WUESD | REOPENING

The following health and safety guidance has been recommended by the Kern County Superintendent of Schools for the reopening of schools based on current state, county, and public health information, and will be updated as the situation changes.

This plan can be accessed via the school district web page: www.wuesd.org

Access to this information has also been reported to parents via our electronic parent communication system.

Staff members were informed via the district email system.

Back to School Basics

District-wide changes in physical layout and schedules will be modified to attempt to create a safer environment.

- Elementary schools will open with moderate changes to the daily schedule and routines.
- Middle schools will address social distancing and mixing while being purposeful with scheduling.
- Each school is unique and will have its own set of criteria to maintain a safe environment for students and staff.
- Signs and visual reminders will be displayed throughout school sites and buildings to reinforce health and safety protocols, and best practices.

Reporting to School

- Staff and students will be required to wear a face covering that meets health standards in the prevention of COVID-19.
- School staff will take students’ temperature as they arrive to the school site, and as they board the bus.
- Students will maintain social distancing while on the bus, and be seated accordingly. Siblings or family members from the same household will be required to sit together due to limited seating on the bus. Please see Transportation Plan
- Parents and visitors will have limited access to the school campus. All parents and visitors must be approved by the school principal if access to the school campus is requested. Approved parents and visitors will be required to wear a face covering and follow all school campus health and safety protocols.
- Arrival and dismissal times will vary depending on social distancing and other requirements at your school.
- Students will be required to report to specific areas on campus upon arrival. School campus access will be made available at 7:50 AM.
- All students must enter and exit the school campus using the designated access and egress areas of the school campus. Please see School Site Plans

Drop off/Pick Up/Walkers

- Parents and caregivers will be instructed to remain in their vehicles when dropping-off or picking up students. When in-person drop-off/pick-up, only a single parent/caregiver will be allowed to walk up to the school campus access and egress designated area.
- Students walking to and from school will be expected to use the school campus access and egress designated area.

Health Screening

- A no-contact thermal temperature check will be conducted daily for each student before entering campus. Temperature checks will be taken in the designated access and egress areas of the campus by the school Health Clerk or other trained school personnel.
- Anyone with a temperature of 100 or higher, or exhibiting other COVID-like symptoms, will be isolated in a designated isolation room, and released to their parent/guardian, or respective emergency contact release person.
- Students and staff will be expected to screen themselves at home for any potential COVID symptoms prior to coming to campus each day. Please see Daily Home COVID-19 Screening Tool
- Students and staff experiencing symptoms will be expected not to attend school.
- Bus Riders: Students who do not pass the morning health check prior to boarding the bus will not be allowed on the bus.

Hallways

- Hallways will be monitored by school staff to minimize crowds and arrange for one-way traffic. Please see School Site Plans
- Staggered passing times will decrease congregation in the hallways.
• Social distancing in the hallways will be enforced.

Restrooms
• Restroom use will be staggered, allowing a limited number of students inside at a time. Restrooms will be cleaned and sanitized frequently throughout the day.
• Students will be expected and encouraged to thoroughly wash their hands after using the restroom. Please see CDC Hand Washing Guidance
• Students will be expected to maintain six feet physical distancing while in line to enter the restroom, and/or when washing hands.
• Handwashing stations will be available at each campus for outside use and in every classroom.
• Student restrooms will be monitored by school personnel.

Meals/Cafeteria
Please see Food Services Plan

Playground/Common Areas
• Students will be required to report to specific areas on campus upon arrival. School campus access will be made available at 7:50 AM.
• Recess/breaks will be restricted to the following areas: Cafeteria, Quad Seating Area, and Blacktop Area.
• The use of shared playground equipment will be minimized, and physical activities that require less contact with surfaces and greater physical distancing will be encouraged.
• Recess/break schedules will be staggered by classroom cohorts. Please see Distance Learning Schedules

Library
• Library space will be repurposed to provide additional room for distancing when needed.
• Library use among classes will be limited to less than 15 minutes, and social distancing within the library will be enforced.
• Students will be encouraged to access and read online books.

School Offices
• Office staff will be spaced six feet apart where practicable.
• Protective barriers, such as plexiglass dividers, will be utilized to separate staff and visitors.
• Additional hand sanitizer dispensers will be available for use by office staff and visitors.
• Non-essential visitors will be assisted outside the school office; any visitors requiring access to the campus will undergo a health screening and temperature check upon entry.
• Available seating within the office building will be limited.
• Frequently touched surfaces will be cleaned and sanitized throughout the day.

Staff Break Rooms
• The number of staff in the break room/lounge will be limited to allow for social distancing.
• The number of tables and chairs within the break room/lounge will be minimized, allowing for at least six feet of distance between them.
• Staff will be encouraged to clean and sanitize high-touch objects (microwave, refrigerator, etc.) before and after use.

Events
• When practicable, school events such as award assemblies, group presentations, Back-to-School Night, etc., will be held virtually.
• In-person events will be limited and held outdoors, when possible, with the following considerations:
  • Students from different classroom cohorts will not mix.
  • Classroom cohorts are to maintain social distance.

Field Trips
• Field Trips will not be considered at the present time.

Extra-Curricular Activities
Extracurricular activities will not be considered at the present time.

When allowed to resume, all extracurricular clubs and activities which occur outside of regular school days will need to follow existing school guidelines regarding distancing, the use of face coverings, and the number of participants gathered together.

Reopening Phases

Wasco Elementary School District has opted to reopen campuses in a four phase approach. The transitions between these phases will be determined by the Governor’s Directives and Kern County COVID-19 case numbers. We will begin a return to in-person learning when public health conditions allow and adequate resources are allocated by both the state and federal governments for the safe return to school by students and staff.

Once the conditions are deemed favorable for transition to Phases 2, 3 and 4, WUESD will make thoughtful planning decisions on timing that will support student learning, family needs and planning, and will be proactive with communicating these important changes to students and families.

Phase 1

Full District on Distance Learning: The WUESD will ensure that every student has access to direct live instruction every day, with the option of participating in recorded instruction later; provide targeted instructional supports for smaller groups of students who are identified as needing additional support, and provide high quality instruction aligned to essential standards even during this challenging time.

- Students have District Chromebooks distributed on a one to one basis.
- Teachers will give daily Synchronous instruction using the Google Meets Platform.
- Students will complete Asynchronous assignments via Google Classroom.
- Teachers will meet with small groups daily to accommodate struggling and special needs students.
- Students will be assessed through formative and informative assessments to determine strengths and needs.
- Teacher collaboration and professional learning will be provided to assist with the needs of English Learners and students receiving special education supports.
- Teachers will maintain contact with parents regularly regarding student progress.

Please see Distance Learning Schedules

Phase 2

Two Cohorts meet two days per Week Schedule

- Cohort A:
  - In-Person Instruction Monday/Tuesday
  - Distance Learning Wednesday/Thursday/Friday

- Cohort B:
  - In-Person Instruction Wednesday/Thursday
  - Distance Learning Monday/Tuesday/Friday

Staggered Start Times to Accommodate Social Distancing/Sanitation of Busses (Actual start and stop times TBD)

- John L. Prueitt/Teresa Burke/Palm Avenue Middle School:
  - 8:10: Attendance/Breakfast in Classroom
  - 8:30-1:30: Synchronous Instruction with 10-minute bathroom break
  - 1:30: Dismissal
  - 2:00-3:00: Asynchronous Instruction

- James Forrest/Karl F Clemens/Thomas Jefferson:
  - 8:00-9:00: Asynchronous Instruction
• 10:00: Attendance
• 10:00-3:00: Synchronous Instruction with 10-minute bathroom break
• 3:00: Dismissal

SDC Classes return for face to face in cohorts (Max 16 per) only. All other students remain in Distance Learning.

- All Phase 1 Mandates will be in effect with the addition of:
- SDC Cohorts will have face to face interaction on campus for 3 hours daily.
- Cohorts will be self-contained so as not to cross contaminate.
- Daily Health Screenings for all Staff and Students.
- Portable sanitizing stations will be utilized at all entrances.
- Parents are not allowed on campus without an appointment
- Personal PPE will be used per CDC guidelines.
- Lunch and breakfast for the next day sent home with students daily.
- Alternating Schedules for face to face and Distance Learning Students with medical conditions.
  - In Class Synchronous instruction until lunch with Asynchronous instruction after lunch
  - Students opting to remain in Distance Learning will have Asynchronous instruction until lunch, and Virtual Synchronous instruction in the afternoon

**Phase 3**

Parents will complete a district survey choosing In-Person Hybrid learning or Full Distance Learning option based on Student/Family Health concerns.

All students return to full on campus instruction when permitted per Governor Newsom’s mandates.

- Health screenings for all students and staff daily.
- Personal PPE will be used per CDC guidelines
- Portable sanitizing stations will be utilized daily at all entrances.
- When students arrive at school, they will go to the classroom.
- Personal PPE will be used per CDC guidelines.
- Parents are not allowed on campus without an appointment.
- Breakfast will be distributed to classrooms.
- Student Monitors will be utilized as needed to distribute/collect breakfast items and enforce social distancing in restrooms and walkways.
- Opening/Closing and Lunch schedules will be staggered to allow for social distancing at all times.
- Classes will collect lunches from the cafeteria at 10 minute intervals, and take them to classrooms.
- Classrooms do not interact to reduce cross contamination of Cohorts.
- ASES programs will be opened and operational as per Governor’s guidelines.
- Students will be sent home with meals to supplement the days they are not on campus through the school Food Services program.

**Hybrid Schedule Options**

**Example A: Two-Day Rotation Blended Learning Model**

Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3, Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners.
receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student–teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years.

Two Cohorts meet two days per Week Schedule

- Cohort A:
  - In-Person Instruction Monday/Tuesday
  - Distance Learning Wednesday/Thursday/Friday

- Cohort B:
  - In-Person Instruction Wednesday/Thursday
  - Distance Learning Monday/Tuesday/Friday

Staggered Start Times to Accommodate Social Distancing/Sanitation of Busses (Actual start and stop times TBD)

- John L. Prueitt/Teresa Burke/Palm Avenue Middle School:
  - 8:10: Attendance/Breakfast in Classroom
  - 8:30-1:30: Synchronous Instruction with 10-minute bathroom break
  - 1:30: Dismissal
  - 2:00-3:00: Asynchronous Instruction

- James Forrest/Karl F Clemens/Thomas Jefferson:
  - 8:00-9:00: Asynchronous Instruction
  - 10:00: Attendance
  - 10:00-3:00: Synchronous Instruction with 10-minute bathroom break
  - 3:00: Dismissal

Example B: A/B Week Blended Learning Model

Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities. The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LEAs may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction.

Phase 4

All students return to full day on-campus instruction when permitted per Governor mandates.

- Health screenings for all students and staff daily
- Personal PPE will be used per CDC guidelines
- Portable sanitizing stations will be utilized daily at all entrances.
- When students arrive at school, they will go to the playground.
- Students with medical conditions can opt to remain on Distance Learning.
- Personal PPE will be used per CDC guidelines.
- Parents are not allowed on campus without an appointment.
- Breakfast will be distributed to classrooms.
- Student Monitors will be utilized as needed to distribute/collection breakfast items and enforce social distancing in restrooms and walkways.
- Lunch schedules will be staggered to allow for reduced classes in the cafeteria at any time.
- Student seating on one side of tables only, and socially distanced.
- Classrooms do not interact more than absolutely necessary to reduce cross contamination of Cohorts.
- ASES programs will be opened and operational as per Governor’s guidelines.

**Transportation**

**School Bus Safety & Sanitation**

- Face covering that meets health standards in the prevention of COVID-19 will be required for boarding and while riding the bus.
- Hand sanitizer will be provided to all students as they enter the bus.
- Bus schedules will be modified to meet social distancing guidelines.
- Buses will be disinfected between routes.
- Foggers will be used to disinfect after hours of operations.

**Before Boarding the Bus**

- Parents will be expected to prescreen students for COVID-19 symptoms and exposure using the Daily Home Screening for Students form.
- Students will be expected to maintain social distancing while waiting at the bus stop.
- Students will be expected to wear a face covering as they wait at the bus stop.
- Temperature checks will be conducted as students board the bus

**While On the Bus**

- Students from the same household will be assigned to sit next to each other to minimize exposure to new contacts.
- Seating arrangements may be assigned to maintain student safety.
- Exiting The Bus
- Students will be expected to follow the driver instructions to exit the bus.
- Students report to approved school entrances/designated areas

**Food Services**

**Breakfast**

- Elementary students will have breakfast in their classroom when on campus.
- Middle school students will have breakfast in the cafeteria when 100% of students are on campus.
- Social distancing in serving lines as well as at tables will be enforced.

**Lunch**

- All Elementary and Middle Schools will have lunch served in the cafeteria when students return to campus.
- Serving times will be staggered to accommodate multiple classes.
- Social distancing in serving lines as well as at tables will be enforced.
- Outside eating areas will be utilized when practicable.

**Sending Meals Home**

- Students will be sent home with one day's worth of meals (breakfast & lunch) at the end of their cohort-reporting day on campus.
- Grab & Go meals will be offered on either Wednesday or Friday (whichever day campuses are closed to students), at which time students can pick up three days' worth of meals at Teresa Burke and James Forrest.
The summer feeding program continues, in which anyone in the community ages 2-18 may pick up Grab & Go meals at Teresa Burke Elementary and James A. Forrest Elementary Monday-Friday.

**Drinking Water**

- The District will provide bottled water to students upon request at meal times on campus.
- Students and staff are encouraged to bring reusable water bottles from home.
- Water bottle filling stations are available on all campuses.

**Disinfecting and Sanitizing**

- Hand sanitation stations will be located at the entrance and exit of each cafeteria.
- Cafeteria tables and benches will be cleaned and sanitized, and floors will be swept and mopped as needed after each cohort leaves the cafeteria.
- Complete disinfecting of the cafeteria will be completed by the custodial staff at the end of each day.

**Technology**

**Agreements**

Students and Parent/Guardian will complete and sign the User Agreement when checking out a device.

**Student Devices**

WUESD students have been issued a Chromebook to use at home and school. Grades TK-2 receive touch screen Chromebooks. Grades 3-8 have traditional Chromebooks.

**Google Classroom (LMS)**

Google Classroom will be utilized in grades TK-8th grade. Classroom allows teachers to manage the workflow of students. Teachers pose assignments in Google Classroom and students turn in assignments in Classroom. Classroom indicates when an assignment has been turned in, it does not grade work or indicate if the work was completed correctly.

**Google Meet**

For live instruction, teachers will use the Google Meet platform to engage with students. Students will be required to participate in Meet sessions which occur at different times of the day. Links to the Google Meet sessions are available in the Google Classroom.

**Aeries**

AERIES Gradebook(s) will be utilized in all grade levels to ensure parents can keep up-to-date on how students are performing in each class and whether or not students are completing assignments. If you do not have a Parent Portal AERIES account, please contact your schools’ Main Office to set up an account.

**Technology Support**

Technology Support is available for families to call for help with technology, hardware, or login support. Please contact your school’s Main Office for additional information.

**Distance Learning Instructional Support Tools**

- Google Suite for Educators applications including: Classroom, Docs, Sheets, Slides, Jamboard, and Forms.
- Renaissance Place applications including Accelerated Reader (AR) and MyOn
- Student Resources including On-line textbooks, Kami (pdf editor), ST Math, Edulero, Lexia, virtual office hours for students via Google Meet
• Teacher Resources including Screencastify, Ellevation, Go Guardian
• Parent Resources including Aeries Parent Communicator

Health & Safety

Health Screenings

Students: Prior to sending their children to school, parents will be expected to pre-screen students for COVID-19 symptoms and exposure using the Please see Daily Home Screening for Students tool. Students should not be sent to school if they meet any of the criteria on the home screening form.

• Before entering campus, students will have their temperature checked with a no-contact thermal thermometer and undergo a brief visual health screening.
• Any student exhibiting COVID-like symptoms upon arrival or while on school grounds will be immediately isolated in the designated isolation area, and parent/guardian will be contacted for immediate pickup.
• Students with COVID-like symptoms will not be permitted to return to school until they have met CDC criteria to discontinue home isolation. This criterion includes at least three days with no fever, symptoms have improved, and at least ten days since symptoms first appeared, OR a medical clearance stating the symptoms are not related to COVID-19.
• Students will undergo routine COVID-19 surveillance testing under the guidance from the Kern County Department of Public Health.

Staff: Staff will be expected to perform a self-assessment prior to entering the school campus using the Please see Daily Home Screening for Staff tool.

• Staff should not report to work if they meet any of the criteria on the home screening form.
• Before entering campus, staff will have their temperature checked with a no-contact thermal thermometer and undergo a brief visual health screening.
• Staff that exhibit COVID-like symptoms upon arrival or while on school grounds will be sent home, or immediately isolated in the designated isolation area.
• Staff will undergo routine COVID-19 surveillance testing under the guidance from the Kern County Department of Public Health.

Please see Daily Home Screening for Students (Spanish)

Personal Protection Equipment (PPE)

Personal Protective Equipment (PPE) will be provided to staff, as necessary to safely perform duties. PPE includes: face coverings (disposable and cloth), face shields, disposable gowns, and gloves.

• The district requires students and staff to use face covering in accordance with the California Department of Public Health (CDPH) guidelines, unless Cal-OSHA standards require respiratory protection.
• Free disposable and cloth face coverings are available to staff and students.
• All students in grades 2-8 are required to wear face coverings or approved face coverings on campus.
• All students in grades TK-1 are encouraged, but not required, to wear face masks or approved face coverings on campus.
• Anyone who is otherwise unable to remove a face covering without assistance is exempt from wearing a face covering.
• A face covering or face shield may be removed for meals, snacks, or outdoor recreation, or when needing to be replaced.
• In limited situations where a face covering cannot be used for pedagogical or developmental reasons, a face shield can be used instead of a cloth face covering or face mask while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.
• Face covering signage is prominently visible in locations around campuses.

Please see How to Safely Remove Protective Glove

Healthy Hygiene Practices: Handwashing, and Hand Sanitizer
Hand Washing: All classes will have access to handwashing stations. Staff will be trained on and will teach, model, and assist students with proper hygiene practices, including handwashing and hand sanitizing. Handwashing signage will be posted above all handwashing stations.

- All students will engage in regular hand washing and sanitizing throughout the day, specifically before entering and exiting the bathrooms or other school buildings.

Please see:

Fight Germs. Wash Your Hands! Video
Hand Washing Posters
Handwashing: Clean Hands Save Lives Fact Sheets

Cohorts/Social Distancing

Each cohort of students will be separated from other cohorts present on campus to reduce the possibilities for infection transmission. Personnel serving a cohort shall not interact with any other cohorts while on school grounds.

- Facilities or vehicles used by a cohort will be disinfected before use by any other person or group.
- The use of outdoor space for activities will be maximized when practicable.
- Classroom arrangements will allow for 6 feet between desks and student/staff work spaces
- Drinking fountains will be closed to prevent the spread of the virus. Students are strongly encouraged to bring a water bottle from home. Water bottles will be made available to students as needed.
- Signage regarding COVID-19 safety will be prominently visible in locations around campuses to remind students and adults to practice social distancing.

School Closure Protocol

Full or partial closures due to confirmed COVID cases are recommended based on the following:

- When to close a classroom - When there is one positive case in a classroom.
- When to close a school - When multiple classes or 5% of students/staff have confirmed cases.
- When to close a district - 25% or more of schools in a district have closed due to COVID-19.

Once a classroom, school, or school district has been closed due to COVID cases, reopening may occur after the following: Cleaning and disinfection, contact tracing, and consultation with Kern County Public Health.

Source: KCSOS School Closure Protocol

School Site Health & Safety

Health & Hygiene

- Students and staff are encouraged to wash and sanitize hands frequently throughout the day, including after sneezing and using the restroom.
- Students and staff will remain in stable classroom cohorts and will avoid mixing with other cohorts during the school day.
- Students and staff must wear a face covering while in the classroom.
- Sharing of instructional materials or high touch materials (pens, pencils, books, electronic devices, manipulatives etc.) among students will be minimized to the extent practicable. Students will be provided with personal bins or pencil boxes for the storing of their curriculum supplies.
- If needed, classrooms will limit the use of materials and supplies to one group of students at a time and clean and disinfect between uses.
- All instructional materials and workstations including desks and tables will be cleaned prior to use by another individual.
- Teachers and staff will encourage students to keep their belongings separate so that they do not come in contact with other students’ belongings.

Social Distancing
• Space between students and staff within the classroom will be maximized to the greatest extent practicable.
• Student and staff work spaces will be six feet apart within the classroom.
• Students and staff must refrain from physical contact (such as high-fives, fist bumps, hugs, and holding hands).
• Partner sharing and collaborative conversations must take place virtually.
• Recesses, breaks, and meals will be staggered to ensure social distancing among cohorts.

Other Safety Precautions

• Class sizes will be as small as practicable, and not to exceed 16 people (including staff and students).
• Classrooms and common areas will undergo daily cleaning and disinfecting of frequently touched surfaces with approved EPA products.
• Classrooms will be stocked with appropriate cleaning and disinfecting materials, as well as any necessary personal protective equipment (PPE).
• Visitors/volunteers will not be permitted in the classroom at this time.
• Staff will encourage students to keep their belongings and school materials separate, to reduce contact with other students’ belongings.
• The amount of furniture and equipment in the classroom will be reduced to facilitate distancing and reduce high-touch surfaces.

PPE Storage & Inventory

PPE storage and inventory will be kept in the main office. All PPE orders must be submitted to the School Clerk directly.

Isolation Room

Isolation rooms will be used to isolate students who display COVID-19 symptoms on campus.

Isolation Room Protocol:

1. Potential COVID-19 symptoms are suspected/identified.
2. Staff will contact the school Health Clerk or designated school staff member for COVID-19 symptoms verification.
3. The school Health Clerk or designated school staff member will determine and confirm if a student meets isolation criteria based on the reported symptoms.
4. The ill student(s) will be required to wear a disposable face covering and be escorted by the school Health Clerk or designated school staff to the isolation room.
5. If a parent or guardian is dropping off a student that does not pass the morning health screening, the student is to be released to the parent or guardian immediately. **Skip to #13.**
6. The school Health Clerk or designated school staff member will contact and advise the parent or guardian that their student will need to be picked up immediately and excluded from school due to displaying potential COVID-19 symptoms.
7. The school Health Clerk or designated school staff member will notify the school Principal and District Nurse of exclusion.
8. Students in the isolation room will be supervised by the school Health Clerk or other designated school staff at all times.
9. Students in the isolation room will be socially distant, and have maximum space between seating.
10. Barriers will be used between student(s) chairs/cots/desks within the isolation room to reduce the risk of viral transmission.
11. Isolation rooms will be equipped with necessary PPE: gowns, face coverings, face shields, and gloves.
12. Students in the isolation room will use designated restrooms that are not shared among other staff or students, and will be marked with appropriate signage.
13. Upon student release to parent or guardian:
   a. Parent or guardian will be issued the Notice of Exclusion for Possible Illness form by the school Health Clerk or designated school staff.
   b. Parent or guardian will be advised that a District Nurse will follow up with them via phone regarding return-to-school requirements.
   c. Parent or guardian will be encouraged to have their student medically evaluated.

Social Emotional Learning & Wellness
We in the Wasco Union Elementary School District understand that the coronavirus (COVID-19) pandemic can take an emotional, as well as physical, toll on adults and children. Below are resources and strategies that can help with the social emotional learning and overall well-being.

**Trauma**

Trauma is a deeply distressing or disturbing experience such as currently living in a pandemic where our lives changed drastically in a short period of time. Some traumatic experiences occur once in a lifetime, others are ongoing. Many children have experienced multiple traumas, and for too many children trauma is a chronic part of their lives. Students who have experienced traumatic events may experience problems that impair their day-to-day functioning. Students who have experienced traumatic events may have behavioral or academic problems or their suffering may not be apparent at all.

**Signs/Symptoms:**

- Increased distress (unusually whiny, irritable, moody)
- Anxiety, fear, and worry about safety of self and others
- Worry about recurrence of the traumatic event
- New fears (e.g., fear of the dark, animals, or monsters)
- Difficulty with authority, redirection, or criticism

**Changes in behavior:**

- Increase in activity level
- Decreased attention and/or concentration
- Withdrawal from others or activities
- Angry outbursts and/or aggression
- Absenteeism
- Statements and questions about death and dying

**Strategies:**

- Communicate with counselors or social workers.
- Provide structure and consistency. Write the agenda on the board. Use entry and exit routines. When a student knows what to expect, it can help her to feel safe.
- Ease transitions. Give time warnings ahead of activity transitions (“3 minutes until we switch groups...”). Warn ahead of doing something unexpected, such as turning off the lights or making a loud sound. If possible, prepare students for fire drills.
- Provide choice. People with trauma history experience a lack of control. Provide safe ways for students to exercise choice and control within an activity and within the environment (choice of seats, choice of book, etc).
- Develop strengths and interests. Focus on an area of competence and encourage its development to contribute to positive self-concept.
- Be there. A lot of working with students with trauma history is just showing up, every day, and accepting the student no matter what behaviors emerge. Be an adult in that student’s life who is going to accept him and believe in him, no matter what - children can never have too many supportive adults in their lives.
- Make an “out” plan. Create a way for a student to take space if she feels triggered or overwhelmed during class. Designate a space in the school building or outside where you will know where to find her if she needs to take time for a sensory break or to regulate her emotions. You can also provide a box or kit of sensory calming tools a student can use (silly putty, coloring, puzzles).

**Other Resources:**

- Child Trauma Toolkit for Educators
- When Students Are Traumatized, Teachers Are Too
- Trauma and the Brain
- Stress, Anxiety & Worry
During the pandemic, many have experienced stress, anxiety and worry both because of the fear of getting the virus and because of uncertainty about how the outbreak will affect us socially and economically. Dealing with stress reactions can improve your health, quality of life, and wellbeing.

Signs/Symptoms:
- Behavioral: hypervigilance, restlessness, nervousness, being tense
- Cognitive: excessive worry, lack of concentration, racing thoughts, or unwanted thoughts, fearful
- Body: fatigue or sweating, rapid heart rate, rapid breathing, increased sweating, feeling as if you cannot take a deep breath, nausea, palpitations, or trembling

Strategies:
- Take slow deep breaths
- Write or draw your worry.
- Visualize a peaceful place
- Go for a walk
- Listen to calming music
- Focus on what you can control
- Squeeze a stress ball
- Distract yourself, read or watch a movie
- Exercise
- Make time for things you enjoy.
- Grounding Techniques: These are coping strategies to help reconnect you with the present and bring you out of a panic attack, PTSD flashback, unwanted memory, distressing emotion, or dissociation. They help separate you from the distress of your emotional state or situation. See resources for specific techniques.

Other Resources:
Grounding Techniques Instructions
5 Ways to Help Teens Manage Anxiety about the Coronavirus
Mini Meditation
Coronavirus Stress Activities

Isolation & Depression
The COVID-19 pandemic has negatively affected many people's mental health and wellbeing. A broad body of research links social isolation and loneliness to poor mental health that can lead to sadness and even depression.

Signs/Symptoms:
- Feelings of loneliness and/or helplessness
- Loss of interest in daily activities
- Appetite or weight changes
- Sleep changes and/or loss of energy
- Self-loathing
- Reckless behavior
- Strategies:
  - Understand your feelings
  - Change your focus
  - Practice self-care
  - Engage in healthy activities and regular routine
  - Find new ways to engage with others
  - Seek professional assistance
Coping with Disappointment, Change & Grief

Coping with disappointment takes time. Acknowledge the letdown but don’t get stuck there. Try not to contemplate on it too much and avoid self-pity. Practice self-compassion and put into perspective the opportunity to grow from the experience.

Signs/Symptoms: Whether your child has lost a pet, teacher, neighbor, or family member, here are some other things you might see after the loss:

- Clinginess: Your child may be extra clingy after a loss. He may cry about having to go to school or he might ask for help for tasks he previously mastered just to get your attention. Infants and toddlers can sense the distress in their caregivers, so they might respond by being irritable, crying more, and wanting to be held even if they aren’t aware of the loss.
- Developmental regression: Toddlers and preschoolers may start wetting the bed or stop sleeping through the night. A small child might revert to crawling, baby talk, or want to drink from a bottle again.
- Academic issues: Older children and teenagers who have experienced loss often show grief by falling behind in studies or failing classes that they once aced.
- Sleeping problems: Grief-stricken children might want to sleep with parents or others close to them, or they could have nightmares or dreams about the person who died.
- Difficulty concentrating: A child might not be able to focus on any particular activity or have trouble making decisions.
- Anxiety: Both children and teens start to worry about everything, but particularly about other people in their life dying. They will need reassurance, particularly preschoolers, that they will be safe and looked after on a daily basis.
- Feelings of abandonment: A child might feel betrayed, rejected, or abandoned by the person who died, and perhaps by others as well.
- Behavioral reactions: Children of all ages may react to grief by displaying behavioral problems that didn’t exist anymore. They may begin acting out in school or talking back at home. Teenagers may be drawn to riskier behavior, such as drinking or taking drugs.
- Guilt: It’s common for kids to blame themselves for a loved one’s death. Your child might think it’s his fault because he once wished the person would “go away” or he might somehow think his actions caused the person’s death.
- Changes in play: Your child may start talking about death in his pretend play more. His stuffed animals, dolls, or action figures may die and come back to life.

Strategies: Here are some strategies that can help your child deal with grief:

- Be honest and direct about the loss: Using euphemisms, such as “we lost him” or “she’s sleeping now,” can confuse and scare a little one. It’s important for a child to understand that the person isn’t just sleeping or lost, but rather their body stopped working and they are not coming back. Of course, gruesome details aren’t necessary, but you should focus on telling the truth.
- Help your child acknowledge the loss: It’s up to you to decide if it’s appropriate for your child to attend the funeral. But, if your child is scared to go, don’t force her to do so. You can find other ways to acknowledge your child’s loss. Write a letter to the loved one, hold your own private celebration of life, light a candle, or create a scrapbook at home.
- Be patient: A child’s grief cycles in and out, and to an adult, it can feel like they’re dwelling after you think the kid has moved on. It’s crucial to be patient and respond similarly with comfort and truth every time they return to a moment of grief. A reminder, such as the anniversary of the death, could reawaken the grieving process.
- Speak with other caregivers: Teachers, particularly, should be in the loop as to what’s going on with the family. They need to know information about the death, whom to turn to if they’re seeing signs of distress, and an appropriate way to support the child if they’re having an emotional moment.
- Take care of yourself: Your child will look to you to see how to deal with her feelings, so it’s important to make sure you’re taking care of yourself. Talk about your feelings openly but be careful not to burden your child with too many adult issues. It may be helpful for you to speak with a grief counselor or to attend a grief group to help you care for your emotions.
• Read books about grief: Your child may benefit from reading stories about loss, death, and grief. Be prepared to answer questions about what happens to people when they die. And if you don’t know the answer, it’s OK to say you aren’t sure.

Other Resources:
Supporting your Children’s Social, Emotional, and Mental Health During the COVID-19 Pandemic
Talking to Your Child About COVID-19: A Parent Resource
Signs of Grief in Children

Finding Balance (Structure and Flexibility)

To develop, learn and thrive, children need warm, loving attention and quality time with you. If you have a work-life balance, you’re more likely to have the mental and emotional energy to give your children the attention they need. You’ll also have more opportunities for quality time with your children – that is, time when you’re really focused on your child.

Resources:
Work-Life Balance: Tips for your Family
From Managing Meltdowns to Finding Balance

Mindfulness

To be mindful means to pay attention to what is happening in the mind, body, and immediate environment. Mindfulness exercises improve increased awareness of thoughts, sensations, and feelings. Combined with increased kindness and passion, mindfulness improves our capacity to cope by identifying the options available to us.

The practice can be as simple as an awareness of breath and body. We observe our thoughts and emotions as they come and go before gently returning focus to physical sensations, while remaining curious, compassionate, and accepting.

Strategies: Here are a few short mindfulness exercises that will help you get more out of every moment:

• Take a deep breath and count to 10. When the brain is reacting with a stressed or protective response, shallow, short breaths are common. A deep breath signals safety to the brain.
• Take a cold drink of water. The change in temperature helps your brain refocus on the sensations of the present moment.
• Try this 5,4,3,2,1 grounding technique:
  • LOOK: Look around for 5 things that you can see, and say them out loud. For example, you could say, I see the computer, I see the cup, I see the picture frame.
  • FEEL: Pay attention to your body and think of 4 things that you can feel, and say them out loud. For example, you could say, I feel my feet warm in my socks, I feel the hair on the back of my neck, or I feel the pillow I am sitting on.
  • LISTEN: Listen for 3 sounds. It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling. Say the three things out loud.
  • SMELL: Say two things you can smell. If you’re allowed to, it’s okay to move to another spot and sniff something. If you can’t smell anything at the moment or you can’t move, then name your 2 favorite smells.
  • TASTE: Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can’t taste anything, then say your favorite thing to taste.

Wellness & Self Care

As we adjust to a difficult new normal, how to help ourselves and others can be unclear. Focusing your own well-being and developing a self care plan for yourself will help you support your family, friends, and students.

Resources:
30 Things kids can do for social-emotional health
Progressive Muscle Relaxation for Kids

Relationships, School Connectedness, & Transitioning
It is important that both adults and children feel they belong and have a social network which can support them as they transition back to the educational setting.

**Be a role model.** Children will react to and follow your reactions. They learn from your example.

- Be aware of how you talk about COVID-19. Your discussion about COVID-19 can increase or decrease your child’s fear. If true, remind your child that your family is healthy, and you are going to do everything within your power to keep loved ones safe and well. Carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- Explain social distancing. Children probably don’t fully understand why parents/guardians aren’t allowing them to be with friends. Tell your child that your family is following the guidelines of the Centers for Disease Control and Prevention (CDC), which include social distancing. Social distancing means staying away from others until the risk of contracting COVID-19 is under control. Showing older children, the “flatten the curve” charts will help them grasp the significance of social distancing. Explain that while we don’t know how long it will take to “flatten the curve” to reduce the number of those infected, we do know that this is a critical time—we must follow the guidelines of health experts to do our part.
- Demonstrate deep breathing. Deep breathing is a valuable tool for calming the nervous system. Do breathing exercises with your children.
- Focus on the positive. Celebrate having more time to spend as a family. Make it as fun as possible. Do family projects. Organize belongings, create masterpieces. Sing, laugh, and go outside, if possible, to connect with nature and get needed exercise. Allow older children to connect with their friends virtually.
- Establish and maintain a daily routine. Keeping a regular schedule provides a sense of control, predictability, calm, and well-being. It also helps children and other family members respect others’ need for quiet or uninterrupted time and when they can connect with friends virtually.
- Identify projects that might help others. This could include: writing letters to the neighbors or others who might be stuck at home alone or to healthcare workers; sending positive messages over social media; or reading a favorite children’s book on a social media platform for younger children to hear.
- Offer lots of love and affection.

**Other Resources**

**Helping Children Cope**

School Counselors/ MTSS (Multi-Tiered System of Support) of SEL for Students

Both social-emotional learning (SEL) and multi-tiered system of supports (MTSS) are grounded in the idea of supporting the whole child. SEL programs and approaches are often seen as an important component of universal approaches within MTSS, because they are designed to promote positive academic and behavioral outcomes in all students.

- **Elementary**
- **Middle School**

Family Resources

**Affordable Housing**

Rosaleda Village located at 650 N Maple Street is now leasing 2-4 bedroom units for domestic farm laborers. Rosaleda Village offers residents nearby shopping as well as access to schools, parks and on site child care. Families must meet USDA income qualifications. Please call 661-493-2367 for more information.

**COVID-19 testing in Wasco**

Kern County Department of Public Health is offering free COVID-19 testing at the Wasco Public Library. Appointments are available Tuesday-Saturday 7:00am-7:00pm for ages 14 and up. Parents must be present to give consent for children under 18. Register online at: https://lhi.care/covidtesting.

**COVID-19 Rent and Mortgage Assistance**

Residents of Kern County who have been unable to make rent and/or mortgage payments due to COVID-19 may qualify to receive one-time rent or mortgage assistance. Maximum assistance available is $5,000 to those who qualify. Payments will be made on a first come, first served basis. For more information call 2-1-1.
Kern County Home Access Grant Program

The Kern County Planning and Natural Resources Department are offering residence accessibility improvements for those who have a permanent physical disability. For more information or to apply call Kandi Mosqueda (661) 862-5024.

Virtual Citizenship

Free citizenship services offered virtually through UFW Foundation. To make an appointment call (661) 324-2500.

Free Dental Screenings

Kern County Children’s Dental Health Network is providing free dental screenings for children 0-5 years of age. Dental screenings are easy and convenient and the children can be screened while they sit in the car. All children will receive a free screening, fluoride application, toothbrush, toothpaste, and a signed dental form for Kindergarten registration. Call 661-377-0326 or 377-0323 for more information or to schedule an appointment.

Early Education and Child Care Program

Community Action Partnership of San Luis Obispo is now enrolling for family childcare at North Kern for the 2020-2021 school year. Eligible children are ages 0-5 years as well as prenatal infants. For more information, or to apply for this program contact 1-888-315-6741 or childcare@capslo.org.

COVID-19 Counseling Services

Counseling Services

COVID 19 K12 Counseling provides key educational and counseling resources to support students during the COVID-19 outbreak.

Behavioral Health & Recovery Services

Kern Behavioral Health

Behavioral Health and Recovery Services provide a wide range of services for individuals with mental health illnesses and substance abuse problems.

Crisis Hotline: 1-800-991-5272
Suicide Prevention Hotline: 1-800-273-8255
Substance Use Division Access Line: 1-866-266-4898
For NON- Crisis Adult Care: 661-868-8080

College Community Services

College Community Services

661-758-4029

College Community Resources is the geographical provider for the Wasco area. They specialize in behavior health and integrated care services in the community and home settings. CCS serves children, youth, adults, and families with counseling services.

National Suicide Prevention Lifeline

- 1-800-273-8255
- The Lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources for you or your loved ones.

Alliance Against Family Violence and Sexual Assault
The Alliance Against Family Violence and Sexual Assault serves women, men, teens, and children who are survivors of domestic violence and sexual assault.

**Children’s Mobile Immunization Program**

If you can’t afford your child’s vaccinations, let us help. Our mobile unit brings the immunization clinic to you, and, thanks to our partnership with First 5 Kern, there’s no charge for children who qualify.

To receive free vaccinations, children must meet any one of these criteria:
- Does not have health insurance
- Enrolled in Medi-Cal (Medi-Cal card is required)
- American Indian or Alaskan Native

How to access the Children’s Mobile Immunization Program:
- Check the schedule: Each month, we post a calendar in English and Spanish that lists the dates, times and locations of the mobile clinic. Choose the site that works best for you.
- Bring your child’s immunization card: Even if your child has received vaccinations from us in the past, we need to see the yellow card that lists your child’s immunization history.
- No appointment or registration necessary: Accessing our mobile clinic is easy. Just show up! Immunizations are given on a first-come, first-served basis.
- Flu shots for Mom and Dad: In addition to free immunizations for kids, we also offer complimentary flu shots for parents during flu season.
- Still have questions? If you want more information about immunizations in general or have specific questions about our mobile immunization services, please call (661) 869-6740.

**Keep Learning California**

Keep Learning California provides tools and resources that families can use to keep elementary-aged children learning and participating in school every day.

**Community Health Initiative**

Do you need health insurance? We’ve got you covered! Medical, Covered CA, and Medicare. Please call us at 661-632-5018.
- All services are free!
- Offering new enrollees and renewals
- Certified enrollment counselors are ready to help.

**Equity & Access**

**Special Education:**

Special education case managers will contact parent/guardian to develop a Distance Learning Plan (DLP) to discuss what accommodations/modifications are needed during distance learning and how instructional services will be delivered. Distance Learning during the school closure may include small group instruction and services in accordance with the child’s IEP via a virtual platform. Under these circumstances, a student may participate with the same peers he or she participates with in school. With this, however, comes some risk to privacy in that other individuals in a classmate’s home
may overhear or see portions of a student’s class session. We have taken reasonable steps to ensure student privacy during delivery of these services.

Cohorts of Mild to Moderate and Moderate to Severe Special Day Classes (SDC) will resume daily face-to-face instruction with teachers and aides. Medically fragile students and parents opting out of this service will continue with a 100% distance learning model of instruction.

- In-person services: Certain itinerant supports for special education will resume face-to-face service for individual students if deemed safe to do so.
- Assessments: Psychological and Speech Assessments will resume with face-to-face interaction following CDPH health and safety guidelines.
- Cohorts: Special education classroom Cohorts setting (16 Person Maximum) – Daily In Person Instruction
- Transportation: School busses will be running for special day class students for both pick-up and drop-off each school day. Every bus must be disinfected between each run to pick up students. Students will remain socially distanced while being transported in district vehicles.
- Staffing: The regular classroom teacher and a full complement of classroom aides will be on-site for all in-person instruction in SDC. Administrative support, substitute teachers, and itinerant support personnel will be available as necessary following CPHD guidelines.
- Foodservice: Meals will be distributed to all students at the end of the half-day of school during parent pick-up and bus drop-off. No meals will be consumed on campus unless it is medically required by a student.
- Parents on Campus: No parents are permitted on campus during this limited COVID-19 reopening for special education students.

**Homeless and Foster:**

Having equitable access to learning during COVID-19 is essential to the district. In an effort to provide equitable access, the district has developed a learning center model to assist in meeting the needs of the most vulnerable populations. All homeless and foster students are prioritized for additional supports.

An example of an instructional support would be providing the McKinney-Vento student the option of attending the District Distance Learning Center in person support. The Distance Learning Centers are located at each of the Middle Schools (Palm Avenue or Thomas Jefferson).

An example of meeting the social-emotional needs of McKinney-Vento student would include being able to meet in person and/or on-site with a school counselor.

When in-person instruction is not available, the McKinney-Vento liaison will work with families to ensure the needs of these students are being met.

**English Learners:**

The ELL Department is dedicated to providing ELs with instruction in English language development and support services. The district employs two EL coaches who provide support to students and teachers. EL Coaches specifically provide additional support to the Newcomer sub-group to ease their transition into the English based curriculum.

Classroom instruction will take place via an on-line platform via teacher instruction and time value of assigned work (Google Classroom). Students may also utilize digital resources that are designed to increase English language proficiency and literacy. Regardless of the manner of delivery, the ELs’ instruction will be delivered in accordance to the State Standards and will be based on the student’s English language proficiency level.

In addition to DL live instruction, ELs will continue to receive appropriate accommodations and modifications in all content areas. To ensure that the instructional accommodations and modifications are appropriate to the ELs’ English proficiency and literacy levels, content teachers will have access to utilize the district’s on-line ELL platform to monitor the ELs’ progress and to identify instructional strategies.
ELs will have either an individualized learning plan (ILP) or catch up plan developed through collaboration with the ELL and content teachers. Parents may receive information regarding their child’s ILP or catch up plan via email, telephone, or video conferencing.

Section 504 Plans:
The district is committed to providing access to educational opportunities for students with physical or learning disabilities. During this public health crisis, we will continue to work with families to meet the needs of our students while following public health guidelines. When a determination regarding the learning/medical needs are made, we will work with students and their families to set specific plans for accommodations and/or services. School sites will work to ensure all students are provided access and prohibit discrimination according to Section 504 of the Rehabilitation Act of 1973.

School Sites will continue to provide families the opportunity to meaningfully participate in the 504 process. Staff will work with families to determine if virtual or in-person meetings are appropriate. School Sites will make every effort to balance parent preference and public health guidelines.

Delivery of Services and Support: Teachers and case managers will work with families to provide access to the general curriculum and enable student progress and growth. Services for students will be addressed in collaboration with families on an individual basis. Accommodations: Accommodations are provided regardless of the educational setting. The 504 team will work collaboratively to identify alternative solutions if it is determined an accommodation is not appropriate or successful in a particular setting.

Instruction & Engagement

Our Commitment

- Minimum required daily instructional minutes are provided to all students in grade TK-8
- Daily attendance/engagement is documented daily
- Student engagement will be monitored daily
- Teachers will communicate student progress and engagement to families through informal means as well as progress reports and report cards
- Google Classroom is used as learning management system, in conjunction with any applicable Board-adopted curriculum and paper practice including textbooks and packets as need to ensure all students can access the curriculum
- Lessons include a grade level appropriate learning target
- The focus is on grade level content, while prerequisite skills are taught as needed
- Lessons include clear explanations and necessary scaffolding
- Opportunities for peer-to-peer interactions
- Schedules will be consistent
- Designated and integrated ELD is taught to all English learners, using the CA ELD standards
- All accommodations and modifications for students with disabilities are being met
- Genuine caring relationships are built with every student
- Correspondence with families and students will be done in a timely manner and daily office hours will be available

Student & Family Commitment

- Daily engagement and attendance with classroom teacher adhering to daily schedule
- If daily schedule or live sessions cannot be adhered to, contact will be made with classroom teacher and all assignments will be submitted
- Seek help if needing:
  - Academic help
  - Technology help
  - Social emotional help
  - Resources
• Communicate obstacles or challenges so that we may assist or accommodate your situation
• Help your student get plenty of rest and prepare for the day as if attending physical campus
• Create learning space for each child in the home
• Ensure the home learning environment is quiet and free from distractions during live learning time
• Organize your child’s learning materials and space to be prepared for daily instruction
• Maintain regular communication with your child’s teacher through our district’s parent communication system

Distance Learning Etiquette & Expectations

Please take a moment to review the following information regarding etiquette and expectations of engagement for our distance learning model. Please contact the office if you have any questions or concerns.

1. A virtual classroom is still a classroom. All of the normal classroom guidelines apply, even in a virtual classroom. Don’t talk while others are talking, wear appropriate clothing for a classroom setting, and only contribute to the conversation if it directly relates to the subject matter. Please do not make unnecessary noise during the instructional period. Your teachers may choose to mute students during certain parts of the lesson. Please leave yourself on mute until you have permission to speak.

2. Join the virtual classrooms from a learning-friendly location. Make sure you’re in a quiet location with as little distractions as possible. Microphones can pick up noises in the room that can become a distraction for other students as well. Cameras will pick up all events in the background, so please be mindful of what is going on in the room.

3. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. If you wouldn’t say it to someone’s face, don’t say it online either.

4. Don’t post or share (even privately) inappropriate material. Enough said there. Nothing is truly private online.

5. Students are expected to participate in each zoom class, and complete work as directed by the teacher. Students will be given a schedule to follow each day. Just like in a regular classroom, attendance will be taken and participation is expected. Being late to a Google classroom is the same as being tardy to an in-person class. Be on time and prepared to participate.

Please contact the school office if you are having trouble logging on, due to an internet or device issue.