br>Sample bell schedules: https://unlockingtime.org/school-schedules | A/B cohort model -<br>● All students attend in-person 2 days/week;<br>● All students participate from home on other 3 days |

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| Interaction (daily) | Live<br><br>Students and teachers are in the classroom for in-person instruction<br><br>Synchronous<br><br>Teacher presents while students participate in real time online from another setting<br><br>Asynchronous<br><br>Students engage in activities in collaboration with other students or independently<br><br>Office hours<br><br>Set times for students to get support from teachers on-call<br><br>Connectedness<br>Regular opportunities for students to interact with peers and adults | Senate Bill 98<br><br>Seven Strategies for Supporting Student Learning (ASCD)<br><br>Understanding Hybrid School Models<br><br>Half-time High School May Be Just What Students Need (Fordham Institute)<br><br>School Re-Entry Considerations (Society of Health and Physical Educators) | • Adherence to maximum capacity recommendations<br>• Need time to clean rooms between classes<br>• Connectivity for students to ensure access<br>• Standards-aligned curriculum resources to support distance learning<br>• Technology tools (apps, platforms, supplemental curriculum) aligned to standards to support instruction<br>• Tier I interventions (academic and social-emotional) through best first instructional practices<br>  ○ Include SEL daily check-ins<br>  ○ Use of new SIS (Synergy) to monitor academic, behavioral, and social-emotional interventions<br>• Required services and supports for students with special needs<br>• Designated and Integrated ELD<br>• Synchronous instruction facilitated by appropriate use of tools including PolyStudio cameras, Google Classroom, Google Meet, and other digital tools (Nearpod, Classkick, Kami, Desmos, FlipGrid, etc.)<br>• Protocols for interaction with aides, paraeducators, and other |

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| | | | support staff who are in the classroom |
| Intervention and Support Including Participation and Engagement Strategies | Small-group instruction based on data from formative assessments<br><br>Dedicated time for assigned interventions, academic and social-emotional (synchronous or live)<br><br>Dedicated office hours for teachers to respond to students on-call<br><br>Multi-tiered system and defined roles and responsibilities for ongoing monitoring of interventions<br><br>Establish participation expectations and communication protocols | Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning (CISC ELA/ELD Subcommittee)<br><br>*Embedding Mental Health as Schools Change* (UCLA) | • Time before or after school for assigned interventions<br>• Social-emotional check in each day for connectivity with students<br>• Use of tutors and support staff to supervise and manage interventions<br>• Availability of coaches, TOSAs, TTLs, Librarians to facilitate collaboration and support Tier 1 interventions and best practices for initial instruction<br>• Support for student participation and engagement by addressing the culture and climate of the classroom<br>  ○ Get-to-know-you activities<br>  ○ SEL check ins<br>  ○ Lesson planning templates and expectations for common practices, such as a variety of instructional groupings and differentiation (e.g., whole group, small group, independent, flipped learning, |

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| | | | demonstration/presentations)<br>○ Frequent checks for understanding<br>○ Progressive discipline policies<br>○ Classroom contracts |
| Grading | Establish proficiency scales and mastery learning<br><br>Revise pacing plans<br><br>Regular progress reports; regular formative assessments, progress reports, and a summative assessment at the end of each quarter<br><br>System of continuous improvement including regular content-alike meetings, data analysis facilitated by Instructional Coaches and Content Specialists, use of Lesson Study, and informal classroom visits | What Can We Learn about Learning Time? (ASCD) | ● Content-alike teachers determine pacing and proficiency scales through ongoing collaboration<br>● Established protocols for introducing participation expectations<br>● Established protocols, including roles and responsibilities of teachers, counselors, and administrators, for communicating expectations<br>● Equitable consequences, consistent across district, for not meeting participation expectations<br>● Ongoing progress monitoring through Common Formative Assessments that inform instructional next steps |

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| Teacher Collaboration | Meetings provide opportunities to:<br>- create weekly instructional goals and common lesson plans, for teachers and paraeducators<br>- establish regular communication protocols with students<br>- identify how ongoing feedback will be delivered to students<br>- share best practices<br>- determine interventions | Virtual Education Dilemma: Scheduled Classroom Instruction vs. Anytime Learning (Education Week) | • Dedicated collaboration time that may be facilitated by content specialist, instructional coach, TOSAs, TTLs, librarians, or administrators<br>• Daily time for teacher prep<br>• Common bell schedule across district to maximize collaboration and personalized professional learning opportunities for teachers, and tutoring for students |
| Teacher Professional Development | Opportunities for<br>- teachers and paraeducators to learn new apps, platforms, collaboration tools, engagement strategies, classroom climate and culture strategies, SEL strategies, curriculum review<br>- staff meetings | 6 Classroom Changes Teachers will Make When Schools Reopen (Education Week)<br><br>A Science of Learning Guide to Instructional Technology (Center for Transformative Teaching and Learning) | • Time set aside for optional professional development led by coaches, TOSAs, TTLs, Librarians, and others;<br>• Curriculum training as needed (E.g., Google classroom, Google meet, Hyperdocs, Kami, Flipgrid, Nearpod, Loom; ELA, Science, and Health texts) |

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| | - exploration of site and district initiatives | | |

**Roles/Responsibilities**

- Content Specialists
  - Lead course-alike teacher teams
  - Meet regularly to collaborate, do data analysis on formative assessments
- Instructional Coaches, Librarians/TTLs, TOSAs
  - Provide personalized professional development
  - Facilitate teacher collaboration
- Student Support teams (counselors, admin)
  - Oversee interventions
- Teachers
  - Provide support through scaffolds and first-best instruction
  - Maintain daily interaction with students
  - Participate in data dialogue meetings
  - Participate in Lesson Study
  - Assign Tier 2 interventions
  - Hold office hours (hybrid)

**Professional Development Plan**

Back to School requires training for teachers and transition activities for students. Teachers and Instructional Coaches, in partnership with TOSAs, APs and Principals, continue to provide training and facilitation protocols to support both student transition and teacher professional development. Ongoing professional development topics may include, but are not limited to,

I. Technology
   A. PolyStudio Cameras
   B. Google (Meet, Classroom, other features)
   C. Software or apps (e.g., Nearpod)
   D. New SIS (Synergy)

II. Classroom Culture/Community
    A. Class contracts
    B. SEL strategies and supports
    C. Progressive discipline and classroom management
    D. Grading practices
    E. Growth Mindset
III. Academic Instruction
    A. Best first instruction practices
    B. Curriculum training
    C. Lesson planning
    D. Integrated ELD
    E. Formative assessments

**Additional Resources Available for Spring 2021 - Term 1**

- IM1 and IM2 teachers collaborated to restructure the pacing plan into three units addressing key skills; each unit has regular skill checks, quizzes, and assessments, and utilizes a variety of instructional technologies (Desmos, Delta Math, Algebra Tiles, Peardeck, Nearpod, and more).
- All ELA teachers were provided with ongoing training of a pilot digital curriculum giving more online access to scaffolded lessons.
- Science TOSA partners with teachers to co-teach, design NGSS-aligned lessons, and provide PD on software, apps, curriculum, and strategies.
- Ethnic Studies teachers meet regularly as a professional learning community to revise and perfect the course outline and supplemental curriculum resources.
- A focus group of teachers from diverse content areas will meet weekly as a roundtable to share strategies and practices that may be replicated by others.
- Two assessment windows (weeks 3-4 and weeks 6-7) for ELA and Math will assess skill gaps so teachers can create an instructional action plan.
- The CARES dashboard identifies students in danger of failing for targeted intervention

## *Safety and Health*

**The Safety and Health Sub Committee has met several dozen times. In our Sub Committee, we have, at various times broken into various ad hoc committees of the sub committees. We have reached out to other members of the district and sought specialized insight. Also, we have looked to make sure HIPAA, CDC, LADPH and partner agencies guidelines are being followed. Additionally, many of us have added to the document on our own.**

**There are 14 Major Recommendations:**
**They are tied into and support Los Angeles Department of Public Health's "check list". We've color-coded this checklist to coordinate and show which of the 14 Major Recommendations they are supported by.**

**(1) Workplace policies and practices to protect employee and student health**

**(2) Measures to ensure physical distancing**

**(3) Measures to ensure infection control**

**(4) Communication with employees, students and families of students and the public**

**(5) Measures to ensure equitable access to critical services.**
**These five key areas must be addressed as your facility develops any reopening protocols.**

**The 14 Major Recommendations:**

1. **Supplies 1) Workplace policies and practices to protect employee and student health (4) Communication with employees, students and families of students and the public**
2. **Notify Stakeholders of Contact or Exposure 1) Workplace policies and practices to protect employee and student health**

3. **Mask/Shields Guidelines 1) Workplace policies and practices to protect employee and student health (3) Measures to ensure infection control**
4. **Campus Access 1) Workplace policies and practices to protect employee and student health (3) Measures to ensure infection control**
5. **Areas of thoughtfulness regarding potential exposure 1) Workplace policies and practices to protect employee and student health (3) Measures to ensure infection control (5) Measures to ensure equitable access to critical services.**
6. **Symptomatic Guidelines 1) Workplace policies and practices to protect employee and student health (3) Measures to ensure infection control (5) Measures to ensure equitable access to critical services.**
7. **Guidelines for Offices and Classrooms (2) Measures to ensure physical distancing(5) Measures to ensure equitable access to critical services.**
8. **Common Areas 1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing**
9. **Recommendation for Nutrition Services (1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control**
10. **Staff members unable to be on campus(1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control (4) Communication with employees, students and families of students and the public**
11. **Recommended Training (1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control (4) Communication with employees, students and families of students and the public**
12. **PPE and Personnel Responsibilities (1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control (4) Communication with employees, students and families of students and the public**
13. **Cleaning Procedures During COVID Times (1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control (4) Communication with employees, students and families of students and the public**
14. **Transportation (1) Workplace policies and practices to protect employee and student health (2) Measures to ensure physical distancing (3) Measures to ensure infection control (4) Communication with employees, students and families of students and the public**

| Sub Topics | Best Practices | Resources | Planning Implications/ Advocacy Areas |
|---|---|---|---|
| **1. Supplies** | Equipment Availability -- If minimum equipment (PPE equipment - Facemasks, Face Shields, hand sanitizer, hand sanitizer stations, plexiglass and cleaning supplies) cannot be met then the group recommendation is to start the school year with the DL model only.<br><br>If school begins face to face or in the hybrid model and the equipment availability becomes less than what is needed to ensure guidelines are met then the schools within the district should automatically move to full DL.<br><br>**Logistics and Sustainability Covering but not limited to: Handsanitizer, Gloves, Gowns, Protective EyeWare**<br><br>● Monitor every three weeks<br>● Inventory reports of all necessary supplies should be provided to the various groups task force, site administration, and EMUEA/CSEA prior to making final recommendation.<br>● **Cleaning Supply Availability**<br>○ PPE/Cleaning Supplies -- if supplies are not sufficient to open the school year and three weeks out -- to reevaluate every three weeks. To follow the operations sub-group guidelines it is our recommendation to stay in the DL model until supplies are readily available to meet the guidelines<br>○ Needed supplies details are listed below and are necessary to offer face to face or hybrid instruction | Includes info on handwashing and when (5/1/20) http://publichealth.lacounty.gov/media/coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf | |

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| | ○ Inventory reports should be provided to various groups such Safety & Health Sub Committee, EMUEA/CSEA prior to making final recommendation<br>○ Staff can bring own thermometer, masks/shield and hand sanitizer if they would like, we are operating under "good faith"<br>○ Air conditioners will be maintained with proper air filters and fresh air exchange settings. Classroom doors should remain open at all times.<br>○ Air Guardian Air Purifiers have been installed in classrooms. | | |
| **2. Notification stakeholders if contact or exposure** | Process to notify EMUHSD members, parents, and students if a positive COVID-19 case takes place on one of the buildings within the district.<br>● Currently if a person tests positive notification is made to those who had exposure (within 6' of the person who tested positive for 15+ minutes in aggregate during a 24 hour period). There is a protocol currently in place that is being followed by the district. District will conduct contact tracing in order to identify those who have contact or exposure to a positive case. This is all as per the LADPH<br>● Unions are notified in accordance with the department of public health as well as the Memorandum of Understanding of both unions.<br><br>**Notification:**<br>● Cluster size triggering reporting to Public Health changed from 5 to 3 cases. Link added to a new guidance document on managing COVID-19 in the workplace. If 3 positive cases at one site occur it is | | |

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| | considered “numerous exposures”, the site will be immediately shut down sanitized and evaluation of the feasibility of re-opening the site will then take place. These are the LADPH Guidelines<br>● In the event of a positive case, please contact the Cabinet, Mr Leon, Mr. Monge and/or site administrators and add information to the COVID reporting document. We have been working with VMA to provide notifications to those who need to know. | | |
| **3. Masks and Shields guidelines** | Masks must be worn by everyone on campus at all times.<br>● Students must wear a facial covering prior to entering the school. Acceptable, reusable face covering options include:<br>○ Bandana<br>○ Neck gaiter<br>○ Homemade face covering<br>○ Scarf<br>○ Tightly woven fabric, such as cotton t-shirts and some types of towels<br>○ Masks,<br>○ Face Shields (with curtain or mask underneath)<br>○ Staff and students can bring their own thermometer, masks/shield (with curtain underneath) and hand sanitizer if they would like, we are operating under “good faith”. Teachers who desire to wear a shield due to working with student populations requiring seeing the face for communication such as English Learners and Special Needs can request a shield at their site.<br>○ Minimum standard for equipment that is worn on campus should follow state and federal | | |

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| | regulations and guidelines from the Department of Health.<br>○ If a staff member refuses to wear a mask they should be offered an alternative (face shield with drape). If they continue to refuse to wear face covering (when guideline states all must wear face covering) it will become a district and union matter to be followed up.<br><br>If a student refuses to wear a mask<br>● If a student refuses to wear a mask then staff will call administration to have the student escorted to office.<br>● Parent/guardian will be notified for a conference.<br>● Another option could be to provide a room for the student to continue their education where social distancing can take place.<br>○ If a student or staff member can not wear face covering due to health reasons the district will work with them to ensure safety and health of everyone.<br>○ Given capacities each student will be addressed in an appropriate and individualized manner.<br>■ Mask size should cover the entire mouth and nose. | | |
| | If staff refuse to wear face covering (when guideline states all must wear face covering) it will become a district and union matter to be followed up. Currently face shields do not meet expectations since they require a drape, at this time those are only provided to healthcare workers.<br>- | Resources for up-to-date orders and resources Los Angeles County Department of Public Health | Prioritize funding to ensure continuous supply of PPE.<br><br>Security staff PPE needs |

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| | | http://publichealth.lacounty.gov/media/coronavirus/<br><br>Includes info on age recommendations for face coverings (5/1/20)<br><br>http://publichealth.lacounty.gov/media/coronavirus/docs/education/GuidanceEarlyChildhoodEducation.pdf | Keep LEAs at the table for advocacy and to communicate needs (state, County, local levels)<br><br>If PPE supplies not available (part of infection control practices), will that be a reason to not reopen school(s)? |
| **4. Campus Access** | **Staff Access**<br>■ Here is a link to a document outlining what a teacher's day may be like: https://docs.google.com/document/d/1iS_tkJecXQwZR9kotbU2P7zExnQEOVSXfwc7s_3ACoo/edit<br>■ Staff will follow same protocol as students when entering campus as well as rooms on campus'<br>■ Other reasons as per Guidelines from CDC, DPH and partner guidelines<br><br>**Student Access**<br>■ No off campus permits/no outside lunches being brought on campus by outside vendors or other visitors | | |

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| | ■ Here is a link to a document outlining what a student's day may be like: https://docs.google.com/document/d/1aL5b2bYJPi-G64vAoY5fMAcl_EBhL-Wj92iSHD0ymg4/edit?ts=5ee81818<br>■ Staff should allow flexibility of time getting to school….and going from class to class considering social distancing<br><br>**Visitor Access -**<br>● Needs to be limited (must follow same screening and health guidelines as staff and students).<br>● Visitors will be allowed on campus campus for essential reasons only:<br>◆ Attendance<br>◆ Transcripts (with appointment)<br>◆ Scheduled Meetings with school personnel<br>◆ Approved Vendors<br>◆ Social workers/therapists (encourage virtual visits or home visits)<br>● If a student is to be picked up from school who has symptoms of COVID-19. Guidelines for student pick up will follow CDC, DPH and partner guidelines<br>● If possible school staff should escort the student to the awaiting parent outside of school buildings -- CDC recommendation (casual to more secure -- 1. Outside to 2. Reception to 3. office)<br><br>**Students' Entry Into School** - **Guidelines:**<br>CDC Checklist for parents<br>CDC Checklist for teachers<br>Sacramento plan guidelines in page 4, 5 and Appendix B - outlines their suggestions for safety and health including screening, PPE, and social distancing | | |

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| | **<u>Signage</u>** (all signage is recommended to be generic)<br>Place 6 feet circles on the ground near the cafeteria, student store, front office, bathrooms, library, and wherever groups may congregate, to ensure social distance.<br><br>Place arrows on the ground to identify one way traffic patterns, so that students don't cross paths. Follow guidelines as stated in the Ops Committee recommendations.<br><br>Posted at entrance displaying COVID-19 questions about how they are feeling before entering school<br><br>Posters throughout campus reminding students of social distancing and masks to be worn<br><br>**<u>Protocol for Students/Staff—Entering Campuses</u>**<br>One or two entrances with mandatory use of hand sanitizer, mask check, temperature checks and ensure social distancing.<br><br>Masks will be given to those who do not have a mask. A minimum of one staff member will be responsible to stand at entrances to check ensure protocols are followed.<br><br>Recommendation of social distancing will be based on CDC and Department of Public Health guidelines.<br><br>**Entering Campus**<br><br>i. <u>Passive Screening</u>. Instruct parents to screen students before leaving for school (check temperature to | | |

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| | ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. If anyone in the home has tested positive for COVID-19 ?<br><br>Send a check sheet for parents to use to check students before they leave for school<br><br>ii. <u>Active Screening.</u> Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. Thermal scanners are recommended but very costly.<br><br>1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.<br><br>2. Hand Thermometers must be properly cleaned and disinfected after each use. | | |

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| **5. Areas of thoughtfulness regarding potential exposure** | iii. <u>All students must wash or sanitize hands and wear masks when they enter campuses and buses</u>.<br>Sanitizing stations should be setup and checked frequently to ensure supplies are replenished when necessary<br><br>There should be someone at the entrance(s) monitoring student entrance, keeping 6' apart as they enter and ensuring masks are on and they are using sanitizing stations.<br><br>**Additional Safety Measures**<br><br>iv. <u>Provide supervised, sufficient points of access to avoid larger gatherings.</u><br>School staff will be standing outside during passing periods, breaks and lunch-time to ensure social distancing and that masks are being worn<br><br>EMUHSD --<br>**High Traffic Areas (Where there isn't control)**<br>1. Receptionist<br>2. Attendance<br>3. Guidance<br>4. Health Office<br>5. Drinking Fountains<br><br>EMRAS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist in main Lobby at EMRAS<br>● Receptionist area at the Granada Center<br>● Receptionist area at the Rosemead High School<br>○ Campus for our EMRAS ESL classes. | | |

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| | ● High School Diploma Department Reception area - Room 145<br>● CTE Receptionist desk for Medical - Room 216<br>● CTE Receptionist desk for Business/Computers - Room 204<br>● CTE Receptionist desk for Career Center Room 210<br>● EMRAS Assessment Room - Room 118<br>● EMRAS Registration Room - Room 120<br>● EMRAS Teacher Resource Room Room 117<br>● Counselor Offices (3) - Room 139, 137 and 136<br>● Pearson Vue Testing Center - Room 140<br>● Isolation Room has been established as Room 134<br><br>**Assumed High Traffic Areas (main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Hallway areas indoors to all classrooms<br><br>**Places that people congregate**<br>● Staff Lounge where teacher boxes are located<br>● Elevator (Perhaps limit elevator capacity to 2 people at a time<br>● Vending machine area<br>● High school diploma department waiting area for counselor and Pearson Vue testing appointments<br><br>EMHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist<br>● Attendance Office<br>● Guidance Office<br>● Restrooms<br>● Textbook Room | | |

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| | **Assumed High Traffic Areas(main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Cafeteria<br>● Hallways in all buildings<br>● Large & small gym<br>● Locker rooms<br>● Front gate<br>● Concert Street gate<br>● Baseball field gate<br>● Band/Choir rooms<br>● Student store<br>● Mail room<br><br>**Places that people congregate**<br>● Quad<br>● Library<br>● P-Building (outside shaded area)<br>● Blue tables by the gym<br>● Staff lounge<br>● Staff workroom<br>● Resource Center<br>● Activities Office<br><br>RHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist/Guidance offices/Psychologist/student store<br>● Attendance<br>● Library/Title I lab (rm 43)/room 63 computer lab<br>● Hallways<br>● Textbook Room - the beginning of school, end of school change in semester | | |

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| | ● **Assumed High Traffic Areas(main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Entrance to school<br>● Cafeteria<br>● Locker rooms/weight room<br>● Career Center<br>● Restrooms student and staff<br>● Band rooms/choir room<br>● CBI classrooms<br><br>**Places that people congregate**<br>● Mailroom<br>● Department workrooms (109, 90A, science)<br>● Staff lounge/cafeteria<br>● EL TOSA classroom<br>● Principal's/API office<br>● Maintenance area<br>● Quad<br>● Parent Center<br>● Panther's Lair<br>● Activities<br><br>AHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist<br>● Attendance<br>● Guidance<br>● Health Office<br><br>**Assumed High Traffic Areas(main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Boys/Girls Locker Rooms | | |

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| | ● Cafeteria<br>● Library<br><br>**Places that people congregate**<br>● Quad area<br>● Front of school quad<br><br>MVHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist<br>● Attendance<br>● Guidance<br>● Nurses office<br><br>**Assumed High Traffic Areas (main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Main Entrance<br>● A/B Breezeway<br>● M/K Building area<br><br>**Places that people congregate**<br>● Front of School<br>● Quad/Tent area<br>● Gym<br><br>SEMHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist in front office (2)<br>● Attendance<br>● Student Store<br>● Cafeteria POS<br>● MOT Offices (Esther, Transportation) | | |

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| | **Assumed High Traffic Areas (main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Gym<br>● Band<br>● Choir<br><br>**Places that people congregate**<br>● Field House<br>● Library<br>● PDC<br><br>FLHS --<br>**High Traffic Areas (Where there isn't control)**<br>● Front Office: Receptionist/Attendance/Counselor A-L<br>● Back Office: Oppty/Counselor M-Z<br>● Upstairs walkway<br><br>**Assumed High Traffic Areas (main point of entry, cafeteria, maintenance, gym/locker rooms, hallways for passing period)**<br>● Cafeteria<br>● Upstairs walkway (back office, room 8, room 9, and staff lounge)<br>● Front Gate<br>● Front office, teachers mailboxes<br>● Restrooms<br>● Room 4<br>● Staff lounge<br><br>**Places that people congregate**<br>● Quad<br>● Front of school: Drop off/pick up<br>● Weight room (#7)<br>● Cafeteria line | | |

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| | ● Front office<br>● Time Clock in front office<br><br>M/O EMUHSD --<br>**High Traffic Areas (Where there isn't control)**<br>● Receptionist<br>● Attendance<br><br><br>**Isolation Area**<br>Recommendations:<br>There needs to have a staff member assigned to a site's isolation room or a video monitor/Open windows/line of sight (person monitoring or camera.<br>○ EMUHSD -- Roy/ Closed session room/ board room in the event we cannot turn away someone.<br>○ EMRAS -- Trina to determine (didn't include)<br>○ EMHS -- Psychologist office (connected to the health office)<br>○ RHS -- Rooms 12 and 13<br>○ AHS -- Conference room in the health office<br>○ MVHS -- Boys resting area in health office<br>○ SEMHS -- Lactating room across the hall from health office<br>○ Ledesma -- Room located across campus next to Mustang site<br>○ CDS--office next to Erica Farias office<br>○ Adult Transition--Front office meeting room across from kitchen<br>5. Drinking Fountains | | |

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| | *Use of shared objects is eliminated wherever possible, for example, water fountains are shut down and individual water bottles are provided as an alternative, high touch playground equipment may be taken out of use and replaced with no-touch playground games, etc.*<br><br>*It is not our intention that schools be required to supply bottled water to all students. Students may use refillable water containers and setting up water filling stations in lieu of drinking fountains fully complies with the protocol and would be considerably safer than the latter.* | | |
| **6. Symptomatic Guidelines** | If a student/staff is symptomatic while entering campus or during the school day (first, follow DPH guidelines):<br>● Isolation room(s)/Quarantine Room(s) should be set aside and ready.<br>● District protocol following county guidelines will be followed.<br>● Ensure people in charge of this area are well trained and supported.<br><br>1. Students/staff who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing. Should be a room with a window and good ventilation. Staff, if able, should go home immediately.<br><br>2. Any students or staff exhibiting symptoms should be required to maintain wearing a face covering and wait in an isolation | | |

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| | area until they can be transported home or to a healthcare facility as per guidelines of CDC, DPH and partner agencies.<br><br>3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult. Proper PPE for person supervising should be available.<br><br>4. Advise parents of sick students that students are not to return until they have met CDC and Department of Public Health guidelines.<br><br>5. Guidelines for student pick up will follow CDC, DPH and partner guidelines<br><br>6. Areas of exposure: will follow CDC, DPH and partner guidelines | | |
| **7. Guidelines for Offices and Classrooms** | **Health Office Practice**<br><br>● Training for the health office personnel<br>● Wearing Proper/full PPE available at all times<br>● Students who are not feeling well will be sent to the health office.<br>● If a family member of a student or staff member tests positive - CDC and DPH and partner guidelines will be followed.<br><br>**Classrooms, Offices and Workplaces**<br><br>● Classroom sanitized marker to show the room as been sanitized - **See Major Recommendation #13.**<br>● Students and teachers must wear masks at all times when on campus according to the governor's, CDC, DPH and partner agencies' guidelines. | | |

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| | • Number of students/desks in each classroom **will be determined by the Operations Sub-committee.**<br>• Where allowable, additional tables will be placed in front of the reception area to assist in creating 6' separation. Including staff among staff and staff among students (as per operations report as well). (reference Gov's report… need document)<br><br>When entering/exiting the classroom everyone will sanitize entering an area as recommended by the department of public health update<br><br>Classroom doors/windows (windows when possible) should remain open as at all times for air movement according to the department of public health guidelines.<br><br>These rooms: Physical Education/Gym/Weight Room/Locker Room/Choir/Band<br>PE/Gym/weightroom - Will follow as per Guidelines from CDC, DPH and partner guidelines<br><br>■ https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html | | |
| **8. Common Areas** | • Restrooms - As long as stalls are present they should be fine however, a congregation of people waiting may cause an issue. Boys restrooms traffic must be considered. Barriers between urinals will be necessary if you use them all, or restrict to every other urinal could be another solution. However, supervision to ensure the | | |

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| | number of students in a restroom are limited is a concern.<br>Sanitizing the restrooms and ensuring students have access to a restroom during limited passing period time is a concern.<br>There aren't any specific guidelines however, it is outlined that we must maintain a safe and clean restroom and clean when necessary.<br>● Barriers will not be necessary if we can maintain distance<br>● Limiting the number of people in the restroom is a concern - number of stalls/urinals available will determine the number of people allowed in each restroom<br>● Operations recommendations for cleaning and sanitizing will be followed<br>● <u>Water Faucets</u> - will follow **operations subcommittee' recommendations**<br>● <u>Portable Hand washing stations - supplement to hand sanitizers</u><br>Considering having portable handwashing stations where students congregate will be needed however, and they are not readily available. The price to rent something like this is an issue.<br>○ It is suggested to acquire these if they are available and affordable anywhere when hand sanitizers are not readily available.<br>● <u>Reception</u> - <u>see Major Recommendation #4 of this document</u><br>According to OSHA "perfect storm" ruling this states taking temperature is not a violation of a person's rights.<br><u>Staff and Students</u> - see page 5 of this document | | |

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| | ○ Recommended to have temperatures taken for anyone entering the school.<br>○ Recommended that sites limit to one entrance point unless there is enough staff to monitor more than one entrance point with the ability to check temperatures as people enter.<br>○ For visitors - see Major Recommendation #4 of this document<br>● Limit nonessential visitors, volunteers and activities involving other groups at the same time.<br>● Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.<br>● Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part- day instruction outside.<br>● Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing. In addition, schools can consider eliminating the use of lockers and moving to block scheduling, which supports the creation of cohort groups and reduces changes of classrooms. | | |
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| 9. Recommendation for Nutrition Services | **Procedures will follow Operations SubCommittee Recommendations**<br><br>**What will this look like in specifics at each School**<br><br>Nationwide waiver for OVS to provide Flexibility for senior high schools<br><br>Modified staff schedules to accommodate different meal service models and enhanced cleaning schedules (to include in CSEA MOU)<br><br>● Scanners with plexiglass glass<br>● Sanitize frequently<br>● Use pencil or Topi to enter Student ID<br>● Hand sanitizer<br><br>Options of serving:<br><br>● Cafeteria at 30-50 percent capacity; 6 feet apart<br>● Meals in the classroom; Grab-n-go meals | | |
| **10. Staff members unable to be on campus.** | Reasons as per Guidelines from CDC, DPH and partner guidelines. Additional guidelines and directions from EMUHSD HR Division will be given. | | |

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| | If a staff member (classified or certificated) is unable or requests not to be on campus during the hybrid model or even if students are not on campus, there will be an opportunity for them to work from home. If this is the case, then said staff member will request for an interactive accommodation through the Human Resource Department. | | |
| **11. Recommended Training:** | All staff members and students -- will be required to complete the training outlining the **proper protocols for hand washing**, **proper way to wear a mask as well** as workplace guidelines and how to plan, prepare and respond to COVID-19. | | |
| **12. PPE and Personnel Responsibilities -** | ● District must establish quantity levels of PPE available and distribution procedures.<br>● All staff and students will wear facial coverings<br>● Gloves be required in certain areas<br>● Students with disabilities will need assistance at all times<br>● Facial coverings will be in line state and federal regulations and guidelines from the Department of Health<br>● Given capacities each student will be addressed in an appropriate and individualized manner.<br>● There are Cleaning and Disinfecting Procedures daily as well as when a positive case is found on a school site<br>● M&O develop specific instructions for cleaning | | |
| **13. Cleaning Procedures During COVID Times** | **Procedures will follow Operations SubCommittee Recommendations** | | |

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| **14. Transportation** | **Procedures will follow Operations SubCommittee Recommendations** | | |

Here is the link to latest CDC cleaning guidance:
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/ReOpening_America_Cleaning_Disinfection_Decision_Tool.pdf

FCMAT: https://www.fcmat.org/PublicationsReports/FCMAT-Fiscal-Alert-Preparing-Budget-Scenarios-for-2020-21.pdf

Most recent information from LADPH T-1 Appendix on Reopening of Schools:
http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/Reopening_K12Schools.pdf

| ***Social and Emotional Support Systems*** | Ensuring all students, staff & community members remain healthy and safe by following best practices in the areas of:<br>● School-based mental health services<br>● Behavior support systems<br>● Family engagement and support practices<br>● Providing staff supports<br>● Maintaining student and staff recognitions, awards and traditions<br>● Other key systems and supports |
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| Subtopic: | Best Practices | Resources (includes hyperlinks) | Planning Implications/ Advocacy Areas |
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| **Mental Health Services/Supports for Students** | ● Assess for level of need (i.e. trauma, grief, loss, etc.)<br>● Continue school mental health referrals<br>● Incorporate SEL Curriculum at all grade levels; ensure both remote and in-person learners are included. (Continual outreach to students)<br>● Establish a systemic social emotional support system<br>● Continue to foster community partnerships to provide a spectrum of services | Renewal Week Event, virtual student sessions dedicated to wellness, the arts, hobbies, reconnecting, socialization with peers<br><br>Mindful May, virtual wellness workshops dedicated to mental health the arts, hobbies, reconnecting and socialization with peers<br><br>EMUHSD CAR$^2$ES, student led group focused on promoting wellness topics through social media and a podcast.<br><br>Teen Line Partnership, organization will provide training to EMUHSD students to support | ● Behavior and Intervention flowchart to support clear expectation, transparency and awareness<br>● Coordination of SEL resources and program - Fall Implementation<br>● SES tiered intervention plan, improve accessibility to students<br>● C.A.R$^2$.E.S. dashboard update to address distance learning monitoring & data-driven response<br>● Counselors- virtual available |

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| | ● Crisis Response, Suicide Prevention and PMRT.<br>● Continue to support student lead mental health initiatives and extra-curricular activities in both virtual and in person settings | wellness centers while serving as peer supporters<br><br>University Intern Program, interns to provide additional support for students in need<br><br>MFT/MSW partnerships, will provide direct support to Wellness Centers including, direct student services, coordination of activities, serve as community support and provide professional development for staff<br><br><u>Department of Mental Health Referral</u><br><br><u>Department of Mental Health Crisis Services</u><br><br><u>EMUHSD Local Mental Health Agency Partners List</u><br><br>Panorama Wellness Survey, evidence-based social emotional screener and professional development<br><br>Social Emotional Learning Task Force, tasked with analyzing | ● Logistical support of co-location efforts for wellness-based community partners |

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| | | wellness data to develop short and long term wellness goals<br><br>WHY TRY - resilience curriculum and professional development<br><br><u>Yale Center for Emotional Intelligence</u><br><br>EMUHSD Wellness Center Plan<br><br>Social Emotional Learning resources shared team drive<br><br>EMUHSD Suicide Prevention Plan, professional develpment<br><br>Child Abuse Reporting<br><br>EMUHSD Distance Learning Behavioral Expectation and Progressive Discipline and Intervention Plan<br><br>EMUHSD Virtual Wellness Center<br><br>Alive and Free! - mall group curriculum - D'Veal Family and Youth | |

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| | | Foothill Family Student Wellness Workshops<br><br>Capturing Kids Hearts at designated sites<br><br>Restorative Practices - Guidance Departments<br><br>Nearpod: Social Emotional Learning<br><br>Foundation for Mindful Society: Getting Started with Mindfulness<br>o Ever Widening Circles: Making Mindfulness a Habit<br>o YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to) | |

| Subtopic: | Best Practices | Resources | Planning Implications/ Advocacy Areas |
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| **Supporting Students Through Trauma/Grief/Loss** | • Assess student social emotional need at designated intervals throughout school year and in under all learning conditions<br>• Plan for and offer time to address social emotional wellbeing<br>• Support student-student relationship building: focus on wellness<br>• Professional development/ recognizing signs, referrals and resources<br>• Grief support services, on campus and virtually<br>• Mental health and wellness resources on school websites<br>• Access to grief counseling with local mental health providers. | MFT/MSW services. Services are available to support walk in need and to support crisis response efforts..<br><br>UCLA Wellbeing Center<br><br>Grief Support Modules for School Personnel<br><br>Tips on Supporting Students in Grief<br><br>Department of Mental Health Referral<br><br>Department of Mental Health Crisis Services<br><br>EMUHSD Local Mental Health Agency Partners List<br><br>Panorama Wellness Survey evidence-based social emotional screener and professional development<br><br>Social Emotional Learning Task Force, data analysis to monitor | • Impact of sudden closures on mental health<br>• Development of screening protocols and implementation of Social Emotional Task Force<br>• Regular wellness monitoring<br>• Resources to be available under all learning environments<br>• Documentation and staff notification protocol |

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| | | student wellness and address need<br><br>WHY TRY - resilience curriculum and professional development<br><br><u>Yale Center for Emotional Intelligence</u><br><br>EMUHSD Wellness Center Plan<br><br>Social Emotional Learning resources shared team drive<br><br>EMUHSD Suicide Prevention Plan, professional develpment<br><br>Child Abuse Reporting<br><br>EMUHSD Distance Learning Behavioral Expectation and Progressive Discipline and Intervention Plan<br><br>EMUHSD Virtual Wellness Center<br><br>Alive and Free! - small group curriculum - D'Veal Family and Youth | |

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| | | Foothill Family Student Wellness Workshops<br><br>Capturing Kids Hearts at designated sites<br><br>Restorative Practices - Guidance Departments<br><br>Nearpod: Social Emotional Learning<br><br>Foundation for Mindful Society: Getting Started with Mindfulness<br>● Ever Widening Circles: Making Mindfulness a Habit<br>● YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to) | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Mental Health Services/Supports for Families** | ● Parent/caregiver support prior to the return to school/link to and connection to school plans for support<br><br>● Parent leaders to support the development of | Local medi-cal funded mental health services providers<br><br>District funded mental health support services Foothill Family<br><br>(PEBSAF) Parent Academies | ● Flexible ways to provide services<br><br>● Services provided in person, at home, at school, via telephone or tele-health |

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| | plans/PTA/ELAC/Principals/Admin connecting with families<br>● Ongoing and regular communication with families<br>● Referrals and warm hand-off to partner agencies for families in need | Workshops on social emotional topics provided by mental health agencies<br><br>Workshops on social emotional topics provided by district MFT/MSW<br><br>School staff to continue supporting parent concerns, social media issues, student need<br><br>EMUHSD Community Liaisons<br><br>Blackboard Connect<br><br>District social media accounts | ● Parent workshops available in areas of need identified by site data<br><br>● Multiple forms of communications to be used (phone, text, email, social media)<br><br>● Emphasize on collecting parent emails and cell numbers at registration to improve communication efforts<br><br>● Online student enrollment and data validation implementation |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Mental Health/Wellness Services/Supports for Staff** | ● Special considerations/support systems for new teachers/admins and new staff coming aboard<br><br>● Create opportunities for debriefing in staff meetings, encourage interaction and increase support of staff | MFT/MSW available to support short term needs.<br><br>Wellness workshops available as needs arise.<br><br>Mindfulness Tools:<br>o Foundation for Mindful Society: Getting Started with Mindfulness | ● Impact of stressors, trauma, and grief/loss issues related to covid-19 on employee work performance, attendance, and motivation<br><br>● Cost of EAP (EASE is $10.20 per employee)<br><br>● District Leadership and site Management to take the lead |

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| | ● Flexibility and support is important during this time; employee perception of support is critical. Develop a plan for a positive supportive climate with regular communication of support for staff<br><br>● Flexibility, support, and clear guidelines for employees who need to care for family members and/or children<br><br>● Establish connection and plan with Employee Assistance Program prior to re-opening<br><br>● Integrate EAP (Employee Assistance Program) resources/services into re-opening (post materials on website, make hard copy materials available and visible on site, email all employees of free services, provide presentations at opening staff meetings, etc)<br><br>● Invite EAP (Employee Assistance Program) to present to staff | (Mindfulness information resource)<br>o Ever Widening Circles: Making Mindfulness a Habit (article library)<br>o YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to)<br><br>VEBA Resource Center (EAP) - free emotional support available (24/7 hotline) 866-342-6892<br><br>ASCIP<br>https://app.britteam.com/ascip/<br><br>WellnessTogether.org<br><br>School Mental Health: https://hearyou.org/?mc_cid=d5cd5ea0c1&mc_eid=0270236871 | in assessment of needs and communication with EAP services.<br><br>● Advocacy for comprehensive low cost EAP services for any district that does not currently have an EAP in place. |

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| | • Consider providing an optional survey to staff to assess needs for grief and mental health support<br><br>• Utilize EAP crisis response to supplement district services and to support staff in the event of: employee or student deaths<br><br>• Leadership/management to monitor any staff that are struggling and provide regular check ins and offers of support<br><br>• Be flexible and supportive of medical/mental health appointments/needs and honor employee requests for absences<br><br>• Telehealth services continue to be offered to employees to mitigate barriers and facilitate access to mental health services | | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Relationship between Teachers/Families** | • Relationship building<br><br>• Consistent/on-going communication<br><br>• Parent access to resources. Virtual Parent support groups via online | Capturing Kids Hearts<br><br>Restorative Practices<br><br>Tip Sheet of Best Practices for Staff | • Families: more in need of support- feeling anxious/worried and struggling with balancing work and child care as well as supporting distance learning needs for their children. |

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| | platforms I.e. Coffee/ Tea with the parents.<br><br>● Community Liaisons supporting with translation/language needs to help with parent communication<br><br>● Ongoing training for staff around building positive relationships with families.<br><br>● Ongoing PTSA groups/ meetings | EMUHSD Community Liaisons<br><br>SES lessons by trained guidance office staff to join in google classes<br><br>PD resources for SEL<br>● Capturing Kids Hearts (at EMHS and SEMHS)<br>● Nearpod: Social Emotional Learning with Nearpod (materials for purchase)<br>● Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>● Ever Widening Circles: Making Mindfulness a Habit (article library)<br>● YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to)<br><br>SES Lessons by mental health clinicians in google classes<br><br>Virtual parent conferences/trainings to provide SEL support as well as simple guidelines for supporting distance learning | ● Language barriers that can affect communication between families and teachers.<br><br>● Computer literacy classes for parents/guardians |

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| | | CA Dept of Education:<br>Multi-Tiered System of Supports - Curriculum and Instruction Resources | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Identification of Resources (Local)** | • MOU with DMH<br>• College/universities- intern programs from social work, MFT, school counseling programs<br>• Local mental health resources<br>• Telehealth Providers<br>• List all crisis hotlines, county mental health resources | DMH Service Provider Locator<br>EMUHSD Health Resource Book<br>MH Providers with MOU List | • EMUHSD Health Resource Book to include COVID-19 support resources<br>• Develop a separate resource list for staff |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Behavior Support** | • Distance Learning Behavior Expectations and presentation in class<br>• School-based progressive discipline and intervention plans | Learning Style Assessment<br>Development of Virtual Learning Norms and Expectations<br>EMUHSD Progressive Discipline Plan and Other Means of Correction for distance learning | • Training for staff in working with students with behavioral needs during distance learning<br>• EMUHSD CAR$^2$ES dashboard update<br>• Staff training of distance learning protocols including |

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| | ● Student participation and engagement support and intervention plans<br><br>● Virtual learning Best Practices<br><br>● EMUHSD CAR$^2$ES tiered intervention support<br><br>● Implementation of necessary IEP and 504 plans including BIPs, Goals, services, etc with behavioral supports - Ongoing review of and updates needed per fall learning model. | CA Dept of Education: Multi-Tiered System of Supports - Curriculum and Instruction Resources<br><br>Individual student IEP's, 504 plans<br><br>Student Participation and Engagement plan<br><br>CAR$^2$ES Dashboard<br><br>Counselors<br><br>Child, Welfare and Attendance Coordinators<br><br>Comprehensive Support Services Coordinators<br><br>Psychologists<br><br>Tutors<br><br>Local mental health providers<br><br>Department of Child and Family Services Liaison<br><br>Probation Liaison<br><br>School Resource Officer Service<br><br>Tiered system of support and intervention | communication, documentation and intervention<br><br>● Continue alternative to suspension focus |

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| | | SART/DARB/SARB services<br><br>Wellness Centers<br><br>Wellness Campaigns<br><br>Virtual extracurricular opportunities | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Gathering Alternatives for in Person Celebrations *and Student Activities*** | • Back to School considerations<br><br>• Graduation<br><br>• Ensuring ongoing recognition of Board Initiative months- celebration for all<br><br>• Virtual Student of The Month celebrations<br><br>• End of the year awards<br><br>• Renaissance Awards<br><br>• EMUHSD Art show<br><br>• Virtual EMUHSD College Fair<br><br>• VirtuaL Posada Celebration<br><br>• Virtual Lunar New Year Celebration<br><br>• Prom | Community Partnerships and resources (i.e. Trevor Project, NAMI, Autism Speaks, etc.)<br><br>District email, Twitter, Facebook, Instagram, Blackboard accounts to promote awareness campaigns and events<br><br>Digital communication drive at student registration<br><br>Virtual Forum PD and Education for students and parents<br><br>Monthly Virtual Campaign Calendar<br><br>CDC/DPH guidelines for coordination of gatherings (i.e. in person, virtual, vehicle parades) | • What would Board action items, such as initiatives or Resolutions, that support social/emotional awareness months look like through distance learning?<br><br>• What considerations have been made for alternate gatherings for students? (Drama, Choir, Band/Music, Speech/Debate, athletics, Dance, etc.) What support will be provided for students who are struggling with their inability to participate in their extracurricular activities? |

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| | • Club meetings and activities in a virtual environment | | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Consideration for Special Populations - Foster Youth** | • Review list of foster youth enrolled within the district, compare with prior list to determine students who are no longer enrolled and follow up (confirm enrollment elsewhere, records transfer, wellness checks)<br><br>• Contact parent/caregiver and CSW to touch bases, offer support, link to resources<br><br>• Check in meeting with student (assess for basic needs- food, housing, transportation, as well as emotional wellbeing)<br><br>• Share resources with student and parent/caregiver (mental health services, social/support groups on campus or within the community)<br><br>• Facilitate a CBITS (Cognitive Behavioral Intervention for Trauma in Schools) group on campus | Educational Passport System through LACOE<br><br>LACOE Foster Youth Services- Trauma Informed Practices for Schools training<br><br>LACOE Training Support for Parents and Caregivers<br><br>LACOE Foster Youth and Probation Support<br><br>Foster Youth and Homeless Student Special Ed Support during School Closures<br><br>Foster Youth Resources<br><br>District Foster Youth Team<br><br>Transportation Vouchers/MOUs<br><br>MHFA (Mental Health First Aid) training<br><br>DMH can provide on site training for districts. Counselors have completed MHFA, consider | • Has the student relocated during the period of distance learning? Has the student transferred schools during this period of time? Has the student been in and out of juvenile facilities?<br><br>• If so, is transportation needed? Were transcripts finalized and provided to the new district of attendance? Has an AB216 (EC51225.1) evaluation been completed? Has the student been connected to their new Counselor, other supports on campus?<br><br>• Clear consideration of DCFS youth vs. Probation youth vs. Trinity specific youth<br><br>• Consideration of technology needs for students and maintaining/ supporting communication to support various learning models |

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| | ● Partnerships with local DCFS office resources and relationship building with social workers- District social worker<br><br>● Ongoing collaboration with Group home team- identification of key team members (mental health, school coordinator, etc) to help support youth<br><br>● Ongoing collaboration with placements to identify their communication with probation (what paperwork does each student come with to ensure safety precautions?)<br><br>● Immediate Enrollment for foster youth, AB 216 (EC51225.1) within 30 day enrollment, Transcript requests (EPS) | other groups/ similar training for other groups<br><br>DCFS Social worker for Foster Youth located at SEMHS<br><br>LACOE Foster Youth and Probation Department Teams<br><br>Mentorship Opportunities (Seeds of Peace)<br><br>PD for both staff as well as students on trauma/grief<br><br>District Probation Officer (Ledesma)<br><br>PD resources for SEL<br>○ Capturing Kids Hearts (at EMHS and SEMHS)<br>○ Nearpod: Social Emotional Learning with Nearpod (materials for purchase)<br>○ Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>○ Ever Widening Circles: Making Mindfulness a Habit (article library)<br>○ YogaOutlet: How to Practice Mindfulness | ● Ensuring that ERH is always contacted regardless of distance |

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| | | Meditation (Mindfulness how-to) | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Consideration for Special Populations- Homeless Youth** | • Re-issue their School Housing Questionnaire (SHQ) posted by CDE here: This helps with the identification process for identifying students experiencing homelessness. There is a concern that many more students and families may have fallen into homelessness due to a high job loss, furloughs, and reduction in hours.<br><br>• Additionally, as students start reconnecting back to school, it is going to be important to check in with students that are not returning. It is important to determine why these students are not returning. Many of these students may have been displaced due to economic hardships which may have caused a family to become homeless.<br><br>• Districts have been working hard to distribute technology to their students, despite this fact many homeless families may still not have the technological devices | LACOE- homelessness and mental health<br><br>The National Center for Homeless Education provides a wealth of resources around trauma-informed practices and support<br><br>The National Child Traumatic Stress Network (NCTSN) has created a Toolkit for Educators on trauma and stress. The toolkit is in both English and Spanish and can be found here<br><br>District Homeless Liaison<br><br>McKinney Vento Funds (clothing, shoes, school supplies, bus vouchers)<br><br>Youth Coordinated Entry System (YCES) - supports housing<br><br>Homeless and Foster Youth Special Ed Support During School Closure<br><br>PD resources for SEL | • Students experiencing homelessness have School of Origin rights (SOO). Working with students and their families to ensure SOO rights are enforced is important not only for maintaining stability but also because of a change in school at this time may require complex decisions to be made such as having to figure out how to enroll and having to obtain new technological devices from a new school district.<br><br>• Ensure monitoring for AB1806 (EC51225.1) – if students are enrolling into your high school after the 10th grade and are homeless, ensure to check for eligibility for AB1806.<br><br>• Updating and maintaining resources lists for students experiencing homelessness will be important.<br><br>• Ensure technology needs are met - maintaining/ supporting |

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| | they need to fully participate in education. If a district is continuing to do distance learning as they return to school in the Fall, it will be important to engage with any identified student experiencing homelessness to ensure they have all the technology they need and to ensure that newly identified homeless also have the devices they need to participate fully.<br><br>● For students experiencing homelessness it is critical to not only ensure that educational barriers are removed but also that basic needs are being met. Students experiencing homelessness cannot fully participate in the learning process if they do not have food, are struggling to find a location to sleep on a nightly basis, are having a difficult time locating facilities to help with hygiene-related issues or if they are in need of medical, dental, or mental health support.<br><br>● Homelessness is extremely traumatic and supporting a student and their family while | ● Capturing Kids Hearts (at EMHS and SEMHS)<br>● Nearpod: Social Emotional Learning with Nearpod (materials for purchase)<br>● Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>● Ever Widening Circles: Making Mindfulness a Habit (article library)<br>● YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to) | communication to support learning models |

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| | they are homeless requires frequent interactions with the family to ensure the basic needs are being met and that they have the mental health support that they need.<br><br>● Evaluate student for AB 1806 (EC51225.1) eligibility within 30 day enrollment, Transcript requests (EPS) | | |
| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Consideration for Special Populations- English Learners & Immigrant Population** | ● Provide access to counseling and resources in home language<br><br>● Provide supportive interactions with school staff to help the newcomer EL make a successful adjustment to a new school, to support his/her academic success, and to ensure that the student's family is able to develop a positive home-to-school communication and successfully adjust to a new community.<br><br>● Evaluate newcomer EL student for AB 2121 (EC51225.1) eligibility within 30 day enrollment<br><br>● Conduct meetings with newcomer and LTEL families to | Bilingual counselors, resource materials available in home languages<br><br>Language Assessment Assistants (LAAs), Categorical Programs Assistants (CPAs), EL TOSAs<br><br>Colorín Colorado provides many resources for educators and families of ELLs.<br>○ How to Create a Welcoming Classroom Environment (some tips can be adapted for the virtual classroom)<br>○ Getting to Know Your ELLs: Six Steps for Success<br><br>Crisis Helplines at CDE website | ● Gather other information about the English learner, is the EL enrolling as a newcomer immigrant, as an unaccompanied minor, as a migrant student, as a SWD, or as a homeless student?<br><br>● Is the student eligible for AB 2121 (EC 51225.2)?<br><br>● Is information about community services resources in the ELs' home language?<br><br>● Distance learning instruction requires intentional planning to support and engage ELs |

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| | build relationships to ensure social emotional needs are addressed<br><br>● Provide teachers with professional development on protocols for addressing students in crisis<br><br>● Follow Multi-tiered System of Supports (MTSS) Framework<br><br>● Teach SEL Curriculum appropriate for ELD level<br><br>● Provide peer support/modeling<br><br>● Engage DELAC/ELAC committees for support and assistance in planning | CA Dept of Education: Multi-Tiered System of Supports - Curriculum and Instruction Resources<br><br>PD resources for SEL<br>○ Capturing Kids Hearts (at EMHS and SEMHS)<br>○ Nearpod: Social Emotional Learning with Nearpod (materials for purchase)<br>○ Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>○ Ever Widening Circles: Making Mindfulness a Habit (article library)<br>○ YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to)<br><br>Link Crews, peer tutors<br><br>DELAC and ELAC members, Parent Advisory Committee members, PTSA members<br><br>Community Liaisons<br><br>Translation services as needed | with low levels of English proficiency<br><br>● Consideration of EL student and parent reluctance of physical return to school and anxiety over infection risk<br><br>● Consideration of technology needs for students-maintaining/ supporting communication to support learning models<br><br>● Challenges and stress experienced by EL parents who don't speak English and/or don't understand the technology in order to support their child with assignments<br><br>● Administration of Initial ELPAC ( What about those parents that don't want kids back on campus? How will the test be administered?)<br><br>● Stress for students, staff, and families when administering assessment for moderate/severe populations? How can testing occur for special populations? |

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| **Subtopic:** | **Best Practices** | **Resources** | **Planning Implications/ Advocacy Areas** |
| **Consideration for Special Populations - Students with Disabilities** | • Establishing Districtwide Systems and Structures to ensure meaningful participation of parents/guardians in IEP processes remotely if necessary<br>• Ensuring paperwork and process compliance while also supporting needs of families during this unique time<br>• Training provided to case managers and service providers for supporting parents with remote learning<br>• Training provided to case managers and administrators around IEP compliance during this time<br>• Consideration of additional supports that can be provided (services, assistive technology, low incidence equipment) that might be helpful for students to support distance learning needs<br>• Utilization of specialized support staff (paraprofessionals, nurses, service providers) to support parents/guardians and students in | Foothill Family Services Referral Process<br><br>Five Acres Referral<br><br>Staying True to IEP's during School Closure<br><br>EMUHSD Guidelines for holding IEP's remotely<br><br>Foster and Homeless Student Special Ed Support During School Closure<br><br>CDE Q & A- Providing services for SWD's during School Closure<br><br>Ongoing training for staff and administrators around IEP practices and supporting SWD's during distance learning<br><br>Possible Assistive Technology needs to support distance learning for specific students<br><br>PD resources for SEL<br>○ Capturing Kids Hearts (at EMHS and SEMHS)<br>○ Nearpod: Social Emotional Learning with Nearpod (materials for purchase) | • How can parents be engaged at home to support, what is possible?<br>• Additional load on staff- both teachers, service providers, office staff<br>• Severe needs/behavioral challenges of students at home. How can support be provided most efficiently to parents/guardians and students during remote learning?<br>• Ongoing ERICS - what is the process for mental health referrals and service provision as needed per IEPs<br>• Duplicate service provision consideration<br>• Instructional delivery model barriers for students who already struggle to learn<br>• What if school does not resume in the fall? How are we able to follow up with parents who |

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| | consideration of new learning models.<br><br>● Regular and ongoing communication with parents/guardians<br><br>● Ongoing Social/Emotional Supports for all students. | ○ Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>○ Ever Widening Circles: Making Mindfulness a Habit (article library)<br>○ YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to) | would like to attend IEPs in person?<br><br>● How do we continue to measure goals based off of students not attending school?<br><br>● Stress of students/families who are unable to wear masks due to disability limitations-but concerned about safety<br><br>● Consistency of mental health support for SWDs-service provision for remote<br><br>● Consideration of technology needs for students and maintaining/ supporting communication to support learning models and needs during distance learning |
| **Subtopic:** | **Best Practices** | **Resources** | **ReferPlanning Implications/ Advocacy Areas** |
| **Consideration for Special Populations- LGBTQ** | LGBTQ teen clubs on campus or virtual<br><br>LGBTQ awareness month EMUHSD board initiative- Month of June<br><br>LGBTQ “Safe Zones” EMUHSD classrooms with teacher support | The Trevor Project<br><br>EMUHSD “Tipped Off” report Bullying<br><br>Bullying Reporting Resources<br><br>Virtual Workshops | Ensuring ongoing recognition of board initiatives |

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| | | PD resources for SEL<br>○ Capturing Kids Hearts (at EMHS and SEMHS)<br>○ Nearpod: Social Emotional Learning with Nearpod (materials for purchase)<br>○ Foundation for Mindful Society: Getting Started with Mindfulness (Mindfulness information resource)<br>○ Ever Widening Circles: Making Mindfulness a Habit (article library)<br>○ YogaOutlet: How to Practice Mindfulness Meditation (Mindfulness how-to) | |

**Additional Resources:**

- Underlined items contain hyperlinks to the resources referenced
- Yale: RULER social emotional learning curriculum: https://www.ycei.org/
- Warning Signs of Anxiety in Young Children- https://drive.google.com/file/d/16TuCMKGXs452wLwKI_nyYZLXsZClNoiM/view?usp=sharing
- DMH/LACOE/UCLA Series of Webinars via Prevention Center for Excellence/Learn.Wellbeing4LA.org : https://learn.wellbeing4la.org/login?r=%2F
    - Supporting educators
    - Needs assessment
    - Resources/tools
    - Interviews, tips for administrators
- Youth Mental Health Support First Aid: https://www.mentalhealthfirstaid.org/population-focused-modules/youth/
- Los Angeles County Department of Public Health: http://publichealth.lacounty.gov
- Center for Disease Control and Prevention: https://www.cdc.gov

**On-going considerations:**

- Remote student advising program for guidance counselors and students (Example: Conex ED- Student Services for the digital age) https://www.conexed.com/
- Counselor's RAMP: https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-(ramp

| ***Family & Community Engagement*** | Ensuring all students, staff & community members remain healthy and safe by following best practices in the areas of:<br>● Ensuring effective communication systems<br>● Engaging stakeholders<br>● Utilizing community partnerships<br>● Other key systems and supports |
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***Guiding Principles:***

- *Keeping Students and Staff Safe and Healthy*
- *Ensuring Access and Equity*
- *Engaging Bargaining Units in the Process*
- *Communicating with ALL Stakeholders Throughout the Process*
- *Flexibility to meet the needs and advocate for ALL students in Los Angeles County*

***Engagement and Supports for Families of Students with Vulnerabilities (All Students)***

| **Best Practices** | ● All sites will identify safety, social, emotional, and health needs of all students and create strategies to meet them.<br>○ Include students not included in Special Education but may have an underlying condition.<br>● All Sites will practice a uniformed safety procedure districtwide.<br>● All parents will be given the CDC/ LA County Department of Public Health guidelines regarding students staying home when they are sick<br>● Sites will have an up-to-date resource list available for all office clerks to help field calls<br>● All school websites and district website will have updated resources for families<br>● At the onset of school, sites will clearly communicate educational goals and academic schedules with parents in addition to ensuring the Teacher-Student Engagement hours are communicated as ways to receive additional help and instruction daily |
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| **Planning Implications/ Advocacy Areas** | • Continue to emphasize the need for social-emotional awareness between teachers and students; specifically on how to identify students who are vulnerable (anxiety, depression, anger management, bullying, etc.) and share the referral process with all.<br>• Communicate with staff about the importance of supporting our vulnerable students (ALL STAFF)<br>• During Parent Meetings speak and survey parents four times a year (utilize our parents as resources)<br>  ○ At most 10 questions on each survey<br>• The acceptance of a variety of Educational Programs to meet the specific needs of students. (Independent Studies, Online, Distance Learning)<br>• Turkey giveaway with partner cities for Thanksgiving and Christmas (partnering with nonprofits)<br>• Community/HS students participate in putting baskets together for people in need - following county protocols |
| **Resources** | **Local Resources**<br>City of El Monte<br>https://www.ci.el-monte.ca.us/<br>Family Centers<br>Jeff Seymour Family Center<br>10900 Mulhall Street<br>El Monte CA,91731<br>jeffseymourfamilycenter@emcsd.org<br><br>**Health**<br>http://publichealth.lacounty.gov/<br>SGV - Monrovia<br>http://publichealth.lacounty.gov/CHS/SPA3/index.htm<br><br>**Food Bank Resources**<br>Our Savior Food Pantry<br>El Monte, CA - 91731<br>(626) 579-2190<br>Catholic Charities of Los Angeles,inc.<br>San Juan Diego Community Services Center<br>4171 North Tyler Avenue, El Monte CA. 91731 |

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| | (626) 575-7652<br>-Food Pantry open 9am-noon<br>Monday through Friday<br>-CSBG Rental and Utility Assistance via phone only; Please call Martha Lopez 626-575-7652<br>CalFresh Application via phone only please Nancy Alcala at 626-575-7652<br>Calfresh main website<br>https://www.getcalfresh.org/?source=dssfood<br><br>**Housing/Shelter Assistance:**<br>Homeless Family Motel Voucher Program<br>(Our Saviour Center)<br>"This program provides emergency shelter for families for up to 7 days in local motel."<br>DianeW@Our-Center.org<br><br>**School District Website**<br>www.emuhsd.org |

***Support Families when Children are Ill/at Home***

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| **Best Practices** | • Create or establish pathways for Trainings/Courses for Families to build the family's capacity to support the educational and health needs of their child.<br>• Develop ongoing support systems for teachers<br>• Utilize paraeducators and college tutors as a valuable resource for all students working online<br>• Include updated online resources for families on the District and each school's website<br>• Use Community Liaisons to communicate refer families to resource information<br>• Provide online workshops for parents that support online learning through technology<br>• Create and promote opportunities for students involvement and extracurricular (virtual) participation - virtual spirit weeks, "tell your story" social media campaigns, highlighting individual students daily |

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| | • Promote technology help desk information to support students/parents<br>• Partnership with Hazel Health to provide virtual doctor visits and covid19 testing<br>• Other mental health services for students and families - Foothill family services, DeVael, Bridges, LAC Department of Mental Health: Workshops promoted to our students and families (use Student Advisory and community liaisons to push out)<br>• Hazel Health - virtual doctor visits available for all students |
| **Planning Implications/Advocacy Areas** | Ensure funding is secured to support trainings<br><br>Provide ongoing online training for educational staff (Teachers, Paraeducators and college tutors)<br><br>Ensure students/families continue to have access to technology and curriculum while student is ill<br><br>Provide campaign to get as many community members signed up for Hazel Health as possible |
| **Resources** | CDC Signs of Covid-19<br>https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fsteps-when-sick.html<br>Public Health COVID-19 Protecting Your Family<br>https://www.cdph.ca.gov/Programs/CFH/DMCAH/Pages/COVID-19/Protecting-Your-Family.aspx<br><br>Public Health COVID -19 Protecting Your Family ( Spanish )<br>https://www.cdph.ca.gov/Programs/CFH/DMCAH/Pages/COVID-19/Mujeres-y-Familias.aspx<br><br>COVID-19 Updates (includes signs and symptoms)<br>https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx#<br><br>Hazel Health<br>https://my.hazel.co/emuhsd/info |

***Multi-faceted Communications – methods through different platforms of communication***

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| **Best Practices** | ● Create a system to survey families to provide informed feedback for decision making<br>● Establish current newsletter/informational site that provides:<br>○ Assurance of safety<br>○ Transparent to build trust and allow families the opportunity to make informed decisions – provide point-of-contact for parents<br>○ Collaboration/Conference (LCAP, DELAC, etc., other leadership engagement opportunities)<br>○ Procedures and Protocols (Hygiene)<br>○ Daily Educational Support for Child's Home-based Education/Learning Expectations<br>○ Teacher and Staff Health and Safety<br>○ Consistency of communication<br>○ Campaigns promoting all mental health services - based on Panorama data<br>● Disaster Preparedness team at each site to distribute policies and protocols for hygiene/temp checks - information given to teachers. Teachers distribute to students via google classroom<br>● Train parents on<br>○ Blackboard and Remind App<br>○ SchoolLoop<br>○ School and District Websites<br>○ Social Media (Facebook and Instagram) - more done on social media (partner with school ASB accounts)<br>○ Superintendent's memo<br>○ Create and use of Email - more support in getting 100% parents signed up<br><br>Additions made upon reflection of first month of school<br>Top 3 Areas (progress):<br>1. Communication with community - websites updated, emails, phone messages, more info in primary languages, parent forum, community forum<br>2. Collaborative Support structures - consistent support to all students and parents, more support from more places<br>3. Adjusting to parents needs - listening to parent feedback (phone calls), parent evaluations on trainings; asked and received parent feedback |

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| | Needs Assessment:<br>● Parents: too many calls (attendance) - Fall 2020 (Term 1) - still a concern; importance of personal calls<br>● communication between district and sites and sites and families<br>○ work on communication for specific needs (more frequent communication and replicate things like parent forum)<br>● Technology for our parents - protocol for lending chromebooks - checking out chromebooks to parents is happening now<br>● websites updated - most recent information and most user friendly locations - continue to update websites and social media daily or weekly<br>● Shorter condensed messages |
| **Planning Implications/Advocacy Areas** | ● survey families and staff<br>● Individualized phone calls by site teams/guidance/clerks/site and district community liaisons<br>● Train teachers to use Jive Connect to sync classroom phone to cell phone<br>● Blackboard messages for reminders/info<br>● newsletter with direct and clear information<br>● Updated websites with Distance Learning info/schedule/ faqs<br>● Renewal Week survey for feedback<br>● Senior Pod interest survey |
| **Resources** | Survey for parents<br><br>Survey for staff - Health needs (vulnerable groups within staff?): questions regarding what do you need in the classroom in order to meet health/safety requirements? are you comfortable performing temperature checks?<br><br>“Training” (videos) - remind app, schoolloop, navigation of school website, signing up for gmail (parents) - **3 step infographic ex. P-EBT card infographic**<br>Zoom/Google Meet for LCAP etc - use record feature and post on district site or district youtube channel<br><br>Google classroom uniform front page - Hygiene protocols, info on resources, info on where to direct specific questions (tech, social-emotional, etc) |

***Involving Community Stakeholders in Procedures (Including Reopening)***

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| **Best Practices** | • Reviewing staggered schedules (transportation, parent work schedules)<br>• Stakeholder Involvement in Decision-making<br>• Community Based Organization Supports<br>• Survey *all* stakeholders<br>• Continue with community forum after each survey to share results, but also provide guidance on direction as a result of input from survey |
| **Planning Implications/Advocacy Areas** | Advocate for employers to provide scheduling flexibilities for families as well as childcare options. |
| **Resources** | • COMMUNITY FORUM JUNE 29<br>• Communicate with families on different possibilities when reopening schools (send out mailings, messages, phone calls, post on website) |

***Establishing and Informing Families on Protocols and Procedures:***

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| **Best Practices** | • Identify protocols and procedures such as taking morning temperatures, Masks, Supplies, Quarantine Rooms for each site, and actions for those who violate protocols?<br>• Create website for parents- in the process of completion<br>  ○ Tutorial health screening, tutorials to teach parents about health during COVID19<br>  ○ Goal is to have parents follow the same guidelines we are following - importance of keeping students home if they are sick<br>  ○ Information on transmission of virus (concerns related to vaping) importance of educating students about sharing food, etc<br>• Create hotline/helpdesk for parents<br>• Create infographics for specific tutorials<br>• Promoting website, hotline/helpdesk via Flyer or bulletin via: mail before the school year starts, social media, phone calls<br>• Screening app through Hazel Health (launch March 29, 2021) |

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| | • Parent Section of EMUHSD website - video of parent forum<br>• Notifications from district regarding Covid vaccination information for El Monte and South El Monte (vaccination portal)<br>• Create an informative document for community sharing myths and facts of Covid 19 vaccines (CDE) |
| **Planning Implications/Advocacy Areas** | Task force ensured involvement of all stakeholders in developing guidelines for proactive deterrence<br>Create pamphlet or flyer with protocols/procedures<br>• What happens if students does not have a mask - Student will be sent home according to LA Dept of Health guidelines<br>• student has a high temperature in the morning while being screened, above 100.4 will be sent home<br>• contact tracking - limited bell schedule for Hybrid model allows for easier contact tracing. |
| **Resources** | • Staff will have clear guidelines and training of safety protocols. This includes district and county procedures and web-sites<br>• Family friendly multimedia videos that include language options: Slowing the Spread<br>• Student friendly and private screening guidelines |

***Establish Systems and Address Cultural Norms***

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| **Best Practices** | • Provide parents with technology to be able to participate in virtual trainings<br>• Establish safety protocols while maintaining a welcoming environment<br>• All staff and students will use masks<br>• Physical Distance but Social Connectedness (by creating a welcoming environment, threshold greetings while maintaining social distancing)<br>• Teachers and classes will create community pacts in order to unify and build positive relationships in a classroom<br>• distribute articles/info to families about importance of face coverings for preventing spread of Covid19<br>• Hazel Health services offered to all students in EMUHSD<br>• Signage at all district sites and screening protocols<br>• Covid test kits provided to students at home |

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| **Planning Implications/Advocacy Areas** | Communicate uniform norms and expectations of students/staff/parents through multifaceted campaign (phone messages, emails, website blasts, social media, etc). ex. uniform message and theme "We are more successful when we work together" |
| **Resources** | • Staff will have clear guidelines and training of safety protocols. This includes district and county procedures and web-sites:<br>EMUHSD Social Distancing Protocols<br>https://www.emuhsd.org/Page/4225<br>Public Health - How to Protect Yourself<br>https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/ncov2019.aspx#Protect%20Yourself<br><br>• infographics - Norms for EMUHSD following LADH<br>• Face coverings |

***Flexibility for Parents who are Working While Students are Remote Learning***

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| **Best Practices** | • Supervision of Students Before and After School<br>• After School Programs<br>• Supplemental Programs<br>• Identify educational resources that keep students engaged<br>• Student Virtual Panel Thursday August 20th 4pml: lead by students on Reopening of schools Task Force; will inform about instructional plan, return to athletics, clubs, activities, and a QandA session<br>• Parent Forum Monday August 24 4pm and 530pm: Present resources, address concerns regarding student engagement, attendance, distance learning plan, class schedules, and nutrition;<br>• Workshops being scheduled through Parent Education Bridge for Student Achievement Foundation. Support from community liaisons in setting up workshops, working with families, and distributing chromebooks to parents in need of technology. |

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| **Planning Implications/Advocacy Areas** | Advocate for employers to provide ample scheduling flexibilities for families as well as childcare options.<br>Identify community resources before and after school<br>Identify after school and supplemental programs |
| **Resources** | • Consider schedules or provide support staff at various times of the day<br>• Provide alternative personnel or guidance for students when parents are working<br>• work with district resources for guidance - community support? |

***Budget Concerns***

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| **Best Practices** | • Provide incentives for parent participation/completion of trainings and/or workshops<br>• Provide parents with technology to be able to participate in virtual trainings<br>• Provide trainings through different vendors and possibly venues<br>• Materials for parents (pamphlets, flyers, infographics, etc.)<br>• Translation costs |
| **Planning Implications/Advocacy Areas** | • Advocate for increased funding to support programs and specific needs that have arisen as a result of the pandemic that promote parent and family engagement.<br>• The acceptance of a variety of Educational Programs to meet the specific needs of students. (Independent Studies, Online, Distance Learning)<br>• Advocate for flexibility in working collaboratively with non-public organizations, such as PTA, to support school funding.<br>• Survey parents regarding time preferences and motivation for attending trainings<br>• Inquire within our District on translation services or compare vendors |
| **Resources** | • Budget line items<br>• Identify funding for parent/family engagement (Title I, LCAP, etc)<br>• Resources for Parents:<br>Parent Education<br>https://www.emuhsd.org/domain/47<br>West San Gabriel Valley SELPA Parent Portal<br>https://www.wsgvselpa.org/apps/pages/index.jsp?uREC_ID=996180&type=d&pREC_ID=1310480 |

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***Being Proactive within a Reactive Environment***

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| **Best Practices** | ***Creating a cultural norm of trust between students/parents and the district - Awareness of health and safety - Be safe to keep your friends/neighbor healthy*** <br><br> ● Establish an Information Committee <br> ● Staff check-in with families the first week of school; after week three, etc. <br> ● Continue to solicit parent input through quarterly surveys <br> ● Continue to provide community forums <br> ● Continue to provide parent engagement opportunities that address the needs that have been identified by parents on surveys, but also bring in anything new that needs to presented as quickly as possible <br> ● Communications Campaign (Staying Current and Being Updated with the Latest Information) <br> ● Provide a **uniformed/aligned message** despite different messages from various government agencies <br><br> ● poster campaign - <br> ○ "I trust you to *wash your hands"* <br> ○ "I trust you to *stay home when your sick"* <br> ○ "I trust you to *follow CDC guidelines"* <br> ○ "I trust you to *wear a mask"* <br> ○ "I trust you to *not share food"* <br> ● Use attendance clerk and community liaisons to call families to promote surveys ***and*** ask what support they need **(use a prewritten script/menu for possible trainings)** <br> ● Start by identifying who can support at each site with phone calls, prep resources (**identifying teams)** <br> ● Compile work that has already been done - tutorials, how-tos, etc <br> ● Embracing diversity with multiple celebrations throughout the year to highlight the students and community within EMUHSD <br> ● Incorporating Renewal Week to promote and support mental health awareness and student wellness <br> ● Providing vaccinations to the community on our campuses (SEMHS April 24th and MVHS May 1st) |

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| | ○ Personal phone calls to families to inform and invite them, in addition to emails, school and district social media, and blackboard messages<br>● Recognizing and celebrating parent leaders from each school (districtwide) |
| **Planning Implications/Advocacy Areas** | ● BACK TO SCHOOL NIGHT (Week)<br>○ Night 1 - Incoming webinar or orientation for Freshmen - LINK CREW; student lead and organized<br>○ Night 2 - webinar or town hall for incoming parents<br>○ Night 3 - BACK TO SCHOOL NIGHT<br>■ A Google website - interactive menu and interactive experience<br>■ Pre-recorded message from principal/dignitary<br>■ highlight teachers teaching from classroom/interacting with students through Google meets<br>■ highlight students at work and what is being done differently<br>■ Demo of interactive lesson/classroom<br>■ Short 1 minute video synopsis of class, mission, social contract - a way to "see" your teacher<br>■ syllabus, expectations, and conference time calendar listed and linked<br>■ video of teacher's "day in the life" during Distance Learning<br>■ video of parent's "day in the life" during Distance Learning<br>■ video of student "day in the life" during Distance Learning<br>■ Tips and resources for managing Distance Learning; managing schoolwork and helping siblings, taking breaks, stress relief, etc<br>■ Teachers host live Q&A during designated hour time slot<br>■ Student panel for live Q&A session<br>■ Finished with TOWN HALL or parent forum<br>● Planned out strand of email releases with strategically released information<br>● "Standing United While Apart" or "We are with You" or individual campaigns per site - goal is to reinstill persistent message of support and information and transparency<br>● Identify staff at each site who will be conducting check-ins with families<br>○ Create shared google sheet with tabs for each site to log phone calls<br><br>Opportunities for family/community engagement through UC College Night and College Kickoff Day<br>● Fall 2020<br><br>Planning for Drive-thru Posada |

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| | • December 4, 2020<br><br>Parent Information Forum for Learning Pods - Specialized Cohorts<br>• October 2020<br>Lunar New Year Drive-thru event<br>• February 2021<br>Parent Forum for athletic pods and testing<br>• March 24, 2021<br>Spring Parent Academies and Workshops<br>• February-March 2021<br>Annual Parent Academy<br>• March 6, 2021<br>Parent recognition event - celebrating participation from parents who completed academies<br>Parent information for learning pods<br>• February 4, 2021<br>Parent Forum for Senior Learning Pods<br>• April 15, 2021<br>Parent Forum on Overview of testing for student athletes<br>• April 16, 2021<br>Parent Forum for Seniors regarding Graduation<br>• April 28<br>College Signing Day (Commitment Day)<br>• May 1st<br>Recognition and Celebration of Districtwide Parent Leaders<br>• May 2021 |
| **Resources** | District and school website and communication resources in place<br>• Staff directory<br>• resource list<br>• list of workshops/trainings |

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| ***Operations*** | Maintaining effective and efficient operations by following best practices in the areas of:<br>● **Facilities**<br>● Nutrition Services<br>● Transportation |
| ***Facilities*** | |

| Subtopic | Best Practices | Resources | Planning Implications/ Advocacy Areas |
|---|---|---|---|
| **Facilities Use by outside organizations** | Use of school facilities for non-school purposes (community meeting or event, on-site clinic visits by people who are neither students nor staff, etc.) is not permitted. One exception is the use of outdoor athletic fields by non-school youth sports teams, leagues, or clubs, which is permitted when school is not in session and staff and students are not present. | Facilities User Agreement under COVID-19<br>DPH guidelines<br>LACOE guidelines and recommendations | When will we start allowing outside groups to return? Will they be required to follow the same district guidelines? |
| **Entry to Facilities** | ● The total on-campus population may not exceed 25% of the total student body at any one time.<br>● Limit access to school site and establish entry protocols<br>● Each site will identify entry and exit points for students, staff and guests.<br>● Face covering will be made available to employees/students entering facilities.<br>● Visitor Protocols will be established in alignment to public health guidelines<br>● Main Offices will be provided with plexi-glass shields | DPH guidelines<br>LACOE guidelines and recommendations<br>School Maps - Traffic Protocol | |

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| | • Hand Sanitizer stations: Building entrances, exits, stairways, classrooms, break rooms, faculty offices.<br>• Hand sanitizer will be available to all employees/students/visitors at locations throughout the school (refer to campus map)<br>• Where allowable, additional tables will be placed in front of reception area to assist in creating 6' separation<br>• Signage indicating path of travel and maintaining distancing has been updated and reordered and will be replaced at sites as needed<br>• Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19<br>• District has increased its inventory of PPE and sanitizing materials to anticipate upcoming needs<br>• Elevator capacity is limited to the number of people that can be accommodated while maintaining a 6-foot distance between riders, during peak building entry and exit times , this number can be adjusted to a maximum number of 4 riders at a time for any elevator that does not allow for 6-foot physical distance between riders. | | |
| **Social distancing in classrooms** | • Cohorting - Students must be organized and proceed through the day within stable cohorts, defined as groups of supervised environments in which supervising adults | • Facility Occupancy Counts<br>• Teacher/staff ongoing training | |

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| | and children stay together for all activities. Cohorts apply to three types of on-site programming: College admission testing, day care for school age children, specialized services.<br>● Distance between students and staff desks, and between staff desks must be at least 6'.<br>● Six feet of distance between students desks is recommended but may not be less than 3 feet apart.<br>● Cohort size may not exceed a maximum of 30 students and two supervising adults.<br>● Signage will be posted to identify 6 feet minimum distance requirement<br>● Limit touch of door handles by propping doors open before/after instruction<br>● Identify occupancy capacity per classroom<br>● Attendance is staggered to reduce the overall number of students in classrooms on a given day<br><br>● Additional desks will remain in classrooms to create physical barriers<br>● Unused chairs will be stacked with plastic covering them<br>● Signage will be posted on furniture that cannot be used<br>● Train teachers on maintaining distancing<br>● Evaluate use of multi-purpose spaces for instruction purposes (auditoriums, cafeterias, Libraries, outdoor areas)<br>● Develop directional signage and walkway plans to maintain distancing | | |

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| **Classroom sanitizing** | • Areas suspected of being infected with the virus that causes COVID-19 will be closed off for a minimum of 24 hours prior to being disinfected.<br>• Foggers will be used to disinfect areas that have been contaminated.<br>• Provide necessary cleaning/ disinfecting products for custodial staff to clean after use<br>• Develop and train on cleaning protocols<br>• Hand sanitizer in classrooms<br>• Establish frequency of cleaning (after class concludes)<br>• Create a cleaning checklist to include areas that must be disinfected<br>• Custodian schedules may be altered to disinfect rooms after first shift (this will require negotiation with CSEA)<br>• District will provide PPE to custodians as needed<br>• Custodial team will utilize hand held fogger disinfectant machines to disinfect classroom spaces/offices after use.<br>• Measures are in place to promote optimal ventilation in the school.<br>• Air filters upgraded to the highest efficiency possible.<br>• Doors/windows should be kept open during the school day if feasible and if outdoor conditions make this appropriate.<br>• HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions make this inappropriate.<br>• District installed Air Guardian units in classrooms. This product allows for the area | • Ongoing training of custodial staff on disinfecting protocols<br>• Develop a checklist for custodians for complete and require signage when completed<br>• DPH guidelines<br>• LACOE guidelines and recommendations | • Vendor initiates cleaning protocols in custodial training ?<br>• Teacher to assist in sanitizing?<br>• Teacher description may not include cleaning<br>• PPE availability<br>• Will require negotiation with CSEA |

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| | to be sanitized when in use. It is FDA and EPA approved with an effectiveness of 99.9%. This would facilitate continuous disinfection in the classrooms.<br>● Portable, high efficiency air cleaners have been installed where feasible. | | |
| **Physical Education Program** | ● Gym class activities are offered outdoors and are selected to permit physical distancing; contact sports are not permitted<br>● Gym class activities are selected to permit physical distancing.<br>● Provide necessary cleaning/ disinfecting products for custodial staff to clean after use<br>● Develop and train on cleaning protocols<br>● Locker room access limited to only when staff supervision is possible<br>● Create alternative options for storage of student clothing, books, and other items.<br>● Clean/disinfect equipment after use by student<br>● Creating a cleaning checklist to include areas that must be disinfected (Equipment, locker room areas) | ● DPH Guidelines<br>● LACOE guidelines and recommendations | ● Additional equipment<br>● Individual activities<br>● No dressing no locker room entrance<br>● Locker room attendants will need to assist in disinfecting |
| **Bottle Water Filling Station** | ● Replace existing bottle water filling stations that are button activated to be sensor activated<br>● Add additional bottle water filling stations<br>● Drinking fountains will be disabled/covered as they are not permitted | | |

| ***Operations*** | Maintaining effective and efficient operations by following best practices in the areas of:<br>● Facilities<br>● **Nutrition Services**<br>● Transportation |
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| ***Nutrition Services*** | |

| Subtopic: | Best Practices | Resources/Notes | Planning Implications/ Advocacy Areas |
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| **Employee Health and Safety** | • School nutrition personnel receive information and training on the latest safety guidance (social distancing, hand hygiene, proper use of face coverings/masks and gloves, etc.)<br>• Maintain adequate supply of PPEs for staff<br>• Clean and sanitize kitchen following DPH procedures<br>• Keep emergency contact information up-to-date and have a plan in place for communicating with key staff (school site administrators, nursing/health services, maintenance and operations, human resources, school safety/security, other) | • Food Safety Systems – SOP's<br>• Face shields and masks, instead of plexiglass at the POS<br>• New aprons will be distributed at the start of the school year - each employee will get five - one for each day. | • Training on new germicide – cleaning and disinfecting in August. Retrain on cleaning and sanitizing kitchen areas and equipment.<br>• Reinforce training on safety guidance (social distancing, hand hygiene, masks) – handbook<br>• Update all employee information before school starts<br>• Additional hand sanitizers in the kitchens and entrance to the serving area.<br>• Ventilation needed in the kitchens without air conditioning (3 sites). |
| **Staffing** | • Contact local dietetic internship program directors to identify dietetic interns to assist with specific tasks and projects | Melissa Manning - MyRD - check for available interns | Need MOU - CSEA - flexibility with schedule to accommodate meal service |

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| | • Waiver for staff with underlying health issues or 65 and older<br>• Flexible schedule for staff | Return to Work Memo - Human Resources | |
| **Food Safety** | • Review and revise HACCP plan as necessary to accommodate meal service | • Food Safety Systems | Update SOP's - HA |
| **USDA Waivers** | • Review the latest USDA waivers<br>• Must submit request to the CDE and obtain approval to use existing waivers | • California Department of Education<br>• LACOE<br>• Waiver Packet.pdf<br>  • Nationwide Meal Times Waiver<br>  • Nationwide Non-congregate Feeding Waiver<br>  • Nationwide Meal Pattern Waiver<br>  • Nationwide Parent/Guardian Meal Pick-Up Waiver<br>  • Offer v. Serve | • Completed meal pattern flexibility waiver |
| **Budgeting and Financial Operations** | • Maintain menu production records and daily meal counts to claim reimbursement<br>• Apply for FEMA public assistance funding to cover lost revenues not covered by NSLP<br>• Submit reimbursement claims through the CDE CNIPS | • FRAC<br>• USDA<br>• CDE<br>• SNA / CSNA<br>• No KId Hungry | Review CEP and Provision 2 options |

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| | • Consider applying for the Community Eligibility Provision (CEP)<br>• If not applying for CEP, encourage all students to complete and submit meal applications<br>• Apply for available grants | • Phase 37<br>• Albertsons | |
| **Meal Service Operations** | • Avoid mixing students in common areas and limit the extent to which students mix with each other<br>• Staggered arrival and/or dismissal times that limit the amount of close contact between students in high-traffic situations and times will allow Grab and Go meal service to continue<br>• Meal service methods to increase access while complying with physical distancing guidelines include Grab and Go meals, staggered meal periods, expand meal service and pickup period, serve multiple meals at a time, allow guardians to pick up meals for students, breakfast/lunch in the classroom<br>• Maintain a current list of foods and supplies in inventory<br>• Meal pattern requirements apply to each child nutrition program unless a waiver request has been approved by the CDE<br>• List of all available vendors<br>• Identify multiple meal sites: cafeteria, gymnasium, MPR, breakfast and lunch in the classroom, etc.<br>• Coordinate meal services with other authorized meal sites: community centers, public libraries, parks, etc. | Meal Planning:<br>• Alternate serving lines in the cafeteria for social distancing, if students are allowed to pick up food. Serving lines would be one-sided.<br>• All prepackaged food including fruit and veggies. Limited menu. Designated serving lines for quick food distribution (Pizza, Bowls, Chicken, Cold options, Sandwiches) - if option to pick up food from the serving area<br>• Breakfast in the classroom for Nutrition Break or breakfast distributed as students leave the classroom for break.<br>• Wrapped utensils<br>• All students use ID cards to scan for meals – no keypad entry (serving area only) | • The CDC recommends lunch in the classroom as an approach to avoid mixing students in common areas. Lunch in the classroom will have an impact on staffing (nutrition service workers and custodians), food and materials. Teachers must be properly trained to document meals served and there are concerns related to contamination and food waste. Additional materials or equipment need to be purchased to deliver meals to the |

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| | • Comply with SFSP meal pattern requirements for all Meals and Snacks in order to receive reimbursement<br>• Review SFSP sample menus (grab-and-go, shelf-stable, ready-to-eat)to meet meal pattern requirements<br>• Meal options may include a mix of hot meals, cold meals, and shelf-stable meals - depending on service model<br><br>• **Nutrition Break** – 9:50am to 10:05am – A Grab & Go shelf stable cold breakfast will ready for pick up from kitchen. Each teacher will send a student to pick up the meals before 9:50. The meals will be passed out to each student and they will eat in the classroom or designated eating area determined by the school. Meals not distributed will be returned to the kitchen at the end of Nutrition Break.<br><br>• **Lunch** – 12:40pm – Grab & Go lunch will be passed out to students as they leave campus. Nutrition Services will be notified of exit locations to distribute the meals. The school site will provide staff to supervise that students are social distancing as they pick up meals, and exit the campus.<br><br>• **Measures are in place to maintain physical distancing during school meals. These must include:** | • Change of staff schedules for different scenarios, including distributing meals at the end of the day for staggered attendance days – MOU with CSEA<br>• Multiple Plans for different scenarios<br>• Different menus for on-site feeding and grab and go for home<br>• What will the lunch schedule look like - multiple times, spread out and shorter? Meals distributed at the end of the day?<br>• Average number of students on campus/ meals served to figure out different scenarios<br>• Delivery of meals, staggered days using bus drivers, 5 days worth of food (for campus closure)<br>• See Meal Plan Distance Learning in Appendix | classrooms: crush-resistant containers, food bags, trash bags, carts, etc. Existing carts are heavily used for breakfast and lunch has more items. The carts need to be cleaned and properly sanitized.<br>• Possible meal plan with hybrid schedule<br>• Meal Plan |

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| | • Meals are eaten in classrooms or outdoors, without any mingling of stable groups from different classrooms.<br>• If students line up to pick up food, tape or other markings are used to assure a 6-foot distance between any two students.<br>• School Staff are deployed during meals to maintain physical distancing and prevent any mixing of students from different stable groups.<br>• If meals take place in a cafeteria, mealtimes are staggered to only allow one stable group at a time in the cafeteria.<br>• If meals take place in a cafeteria, space between all tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible<br>• Grab and Go curbside meal distribution will continue all summer following Los Angeles County Department of Public Health guidelines. Schedule and locations are yet to be determined. | | |
| **Record Keeping Requirements** | • Daily meal count form<br>• Clicker<br>• Point-of-Sale (POS) computer | • Nationwide Non-congregate | • Meals counts done at POS by scanning cards or if a grab and go model is used meals counts will be |

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| | | | done by inventory and production records |
| **Communication and Outreach** | • Use all available media outlets to promote the school meal program: email, website, social media, print materials, e-newsletters, text messages, robocalls, school marquees, banners, media releases | • VMA | |
| **Children with special dietary needs** | • Meals must comply with USDA nutrition guidelines, including documented requests to accommodate children with special dietary needs<br>• Publish menus and include information about food allergens and vegetarian options (if available)<br>• Consider the dietary needs of children experiencing homelessness or unstable housing | • Nationwide Meal Pattern Waiver | • Flexibility with vegetable subgroups<br>• Waiver - offer vs serve<br>• vegetarian or special diet options |

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| **Meal Delivery**<br><br>**Guidance and Resources** | • Deliver meals via delivery service, or hand-delivered by school staff to students unable to pick up meals. Home delivery required written consent from the parent or family to be obtained by the school.<br>• Consider delivering meals along regular bus routes for families with lack of access to transportation | **Resources:**<br>• CDE COVID-19 Guidance for K-12 Schools<br>• USDA FNS Response to COVID-19<br>• Los Angeles Department of Public Health COVID-19<br>• CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs<br>• No Kid Hungry COVID-19 Resource Guide<br>• CalSNA | • Meals for students with compromised immune systems who are not able to attend on campus. Partner with Transportation |

| ***Operations*** | Maintaining effective and efficient operations by following best practices in the areas of:<br>● Facilities<br>● Nutrition Services<br>● **Transportation** |
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| ***Transportation*** | |

| Subtopic | Best Practices | Resources | Planning Implications/ Advocacy Areas |
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| **Social distancing in buses** | ● Assign students in diagonal pattern 6 feet apart by skipping one seat<br>● Mark seats as group 1 and 2 to alternate use<br>● Develop Communications for families<br>● Establish current transportation capacity<br>● Train Drivers are social distancing protocols<br>● Train Drivers to take student temperatures prior to boarding<br>● Provide Drivers with additional PPE to provide students masks if they do not have | ● Transportation Planning Framework<br>● Bus Occupancy Guidelines<br>● DPH guidelines<br>● LACOE guidelines and recommendations | May need funding for additional busses<br>● We will also need to receive information from Hemet for their guidelines.<br>● Is Zoom an option for SPED student transportation?<br>● Stagger start times<br>● A shuttle solution may be necessary to support all students.<br>● Negotiations with CSEA |
| **Vehicle Sanitation** | ● Busses are Provide necessary cleaning/ disinfecting products for driver to clean after use<br>● Develop and train Drivers on cleaning protocols | ● Transportation Planning Framework<br>● DPH guidelines<br>● LACOE guidelines and recommendations | Vendor initiates cleaning protocols in driver training ?<br>● Driver job description may not include cleaning<br>● PPE availability<br>● Can foggers be used for efficiency? |

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| | ● Hand sanitizer on bus<br>● Buses are thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. | | |

## Appendix A: Instruction

### Daily Instructional Plan: Online Model

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 7:50 – 9:00 | ***Teachers:*** Possible staff meetings, or Collaboration with content-alike groups, facilitated by Coaches, TOSAs, TTLs<br><br>***Students:*** Intervention, Tutoring | ***Teachers:*** Professional Development opportunities, facilitated by Coaches, TOSAs, TTLs<br><br>***Students:*** Intervention, Tutoring | ***Teachers:*** Collaboration with content-alike groups, facilitated by Coaches, TOSAs, TTLs<br><br>***Students:*** Intervention, Tutoring | ***Teachers:*** Professional Development opportunities, facilitated by Coaches, TOSAs, TTLs<br><br>***Students:*** Intervention, Tutoring | ***Teachers:*** Collaboration with content-alike groups, facilitated by Coaches, TOSAs, TTLs<br><br>***Students:*** Intervention, Tutoring |
| 9:00 - 10:20 | ***Period 1***<br><br>Synchronous instruction | ***Period 1***<br><br>Synchronous instruction | ***Period 1***<br><br>Synchronous instruction | ***Period 1***<br><br>Synchronous instruction | ***Period 1***<br><br>Synchronous instruction |
| 10:20 - 11:40 | ***Period 2***<br><br>Synchronous instruction | ***Period 2***<br><br>Synchronous instruction | ***Period 2***<br><br>Synchronous instruction | ***Period 2***<br><br>Synchronous instruction | ***Period 2***<br><br>Synchronous instruction |
| 11:40 - 12:30 | **LUNCH** | | | | |
| 12:30 - 1:50 | ***Period 3***<br><br>Synchronous instruction | ***Period 3***<br><br>Synchronous instruction | ***Period 3***<br><br>Synchronous instruction | ***Period 3***<br><br>Synchronous instruction | ***Period 3***<br><br>Synchronous instruction |
| 1:50 – 2:50 | ***Teachers:*** Conference/Prep | ***Teachers:*** Conference/Prep | ***Teachers:*** Conference/Prep | ***Teachers:*** Conference/Prep | ***Teachers:*** Conference/Prep |

**Daily Instructional Plan: Hybrid Model**

<table>
<tr><th>Monday</th><th>Tuesday - Friday</th></tr>
<tr><td>Synchronous Homeroom or Advisory meeting (30 minutes)</td><td rowspan="3">Synchronous Instruction (Live or Live-stream)<br><br>Teachers provide<br>● 240 minutes per week of synchronous teacher instruction (live or live-streaming) (either two, 2-hour sessions, or three, 80-minute sessions)<br>● Daily check-ins with students during office hours to provide feedback (2x/week per cohort group)<br>● 3 days worth of asynchronous activities for students, possibly including<br>o Student collaborative projects<br>o Labs<br>o Sharing presentations<br>o Other as needed<br>● Formative and benchmark assessments<br>● Timely interventions and small-group instruction as needed<br><br>Teachers establish minimum expectations that may include:<br>● Lesson plans that show<br>o 5Es<br>o Asynchronous collaborative activities<br>o Asynchronous independent activities<br>o Student interaction expectations<br>o Time management<br>● Benchmark assessments and common formative assessment schedules</td></tr>
<tr><td>Wellness checks<br>Team-building activities</td></tr>
<tr><td>Collaboration Time to Engage in the Following:<br>(Teachers participate with coaches, TOSAs, TTLs, counselors and/or admin)</td></tr>
<tr><td>● Reframe content delivery to meet pacing plan goals (one unit or week at a time)<br>o Develop synchronous vs. asynchronous activities<br>o Evaluate student participation expectations and accountability<br>● Define student mastery (grading policies)<br>o Ongoing discussion regarding grading practices<br>o Participation<br>o Skills and content that need to be mastered<br>o Consequences for student non-participation<br>● Use feedback from assessments to determine and plan interventions<br>● Communicate concerns to counselors and families<br>● Build formative assessments and benchmarks (weekly, quarterly, end of semester)<br>● Fill out lesson plan templates to include<br>o materials<br>o engagement strategies</td></tr>
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| o formative assessment<br>o time management<br>o feedback protocol | ● Grading policies<br>● Regular feedback schedules<br>● Communication protocols with parents |
| **Personalized Professional Learning (Led by Coaches, TOSAs, TTLs)** | |
| Possible topics include<br>● How to use new apps, programs, software, resources (differentiated by teacher skill levels)<br>● Designing asynchronous activities<br>● Embedding scaffolds and Tier 1 supports for intervention<br>● Supports for ELs, special populations<br>● Social-emotional supports, Restorative Practices<br>● Instructional support<br>o Engagement strategies<br>o Time management<br>o Lesson design and delivery<br>● Workshops for parents for how to support students at home | |

***Definitions***

***Synchronous Instruction:***

- 240 minutes per week of synchronous (live or live-streaming) student-teacher interaction ***(three, 80-minute sessions)***
- Daily check-ins with students during office hours to provide feedback and interventions as needed
- Additional asynchronous activities for students, possibly including
    - Student collaborative projects
    - Labs
    - Sharing presentations
    - Other as needed
- Administer formative and benchmark assessments
- Teachers establish minimum expectations that may include:

- Lesson plans that show
    - 5Es
    - Asynchronous collaborative activities
    - Asynchronous independent activities
    - Student interaction expectations
    - Time management
- Benchmark assessments and common formative assessment schedules
- Grading policies
- Regular feedback schedules
- Communication protocols with parents

***Conference period:*** Teacher prep time, office hours

***Collaboration time*** allows teachers to:

- Reframe content delivery to meet pacing plan goals ***(one unit or week at a time)***
    - Develop synchronous vs. asynchronous activities
    - Evaluate student participation expectations and accountability
    - Define student mastery (grading policies)
    - Have ongoing discussion regarding grading practices
        - Participation grades
        - Skills and content that need to be mastered
        - Establish consequences for student non-participation
        - Use feedback from assessments to determine and plan interventions
        - Communicate concerns to counselors and families
        - Build formative assessments and benchmarks (weekly, quarterly, end of semester)
    - Fill out lesson plan templates to include
        - Materials
        - Engagement strategies
        - Formative assessment
        - Time management
        - Feedback protocols

***Personalized Professional Learning:***
Combination of teacher-driven and district-led.
Possible topics include

- How to use new apps, programs, software, resources (differentiated by teacher skill levels)
- Designing asynchronous activities

- Embedding scaffolds and Tier 1 supports for intervention
- Supports for ELs, special populations
- Social-emotional supports, Restorative Practices
- Instructional support
    - Engagement strategies
    - Time management
    - Lesson design and delivery
    - Workshops for parents for how to support students at home

## Transportation Planning framework for 2020-2021 - Guidelines

District vehicle seating capacity based on CDC guidelines. 6' apart (diagonally)

- Ten (7) Passenger Van. Seating capacity **1** student
- Eight (24) Passenger School bus. Seating capacity **4** students

Transportation drivers

- 8 School bus drivers
- 2 car/van drivers

Keeping students safe on their morning bus ride during COVID-19 pandemics is top priority on our list. The challenge is making sure students adhere to current recommended CDS and La County guidelines. Under the current guidelines of six feet of social distancing, the district would have one student per seat every other row in a school bus. This means a bus that normally fits 12-16 high school students would only be able to accommodate 4 students

Therefore, our district, composed of 10 drivers may transport up to 34 students at one time for Special Ed home to school. Due to limited seating, buses will make multiple trips (if necessary) for the same route. The school drop of times, pending on bell times, and time allowed between drop off and staff availability to receive students.

Procedure prior to boarding the bus.

School bus drivers and staff will receive training specifically on Special Considerations for Infection Control during COVID-19.

Drivers received their route assignments with assign seating for each student, and daily precautions will be practiced every morning and afternoon while transporting during the school year.

Drivers will be required to wear face covering while transporting students at all times as well as clean and disinfect all seats and surfaces, including surfaces in the driver cockpit commonly touched by the driver at the completion of the route and in between drop of for every site.

Each bus will be thoroughly cleaned after each bus trip, particularly high-touch surfaces such as bus seats, steering wheel, knobs, windows and door handles. During cleaning, our staff will opens the windows to allow for additional ventilation and allow airflow during this time, which is helpful in litigating COVID-19 spread.

When board and de-boarding the bus, each student must be accompanied by a parent or guardian wearing face covering. Transportation staff assess each student individually at the bus stop by taking each student's temperature. If the student's temperature is below 99.9 degrees, he may board the bus, is required to use hand sanitizer provided on the bus, and sit at his designated seat. Students with a temperature greater than 99.9 will not permitted to enter the bus.

Buses will be marked/tags and students be assigned seating. Drivers will load from the back to the front on each bus, so they do not have to walk past each other. Unloading will be made from front to rear.

Prior to boarding, a sign will be posted asking students the general COVID-19 questions (drivers will read out the question). If the students says “Yes” to any of the questions, the student will not board the bus and the transportation department will contact the parent.

The guidelines also state that students wear the necessary personal protective equipment such as masks. Gloves may be necessary for drivers.

Students must wear a facial covering prior to entering the bus. Acceptable, reusable face covering options include:

- Bandana
- Neck gaiter
- Homemade face covering
- Scarf
- Tightly woven fabric, such as cotton t-shirts and some types of towels

Masks will be available to student not possession.

**TRANSPORTATION OF STUDENTS -**

Students with Chronic health conditions (as stated by CDC) and who are at greater risk should continue distance learning, if possible (depending on IEP)

Recommendations - Hand sanitizer station for school bus drivers and students. All bus occupants should be encouraged to utilize the sanitizer station upon entry and again upon exiting the vehicle.

Post – Proper method to protect other when coughing or sneezing on the school bus.

Tissues – Available on each bus (trash disposal station should be readily available.

Driver Training – Procedures shared with all drivers on how to handle a student who appears ill.

Sick Student procedure after student has board the bus – Notify school staff. Developing a potential isolation zone for the school bus when it arrives on campus. Such procedure should correspond to procedures developed for classrooms.

Driver Isolation – All drivers, office staff and mechanics should be encouraged to keep a safe distance of 6’ feet if possible from each other such as in the break room and at all times. Drivers lounge seating arrangements modified, seating 6’ apart.

BUS CLEANING AND DISENFECTING

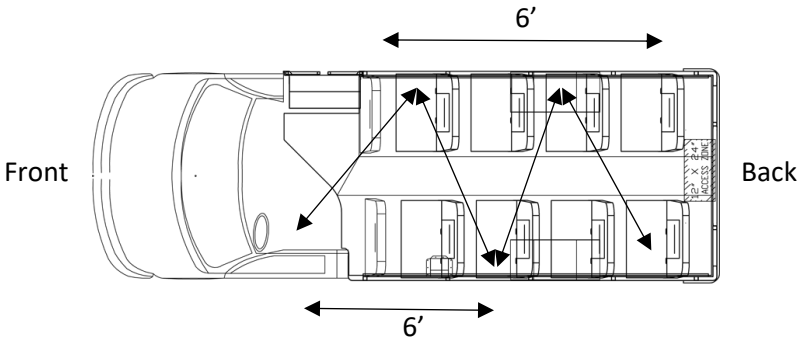
Each school bus shall be wiped down after each run, including the morning run, afternoon run and special runs. Items to be wiped down should include but not limited;

- Entry handrail
- Fronts and backs of seats
- Windows (handles and walls)
- Exterior surfaces and hardware of the entry door
- Drivers controls of the bus such as the steering wheel, mirrors, ext.

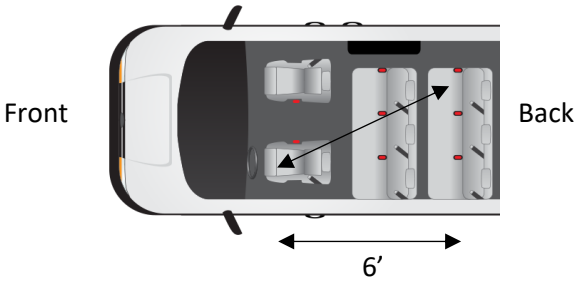
## BUS OCCUPANCY GUIDELINES

The following district bus size maximum capacity for each vehicle type that accommodates capacity limits while meeting physical distancing of 6 feet apart. 10 transportation drivers

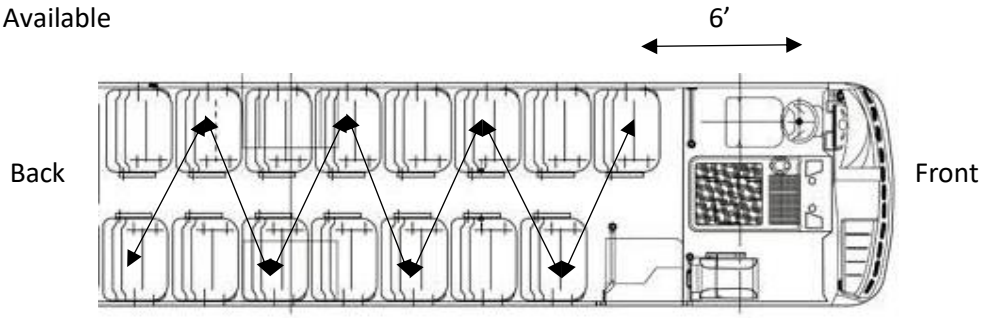
24 Passenger school bus – Maximum capacity, **4 students** diagonally and skipping every other seat.
**8 (Route) Buses** = 32 students
8 Drivers



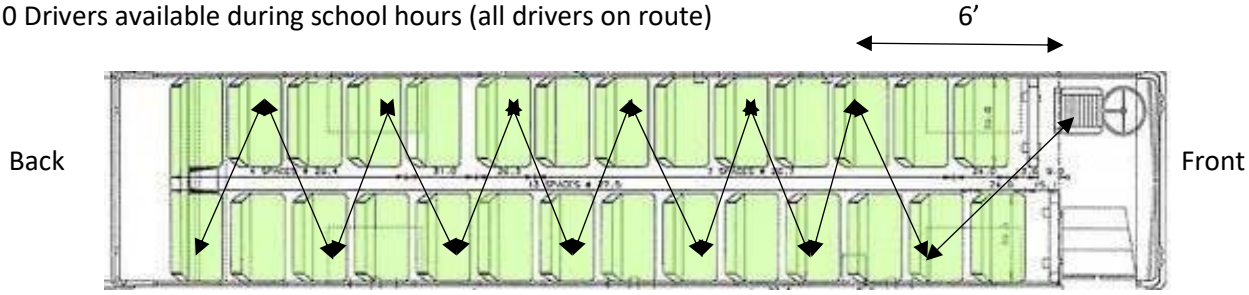

7 Passenger car/van – Maximum capacity, **1 student** diagonally and skipping every other seat.
**10 (Route) Vans** = 10 Students
2 Drivers




51 Passenger school bus – Maximum capacity, **7 students** diagonally and skipping every other seat.
**2 Buses** = 14 Students
0 Drivers Available




84 Passenger School bus – Maximum capacity, **13 students** 6’ diagonally and skipping every other seat.
**9 Buses** = 117
0 Drivers available during school hours (all drivers on route)



# EMUHSD FACILITIES USE APPLICATION

EL MONTE UNION HIGH SCHOOL DISTRICT
3537 JOHNSON AVENUE, El Monte, CA 91731
(626) 444-9005 (District Office)

**EL MONTE UNION HIGH SCHOOL DISTRICT BOARD POLICY 1330**

## Use of School Facilities

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses. *(cf. 6145.5 - Student Organizations and Equal Access)*

School-related activities shall have priority in the use of facilities and grounds. Other uses authorized under the Civic Act shall be on a first-come, first-served basis.
As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community. *(cf. 1330.1 - Joint Use Agreements)*

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities on those days on which the school is closed. *(Education Code 37220)*
*(cf. 6115 - Ceremonies and Observances)*

For the effective management and control of the school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)
1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary
*(cf. 0450 - Comprehensive School Safety Plan)*
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*
3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work
There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.
*(cf. 1325 - Advertising and Promotion)*

## Fees

The Board authorizes the use of school facilities or grounds by nonprofit organizations, clubs or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities or for-profit groups shall be charged an amount including utility costs. Both groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

**EL MONTE UNION HIGH SCHOOL DISTRICT ADMINISTRATIVE REGULATION 1330**

## Application for Use of Facilities

Any person applying for the use of school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.

## Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 38131, 38132)

1. Public, literary, scientific, recreational, educational or public agency meetings

2. The discussion of matters of general or public interest

3. The conduct of religious services for temporary or long term periods, on a year to year renewable basis, by any church or religious organization

4. Child care programs to provide supervision and activities for children of preschool and elementary school age
*(cf. 5148 - Child Care and Development)*
*(cf. 5148.2 - Before/After School Programs)*
*(cf. 6300 - Preschool/Early Childhood Education)*

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies

6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination

7. A community youth center
*(cf. 1020 - Youth Services)*

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization
A veterans' organization means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

10. Other purposes deemed appropriate by the Governing Board

The district may grant the use of school facilities on those days on which the public school is closed.

## Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law

2. Any use which is inconsistent with the use of the school facility for school purposes or which interferes with the regular conduct of school or school work

3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco
*(cf. 3513.3 - Tobacco-Free Schools)*

3. Any individual or organization that has utilized the facility in the past and has a current remaining balance.

The district may exclude certain school facilities from non-school use for safety or security reasons.

## Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damages caused by the activity. The district may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. *(Education Code 38134)*

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. *(Education Code 38134)*

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. *(Education Code 38134)*
As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facility being used.

## RULES AND REGULATIONS GOVERNING THE USE OF BUILDINGS, GROUNDS, AND EQUIPMENT FOR NON-SCHOOL PURPOSES

**1.** Application for Use of School Facilities shall be made on forms included within this packet. Forms maybe downloaded from the school or EMUHSD website.
**2.** Use of buildings or grounds on Weekends and holidays may not be authorized and will be approved based upon the availability of personnel to oversee the use of the facility.
**3.** Public use shall not be inconsistent with nor interfere with school district use.
**4.** Use will be denied to any individual, group, or organization for the commission of any crime or any act prohibited by law including those acts intended to further any program or movement to overthrow by any means the government of the United States.
**5.** When minors are involved, event sponsors shall have sufficient adult supervision while using district facilities to ensure adequate control.
**6.** A district employee responsible for the oversight of the use permit shall be at the facility at all times whenever a facility's buildings or grounds are used. The district employee shall open the facility upon the presentation of a district facility use permit properly issued and signed. He/she shall be responsible for the facility and will report any damage, misuse, and/or abuse to the Director of Facilities.
**7.** There shall be no loud music or other amplified sounds, noise, lights or other activities that violate local ordinances or otherwise disrupt adjacent neighborhoods and businesses. Profane language, fighting or gambling is prohibited on school premises.
**8.** The possession or use of tobacco products, narcotics or alcoholic beverages or any other restricted substance on district property is strictly prohibited.
**9.** No product, including, but not limited to food or drink shall offered for sale on school premises without district approval.
**10.** The number of attendee's present shall not exceed the capacity authorized by fire regulations.
**11.** Vehicles present shall not exceed the number of authorized parking spaces in the parking lots assigned to the event. Vehicles shall be parked in appropriately marked spaces. Vehicles inappropriately parked on district property shall be subject to towing at the owner's expense.
**12.** No modification of district facilities shall be permitted. District facilities must be left in the same condition as they existed prior to the permitted use. Decorations shall be erected and completely removed in a manner not destructive to school property. The use of open flames such as candles, non-fireproof decorations, nails, tacks, staples or any tape other than painter's tape is not permitted.
**13.** Although the user fee covers the cost of buildings utilities, the user group shall conserve energy and water in a manner similar to the daily use of the facility by school operations. The only supplies that shall be utilized by the user group include toilet paper, hand soap and other toiletries. Users shall place all refuse in appropriate containers.
**14.** Equipment shall not be used without prior approval on the facility use permit. Furniture and/or equipment shall be returned to the same position and/or location as it existed prior to the permitted use. Users are not permitted to leave equipment or materials at the school facility without approval by the Director of Facilities (list all items to be stored at the school facility by the user on the Event Info Form.
**15.** Users shall use the facilities only for the purposes specified in this Application, district regulations, and shall limit use to the specific spaces specified in the use permit. Staff members present at the event shall not permit any individual or group to use any equipment, room or other facility on the premises, which was not designated on the use permit application as approved.
**16.** There will be a four (4) hour minimum when scheduling labor and facility hours.

## User Classifications

The California Education Code Section 31834 allows the Board of Education to adopt guidelines for charging users differing rates for the use of the Districts' facilities. The Board has determined that the following "Classification" of users will be used in determining the rental rates for its facilities.

**Category I (Only for EMUHSD Educational departments and facilities.)**

**Category II**
Certified 501C3 nonprofit organizations, and clubs or associations organized to promote youth, school activities, and any group that uses school facilities or grounds for fundraising activities that are not beneficial to youth or public school activities of the district, as determined by the governing board. No admission or participation fees are to be included at such event.

(1) Girl Scouts, Boy Scouts, Camp Fire, Inc.
(2) Parent-teachers' associations.
(3) School-community advisory councils.
(4) Public, literary, scientific, recreational, educational, or public agency meetings.
(5) The discussion of matters of general or public interest.
(6) The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services,
(7) Child care or day care programs to provide supervision and activities for children of preschool and elementary school age.
(8) The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.
(9) Supervised recreational activities including, but not limited to, sports league activities for youths that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination.
(10) A community youth center.
(11) A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization.
(12) Other purposes deemed appropriate by the governing board.

**Category III**
In the case of entertainments or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the district or for charitable purposes, a charge shall be levied for the use of school facilities or grounds which charge shall be equal to fair rental value.

## FACILITY RENTAL RATES

*These hourly rates include the auditorium facility fee, HVAC, Utilities, Restroom Stock and Wear and Tear. Labor is a separate cost and will depend upon the demands and requirements of each and every event. All Approved Applications will include a DIRECT COST flat rate of 15%. The 15% fee will cover any additional measures that have to take based on the recommendations of the CDC to disinfect and use the proper and approved disinfectants in all of our facilities.*

| RHS & EMHS AUDITORIUM | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| 4 Hour Rehearsal (Minimum) | $0 | $350 | $550 |
| Additional Rehearsal Hours | $0 | $125 | $150 |
| 4 Hour Performance (Minimum) | $0 | $650 | $850 |
| Additional Performance Hours | $0 | $175 | $225 |

| SMALL/BLACK BOX THEATER | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| 4 Hour Rehearsal (Minimum) | $0 | $250 | $450 |
| Additional Rehearsal Hours | $0 | $100 | $125 |
| 4 Hour Performance (Minimum) | $0 | $450 | $650 |
| Additional Performance Hours | $0 | $125 | $175 |

| OTHER FACILITIES | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| Classroom – **No AV Equipment** | $0 | $15 ph. | $30 ph. |
| Classroom – **with AV Equipment** | $0 | $23 ph. | $45 ph. |
| Cafeteria Dining Room – **No AV Equipment** | $0 | $38 ph. | $75 ph. |
| Cafeteria Dining Room – **with AV Equipment** | $0 | $60 ph. | $120 ph. |
| Cafeteria Kitchen – **(EMUHSD Kitchen Staff Required)** | $0 | $65 ph. | $130 ph. |
| Board Room/PDC – **No AV Equipment** | $0 | $50 ph. | $100 ph. |
| Board Room/PDC – **with AV Equipment** | $0 | $75 ph. | $150 ph. |

| ATHLETIC FACILITIES | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| Football Stadium – **No Lights** | $0 | $75 ph. | $150 ph. |
| Football Stadium – **with Lights** | $15 ph. | $88 ph. | $175 ph. |
| Baseball/Softball/Soccer Fields – **No Lights** | $0 | $50 ph. | $100 ph. |
| Baseball/Softball/Soccer Fields – **with Lights** | $15 ph. | $63 ph. | $125 ph. |
| Tennis Court – **No Lights** | $0 | $38 ph. | $75 ph. |
| Tennis Court – **with Lights** | $10 ph. | $50 ph. | $100 ph. |
| Gymnasium | $0 | $55 ph. | $110 ph. |
| Gymnasium – With HVAC | $15 ph. | $70 ph. | $125 ph. |
| Scoreboard/PA System (If Available) | $0 | $25 ph. | $50 ph. |

| LABOR* | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| Maintenance/Custodian | $54 ph. | $54 ph. | $54 ph. |
| Food Services Assistant | $36 ph. | $36 ph. | $36 ph. |
| Campus Security/Parking Attendant/Usher | $30 ph. | $30 ph. | $30 ph. |
| Audio/Video/Lighting Technician/Electrician/Carpenter | $54 ph. | $54 ph. | $54 ph. |
| Supervisor | $66 ph. | $66 ph. | $66 ph. |

- *Labor hourly Rate will be adjusted accordingly on annual basis to accommodate higher compensation.*

## ADDITIONAL FEE'S

| AUDITORIUM | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| EXPENDABLES – ***covers spike tape, lamps and gel.*** | $0 | $25 | $25 |
| Stage Deck – ***4'x8' platform*** | $10 | $40 | $40 |
| Orchestra Shells – ***Full Wegner Set (7 shells)*** | $0 | $150 | $150 |
| Choir Risers – ***Full Wegner Set (7 shells)*** | $0 | $100 | $100 |
| Marley Dance Floor Black/Grey– ***(Bare feet only)*** | $120 | $350 | $350 |
| Music Stand ***(Lights upon Request)*** | $0 | $3 | $3 |
| Chairs (Set of 20) - ***First 20 No Charge*** | $0 | $30 | $30 |
| Tables (Set of 5) – ***First 5 No Charge*** | $0 | $25 | $25 |
| Portable Audio System Package – ***Package Includes****:* *2 Speakers, Console, 2 Wireless Mics, Playback device and Cable.* | $50 | $350 | $550 |

| OTHER | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| 300 KW Generator – ***Multiple Voltage Selector*** | $0 | $500 | $750 |
| | | | |
| | | | |
| | | | |

| COVID-19 DIRECT COSTS | CAT 1 | CAT 2 | CAT3 |
|---|---|---|---|
| **2 Additional labor hours will be including per day for disaffecting and cleaning. (1 Staff member minimum)** | $108 | $108 | $108 |

## CERTIFICATE OF INSURANCE
## TERMS AND CONDITIONS PAGE

**CERTIFICATION:**

I, the undersigned, hereby certify that I shall be personally responsible, on behalf of my organization, for any damage or abuse of school buildings, grounds or equipment, resulting from the occupancy of said premises by our organization. I agree to abide by and enforce the rules and regulations of the El Monte Union High School District governing the non-school use of buildings, grounds, and equipment, and hereby acknowledge receipt of a copy of said rules and regulations.

**HOLD HARMLESS AGREEMENT AND COVENANT NOT TO SUE:**

In consideration of being permitted to use the buildings, grounds, and equipment of the, indicated above, I, the undersigned, agree to the extent authorized by law, to hold harmless, indemnify and defend the El Monte Union High School District and its officers, agents, and employees from any liability or claims of liability for bodily injury, sickness, disease or death of any person or persons or damage to property, real, personal, tangible, or intangible, arising from or connected with the use or occupancy of the above-named premises.

**STATEMENT OF INFORMATION:**

The undersigned states that, to the best of his or her knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence or other unlawful means; That the organization, on whose behalf he or she is making application for use of school property, does not, to the best of his or her knowledge, advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of his or her knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury.

**INSURANCE REQUIREMENTS**

FACILITIES USER is obligated to obtain and maintain throughout the existence of the Application and Agreement liability insurance with limits of $1,000,000 per occurrence and $2,000,000 in the aggregate. FACILITIES USER will obtain and provide to DISTRICT a Certificate of Insurance evidencing the existence of the liability insurance policy prior to the use of the FACILITIES. Said Certificate of Insurance shall include an additional named insured endorsement in favor of DISTRICT, whereby DISTRICT will be insured under FACILITIES USER's liability insurance policy.

**$1,000,000 per occurrence**
**$2,000,000 aggregate**

# EMUHSD FACILITIES USE APPLICATION

EL MONTE UNION HIGH SCHOOL DISTRICT
3537 JOHNSON AVENUE, El Monte, CA 91731
(626) 444-9005 (District Office)

## EVENT INFORMATION FORM

| | |
|---|---|
| Event Name: | |
| Location: | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Date: | | Start Time | : | AM/PM | End Time: | : | AM/PM |
| Date: | | Start Time | : | AM/PM | End Time: | : | AM/PM |
| Date: | | Start Time | : | AM/PM | End Time: | : | AM/PM |
| Date: | | Start Time | : | AM/PM | End Time: | : | AM/PM |
| Date: | | Start Time | : | AM/PM | End Time: | : | AM/PM |

| | | | |
|---|---|---|---|
| Name of Representative: | | | |
| Address: | | | |
| Cell Phone: | (  )  - | Email: | |
| Business Phone: | (  )  - | Email: | |

| | |
|---|---|
| Event Purpose: | |
| | |
| List special instructions or equipment: | |
| | |

| | | | | |
|---|---|---|---|---|
| Admission/Participation fee? | | YES | | NO |

***Please check all that apply:***

- **Auditorium** (Rehearsal)
- **Auditorium** (Performance
- **Small Theater** (Rehearsal)
- **Small Theater** (Performance)
- **Gymnasium**
- **Classroom** (No AV) Rm.# _____
- **Classroom** (with AV) Rm.# _____
- **Cafeteria** (No AV)
- **Cafeteria** (with AV)
- **Board Room/PDC** (No AV
- **Board Room/PDC** (with AV)
- **Football Stadium** (No Lights)
- **Football Stadium** (with Lights)
- **Tennis Court** (No Lights)
- **Tennis Court** (with Lights)
- **Baseball/Softball/Soccer Fields** (No Lights)
- **Baseball/Softball. Soccer Fields** (with Lights)

***Please check all that apply:***

- **Stage Deck** # of decks? _____
- **Orchestra Shells Set**
- **Choir Risers set**
- **Marley Floor** Black or Grey? _____
- **Music Stands** How Many? _____
- **Chairs** How Many? _____
- **Tables** How Many? _____
- **Portable Audio System**
- **Generator (300KW)**
- **Genie Lift 16'**
- **Scissor Lift 24'**

- **Maintenance Custodian**
- **IT Technician**
- **Food Services Assistant**
- **Campus Supervisor/Parking Attendant/Usher**
- **Audio/Video/Lighting Technician**
- **Electrician/Carpenter/Rigger**
- **Manager**

# EMUHSD FACILITIES USE APPLICATION

EL MONTE UNION HIGH SCHOOL DISTRICT
3537 JOHNSON AVENUE, El Monte, CA 91731
(626) 444-9005 (District Office)

## SIGNATURE PAGE

The undersigned, _____, is duly authorized by _____, (name of organization) to act on its behalf in requesting the use of school facilities, including, but not limited to, executing any agreement or undertaking required by law and district policy and regulations governing the use of the facilities.

The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.

The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.

| | | | |
|---|---|---|---|
| Applicant Signature: | | Date: | |

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***BELOW THIS LINE - OFFICE USE ONLY***

| | | | |
|---|---|---|---|
| 1. Principal | | Date: | |
| 2. Manager/Coordinator | | Date: | |
| 3. Facilities Director | | Date: | |
| 4. Chief Business Official | | Date: | |

If necessary:

| | | | |
|---|---|---|---|
| 5. Food Services Director | | Date: | |

| **OFFICE USE ONLY** | | | |
|---|---|---|---|
| **Facilities – Entered into FS Direct on:** | | Entered by: | |
| **Fiscal Services – Invoiced on:** | | Invoiced by: | |

## CORONAVIRUS ADDENDUM

**In addition to the attached Application and Agreement for the Use of Facilities, Applicant/ Representative enters this Coronavirus Addendum and further hold harmless Agreement, incorporated into the Application and Agreement, as follows:**

**1.** Including, but not limited to, the SARS-CoV-2 virus (the "Coronavirus"), the Applicant/Representative (the "FACILITY USER") agrees to strictly, and without exception, follow all local, state, and federal guidelines regarding human protection from the Coronavirus (the "Guidelines"). The Guidelines to strictly follow are located at various sites, including, but not limited to:

a. https://covid19.ca.gov/
b. https://www.cdc.gov/coronavirus/2019-ncov/index.html
c. http://publichealth.lacounty.gov/media/Coronavirus/

**2.** The FACILITY USER shall not hold the event and shall cancel the event if all Guidelines will not, are not, or cannot be met before, during, or after the event.

**3.** The FACILITY USER shall stop the event immediately and send all invitees/participants away if they are observed not to be meeting all required Guidelines.

**4.** The District may terminate the FACILITY USER's use of the District facility at any time if, in the sole discretion of the District, the District determines that the FACILITY USER or their invitees/participants are not in full compliance with the Guidelines. If the District terminates the FACILITY USER's use of the District facility pursuant to this paragraph, the FACILITY USER will be not be entitled to a refund of any fees and will not be entitled to recover any consequential damages arising from such termination.

**5.** The District makes no representation regarding the condition of the facility in use. It shall be the FACILITY USER's sole responsibility to appropriately and thoroughly clean, disinfect, and maintain a clean, disinfected, and sanitized environment before, during, and after the event, including the use of Coronavirus products approved by the Environmental Protection Agency (EPA) and in compliance with the Healthy Schools Act (HSA).

**6.** Assumption of Risk. FACILITY USER recognizes that there is presently a significant element of risk of Coronavirus transmission when any group of people gathers. FACILITY USER has reviewed and understands the risks reflected in the local, state, and federal alerts and guidelines, including, but not limited to, the links above. FACILITY USER assumes all risks, known and unknown, arising from Your use and occupancy of the District facility, including risks from the Coronavirus. FACILITY USER assumes full responsibility for any sickness, hospitalization,

bodily injury, death, loss of personal property, quarantines, and all related costs and expenses of any person arising from Your use and occupancy of the District facility. ("Your" is defined herein as the FACILITY USER and each of their employees, District facility invitees, participants, volunteers, students, members, and all other related persons, agents, and entities.)

**7.** Waiver and Release of Claims. To the fullest extent permitted by law, FACILITY USER releases the

| | |
|---|---|
| Organization Name: | |

**8.** District, its affiliated campuses, and their governing boards, affiliates, subsidiaries, divisions, administrators, directors, officers, employees, agents, and volunteers (collectively referred to herein as the "District"), from and against all claims and causes of action, for any injury or harm of any kind which may arise from or out of Your use and occupancy of the District facility, including the risks from Coronavirus. This release is intended to discharge the District against any and all liability arising out of or connected in any way with Your use and occupancy of the District facility, even though that liability may occur or arise out of the negligence or carelessness on the part the District. I understand that by signing this Agreement, I am releasing claims and giving up substantial rights, including my right to sue, and acknowledge that I am doing so voluntarily. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made.

**9. INDEMNIFICATION. TO THE FULLEST EXTENT PERMITTED BY LAW, ON BEHALF OF MYSELF AND MY ORGANIZATION, I AGREE TO IMMEDIATELY DEFEND, INDEMNIFY, AND HOLD THE DISTRICT (AS DEFINED ABOVE) FREE AND HARMLESS FROM ANY LOSS, DAMAGE, LIABILITY, OR EXPENSE THAT MAY ARISE IN WHOLE OR IN PART FROM THE APPLICATION AND AGREEMENT FOR THE USE OF FACILITIES AND THIS CORONAVIRUS ADDENDUM, INCLUDING AS IT RELATES TO ANY EXPOSURE TO THE CORONAVIRUS (AS DEFINED ABOVE). THE DEFENSE AND INDEMNITY OBLIGATIONS UNDER THIS PARAGRAPH SHALL APPLY REGARDLESS OF THE DISTRICT OR ANY OTHER PERSON OR ENTITY'S ACTIVE OR PASSIVE NEGLIGENCE**.

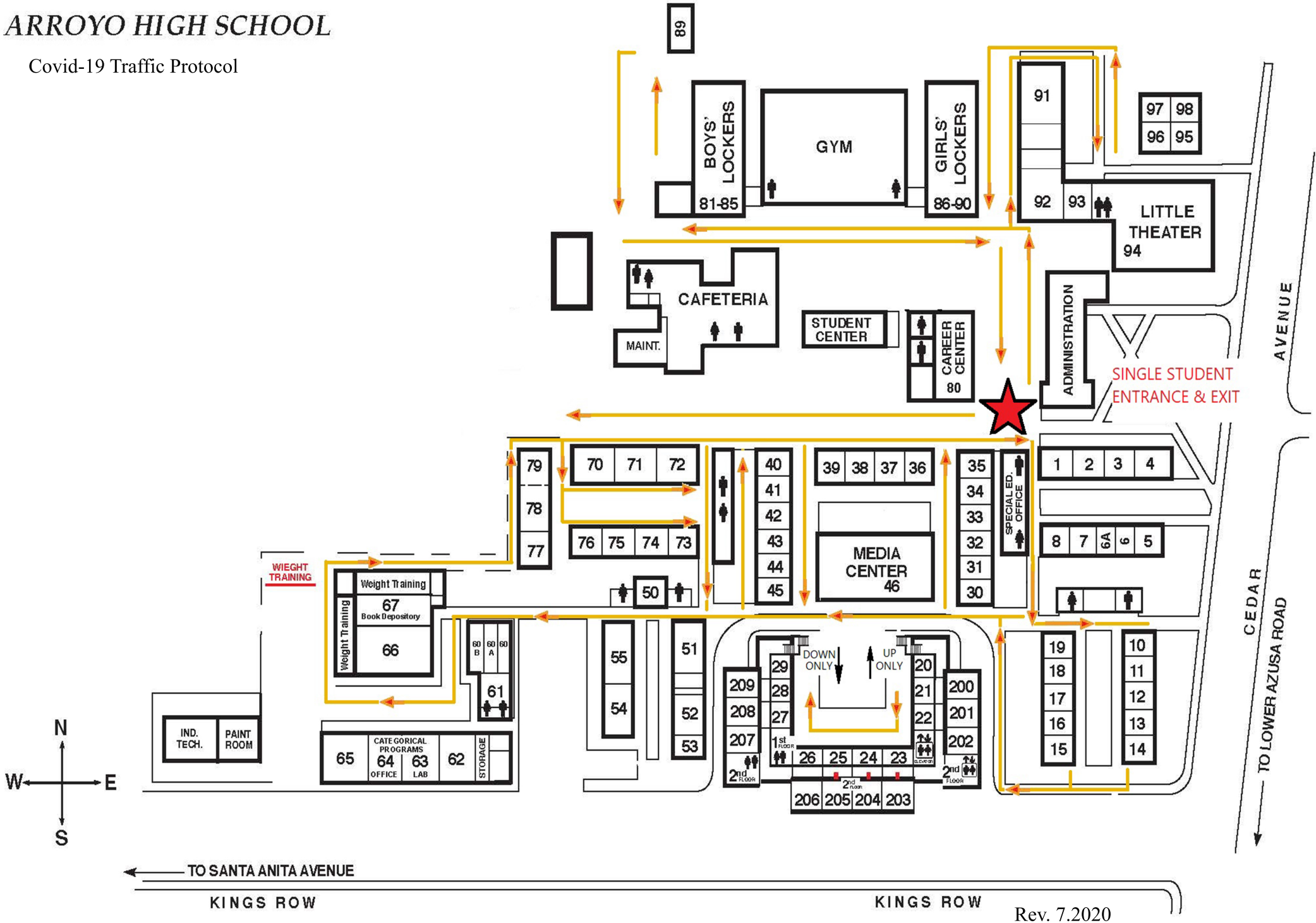
**Addendum acknowledgment: I acknowledge that I have read this addendum and agree to all of its terms and that I fully understand my responsibility to adhere to all Coronavirus guidelines and instruction during the use of the District facility.**

| | |
|---|---|
| Name of Representative (Please Print) | |
| Name of Representative (Signature) | |
| Date: | |

Appendix E - Arroyo HS Traffic Protocol Map

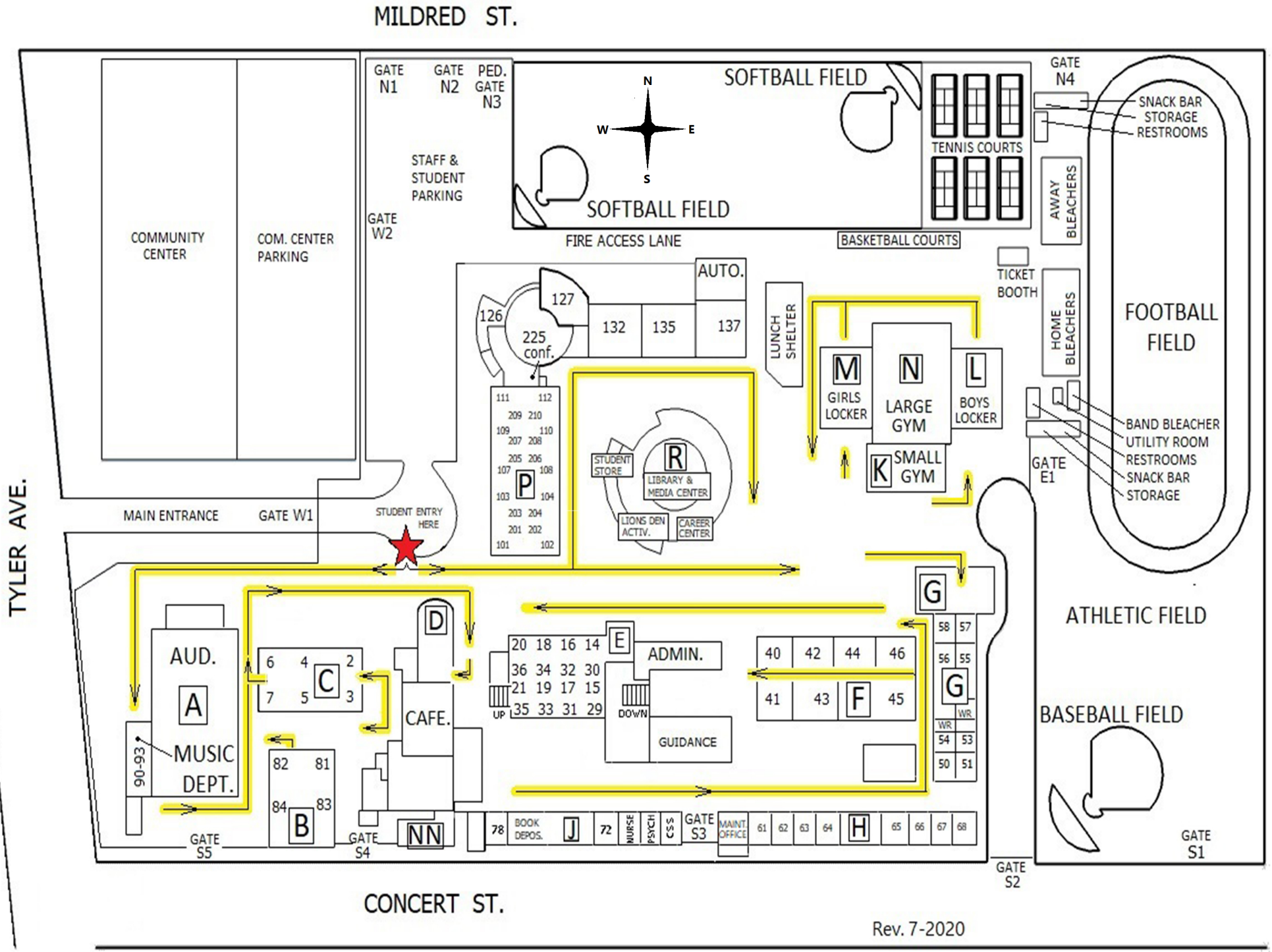
# *ARROYO HIGH SCHOOL*

Covid-19 Traffic Protocol




Rev. 7.2020

# EL MONTE HIGH SCHOOL (Covid-19 Traffic Protocol)

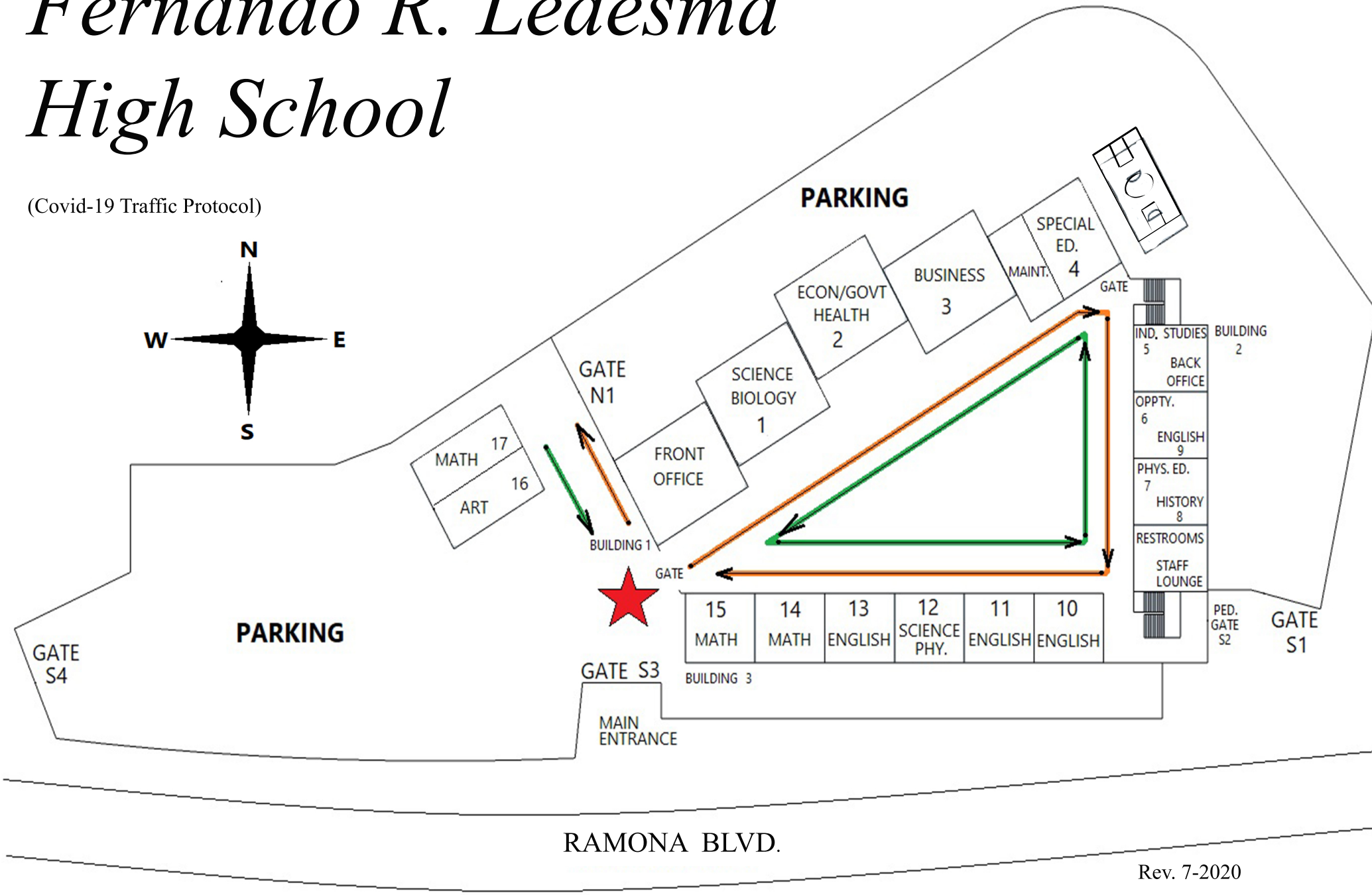



Rev. 7-2020

Appendix G - F.R. Ledesma HS Traffic Protocol Map

# *Fernando R. Ledesma High School*

(Covid-19 Traffic Protocol)

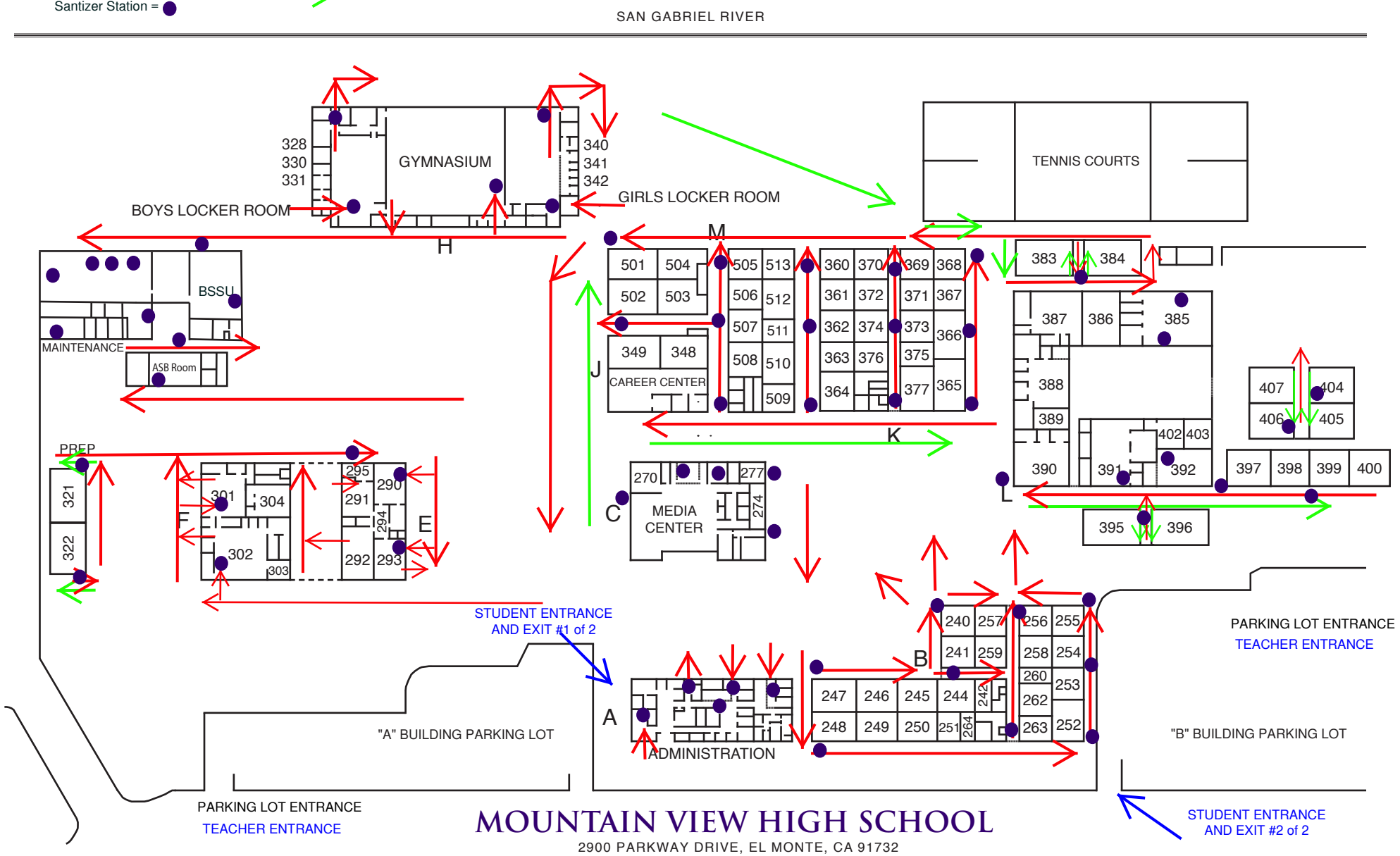



Rev. 7-2020

Appendix H - Mountain View HS Traffic Protocol Map

# MVHS TRAFFIC FLOW

Red Arrows = Traffic Flow
Green Arrows = Two Way Traffic Flow
Santizer Station =




## MOUNTAIN VIEW HIGH SCHOOL

2900 PARKWAY DRIVE, EL MONTE, CA 91732

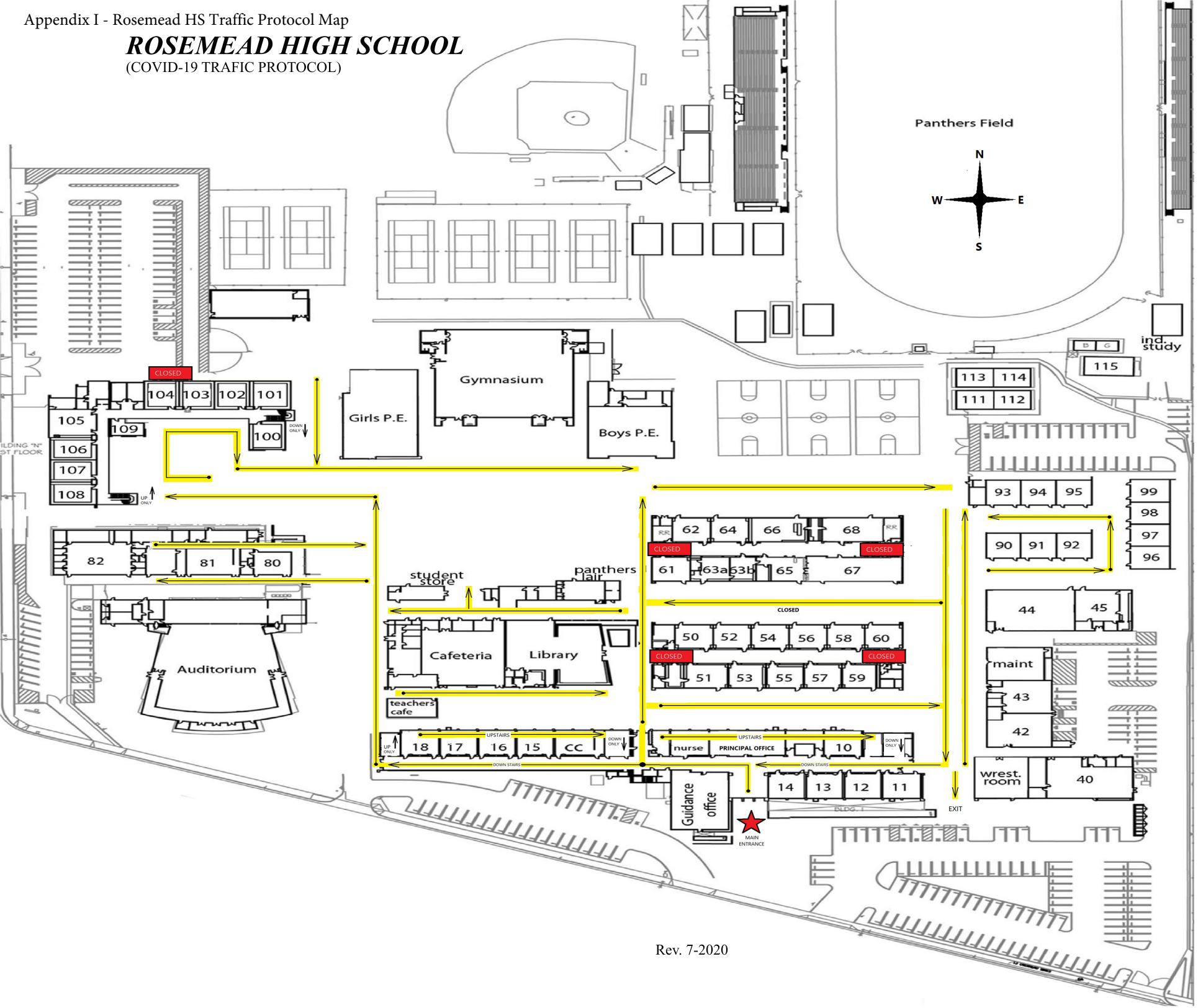
YOU ARE IN VIKING TERRITORY

REVISED 7/29/2020

Appendix I - Rosemead HS Traffic Protocol Map

# *ROSEMEAD HIGH SCHOOL*

(COVID-19 TRAFIC PROTOCOL)

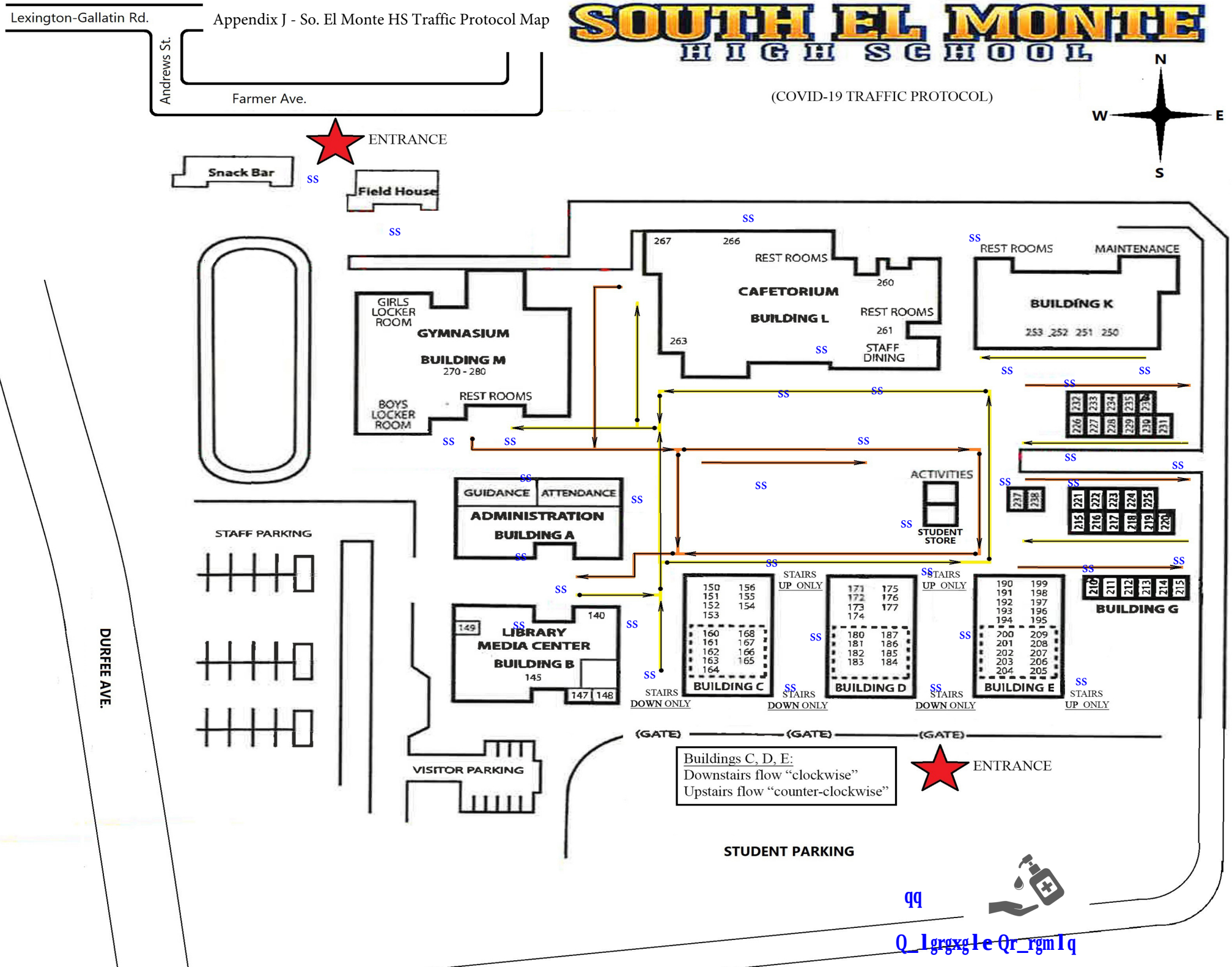



Rev. 7-2020

Appendix J - So. El Monte HS Traffic Protocol Map

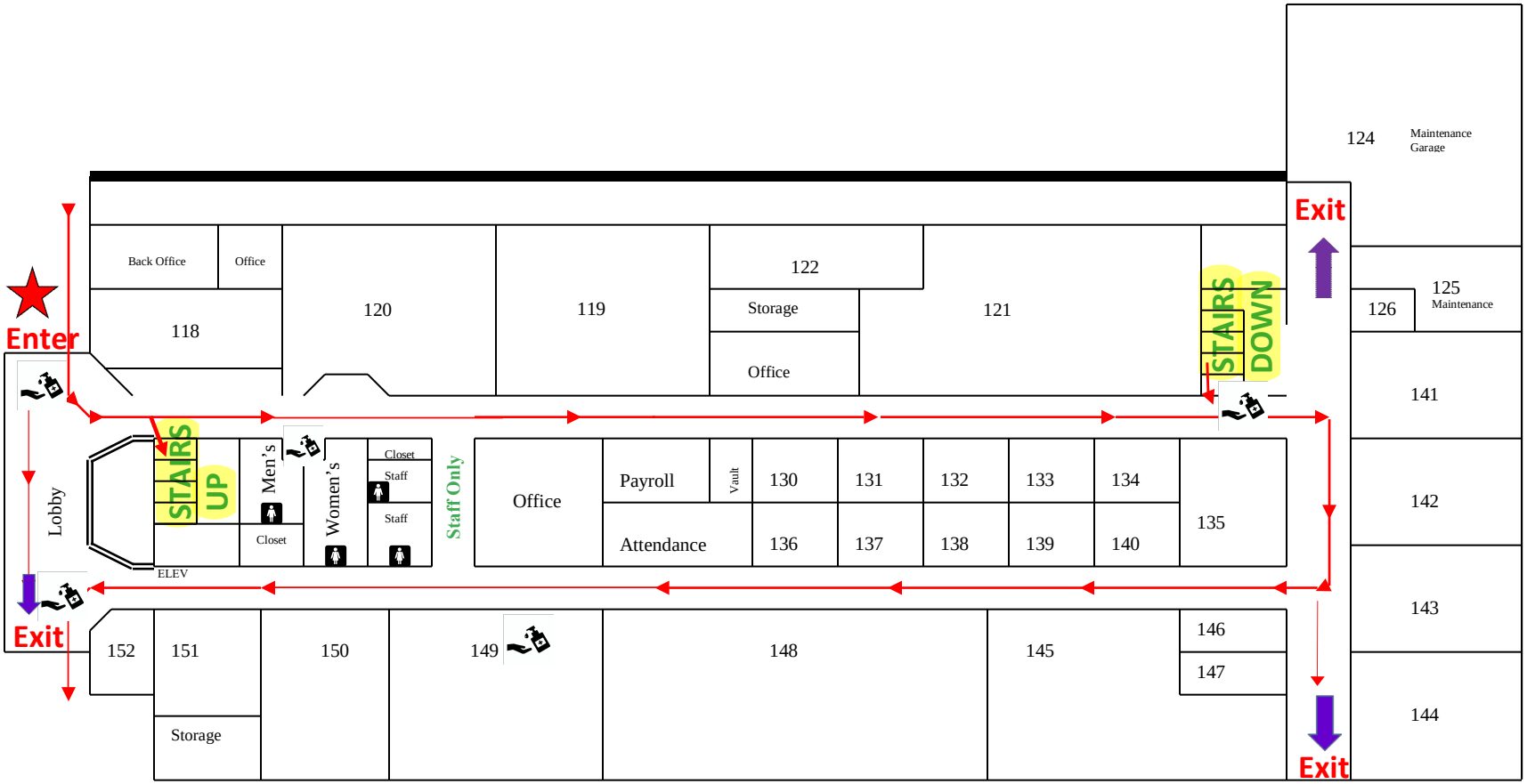
# SOUTH EL MONTE HIGH SCHOOL

(COVID-19 TRAFFIC PROTOCOL)



# Ramona Center – El Monte-Rosemead Adult School

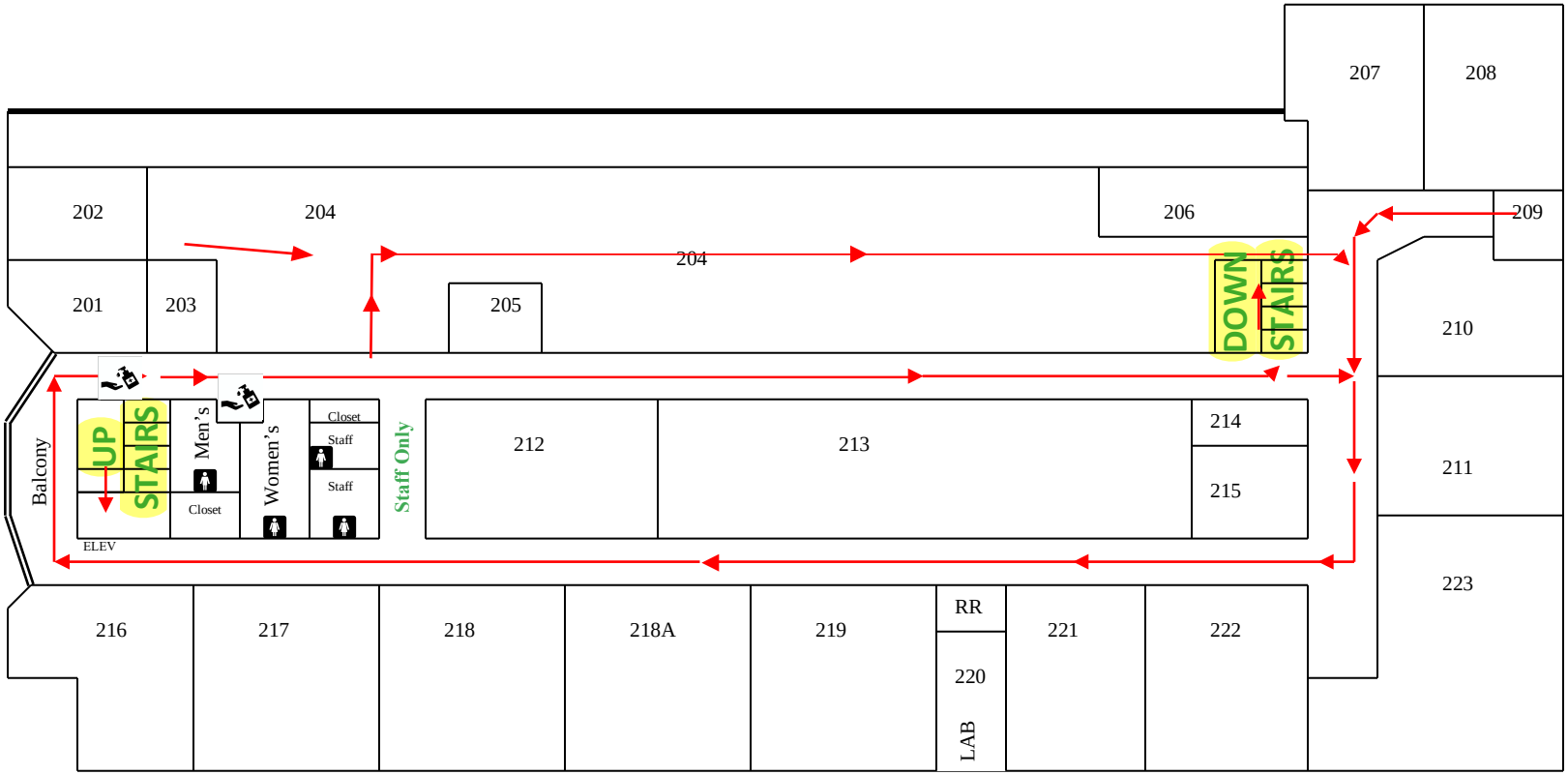
## 1st Floor – COVID-19 Traffic Flow




Modified on 7-13-20; JR

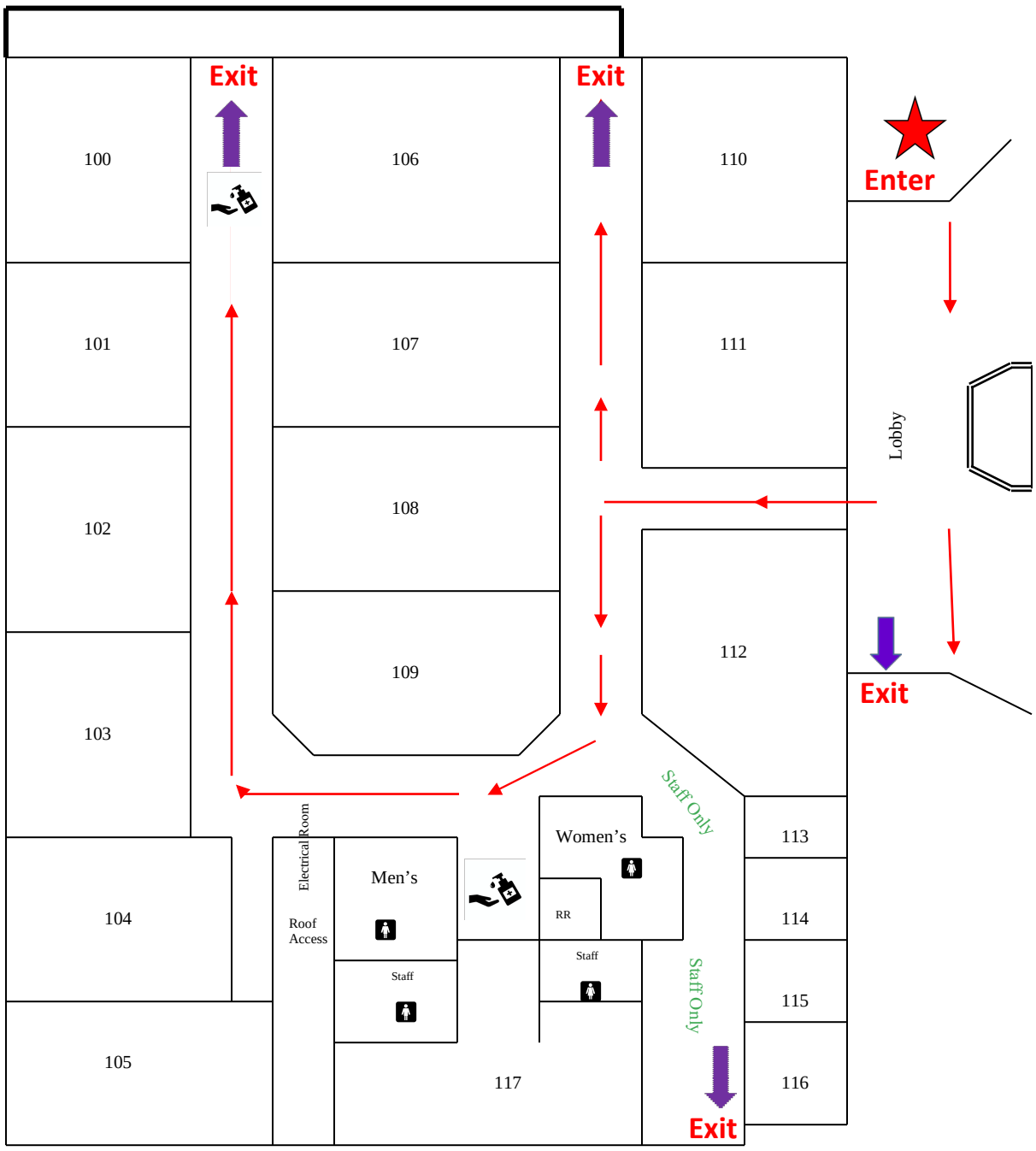
# Ramona Center – El Monte-Rosemead Adult School

## 2nd Floor - COVID-19 Traffic Flow




Modified on 7-13-20; JR

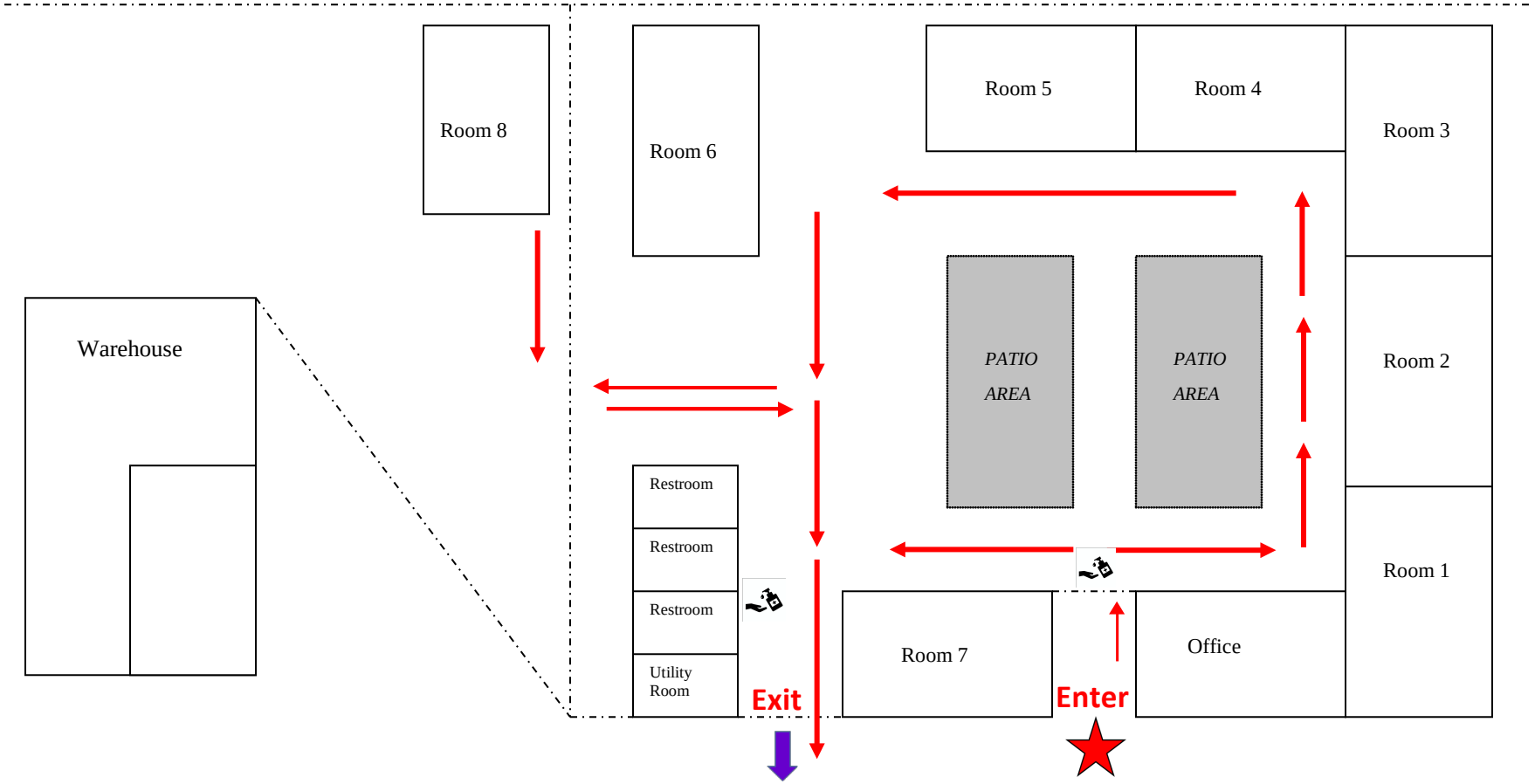
# Ramona Center – El Monte-Rosemead Adult School
# ESL Wing – COVID-19 Traffic Flow




Modified on 7-13-20; JR

# Granada Center – El Monte-Rosemead Adult School

## COVID-19 Traffic Flow




Modified on 7-13-20; JR