



ROSEMEAD SCHOOL DISTRICT

Reopening of Schools Plan

Version 9 – 01/25/2021

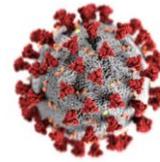
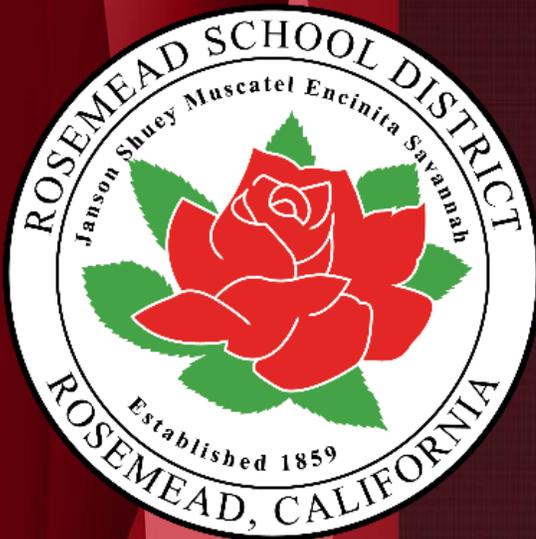


TABLE OF CONTENTS

INTRODUCTION	4
BACKGROUND	5
Rosemead Plan	6
1. Health and Safety	7
2. Instruction	9
3. Social Emotional Support Systems	13
4. Family and Community Engagement	14
5. Operations	15
SHARED RESPONSIBILITY	16
ROSEMEAD MISSION STATEMENT	17
ROSEMEAD CORE VALUES	18
ROSEMEAD PRIORITIES.....	19
Student Achievement	19
Communication	19
Financial Sustainability	19
Strategic Planning.....	19
APPENDIX.....	20
Appendix 1 – Task Force Membership.....	20
Appendix 2 – Guidance Frameworks	21
Appendix 3 – Distance and Hybrid Learning Plan.....	22
Appendix 4 – Social Emotional Support Plan.....	70
Appendix 5 – Cleaning, Disinfecting, Ventilation (HVAC) and Personal Protective Equipment (PPE) Plan.....	71
Appendix 6 – Health Screening and Wellness Checks Plan	84
Appendix 7 – Visitor Protocols	88





Appendix 8 – COVID-19 Containment Response & Control Plan.....	90
Appendix 9 – Illness Definitions and Thresholds & Facial Coverings, Self-Screening, Health Emergency Expectations	99
Appendix 10 – Shared Responsibility Plan ..	111
Appendix 11 – Meal Service Plan.....	114
Appendix 12 – Student Transportation Protocols.....	123
Appendix 13 – COVID-19 Prevention Program (CPP) for Rosemead School District Compliance	124



INTRODUCTION

Dear Rosemead Community,

The Rosemead School Board of Trustees, district administration, and staff hope that you are all safe and well. The Coronavirus (COVID-19) pandemic has caused a great deal of disruption to all of us. As outlined in our District Mission Statement, our commitment to providing a challenging academic environment has not wavered. Through school dismissal and closure, we have continued to strive to provide high quality learning experiences and support, through distance learning, for all of our students.

We know that you have many questions regarding the 2020-2021 school year. ***Below we outline a flexible plan that will allow us to respond to the various Tiers of the recovery guidelines outlined by the California Department of Public Health and the County of Los Angeles Public Health Department.*** This plan was developed collaboratively by a district task force consisting of parents, support staff, teachers, administrators, and the Board of Trustees using guidance from our local, state, and national education and safety partners. We also relied heavily on the use of our Reopening of Schools Parent Survey data.

First and most importantly, the reopening of schools will be under the guidance of the County of Los Angeles Public Health Department, the Los Angeles County Office of Education, and other local and state partners. The Rosemead School District holds the health and safety of our students and staff as a top priority. The plan that follows takes that into account and is adaptable based on the Tier of recovery we are in as identified by the County of Los Angeles Public Health Department. Our plan summarizes the instructional model we will provide based on each phase of the county's Roadmap to Recovery.

Because there is no way to predict how the number of COVID-19 cases will change as a result of the easing of the "Safer at Home" mandates and the reopening of the economy, the plan we outline must be flexible to changes according to guidance from the California Department of Public Health and the County of Los Angeles Public Health Department. It is important to note that many things can and will change. Any and all of those changes will be reflected in future updates to this guidance.



BACKGROUND

As a result of the recommendations of the Los Angeles County Office of Education (LACOE), the Rosemead School District Board of Trustees and Administration announced student dismissal status on Monday, March 16, 2020 as a means to reduce the spread of COVID-19. Soon after, all schools in our district transitioned to closure status for the remainder of the 2019-2020 school year as a result of additional guidance from state and county health officials.

In response to school closures, Governor Gavin Newsom issued an Executive Order ensuring California public school districts would retain state funding even in the event of physical closure as a result of COVID-19. The order directed school districts to use our state dollars to fund distance learning and high-quality educational opportunities, provide school meals and, and arrange for the supervision of students during school hours as practicable.

The Rosemead School District took several big steps to provide high-quality distance learning opportunities for our students, including checking out technology, supporting teacher development through collaboration, providing standards-aligned curriculum and instructional guidance, and supporting families. We also worked to clarify expectations for distance learning with our teaching staff, instructional support staff, students, and parents. These guidelines included providing daily learning opportunities; teaching priority standards with a focus on ELA and math in elementary and ELA, math, history, and science in middle school; offering meaningful feedback to students on their work; maintaining ongoing communication through virtual staff meetings and grade level or department collaboration; and establishing a predictable schedule of lessons for families.

Our District Nutrition Services staff provided daily “Grab-and-Go” breakfast, lunch and supper. Families from the local community could pick breakfast and lunch curbside at three of our schools (Encinita Elementary, Savannah Elementary, and Muscatel Middle) from 9:00 a.m. to 12:00 p.m. each day. We also provided “Suppers-to-Go” for families to pick up from Muscatel Middle School each weekday through May 31 from 3:00 to 4:30 p.m. On a daily basis, we served approximately 1,500 breakfast/lunches and 850 suppers.





ROSEMEAD PLAN

Enclosed you will find the adaptable plan, aligned with both the state and county Roadmaps to Recovery, that will enable the Rosemead School District to respond to health scenarios without compromising the education of our students or the health of those on our campuses.

The plan includes detailed protocols in five focus areas that include priorities and best practices.

FOCUS AREAS:



COUNTY OF LOS ANGELES PUBLIC HEALTH DEPARTMENT





1. HEALTH AND SAFETY

PRIORITIES:

We shall follow guidelines set forth by the California Department of Public Health, the County of Los Angeles Public Health Department, and the California Department of Education and ensure that all students, staff, and community members remain healthy and safe by addressing best practices in the areas of:

- Site specific protocols for safe ingress/egress (entrance/exit) to school, classrooms, cafeterias, libraries, and computer labs in order to ensure physical distancing
- Site specific protocols for meal service, prioritizing “grab and go” meals
- Daily campus cleaning practices
- Health services, including daily screening of students and staff, securing supervised space for persons showing signs of illness, and protocols to limit exposure to sick/ill individuals
- Other key systems and services such as social-emotional support, including community-based partnerships
- Signage and posters that promote physical distancing and hygienic practices

PRACTICES:

Face Coverings

- All school staff will use face coverings in accordance with county health department protocols.
- All students ages 3 or above will be required to wear cloth face coverings, especially in circumstances where physical distancing cannot be ensured, in accordance with county health department protocols.
- Accommodations will be made for students with unique circumstances.
- The District will provide face masks as needed.
- Facial coverings must be washed/cleaned routinely to ensure a clean face covering is available on a daily basis.

Physical Distancing

- Physical separation of students will be established as practicable, e.g., six feet between desks, markings on classroom floors to promote distancing, assigning desks/chairs to students, and/or arranging desks in a way that minimizes face-to-face contact.
- Teacher and staff desks will be placed at least 6 feet away from student desks.
- Schools will limit gatherings, events, assemblies and extracurricular activities to those that can maintain physical distancing and support proper hygiene.



- Sports and extracurricular activities will take place when deemed safe and with physical distancing practices.
- Schools will implement student paths of travel to minimize face-to-face encounters, e.g. one-way breezeways, one-way entrances and exits, floor markings, and signage that promotes physical distancing.
- Schools will implement meal service protocols that promote physical distancing and limit student exposure.
- Schools will implement restroom use protocols to limit gatherings and student exposure.

Health Screenings

- Parents will be required to screen students for any illnesses prior to drop off, e.g. sneeze, cough, or high temperature. Students should be fever free without the aid of medication.
- Students who are ill should stay home and contact the school for further instructions.
- School staff will conduct visual wellness checks of all students upon arrival and take students' temperature with a *no-touch* thermometer upon entering the school site.
- All staff will be required to self-screen for illness prior to reporting to work, e.g. sneeze, cough, or high temperature. Staff should be fever free without the aid of medication.
- Staff who are ill shall not report to work.
- The District will develop "illness" and "sick" definitions and guidelines to be distributed to all stakeholders.
- Students or staff who exhibit symptoms throughout the day will be screened as needed.
- Students or staff members found to exhibit any illness symptoms will be required to go home. The District will follow up with families and/or staff as needed.

Cleaning, Disinfection, and Ventilation

- The District will establish a cleaning and disinfecting schedule so that staff can clean and disinfect frequently touched surfaces within the school at least daily and/or as sufficiently needed throughout the day.
- Schools will limit the use of sharable objects and equipment, including playground equipment.
- Students will be assigned materials for their own personal use only.
- The District will ensure availability of cleaning and disinfecting supplies, e.g. hand soap, hand sanitizer, and cleansing wipes.
- Staff will provide students with scheduled and supervised hand washing opportunities.
- The District will ensure that district transportation providers implement daily cleaning and disinfecting procedures.
- The District will implement a HVAC preventive maintenance and scheduling protocol to improve efficiency and sanitization.



2. INSTRUCTION

PRIORITIES:

Providing a high-quality instructional program, based on the guidelines set forth by the California Department of Education, by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Regular teacher feedback to students
- Assessment practices and policies, including local and statewide diagnostic, progress monitoring, and summative assessments
- Services to special populations, including students with disabilities, students from low-income families, English Learners, and homeless, foster youth and at-risk youth
- Access to and use of instructional technology
- Extended learning opportunities
- Other key systems and services

INSTRUCTIONAL MODEL – STAGE 5:

If the County of Los Angeles Public Health Department determines it is safe for a full return to school, students are back to school in a traditional manner with wellness practices firmly reinforced.

School are open in a traditional fashion with all safety precautions addressed.

Our instructional and cocurricular program will be as follows:

- The District will return to in-class instruction with all students.
- Special Education supports will return according to IEPs.
- Classroom seating will return to individual student desks with opportunities for flexible seating for small group instruction, student collaborative work, etc.
- Lunch and break/recess will return to normal with staggered schedules as needed.
- Students will be allowed to share objects and equipment, including playground equipment.
- Co-curricular activities will return as appropriate.
- All social gatherings, such as: assemblies, events, athletic competitions, and field trips will be reinstated.
- Hand washing/sanitizing will be required after breaks, before lunch, and when returning to class
- Parents/guardians will check symptom at home before school each day.
- Students/staff will be encouraged to remain home if sick.
- Facial coverings will be optional for students and staff.



INSTRUCTIONAL MODEL – STAGE 4:

If the County of Los Angeles Public Health Department determines that physical distancing measures need to be in place, we are preparing for scenarios where students attend school using a Hybrid Model with In-Person Instruction and Distance Learning in place due to social distancing requirements.

School are open in a modified fashion with all safety precautions addressed.

Our instructional and cocurricular program will be as follows:

- Students will be assigned to a teacher(s) as normal.
- Classes will be divided into Cohorts as follows,
 - Students will be assigned to an “A” or B” day schedule attending school Monday/Wednesday or Tuesday/Thursday. Students will be provided distance learning at home when not at school.
 - Students needing additional support, English learner newcomers and select students with an IEP, will be able to attend school Monday through Thursday.
 - Students engage in distance learning or Independent Learning at home on Fridays.
- Cohorts will attend school in-class and at home on their scheduled days.
- Cohorts not in the classroom will participate online using a learning management system inclusive of live and recorded lessons to keep instruction moving forward.
- Parents not comfortable sending their children to school shall be provided Distance Learning schooling.
- Special Education supports will return according to IEPs.
- Classroom seating will return to individual student desks (no flexible seating).
- Lunch and break/recess will return with staggered schedules as needed to encourage appropriate spacing.
- Outdoor play equipment and all classrooms will be cleaned each evening.
- The use of sharable objects and equipment, including playground equipment will be allowed with safety, cleaning, and sanitization precautions in place.
- Co-curricular activities will return as appropriate and deemed safe.
- Some social gatherings, such as: assemblies, events, athletic competitions, and field trips/extended field trips will be reinstated with physical distancing requirements and as deemed safe.
- Hand washing/sanitizing will be required after breaks, before lunch, and when returning to class.
- Symptom checking will be conducted at home before school by parents/guardians and upon arrival to school each day by staff.
- Students/staff will be required to remain home if sick.
- Facial coverings will be required for all adults and students in ages 3 and above, with accommodations made for those with unique circumstances, in accordance to county health department protocols.



INSTRUCTIONAL MODEL – STAGE 3:

If the County of Los Angeles Public Health Department determines that physical distancing measures need to be in place, we are preparing for scenarios where students attend school using a Hybrid Model with In-Person Instruction and Distance Learning in place due to social distancing requirements.

School are open in a modified fashion with all safety precautions addressed.

Our instructional and cocurricular program will be as follows:

- Students will be assigned to a teacher(s) as normal.
- Classes will be divided into Cohorts as follows:
 - Students will be assigned to an “A” or “B” day schedule attending school Monday/Wednesday or Tuesday/Thursday. Students will be provided distance learning at home when not at school.
 - Students needing additional support, English learner newcomers and select students with an IEP, will be able to attend school Monday through Thursday.
 - Students engage in distance learning or Independent Learning at home on Fridays.
- Cohorts will attend school in-class and at home on their scheduled days.
- Cohorts not in the classroom will participate online using a learning management system inclusive of live and recorded lessons to keep instruction moving forward.
- Parents not comfortable sending their children to school shall be provided Distance Learning schooling.
- Special Education supports will return according to IEPs.
- Break/Recess and lunch will be staggered to allow students to eat safely outdoors/cafeteria/classrooms in small groups with appropriate social distancing.
- The use of sharable objects and equipment, including playground equipment will not be allowed.
- Social gatherings, including: assemblies, events, athletic competitions, and field trips/extended field trips will not be allowed.
- Hand washing/sanitizing will be required after breaks, before lunch, and when returning to class.
- Parents/guardians will check symptoms at home before school and staff will check again when students arrive at school.
- Students/staff will be required to remain home if sick.
- Facial coverings will be required for all adults and students in ages 3 and above, with accommodations made for those with unique circumstances, in accordance to county health department protocols.



INSTRUCTIONAL MODEL – STAGE 2 or 1:

Remote Learning only, the County of Los Angeles Public Health Department determines that a shelter in place safer at home mandate requirements reinstated.

- Schools would remain closed and all one-on-one/small group instruction would be done virtually.
- Full remote learning curriculum *would* be implemented at all grade levels.
- Grading would continue and student attendance would be monitored.
- Special Education service and supports including Individualized Education Plan (IEP) meetings, would be provided virtually.
- In-school small cohort instruction for students needing additional supports are allowed per county guidance (September 14, 2020).
- In-person individual student assessments are allowed per county guidance (September 14, 2020)

INSTRUCTIONAL MODEL – Distance Learning:

- Families that are not comfortable returning to school during any of the above listed phases *will* have the following options for the school year:
 - PK-8 Homeschooling Through Distance Learning as follows:
 - 7-8 Independent Study
 - PK-8 Online Learning Academy: Online learning opportunity via Distance Learning with virtual or in-class weekly meetings with credentialed teachers.



3. SOCIAL EMOTIONAL SUPPORT SYSTEMS

PRIORITIES:

The District will follow guidelines set forth by the California Department of Public Health, the County of Los Angeles Public Health Department and the California Department of Education to ensure that all students, staff, and community members remain healthy and safe by following best practices in the areas of:

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards, and traditions
- Other key systems and supports

PRACTICES:

- The District will work with our district psychologists to share resources and best practices to identify students in need with our school sites and staff.
- Schools will implement a system for screening to identify social-emotional needs of students.
- The District will create a clear plan for referring students and families with social-emotional needs.
- The District and schools will collaborate and partner with local mental health providers to access resources and support.
- The District and schools will update and share with our stakeholders, partner agencies and resources available in our area to support the social-emotional wellbeing of our students.
- The District will develop and share on our district website links to resources and support for mental health services.
- Our schools will adapt our Positive Behavior Interventions and Supports (PBIS) models to support the successful return of students to campus.
- Our schools will adapt our Leader In Me program to support the successful return of students to campus.
- Our schools will research and implement school recognition programs that celebrate student successes and accomplishments while keeping social distancing protocols in mind.



4. FAMILY AND COMMUNITY ENGAGEMENT

PRIORITIES:

Ensuring all students, staff, and community members remain healthy and safe by following best practices in the areas of:

- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

PRACTICES:

- Our District and schools will continue to communicate with all stakeholders utilizing various methods including phone messages, email, social media, and our district website.
- Our District and schools will ensure communication includes languages other than English.
- Our District and schools develop frequent and consistent messaging that includes critical information to reduce confusion, anxiety, or misunderstanding.
- Our District will communicate with all stakeholders any confirmed COVID-19 cases that may have exposed students or staff as soon as possible and in accordance with the County of Los Angeles Public Health Department protocols.
- Our District and schools will provide contact information for follow-up questions or concerns.
- Our District will immediately communicate with all stakeholders changes to our instructional program as a result of the COVID-19 pandemic and in accordance with the County of Los Angeles Public Health Department protocols.



5. OPERATIONS

PRIORITIES:

Maintaining effective and efficient operations by following best practices in the areas of:

- Facilities
- Budgeting and financial operations
- Human Resource Services
- Nutrition Services
- Transportation
- Technology infrastructure
- Other key systems and services

PRACTICES:

- Our schools will develop and implement site specific protocols for safe ingress/egress (entrance/exit) to school, classrooms, cafeterias, libraries, and computer labs that ensure physical distancing.
- Our schools will develop and implement site-specific protocols for serving meals safely to students and staff.
- Our District and schools will develop and implement safe use of technology protocols, ensuring devices are assigned to users on a one-to-one basis when possible and/or sanitized between users when appropriate.
- Our District will ensure that our transportation providers implement daily cleaning and sanitizing procedures and develop protocols for physical distancing during student transport.
- Our District will develop and implement district-wide visitor protocols to ensure only essential visitors are allowed on district facilities during the duration of the COVID-19 pandemic.
- Our District will implement a district-wide cleaning and sanitization protocol to ensure our facilities are safe and ready for students and staff on a daily basis.
- Our District will implement a system to ensure our substitute personnel is healthy and available to work as needed.



SHARED RESPONSIBILITY

We are all in this together, and our commitment to each other as members of the Rosemead School District community has never been more important. In order to ensure a safe and orderly return to school in the fall, we will need your help. Before returning to school in the fall, everyone will be required to sign a “Commitment to Shared Responsibility.” This agreement will outline the required health and safety protocols and expectations for all including a corresponding waiver.

- **Health Screening and Monitoring:** Prior to arriving at school, all students, volunteers, teachers, and staff will be required to assess their health before leaving for school/work. The evaluation will consist of checking for cold/flu like symptoms with particular attention to fevers. Students and staff should be fever free, without the aid of medication, prior to leaving for school/work. The expectation is that anyone who is sick will remain home for their protection and the well-being of others.
- **Facial Coverings:** Staff and students will be required to wear facial coverings as outlined in the aforementioned guidelines. Facial coverings must be washed/cleaned routinely to ensure a clean face covering is available on a daily basis. Considerations and flexibility will be afforded to very young students and those with unique circumstances.
- **Instructional Materials:** Students will be required to keep and carry a set of personal school materials and resources that are not to be shared with others. Staff will be asked to refrain from sharing materials with others.
- **Hygienic Practices:** Students and staff will be required to maintain and promote standard hygienic practices, such as: frequent hand washing, covering coughs/sneezes, using sanitizers, and refraining from sharing school and personal materials, food, and drinks.
- **Physical Distancing:** Students and staff will be required to adhere to all campus protocols for ingress (entrance), egress (exit), and safe travel within the school with an emphasis on maintaining physical distancing.

These practices are aligned to the recommendations set forth by the California Department of Public Health, the County of Los Angeles Public Health Department, the California Department of Education, and the Los Angeles County Office of Education. We feel strongly that adhering to these protocols will ensure that our students and staff stay safe and healthy.



ROSEMEAD MISSION STATEMENT

The Rosemead School District provides a challenging academic environment that embraces the diversity of the entire community and encourages lifelong learning.

In partnership with parents and community, our mission is to nurture the whole child, including their intellectual, physical, emotional, and ethical growth, in order to prepare them to be responsible, healthy, productive, contributing members of our global society.

The Rosemead School District promotes leadership at all levels of our educational community. It strives for all members to **LEAD**:

L - Lifelong learners and leaders of our global society

E - Ethical behavior and mindsets

A - Academic rigor, support, and achievement

D - Diversity is valued and respected





ROSEMEAD CORE VALUES

The Rosemead School District believes that an effective school is one that:

- Sets high expectations and places student needs above all else. These student needs include academic, aesthetic, emotional and social, as well as safety, physical comfort, health, and self-esteem.
- Has a quality instructional program that develops positive interpersonal skills, prepares students to be responsible, well informed citizens with high moral and ethical standards, creative problem solvers, effective communicators in a technological society, and promotes lifelong growth.
- Promotes active parent involvement in the child's total well-being.
- Encourages, values and respects students, staff, parent, and community participation in decision making.





ROSEMEAD PRIORITIES

Student Achievement

- The Board will support proven strategies and initiatives to increase achievement for all students.
- Advocate for and support high standards and expectations for ALL students
- Provide for specialized needs of identified groups of students
- Implement programs that support the whole child; academic, socio-emotional, and physical needs of students
Support environments that promote student learning, leadership, personal responsibility, self-respect, respect for others, appreciation for diversity, and healthy lifestyles
- Advocate for and support high standards and expectations for educator effectiveness

Communication

- The Board will support increased communication, transparency and community engagement.
- Engage, educate and inform stakeholders
- Strengthen parent involvement & community participation
- Promote and market strengths of the Rosemead School District
- Increase the visibility of the Board and district leadership in schools & departments, parent organizations, education foundation, community groups and advocacy at state/local levels

Financial Sustainability

- The Board will ensure fiscal responsibility and stability.
- Provide greatest value with available resources to attract, educate & retain students
- Focus on economic sustainability
- Provide and maintain safe and orderly facilities that promote learning and meet the needs of present and future students
- Seek out and support efforts to provide resources to improve facilities and technology
- Employ technology in ways that enhance learning and improve the efficiency of teaching and non-instructional operations

Strategic Planning

- The Board will pursue long-term objectives to achieve the district's vision.
- Develop a long-range strategic plan that provides a framework to continuously improve
- Implement programs and opportunities that promote 21st century learning and future ready students
- Develop a marketing plan to attract and retain students
- Attract and retain quality staff
- Implement systems for employee accountability and growth through the evaluation process
- Develop existing relationships and build new partnerships with strategic partners



APPENDIX

Appendix 1 – Task Force Membership

#	Member	Title	Site
1	Alejandro Ruvalcaba	Superintendent (Facilitator)	District Office
2	Albert Aguilar	Teacher, 6 th grade	Janson
3	Alejandro Gaeta	Network Administrator	District Office
4	Angie Barba	Attendance Clerk	Janson
5	Annemarie Phillips	Teacher, Kindergarten	Shuey
6	Anthony Flores	Co-Lead Maintenance & Operations	Districtwide
7	Cami Case	Teacher, 3 rd grade	Shuey
8	Candice Camacho	Teacher, 2 nd grade	Janson
9	Christina Price	Office Manager	Muscatel
10	Cindy Chien	Teacher, 4 th grade	Savannah
11	Claudia Anabalon	Instructional Aide, Special Education	Muscatel
12	Connie Garcia	Instructional Aide, Special Education	Encinita
13	Dany Saikaly	Health Technician	Districtwide
14	Dawn Rock	Director, Special Education & Student Support Services	District Office
15	Deborah Lawrence	Coordinator, Child Development, Preschool, & Afterschool Program	District Office
16	Fredric Noriega	Assistant Principal	Muscatel
17	Gabriel Cardenas	Principal	Janson
18	Gabriel Garcia	Teacher, 4 th grade	Shuey
19	Harold Sullins	Assistant Superintendent, Administrative Services	District Office
20	Hoori Chalian	Coordinator, Special Education & Student Support Services	District Office
21	Jan Brydle	Principal	Shuey
22	Jennifer Fang	Assistant Superintendent, Educational Services	District Office
23	Jennifer Lui Fong	Teacher, 5 th grade	Encinita
24	Jenifer Lorenzo	District Nurse	Districtwide
25	Jenny Cheung	Teacher, ELD	Janson
26	Jerry McCanne	Coordinator, Human Resources	District Office
27	Jerry Puente	Teacher/RTA President	Muscatel
28	Jocelyn Wilson	Principal	Muscatel
29	Jodie Lee	Teacher, 1 st grade	Savannah
30	Julie Diep	Teacher, Kindergarten	Encinita
31	Katherine Monte	Multi-Media Specialist/CSEA President	Muscatel
32	Kathleen Beltran	Teacher, 7 th grade ELA	Muscatel
33	Lara Goldstone	Coordinator, Accountability, Assessment, & Special Projects	District Office
34	Linda Chang	Principal	Encinita
35	Lisa Rodriguez	Teacher, 1 st grade	Savannah
36	Lisanne Kern	Teacher, PE	Muscatel
37	Mary Heck	Teacher, 4 th grade	Savannah
38	Michelle Drain	Office Manager	Janson
39	Naima Hardy Knox	Psychologist	Districtwide
40	Nancy Armenta	Trustee, Board of Trustees	Board
41	Nicole Garcia	Psychologist	Encinita
42	Patricia Soto	Teacher, 7/8 Special Education	Muscatel
43	Rocio Carrillo	Psychologist	Savannah/Shuey
44	Ruth Soto	Principal	Savannah
45	Sandra Salgado	Office Manager	Encinita
46	Sonia Ramirez	Instructional Aide, Special Education	Shuey
47	Stella Ndahura	Director, Nutrition & Wellness	District Office
48	Sylvia Petrovitch	Receptionist/Tech Support	District Office
49	Tiffany Samora	Teacher, 7/8 ELA	Muscatel
50	Tracie Tellez	Office Manager	Shuey
51	Veronica Peña	Trustee, Board of Trustees	Board



Appendix 2 – Guidance Frameworks

- ACSA School Reopening Planning Group – Final Report. [Click here.](#)
- ACSA School Reopening Scheduling Modalities chart. [Click here.](#)
- British Columbia – K-12 Education Restart Plan, Ministry of Education. [Click here.](#)
- CASBO Risk Management Professional Council: Workplace Compliance During the COVID-19 Pandemic & Considerations and Best Practices for Reopening Schools. [Click here.](#)
- California Department of Public Health – School reopening guidance from CDPH. [Click here.](#)
- California Department of Education – Stronger Together guidebook from the CDE. [Click here.](#)
- Centers for Disease Control and Prevention (CDC) – Activities and Initiatives Supporting the COVID-19 Response and President’s Plan for Opening America Up Again – May 2020. [Click here.](#)
- Centers for Disease Control and Prevention (CDC) – Schools during the COVID-19 Pandemic. [Click here.](#)
- CCEE School Reopening Playbook. [Click here.](#)
- County of Los Angeles Department of Public Health Reopening Protocols for K-12 Schools. [Click here.](#)
- County of Los Angeles Department of Public Health Supplement to Protocol for COVID-19 Exposure Management Plan in K-12 Schools: Management of Outbreaks of COVID-19. [Click here](#)
- Kern County Superintendent of Schools – Back to School COVID-19 Reopening Schools Planning Assumptions & Considerations. [Click here.](#)
- Learning Policy Institute – Policy Brief: Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries. [Click here.](#)
- McKinsey & Company – Coronavirus Covid-19: Considerations for reopening schools. [Click here.](#)
- Missouri School Boards’ Association’s – Center for Education Safety – Pandemic Recovery Considerations: Re-Entry and Reopening of Schools – 8/27/20. [Click here.](#)
- Placentia-Yorba Linda Unified School District – Coronavirus (COVID-19) Update. [Click here.](#)
- School Employers Association of California – Pandemic Response 2020-21 – Recommended Actions for Districts. [Click here.](#)
- World Health Organization (WHO) – Considerations for school-related public health measures in the context of COVID-19 – Annex to Considerations in adjusting public health and social measures in the context of COVID-19, May 10, 2020. [Click here.](#)



Appendix 3 – Distance and Hybrid Learning Plan

Rosemead School District

Distance and Hybrid Learning Plan

2020 - 2021

August 5, 2020 Final Version



Introduction

Introduction & Overview

Rosemead School District (RSD) — like other school districts, organizations, and businesses --will gradually reopen for more in-person work, services, and instruction, all while ensuring the safety of students, staff, and family members. Our chief goal is to establish safe, COVID-free environments by consistently taking and regularly monitoring on-site safety precautions as well as relying on flexible arrangements like staggered or alternating scheduling and distance learning to supplement work we would normally undertake in-person. We want our students, families, and staff to feel as comfortable as possible returning.

We look forward to providing a robust and high-quality learning experience for each student in our district, and we thank you for your partnership in building a solid plan for the 2020-2021 school year. We appreciate our instructional sub-committee made up of administrators, teachers and staff from preschool, elementary and middle schools, including special education and after school education staff, for their input and help in developing this Distance and Hybrid Learning Guidebook and Resources.

To clarify terms used in this document, Synchronous Instruction will be synonymous with Live Online Instruction, and Asynchronous Instruction will be instruction which students will complete on their own.

In order to create a sense of community and shared learning amongst students and to impart the expectation that students are back in school while starting the year in a fully Distance Learning mode, RSD will maintain a school schedule that is similar to the traditional schedule. Daily instructional minutes will comply with state requirements.

Some differences you may notice from the Spring 2020 distance learning to Fall 2020 distance learning are:

- Increased daily live instruction with a consistent weekly schedule for our students
- A daily blending of synchronous and asynchronous instruction allowing for breaks between the two instruction models
- Enhanced delivery of related services

Glossary of Terms

Synchronous Instruction: Students learn from the teacher in real time, via live online meeting (Zoom, Google Meet, etc.) at a designated time.

Asynchronous Instruction: Instruction and learning occur at different times depending on the student. On their own schedule, students complete instructional software, watch pre-recorded video lessons, complete responses in Google Docs or Flipgrid or on paper, etc.

Full Distance Learning Model: Schools open for virtual learning online with selected high quality print-based materials.



Hybrid Learning Model: Gradual phased in approach to returning students to in-person traditional, physical school, limited for small groups of students in cohorts. Students will attend physical school two days per week, either on a Monday/Wednesday or Tuesday/Thursday cohort, with Fridays as a distance learning for all. All health and safety measures will be followed.

Full In-Person Traditional Model: Full return to traditional, physical school once public health guidance suggests it is safe to do so. All health and safety measures will be followed.

Independent Study: Learning is parent-led, similar to what would occur in homeschooling. The district provides the curriculum and is currently exploring online curriculum options for this program. There is an assigned independent study teacher who monitors student progress in their coursework, and who provides guidance and feedback through a once per week check-in. This is a self-paced program and requires a high level of parent support and/or independent student self-management. This option is not recommended for elementary school students.

Instructional Priorities in Both Distance and Hybrid Learning

- Schedules include support time for interventions, small group instruction, and other activities that support student learning and engagement.
- The curriculum will focus on essential grade level/subject area standards and use high quality online tools, applications and platforms available to all students.
- There will be a strong emphasis on student social and emotional well-being, in addition to instructional content as part of their learning program.
- Family training to support distance learning will be provided.

Daily School Schedule

- Meals pick-up: 7:00 - 8:00, 11:30 - 12:15
- SDC Pre-K: 8:00 - 12:00
- TK – K: 8:00 - 1:45
- 1st – 3rd: 8:00 - 1:55
- 4th – 6th: 8:00 - 2:20
- 7th – 8th: 8:00 - 2:25

*Minimum Days:

- August 19, 2020 - First Day of School
- The week leading up to starting Hybrid and Traditional In-Person Learning

Shared Responsibilities: Parent/Student/School Compact

The well-known Nigerian proverb, “It takes a village to raise a child” is an apt guide in the circumstances we find ourselves in with the COVID 19 pandemic. We must all -- parents, caregivers, students, school staff, and other members of our community -- work together to ensure that our children stay healthy and continue to learn and thrive in these times. The guidelines in the [Shared Responsibilities Plan](#) will help our students succeed, whether students are learning from home or at school.



High-Quality Teaching and Learning - Program Features

Focus on Essential Standards

Teachers will create rigorous, student-centered learning experiences for all students that will focus on essential standards for English language arts, mathematics, social science, science, arts and physical education.

Teachers will adjust the curriculum's scope and sequence and pacing guide to prioritize current year's content and standards as well as bridge any gaps in student learning.

Progress Monitoring and Assessments

Assessments will be used to determine how to bring students into grade level instruction and where to focus support in the case of unfinished learning. All assessments on the district's assessment calendar will be administered. Universal screeners (i-Ready math and reading diagnostic in K-6, early literacy assessments, and STAR Reading and Math in 7-8) will provide rich baseline data. Prior to each unit, teachers will also give pre-tests or informal assessments to determine what students already know and where there may be gaps. Throughout a unit of instruction, teachers will use on-going assessment to inform and support student success on rigorous learning tasks.

Intervention and Acceleration

To support students in mastering grade level standards, we will need to adjust our scope and sequence and the pacing of our district curriculum. To fill in gaps left from lost learning in the spring, teachers will focus on teaching grade level skills and standards but will strategically add instruction on just-in-time skills, concepts, or prior knowledge needed to access grade level lessons. Beginning in the first few weeks of school, assessments will be used to measure the concepts and skills students need for the first units of grade level instruction. iReady Diagnostic for reading, Peachy and running records, and other assessments will provide real time data to teachers about students' potential unfinished learning.

Use of Distance Learning Digital Programs

Google Classroom is the primary learning platform. The District has increased its investment in digital curriculum, applications and tools to support student learning, the delivery of academic content, assessments, and feedback to students. Students will be expected to use online programs such as iReady, Accelerated Reader, Wonders Online, GoMath Online, for a minimum time each week. Teachers will communicate the amount of time and which programs and apps are to be used.

Grading Practices

Teachers will return to standard grading practices as outlined in our board policy. Teachers will assess student work each week and will use student work and assessments to determine report card grades. Report card grades will be given for academic achievement, effort, and skills for success. Report cards will be completed at the end of each trimester for TK-6. For middle school, report cards will be completed at the end of each semester.



Elementary Grading Practices

Student trimester report cards will communicate the extent to which students are on track to meet or exceed grade level standards by the end of the school year. Report cards will be completed on School City at the end of each trimester.

Middle School Grading Practices

Letter grades will be issued. Grades can be accessed through PowerSchool anytime. Report cards will be sent home.

English Learner Support

Support for Elementary ELs

Integrated English Language Development (ELD) will be taught along with the content area lessons in all formats (live/synchronous lessons, live in-person lessons, and asynchronous lessons). This instruction will focus on language skill development to support content instruction, using the ELD standards to amplify the Common Core State Standards (CCSS) and Next Generation State Standards (NGSS). Integrated ELD instruction will include strategies such as structured academic discourse with modeling, direct vocabulary instruction in language of the discipline, explicit grammar instruction to support content writing or reading, language scaffolds like sentence frames, and time for students to apply new language skills with corrective feedback

In addition, all ELs will receive at least 30 minutes of instruction dedicated to Designated ELD during the school day as part of their daily schedule. In Designated ELD time, students will be grouped by EL proficiency level to receive targeted instruction aligned to the California ELD standards. The primary curriculum for elementary Designated ELD is *Wonders ELD*, with Imagine Learning as a support for newcomers.

Elementary ELD in a Hybrid Model: For Integrated ELD when in the hybrid model, language instruction will be incorporated into math, ELA, science, and social studies synchronous and asynchronous lessons. When students are on campus, designated ELD will be taught as a 30-minute block within small groups of ELs organized by level within their own classroom. Students who are at home will engage in asynchronous ELD with guidance from the teacher through recorded lessons and independent practice. EL students who are enrolled in a full distance learning program while the school is in hybrid mode will receive daily Designated ELD through live virtual instruction with a teacher.

Elementary ELD in Distance Learning: During full distance learning, designated ELD will be taught for 30 minutes during live/synchronous lesson time. Teachers will all post a class schedule in Google Classroom that denotes when designated ELD is happening. Schools and grade levels (with principal approval) will select from one of several formats for elementary designated ELD, summarized in the table below:



Designated ELD Options for Distance Learning

All options should include:

30 minutes are scheduled explicitly within the school day.

Designated ELD is differentiated by student ELD level

Designated ELD lessons are focused on ELD standards

Designated ELD lessons tie to content (ideally, ELA)

Guidelines for breakout rooms:

Try to have a staff member in breakout rooms when possible to supervise.

Teacher may pop in and out of breakout rooms.

Option A: All students on a grade level join one Zoom at the same time. Students are then broken into Zoom breakout rooms by level with a teacher for Designated ELD.

Option B: All students from two grade levels have D-ELD at the same time. Split the students up by level amongst all of the teachers on that grade level.

Option C: Each teacher supports their own students. Teacher introduces the ELD lesson to the whole group and then breaks students into zoom rooms by level for guided practice geared toward their level.

Option C: Each teacher supports their own students. Students take turns working in small groups with the teacher for D-ELD while the other groups work on something else.

Option D: Students log in during asynchronous time to meet with teacher in small group for Designated ELD.

Option E: Grade level comes up with a different plan with principal approval.

Support for Middle School ELs

Integrated ELD will be taught along with the content area lessons in all formats (live/synchronous lessons, live in-person lessons, and asynchronous lessons). This instruction will focus on language skill development to support content instruction, using the ELD standards to amplify the CCSS and NGSS. Integrated ELD instruction will include strategies such as structured academic discourse with modeling, direct vocabulary instruction in language of the discipline, explicit grammar instruction to support content writing or reading, language scaffolds like sentence frames, and time for students to apply new language skills with corrective feedback.



In addition, all middle school ELs will receive Designated ELD instruction daily during Advisement from 9:00-9:20 each morning. ELs will be enrolled in an ELD advisement according to their English language proficiency. Newcomer students and students who have been in the country less than two years who do not have the language skills needed to access core ELA will also be enrolled in an ELD Language Arts 7 or ELD Language Arts 8 class.

ELD Advisement teachers will engage in professional development each quarter to collaborate on the instructional routines for their Designated Advisement classes. The Designated ELD advisement will use the Grades 7 and 8 ELD standards as the basis for instruction that will support the ELA class content.

Middle School ELD in a Hybrid Model: For Integrated ELD when in the hybrid model, language instruction will be incorporated into math, ELA science, and social studies synchronous and asynchronous lessons. When students are on campus. Designated ELD will be taught during the Designated Advisement period (scheduled by proficiency level as described above). Students who are at home will either join the students at school via LiveStream or engage in asynchronous Designated ELD Advisement with guidance from the teacher through recorded lessons and independent practice. EL students who are enrolled in a full distance learning program while the school is in hybrid mode will receive daily Designated ELD through live virtual instruction with a teacher.

Middle School ELD in Distance Learning: During full distance learning, designated ELD will be taught daily during live/synchronous lessons during the Advisement period.

Support for Students with Disabilities

Support for students with disabilities will be provided by the Special Education and Student Support Services Department to reinforce learning for all students, including students with disabilities, via remote learning platforms. The District will be using Google Classroom as its Learning Management System. The Special Education department will work in collaboration with other departments to ensure all students have access to curriculum and instruction as well as related support services. Special Education service providers will develop and expand their online classrooms to continue to serve students in accordance with each student's Distance Learning Plan.

- Education Specialists and other special education service providers will contact parents to develop and/or revise their child's/children's Distance Learning Plan
- Support for teachers in providing specialized and differentiated daily content lessons to students with identified disabilities to make curriculum accessible
- Psychoeducational evaluations will be conducted in accordance with Center for Disease Control ("CDC"), California Department of Education ("CDE"), and Department of Public Health ("DPH") physical distancing guidelines, being mindful of assessment tools specifications
- Support to special education teachers and related services in the IEP through multiple modalities specific to each student: Google Classroom, web based instructional materials, videos, and specialized learning materials
- Supplemental materials made accessible to teachers to meet the needs of each student based on their Individualized Education Program/Distance Learning Plan



- Collaborate with general education teachers, related service providers, outside agency providers, and administrators to provide appropriate supplementary aids, accommodations and modifications for students to access general education curriculum
- Provide professional development for school staff
- Education specialists will collaborate with families through phone conferences and emails and offer regular office hours to both families and students as needed
- Education specialists continually monitor student progress and adjust services as needed as reflected on the remote learning plan
- Special Education will continue to provide all regular duties and responsibilities as mandated by SB 98 to the greatest extent possible

Supports for At-Promise Learners

We pay special attention to the needs of our foster, McKinney-Vento, and students having various academic and social emotional challenges. Our teachers check-in with every student on a daily basis and work to build connections and community in their classes. We also check regularly to address any barriers as they arise. Our school office teams and community liaisons also check-in with families on a weekly basis to provide support and resources. We will identify McKinney-Vento students at the start of the school year and throughout the following months in order to provide services and support. Residency surveys and phone interviews will be conducted within the first month of school.

Social Emotional Learning (SEL)

District and school staff are committed to supporting students' social emotional wellness and offering resources to help students while they are learning remotely and when they transition back to school. The Department of Special Education and Student Support Services works with schools to implement school-wide Positive Behavioral Interventions and Supports (PBIS). Key components of this effort during these challenging times include:

- Ensuring that all RSD schools have access to SEL materials and resources
- Conducting virtual one-on-one site visits with schools in August/September in support of mobilizing and tailoring each school site's universal interventions, Tier I - classroom management.
- Providing school site support for implementation Tier II and Tier III interventions and support services.

Mental Health Support

As students' mental well-being is of utmost importance, we want to make sure you are aware of the resources that will continue to be available for our students. School Psychologists and counselors have developed a plan to provide services in three scenarios as circumstances allow:

- Remote/Telehealth mental health services - *to continue as of 8/19*
- In-person/On-site mental health services utilizing safety measures to consider for clinicians and clients; and pending room availability for confidential and safe sessions, and personal protective equipment (PPE)
- Hybrid scenario combines in-person and remote services



Professional Learning and Collaboration

Professional learning and development will be targeted based on teacher need. Ample weekly time for collaboration will be provided for teachers and staff. The district will provide time and resources before and during the school year for educators to build, plan, and teach in an in-person, hybrid learning, or distance learning environment. There will be a focus on effective use of digital learning tools, balanced assessment practices, and engaging instructional strategies designed to help students gain a deeper understanding of the essential standards.

Parents will also be offered workshop training opportunities to build their knowledge and skills to support their children's education.

Distance Learning Instructional Model

Distance Learning Program Features

Elementary

Rosemead School District's distance learning program for elementary students includes the following features of a high-quality program:

- Students will be assigned a dedicated distance learning teacher and access to quality digital applications and resources, including Chromebook computers.
- Students will have a structured and consistent daily schedule
- Each day will include live instruction and class connections with their teacher
- Each day will have instructional blocks that include live synchronous instruction, small group, and independent student work
- In addition to the core subjects, students will have interactive read-alouds, integration of STEAM (Science, Technology, Engineering, Arts, Mathematics), music, physical education, and library
- Students will use new digital curriculum resources, fully vetted for safety and student privacy, including Wonders English Language Development, Wonders Flex, GoMath/Think Central, iReady, Accelerated Reader and English Language Development for eligible students
- Students with specific learning needs will receive tailored supports
- The District and each school will provide more detailed information in the weeks ahead
- A balance of screen time and non-screen time will be monitored through teacher lesson planning.

Middle School

Additional high quality program features for middle school:

- Students will be assigned standards-based coursework that meets their individual needs in both core content areas and electives, taught by highly qualified teachers.



- Students will use new digital curriculum components for specific courses, fully vetted for safety and student privacy.
- Each class period will include live instruction and class connections facilitated by the teacher.
- Students with specific learning needs will receive tailored supports.

Teachers and specialists are working to develop a rigorous and engaging curriculum that is interactive and student centered so that students are excited and challenged each day in their online distance learning courses. The district and school will provide more detailed information in the weeks ahead.

Distance Learning Instructional Framework-Elementary

Teachers and specialists are working hard to develop a rigorous and engaging curriculum that is interactive and student-centered so that students are excited and challenged every day in their online distance learning school. The chart below outlines some of the structures and processes to be utilized.

	Description	Details
Structure	Weekly Structure	<u>Monday - Friday</u> <ul style="list-style-type: none"> ● School start/end times set by grade level ● 100% distance learning with live online and off-line independent learning time ● Learning assignments will be posted every morning
	Synchronous Live Instruction	<ul style="list-style-type: none"> ● Minimum required student minutes, recommended student minutes (could be whole group, small group, 1:1 or overseeing independent work) <p>Live instruction may include any of the following:</p> <ul style="list-style-type: none"> ● Class meetings ● Whole class lessons ● Small group lessons ● English Language Development ● Demonstrations ● Discussions ● Group work ● Assessments <p>*All cameras must be on during live instruction.</p>
	Asynchronous & Independent Learning	<p>Independent learning time may include any of the following:</p> <ul style="list-style-type: none"> ● Completing assigned work in Google classroom ● Reading ● Writing ● Math activities ● Project-based assignments ● Brain breaks ● Movement activities



		<ul style="list-style-type: none"> ● Non-screen activities (writing, hands on projects, manipulatives, art projects)
	Distance Learning Work/ Homework	<p>Daily reading every night</p> <p>Homework will be independent work not completed during class time. Optional homework can be assigned by teachers.</p>
Schedule of Content Instruction	Delivery	<p>Zoom</p> <p>Google Classroom</p>
	Essential Standards	<p>Essential grade level standards have been identified for distance learning. This is a general guideline for content area instruction:</p> <ul style="list-style-type: none"> ● Math: Daily instruction (60 minutes) ● English Language Arts (ELA)/Integrated English Language Development (ELD): Daily instruction in reading, phonics, phonemic awareness, word study (60 minutes) ● Writing (60 minutes) ● Designated English Language Development (ELD): (30 minutes) ● Social Studies: Integrated or 2-3 times per week* ● Science: Integrated or 2-3 times per week* ● Art/STEAM: Integrated or 1-2 times per week* ● Social Emotional Learning (SEL)/Leader in Me/PBIS & Digital Citizenship: <p>Prioritized at the beginning of the year and then remain a prominent feature throughout the year.</p> <p>PE: Afternoons as scheduled</p> <p>Music: Afternoons as scheduled</p> <p>Library: Afternoons as scheduled</p> <p>* These are weekly guidelines. Units and projects may go more in depth in certain subjects at certain times.</p>
	Instructional Resources	<p>District Adopted Online Curriculum:</p> <ul style="list-style-type: none"> ● Wonders and Wonders Flex ELA ● GoMath ● iReady ● Accelerated Reader ● Science (pilot) ● EPIC ● NewsELA ● Code.org ● CommonSense Media.org ● Rosemead's Curriculum for At Home Study Guide (updated regularly) ● Rosemead's Distance Learning Best Practices (updated regularly)



		*Sites may supplement with site purchased digital tools and resources with district and principal's approval
Assessment/ Feedback	Assessments	<ul style="list-style-type: none"> ● Revised Peachy reading assessment ● iReady Diagnostic ● Accelerated Reader Star Reading ● Pre/Post unit assessments ● Exit tickets ● SEL assessments ● Other assessments as needed
	Reporting	Report cards will resume to trimester reporting on standards
Small Group/ 1:1 Support		<p>Small groups during live time with teacher; afternoons where needed by support staff/differentiated/targeted instructional services</p> <p>Teachers will conduct Weekly check-ins with each student.</p>
At-Home Materials Needed		Regularly scheduled materials pick up times with locations will be set by sites.
Communication		<p>Teachers will provide students and parents with feedback on student progress twice per week using the following option of tools:</p> <p>Google Classroom summary Email ClassDojo (preferred for elementary) FlipGrid Remind Blackboard Connect</p>

Distance Learning Instructional Framework - Middle School

	Description	Details
Structure	Weekly Structure	<u>Monday - Friday</u> Advisement, Periods 1-6
	Synchronous Live Online Instruction	<p>Live instruction may include any of the following:</p> <ul style="list-style-type: none"> ● Class meetings ● Whole class lessons ● Small group lessons ● English Language Development ● Demonstrations ● Discussions ● Group work ● Assessments



		*All cameras must be on during live instruction.
	Asynchronous & Off-Line Independent Learning	<p>Independent learning time may include any of the following:</p> <ul style="list-style-type: none"> • Completing assigned work in Google Classroom • Reading • Math activities • English Language Development • Project-based assignments • Brain breaks • Movement activities • Non-screen activities (writing, hands on projects, manipulatives, art projects) <p>*All cameras must be on during live instruction.</p>
Schedule of Content Instruction	Delivery	Zoom Google Classroom
	Essential Standards	<p>Essential Standards by content area</p> <p>All teachers:</p> <ul style="list-style-type: none"> • Teach integrated and designated ELD • Teach writing standards <p>The following are also taught:</p> <ul style="list-style-type: none"> • Classroom/school wide distance learning expectations • Digital Citizenship • Social Emotional Learning/Leader in Me/PBIS
	Instructional Resources	<p>District Adopted Online Curriculum:</p> <ul style="list-style-type: none"> • Textbook digital components: <ul style="list-style-type: none"> • ELA Adoption (pilot) • Science Adoption (pilot) • McGraw Hill Math • IXL Math • STAR Math/Freckle • NewsELA • AVID • CommonSenseMedia.org • EPIC • Code.org • Rosemead's Curriculum for At Home Study Guide (updated regularly) • Rosemead's Distance Learning Best Practices (updated regularly) <p>*Sites may supplement with site purchased digital tools and resources with district and principal's approval</p>



Assessment/ Feedback	Daily Formative Assessments and Feedback	<ul style="list-style-type: none"> ● Diagnostic/universal screening and progress monitoring: <ul style="list-style-type: none"> • STAR Reading • STAR Math • Inside Placement test for ELD ● Pre/Post tests ● Common assessments <ul style="list-style-type: none"> • Exit tickets ● Classroom observation ● Assignment feedback/grading
	Reporting	Standard grading will resume in accordance with board policy--report cards shall be mailed to all parents/guardians twice per school year, at the end of the first and second semester. Progress reports shall be mailed home to all parents/guardians twice per year, at the first end of the first and third quarters
Small Group/ 1:1 Support		<p>Small groups during live time with teacher; afternoons/ throughout the day (period by period) where needed by support staff/differentiated/targeted instructional services</p> <p>Weekly check-ins with individuals, students own their own learning, regular personal touch-points with teachers and their classmates</p> <p>Speech & Related Services: Students will be assigned Student Support time. Students must attend these. (not pulled during the same content area) (target students in morning before 8:55 a.m. as best as possible)</p>
At-Home Materials Needed		Regularly scheduled materials pick up times with locations will be set by each school.
Communication		<p>Teachers will provide students and parents with feedback on student progress twice per week using the following options of tools:</p> <p>PowerSchool Parent/Student Portal Google Classroom summary Email ClassDojo (preferred for elementary) FlipGrid Remind</p>



Student Expectations

- Students must attend all live lessons for the full time, following the daily school schedule: Students are expected to attend the entire time scheduled below:
 - SDC Pre-K: 8:00 - 12:00
 - TK – K: 8:00 - 1:45
 - 1st – 3rd: 8:00 - 1:55
 - 4th – 6th: 8:00 - 2:20
 - 7th – 8th: 8:55 - 2:25
- *Minimum Days:
 - August 19, 2020 - First Day of School
 - The week leading up to starting Hybrid and Tradition In-Person Learning
- Each student will need his/her own Chromebook or computer. Using a phone or tablet will not be allowed.
- Students will submit assignments on time and they will be graded.
- Students with the help of parents prepare a Home Learning Station with the following:
 - Internet access
 - A computer or Chromebook
 - Good lighting
 - Ready access to learning materials and tools
 - A non-distracting background if possible (or use a virtual background)
- Post a “Do Not Disturb - School is in Session” sign near the learning station
- Follow online etiquette at all times (see Online Etiquette below)

Attendance

Attendance will be taken daily by teachers in PowerSchool, our district student information system. To be considered “present” and not be marked absent during distance learning, students must meet one or more of the following daily learning requirements:

- Participation in daily live instruction through Zoom meetings.
- Participation in Google Classroom and complete work assignments.
- 1:1 and/or small group instruction with teachers through Zoom meetings.
- Evidence of completion and submission of assignments. When unable to submit assignments via Google Classroom, students can submit assignments via emails, photos, phone conferences, or other forms of documentation.

Home Learning Space

While children are learning at home, it is important to set up a home learning space or station that is dedicated for online school. We understand some families may be limited in space, so we encourage parents to be creative. It doesn’t have to be an entire room, but just focus on providing



the basics like a clean space with a flat surface that can be a table. It can be one end of a dining or coffee table, or even a foldable table that can be easily stored and moved. If a table isn't available, a cardboard box can be a good option. It is important to set up the learning space in a quiet area or ask others in the home to respect the time students are attending school, just like when they are in traditional school. Ideally, it should be away from the television (or the TV/media/video games are turned off). Students should sit in a clean, uncluttered, quiet learning space with a table top, a chair (rather than the couch or bed), have good lighting, be near a power outlet if possible, with learning tools and supplies ready (pencil, paper, books which can be organized in any box). If parents or students need help creating a home learning space, teachers and principals are available to assist.

Online Etiquette

- Students will follow the school's PBIS Tech Matrix.
- Turn on your camera/video and microphone.
- Mute your microphone according to the teacher's directions.
- Follow rules for how to ask questions, use the chat box, and appropriate avatar/image in profile.
- Dress appropriately: Wear a school appropriate top: a plain top, without large graphics. Hair is combed. Uniforms are not required. Pajamas are not acceptable.
- Place yourself in a quiet Home Learning Station without distractions. Sit up. Do not work from bed.
- Have your workbooks and other materials at hand at your Learning Station so you can access them quickly.
- Keep your background the same during the meeting. Do not play with virtual backgrounds.
- Display your name.
- Stay on the same screen as the teacher.
- Students turn in their assignments on a regular basis.
- [PBIS TECH MATRIX](#) - Shuey's model.
- [PBIS TECH MATRIX](#) - Janson's model.
- [PBIS TECH MATRIX](#) - Encinita's model.
- [PBIS TECH MATRIX](#) - Savannah's model.
- [PBIS TECH MATRIX](#) - Muscatel's model.

Elementary Distance Learning Schedules

We will start the school year with distance learning for all elementary grade levels. On the following pages are sample daily schedules for distance learning by grade level. Daily instructional minutes will comply with state requirements.

*Note: Students with Individual Education Plans (IEPs) may have modifications of schedules and assignments, additional services minutes, and classroom support based on their IEPs.

*Please note: All schedules are in the final stages of negotiation with the bargaining associations and as such are still subject to change.



Monday - Thursday Distance Learning Schedule - (Grades TK & K, SDC PK)

Note: First Month of School - Incremental LIVE online instruction to build student stamina and attention online (e.g. Week #1 - 30 minutes, Week #2 - 1 hour, Week #3 - 2 hours, Week #4 - 3 hours - *Please see the Appendix for Weeks 1-3 schedules*)

Sample Schedule (*Content of instructional blocks may be in different order depending on grade level and availability of enrichments*)

Distance Learning Schedule	TK/K, SDC PK Week #4 - 3 Hours Live	Student Activity	Teacher Activity
7:30 - 8:00		<ul style="list-style-type: none"> Meal Pick-Up (7:00 - 8:00) Eat breakfast Get ready for the day 	(offline) Teacher Prep - teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Asynchronous <ul style="list-style-type: none"> log into Google Classroom open tabs for the day Complete independent student work (independent reading or other assigned work) 	(offline) Teacher Prep - for the day: Review homework and what needs to be retaught
8:30 - 11:30 SDC PK Dismissal at 12:00 pm	Instructional Block #2	<ul style="list-style-type: none"> Engage in live online instruction with teacher <ul style="list-style-type: none"> Zoom whole group session Engage in online small group instruction with teacher Engage in 1:1 Instruction online with teacher Engage in related services Engage in PE, library, computer skills, music, etc., (Times/days will vary) Take 15-minute online break (stay online) 	<ul style="list-style-type: none"> Facilitate live online instruction <ul style="list-style-type: none"> Zoom whole group session Zoom breakout small group session Facilitate online small group instruction with teacher Lead 1:1 instruction online with teacher <ul style="list-style-type: none"> Take 15-minute online break (use a timer for students to return) Collaboration time once per week while students are meeting with librarian/computer lab aide
11:15 - 12:00 11:30 - 12:15	SDC PK Lunch TK/K Lunch	SDC PK Lunch TK/K Lunch	SDC PK Lunch TK/K Lunch



12:15 - 1:45	Instructional Block #3	<ul style="list-style-type: none"> Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> Monitoring asynchronous or independent work Facilitate online small group instruction with teacher Lead 1:1 instruction online with teacher Office hours, Check-ins
1:45	Dismissal	Take a break and do any assigned work	Dismiss students
1:45	Teacher Prep	After school	<ul style="list-style-type: none"> Prepare lesson, review student work, submit attendance Attend SSTs/IEPs

Monday - Thursday Distance Learning Schedule - (Grade 1)

Note: For 1st grade only: First Month of School - Incremental LIVE instruction to build student stamina and attention online (e.g. Week #1 - 30 minutes, Week #2 - 1 hour, Week #3 - 2 hours, Week #4 - 3 hours. Please see the Appendix for Weeks 1-3 schedules)

Note: "Although the minimum instructional minutes for PE have been waived, PE requirements have not changed," as stated in Executive Order N-56-20. Districts are still required to provide PE instruction.

Sample Schedule (Content of instructional blocks may be in different order depending on grade level and availability of enrichments)

Distance Learning Schedule	Grade 1 - Week #4 - 3 Hours Live	Student Activity	Teacher Activity
7:30 - 8:00		<ul style="list-style-type: none"> Meal Pick-Up (7:00 - 8:00) Eat breakfast Get ready for the day 	(offline) Teacher Prep - teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Asynchronous <ul style="list-style-type: none"> log into Google classroom open tabs for the day Complete independent student work (independent reading or other assigned work) 	(offline) Prepare for the day: Review homework and what needs to be retaught



8:30 - 11:30	Instructional Block #2	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher ○ Engage in related services ○ Engage in PE, library, computer skills, music, etc., (Times/days will vary) • Take 15 minute online break (stay online) 	<ul style="list-style-type: none"> • Facilitate live online instruction <ul style="list-style-type: none"> ○ Zoom whole group session ○ Zoom breakout small group session ○ Facilitate online small group instruction with teacher ○ Lead 1:1 instruction online with teacher • Take 15-minute online break (use a timer for students to return) • Collaboration time once per week while students are meeting with librarian
11:30 - 12:00	Instructional Block #3	<ul style="list-style-type: none"> • Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> • Monitoring asynchronous or independent work • Facilitate online small group instruction with teacher • Lead 1:1 instruction online with teacher • Office hours
12:00 - 12:45	Lunch	Lunch	Lunch
12:45 - 1:55	Instructional Block #4	<ul style="list-style-type: none"> • Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> • Monitoring asynchronous or independent work • Facilitate online small group instruction with teacher • Lead 1:1 instruction online with teacher • Office hours, Check-ins
1:55	Dismissal	Take a break and do any assigned work	Dismiss students
1:55	<i>Teacher preparation</i>	After school	<ul style="list-style-type: none"> • Prepare lesson, review student work, submit attendance • Attend SSTs/IEPs



Monday - Thursday Distance Learning Schedule - (Grades 2-3)

Note: “Although the minimum instructional minutes for PE have been waived, PE requirements have not changed”, as stated in Executive Order N-56-20. Districts are still required to provide PE instruction.

Sample Schedule (Content of instructional blocks may be in different order depending on grade level and availability of enrichments)

Distance Learning Schedule	Grades 2-3	Student Activity	Teacher Activity
7:30 - 8:00		<ul style="list-style-type: none"> Meal Pick-Up (7:00 - 8:00) Eat breakfast Get ready for the day 	(offline) Teacher Prep - teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Asynchronous <ul style="list-style-type: none"> log into Google Classroom open tabs for the day Complete independent student work (independent reading or other assigned work) 	(offline) Prepare for the day: Review homework and what needs to be retaught
8:30 - 12:20	Instructional Block #2	<ul style="list-style-type: none"> Engage in live online instruction with teacher <ul style="list-style-type: none"> Zoom whole group session Engage in online small group instruction with teacher Engage in 1:1 Instruction online with teacher Engage in related services Engage in PE, library, computer skills, music, etc., (Times/days will vary) Take 15-minute online break (stay online) 	<ul style="list-style-type: none"> Facilitate live online instruction <ul style="list-style-type: none"> Zoom whole group session Zoom breakout small group session Facilitate online small group instruction Lead 1:1 instruction online Take 15-minute online break (use a timer for students to return) Collaboration time once per week while students are meeting with librarian
12:20 - 1:05	Lunch	Lunch	Lunch
1:05 - 1:55	Instructional Block #3	<ul style="list-style-type: none"> Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> Monitoring asynchronous or independent work Facilitate online small group instruction with teacher Lead 1:1 instruction online Office hours, Check-ins



1:55	Dismissal	Take a break and do any assigned work	Dismiss students
1:55	<i>Teacher preparation</i>	After school	<ul style="list-style-type: none"> • Prepare lesson, review student work, submit attendance • Attend SSTs/IEPs

Monday - Thursday Distance Learning Schedule - (Grades 4-6)

Note: "Although the minimum instructional minutes for PE have been waived, PE requirements have not changed", as stated in Executive Order N-56-20. Districts are still required to provide PE instruction.

Sample Schedule (Content of instructional blocks may be in different order depending on grade level and availability of enrichments)

Distance Learning Schedule	Grades 4-6	Student Activity	Teacher Activity
7:30 - 8:00		<ul style="list-style-type: none"> • Meal Pick-Up (7:00 - 8:00) • Eat breakfast • Get ready for the day 	(offline) Teacher Prep - teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> • Asynchronous <ul style="list-style-type: none"> ○ log into Google Classroom ○ open tabs for the day ○ Complete independent student work (independent reading or other assigned work) 	(offline) Teacher Prep for the day: Review homework and what needs to be retaught
8:30 - 12:45	Instructional Block #2	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher ○ Engage in related services ○ Engage in PE, library, computer skills, music, etc., (Times/days will vary) • Take 15-minute online break (stay online) 	<ul style="list-style-type: none"> • Facilitate live online instruction <ul style="list-style-type: none"> ○ Zoom whole group session ○ Zoom breakout small group session ○ Facilitate online small group instruction ○ Lead 1:1 instruction online • Take 15-minute online break (use a timer for students to return) • Collaboration time once per week while students are meeting with librarian



12:45 - 1:30	Lunch	Lunch	Lunch
1:30 - 2:20	Instructional Block #3	<ul style="list-style-type: none"> Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> Monitoring asynchronous or independent work Facilitate online small group instruction with teacher Lead 1:1 instruction online Office hours, Check-ins
2:20	Dismissal	Take a break and do any assigned work	Dismiss students
2:20	<i>Teacher preparation</i>	After school	<ul style="list-style-type: none"> Prepare lesson, review student work, submit attendance no later than 2:30 pm daily Attend SSTs/IEPs

Friday Distance Learning Schedule - (Grades TK-6, SDC PK):

Friday Distance Learning Schedule - Grades TK-6, SDC PK			
Time	Block	Student Activities	Teacher Activities
7:30 - 8:00		<ul style="list-style-type: none"> Meal Pick-Up (7:00 - 8:00) Eat breakfast Get ready for the day 	<ul style="list-style-type: none"> 7:30 - 7:45 RTA Meeting (offline) 7:45 - 8:00 Teacher Prep- teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Asynchronous <ul style="list-style-type: none"> log into Google Classroom open tabs for the day Complete independent student work (independent reading or other assigned work) 	(offline) <ul style="list-style-type: none"> Teacher Prep for the day: Review homework and what needs to be retaught



8:30 - 9:30	Instructional Block #2	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Includes a class meeting with the whole class for attendance and morning meeting ○ Engage in related services ○ SEL/LIM/PBIS ○ Assemblies, Recognitions 	<ul style="list-style-type: none"> • Facilitate live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Includes a class meeting with the whole class for attendance and morning meeting ○ SEL/LIM/PBIS ○ Assemblies, Recognitions
9:30 - 11:30 SDC PK dismissal 12:00	Instructional Block #3	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher 	<ul style="list-style-type: none"> • Facilitate live online instruction with teacher <ul style="list-style-type: none"> • Facilitate online small group instruction with teacher • Lead 1:1 instruction online with teacher • Office hours, Check-ins
11:15 - 12:00 11:30 - 12:15	SDC PK Lunch Lunch	SDC PK Lunch Lunch	SDC PK Lunch Lunch
12:15 - 1:00	Instructional Block #4	<ul style="list-style-type: none"> • Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> • Staff Meetings • Professional Learning
1:00 - 1:45 (TK/K)	1:00 - 1:55 (1-3) 1:00 - 2:20 (4-6)	<ul style="list-style-type: none"> • Take a break and do any assigned work • After school 	<ul style="list-style-type: none"> • Professional Learning, Collaboration/PLC • Prep Time for creating videos/ Peardeck, etc. • Submit attendance and student engagement (based on pending CDE guidance)



Middle School Distance Learning Schedules

We will start the school year in distance learning for all middle school students. Below is a sample schedule for distance learning in grades 7-8. Daily instructional minutes will comply with state requirements.

Please note: All schedules are in the final stages of negotiation with the bargaining associations and as such are still subject to change.

The Muscatel schedule will consist of a 20-minute long Advisement class and six 40-minute class periods daily. Students will engage in synchronous learning from 8:55 to 2:25, with a lunch break and five minute "passing period" between classes. To support student engagement, students will experience a variety of lesson activities during synchronous learning. The table below shows the daily bell schedule:

Monday - Thursday Distance Learning Schedule - Middle School

Monday - Thursday Live Synchronous Instruction		
Time: (40 minute class periods, late start)	Student Activity	Teacher Activity
7:30 - 8:00	<ul style="list-style-type: none"> • Meal Pick-Up (7:00 - 8:00) • Eat breakfast Get ready for the day • Students' Asynchronous Learning <ul style="list-style-type: none"> ○ log into Google Classroom ○ open tabs for the day ○ Complete independent student work (independent reading or other assigned work) 	(Offline) <ul style="list-style-type: none"> • Teacher Prep Time
8:00 - 8:50	Teacher planning, PLC collaboration, IEP/SST meetings	
8:55 - 9:15	Advisement - Live	Advisement - Live
9:20 - 2:25	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher ○ Engage in related services ○ Engage in PE, library, computer skills, music, etc., (Times/days will vary) 	<ul style="list-style-type: none"> • Facilitate live online instruction <ul style="list-style-type: none"> ○ Zoom whole group session ○ Zoom breakout small group session ○ Facilitate online small group instruction ○ Lead 1:1 instruction online



9:20 - 10:00	Period 1 - Live
10:05 - 10:45	Period 2 - Live
10:50 - 11:30	Period 3 - Live
11:30 - 12:15	Lunch
12:15 - 12:55	Period 4 - Live
1:00 - 1:40	Period 5 - Live
1:45 - 2:25	Period 6 - Live

Friday Distance Learning Schedule - Middle School

Friday Live Synchronous Instruction - Middle School		
Time	Student Activity	Teacher Activity
7:30 - 7:45 7:45 - 8:30 8:30 - 8:55	RTA Meeting Staff Meeting/Professional Learning PD PLC time	
8:00 - 8:55	<ul style="list-style-type: none"> • Students' Asynchronous Learning <ul style="list-style-type: none"> ○ Log into Google classroom ○ Open tabs for the day ○ Complete independent student work (independent reading or other assigned work) 	
8:55 - 9:15	Advisement - Live -- include all school assemblies-rallies-celebrations-recognition/activities	
9:20 - 2:25	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher ○ Engage in related services ○ Engage in PE, library, computer skills, music, etc., (Times/days will vary) 	<ul style="list-style-type: none"> • Facilitate live online instruction <ul style="list-style-type: none"> ○ Zoom whole group session ○ Zoom breakout small group session ○ Facilitate online small group instruction ○ Lead 1:1 instruction online



9:20 - 10:00	Period 1 - Live
10:05 - 10:45	Period 2 – Live
10:50 - 11:30	Period 3 - Live
11:30 - 12:15	Lunch
12:15 - 12:55	Period 4 - Live
1:00 - 1:40	Period 5 - Live
1:45 - 2:25	Period 6 - Live

Hybrid Learning Instruction

Elementary Hybrid Learning Schedules and Groupings

If and when health and safety conditions are satisfied, and state and county permissions obtained, and district leadership decides to enter Phase 2 (Hybrid Learning), elementary hybrid schedules will have the following elements:

- Students attend school in-person two days per week, and online three days per week.
- Students attend on alternating daily schedules to reduce group sizes.
- All hybrid schedules will maintain distance learning on Fridays.
- Instructional minutes will comply with state standards.
- Cohorts (groups of students) stay together and with the same teacher throughout school day and cohorts do not mix. Wherever possible, children in families will be prioritized for matched schedules (e.g. all siblings in cohort A).
- SDC & RSP can come every day **as long as social distancing can be maintained.**



Sample Elementary Hybrid Weekly Learning Schedule

Please note: Hybrid schedules are subject to negotiation with the bargaining associations and as such are still subject to change.

Elementary TK - 6 AB/AB/C Cohort Weekly Schedule Hybrid Learning Note: All distance learning following the distance learning daily schedule				
Monday	Tuesday	Wednesday	Thursday	Friday (Distance)
A Day	B Day	A Day	B Day	C Day (Late Start)
Group 1 In-Person Group 2 Distance Group 3: Distance/ Independent Study	Group 1 Distance Group 2 In-person Group 3: Distance/ Independent Study	Group 1 In-Person Group 2 Distance Group 3: Distance/ Independent Study	Group 1 Distance Group 2 In-person Group 3: Distance/ Independent Study	Group 1 Distance Group 2: Distance Group 3: Distance/ Independent Study



Sample Elementary Hybrid Weekly Learning Schedule - (TK & K, SDC PK)

Monday - Thursday DAILY Schedule - TK & K, SDC PK Hybrid Learning		
	In-Person Cohort (A) Directed Teaching	Virtual Cohort (B) Independent Practice
Instructional Block #1 (~60 Minutes)	Class meeting with in-person and virtual students for attendance and morning meeting In-person instruction	Virtual students log in for attendance and morning meeting Independent student work using age appropriate increments of digital and non-digital learning activities
15 Minutes	Break	Break (Use a timer)
Instructional Block #2 (~60 Minutes)	In-person instruction	Independent student work using age appropriate increments of digital and non-digital learning activities
45 Minutes	Lunch	Lunch
Instructional Block #3 (~60 Minutes)	In-person instruction	Independent student work using age appropriate increments of digital and non-digital learning activities
Instructional Block #4 (~30 Minutes)	Dismissal for In-Person	Live Instruction with Teacher (1:1, small group, check-ins)



Sample Elementary Hybrid Weekly Learning Schedule - (Grades 1-6)

Monday - Thursday DAILY Schedule - Grades 1-6 Hybrid Learning		
	In-Person Cohort	Virtual Cohort
Instructional Block #1 (~90 Minutes)	Class meeting with in-person and virtual students for attendance and morning meeting In-person instruction	Virtual students log in for attendance and morning meeting Independent student work using age appropriate increments of digital and non-digital learning activities
15 Minutes	Break	Break (Use a timer)
Instructional Block #2 (~90 Minutes)	In-person instruction	Independent student work using age appropriate increments of digital and non-digital learning activities
45 Minutes	Lunch	Lunch
Instructional Block #3 (~60 Minutes)	In-person instruction	Independent student work using age appropriate increments of digital and non-digital learning activities
Instructional Block #4 (~30-45 Minutes)	Dismissal for In-Person Independent Homework	Live Instruction with Teacher Live Online: PE/APE, Library, Music, additional support (times/days will vary and will not be every day)



Friday Hybrid with Distance Learning Schedule - (Grades TK-6, SDC PK)

Friday Hybrid Distance Learning Schedule - Grades SDC PK, TK-6			
Time	Block	Student Activities	Teacher Activities
7:30 - 8:00		<ul style="list-style-type: none"> Meal Pick-Up (7:00 - 8:00) Eat breakfast Get ready for the day 	7:30 - 7:45 RTA Meeting (offline) 7:45 - 8:00 Teacher Prep - teachers post assignments and links before 8:00 am daily
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Asynchronous <ul style="list-style-type: none"> Log into Google Classroom Open tabs for the day Complete independent student work (independent reading or other assigned work) 	(offline) Teacher Prep for the day: Review homework and what needs to be retaught
8:30 - 9:30	Instructional Block #2	<ul style="list-style-type: none"> Engage in live online instruction with teacher <ul style="list-style-type: none"> Zoom whole group session Includes a class meeting with the whole class for attendance and morning meeting SEL/LIM/PBIS Assemblies, Recognitions 	<ul style="list-style-type: none"> Facilitate live online instruction with teacher <ul style="list-style-type: none"> Zoom whole group session Includes a class meeting with the whole class for attendance and morning meeting SEL/LIM/PBIS Assemblies, Recognitions
9:30 - 11:30 SDC PK dismissal 12:00	Instructional Block #3	<ul style="list-style-type: none"> Engage in live online instruction with teacher <ul style="list-style-type: none"> Engage in online small group instruction with teacher Engage in 1:1 Instruction online with teacher 	<ul style="list-style-type: none"> Facilitate live online instruction with teacher <ul style="list-style-type: none"> Facilitate online small group instruction with teacher Lead 1:1 instruction online with teacher Office hours, Check-ins
11:15 - 12:00	SDC PK Lunch	SDC PK Lunch	SDC PK Lunch
11:30 - 12:15	Lunch	Lunch	Lunch
12:15 - 1:00	Instructional Block #4	<ul style="list-style-type: none"> Complete asynchronous or independent work following teacher home schedule 	<ul style="list-style-type: none"> Staff Meetings Professional Learning



1:00 - 1:45 (TK/K)	1:00 - 1:55 (1-3) 1:00 - 2:20 (4-6)	Take a break and do any assigned work After school	<ul style="list-style-type: none"> • Professional Learning, Collaboration • Prep Time for creating videos/Peardeck, etc. • Submit attendance and student engagement (based on pending CDE guidance)
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Middle School Hybrid Learning

- Specific grades may transition into hybrid learning if and when specific health and safety county and district criteria are satisfied.
- The district will transition classes, schools or the entire district back into distance learning as needed to respond to changes in health and safety conditions and state and county directives.
- Hybrid schedules will follow an alternating design on Monday - Thursday. All students will attend school on Fridays via distance learning.
- Wherever possible, siblings will be prioritized for matched schedules.

Instructional Priorities in Both Distance and Hybrid Learning

- Schedules include support time for interventions, enrichments, small group instruction, and other activities that support student learning and engagement.
- The curriculum will focus on essential grade level/subject area standards and use high quality online tools, applications and platforms available to all students. Please see the instructional framework for more information.
- There will be a strong emphasis on student social and emotional well-being, as well as academics and arts, as part of the learning program.
- Certain classes will receive priority for in-person, hands-on learning if and when there is a shift from distance to hybrid learning.

Middle School Hybrid Learning Schedules and Groupings

Hybrid schedules will be in effect when health and safety conditions can be satisfied and state and county permissions granted.

- Students daily schedule will remain the same as traditional school: 8:00 am - 2:25 pm
- Students attend on alternating daily schedules to reduce group sizes.
- All hybrid schedules will maintain distance learning on Fridays.
- Instructional minutes will comply with state requirements.



- Wherever possible, siblings will be prioritized for matched schedules (e.g. all siblings in cohort A).

Sample Middle School Hybrid Learning Schedules

Please note: All schedules are in the final stages of negotiation with the bargaining associations and as such are still subject to change.

Middle School AB/AB/C Cohort Weekly Schedule Hybrid Learning Note: All distance learning following the distance learning daily schedule				
Monday	Tuesday	Wednesday	Thursday	Friday (Distance)
A Day	B Day	A Day	B Day	C Day
Group 1 In-Person	Group 1 Distance	Group 1 In-Person	Group 1 Distance	Group 1: Distance Group 2: Distance
Group 2 Distance	Group 2 In-person	Group 2 Distance	Group 2 In-person	Group 3: Distance/ Independent Study
Group 3: Distance/ Independent Study	Group 3: Distance/ Independent Study	Group 3: Distance/ Independent Study	Group 3: Distance/ Independent Study	



**Middle School AB/AB/C Cohort Monday - Thursday Schedule
Hybrid Learning
In Person**

Time	Monday	Tuesday	Wednesday	Thursday
	A Day	B Day	A Day	B Day
Start time 8:00	Advisement			
	Period 1			
	Period 2			
	Period 3			
	Period 4			
	Lunch *Due to lunch having to be staggered, specific times for the daily schedule will be established when preparing to return to school under the hybrid model*			
	Period 5			
End time 2:25	Period 6			



**Middle School AB/AB/C Cohort Friday Schedule (Distance - C Day)
Hybrid Learning**

Note: All distance learning following the distance learning daily schedule

Time	Student Activity	Teacher Activity
7:30 - 7:45 7:45 - 8:30 8:30 - 8:55	<p align="center">RTA Meeting Staff Meeting/Professional Learning PD PLC time</p>	
8:00 - 8:55	<ul style="list-style-type: none"> • Students' Asynchronous Learning <ul style="list-style-type: none"> ○ Log into Google classroom ○ Open tabs for the day ○ Complete independent student work (independent reading or other assigned work) 	
8:55-9:15	<p align="center">Advisement - Live -- include all school assemblies-rallies-celebrations-recognition/activities</p>	
9:20 - 2:25	<ul style="list-style-type: none"> • Engage in live online instruction with teacher <ul style="list-style-type: none"> ○ Zoom whole group session ○ Engage in online small group instruction with teacher ○ Engage in 1:1 Instruction online with teacher ○ Engage in related services ○ Engage in PE, library, computer skills, music, etc., (Times/days will vary) 	<ul style="list-style-type: none"> • Facilitate live online instruction <ul style="list-style-type: none"> ○ Zoom whole group session ○ Zoom breakout small group session ○ Facilitate online small group instruction ○ Lead 1:1 instruction online
	<p align="center">Staggered Lunch</p>	<p align="center">Staggered Lunch</p>



Student Access and Social-Emotional Supports

Nutrition Services

Prepackaged covered breakfast and lunch meals.

“Grab and Go” breakfast and lunch kits will be available two-three times per week for distance learners.

- Students and families will pick up meals twice a week.
- Meals will be bagged with multiple days’ worth of food for both breakfast and lunch.
- PICK UP TIME: **7:00 – 8:00 and 11:30 – 12:15** – This allows the student who picks up his/her meal at 8:00 enough time to go home and eat it.

Hybrid learners will receive take home meals for their distance learning days.

Students will be served in cohort groups with supervision to ensure physical distancing.

All eating surfaces will be cleaned between meals and after meals.

Technology

Chromebooks will be available for every student, and hotspots will be provided based on need.

The District Tech Support Team will provide Chromebook repair/replacement service and family technology support via email to schedule appointments.

Training resources for tech tools and apps will be centrally provided and housed.

Staff, students, and families will receive training on tools and apps.

The District Tech Support Team will be reaching out to parents to distribute Chromebooks during the first week of August. Site staff and teachers will also reach out to Pre-K, TK, and K students to welcome them and give an orientation including how to receive their Chromebooks and other materials before starting their distance learning program.

Student Resources and Supports

Staff provides outreach to ensure students with unique needs, including foster youth and homeless students, have the necessary resources to access learning while following public health guidelines as well as supports to address academic and social-emotional needs.

- Students will be prioritized for return to school based on a tiered system for reopening for identified special education students.
- Additional learning opportunities on-site or virtually.
- Technology and internet access with troubleshooting support.
- Students not meeting expectations through distance learning will be referred to support services.
- Increased Synchronous Live Online Instruction with instructional aids.
- Designated supports and services as outlined in individualized educational plans.



Student Engagement

Staff provides weekly outreach to ensure students who are not fully engaged have a virtual or in-person contact. These students are closely monitored.

- Appointments are made with students and families and recommendations are provided.
- We will send referrals for wellness or academic support as well as outreach with our community partners.
- We will also provide family workshops and principals coffee chats on the importance of student participation.

McKinney-Vento and Foster Youth

New Identification of Students/Families in Transition

- Community Liaison appointments (virtual, phone, in-person) with protocols in place to reduce transmission.
- Sign up families for monthly food distribution via referrals to address issues of food security and basic needs.

Students/Families in Transition and Students in Foster Care

- Prioritized enrollment and school site assistance.
- Prioritized technology and internet access for every student.
- Food assistance program resources.
- Transportation assistance.
- Housing, medical, and dental assistance referrals.
- Other family needs-specific referrals.

Mental Health and Wellbeing

- Provide psychoeducation on mental health issues.
- Promote social emotional learning competencies of all children
- Mobilize Student Services staff to evaluate student, family, and school staff emotional needs.
- Provide onsite and/or telehealth individual counseling services or family coaching with protocols in place to reduce transmission.
- Utilize community partnerships to address mental health referrals.
- Provide staff professional development on topics such as suicide prevention, social-emotional learning, and trauma informed practices.
- Provide crisis support to sites in case of mental health emergencies.



Additional Actions to Engage and Support Families in Our District

- Family support and training, including on technology.
- Virtual office hours with school office teams, community liaisons, and community partners.
- Translation services in Spanish, Vietnamese, and Chinese (Mandarin and Cantonese).
- Coordinate monthly food distributions for families.
- Coordinate with outside organizations to promote services and workshops to empower families.
- Work with district sites to coordinate district wide family engagement events.
- Provide community resources to school sites and families.

Professional Development

Awareness, Understanding, and Best Practices

- All staff will receive training in strategies that support a positive school climate by integrating practices that support student and staff well-being, prioritize relationships and create a safe place to learn.

Systems and Supports

- All staff will receive training in site and district systems of support to address student wellbeing, youth mental health, and crisis supports.

Child Care

- We are assessing the ability to offer extended day care for school-aged students, while also adhering to the public health departments requirements for stable cohorts.

After School Programs

- We are assessing the capacity to offer after school programs, while also adhering to the public health departments requirements for stable cohorts.
- We are assessing ability to offer extended day care for school-aged students, while also adhering to the public health departments requirements for stable cohorts.

Online Platforms and Tools for Distance Learning

Current RSD Online Learning Platforms and Support Sites

- RSD Ed Tech PD/Resource Site <https://t.ly/JBbf>
- Online Classroom: Google Classroom
- Live Synchronous Instruction and Online Meeting Places:
 - Zoom
 - Digital Video Support: ScreenCastify, YouTube, FlipGrid, Loom
- Communication System: Blackboard Connect, ClassDojo, Remind



Required Online Learning Platform

Google Classroom: Teachers should establish a Google Classroom for each class and have students join. Rosemead Ed Tech/PD Lead Coaches are providing workshops throughout the year to build the capacity of staff. There is also a District Google Site with links to videos and resources for a self-paced professional learning opportunity.

Getting Started with Google Classroom:

https://www.youtube.com/watch?time_continue=5&v=DeOVe2YV2Io&feature=emb_logo

How to create a new classroom in Google Classroom:

<https://youtu.be/xUF9c5sk4YY>

Google Classroom Support Videos:

<https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>

Google Training Videos:

<https://teachercenter.withgoogle.com/>

Digital Learning Resources

Video Creation Resources

Recommended:

Zoom (staff/students): Online software. Screen/video record available for meetings and breakout rooms.

Google Meet (staff/students): No software is necessary. Screen/Video capture (select the MORE button and click on record) or stream live to up to 250 participants. Recorded video goes directly into your Google Drive.

ScreenCastify (staff): Google Chrome extension installation. Record, edit and share videos.

Quicktime Player for Mac (staff): Quicktime-->File--> New Movie Recording-->Audio Recording or Screen Recording

iPad/iPhone (staff/student): Screen Capture, ShowMe Apps available to record, edit and share videos.

Adobe Spark (staff/student): Presentation software <https://spark.adobe.com/> (sign in with Google)

Alternative Options:

YouTube Studio (staff/student): Upload videos or Stream live

Cellular Phone/Chromebook/iPad Camera: Devices all come with a camera to allow video recording.



Distance Learning Instructional Best Practices

Using Offline Docs, Sheets and Slides: Students can create and edit docs, sheets and slides offline and they will update when they hit the network. If you anticipate students will be offline at home and do not have access to the internet, create docs and slides they can download beforehand. They can edit everything at home.

For more on using Chromebooks offline: [Tackling the Digital Divide: Leveraging Offline Chromebooks](#)

Google Docs and Slides: Create interactive slides and docs, allow for comments, leverage hyperlinks and media content, add drawings and vary the activity and content modality.

Slides Q&A in Google Meet: In Slides Presenter Mode, you can leverage slides Audience Q&A to invite students to ask questions and share ideas during your lesson. Additionally, display questions for all students to see and react to. You can also display some of the responses to open further discussion. Don't forget to turn on closed captioning if needed.

Chunking Content: Have 30-minute of instructional content? Break it into six 5-minute mini lessons, allow students to digest the material and synthesize the understanding through discussion, journaling or content creation. This also allows a student who has a slow network connection to access your content.

Pausing often to check for understanding: Leverage Google Forms Quizzes, Google Classroom or Canvas Assignments, or create more discussion boards to check for student understanding throughout learning activities.

Take into account internet accessibility: By assigning small pieces of checking for understanding as you chunk the content, this will allow students who are having broadband issues to work when they have access to the internet. Do not require everyone to meet at one time during the day as this could be an issue to some.

Integrating Hands-on Activities: Not all lessons have to be digital. How can students interact with their physical environment throughout the lesson? Integrate analog creation, and have students upload their work to a Slide, Doc, Classroom or Canvas.

Google Meet and Chat: Use as a progress check. Engage students in discussion about learning topics by having them dialogue during lessons in Hangouts Meet chats or over time in a Google Chat room. Throw out discussion starters in your lesson and allow students to interact with one another through the chat.

Google Classroom Discussions: Engage students in discussions in Google Classroom and assess their participation. You can even provide a rubric for types of participation: sharing a new idea, responding to a prior comment or posing a question.

Google Classroom Assignments: Assign creative assignments leveraging G Suite productivity tools to invite students to demonstrate their mastery of a concept through collaborative or creative tasks. A student could publish a slide deck on a new topic, or build a spreadsheet to show a budget for a larger project.

Gmail and Calendar: Make sure to regularly check your email for notifications or communication from students. You can use the calendar to have students sign up for appointments to chat 1:1.



Larger-Scale Projects: This is the perfect opportunity to assign a larger-scale project based on learning activities. Students can engage in cross-subject collaborative projects, applying prior knowledge and inspiring them to explore new topics.

For previous webinars on Interactive Instruction: [Enabling Distance Learning with G Suite and Chrome Access to Learning for Students with IEPs and 504 plans](#)

Many of your students with learning and language needs rely on staff members to help them access the curriculum. Of course, in the event of a school closure or remote learning scenario, students will have limited access to aides and paraprofessionals.

Online Books (Epic!)

How can you keep your students reading?

Here are the steps we recommend to ensure your students continue to have access to the books they need and love:

Co:Writer (Word Prediction/Speech-to-Text/Language Support)

Students with writing disabilities can struggle in e-learning settings without extra support.

Co:Writer (word prediction, speech recognition, and language support) is available across platforms including iOS, Google, and Microsoft. Students can install on any device and login with their RSD Google username and password—getting access to all of their personalized settings and resources from anywhere.

With Co:Writer, students can voice type and use word prediction to capture all those wonderful thoughts and put words to paper.

Snap and Read (text-to-speech)

Snap&Read (reading accommodations and study tools) are all available across platforms including iOS, Google Chrome, and Microsoft Edge. Students can install on any device and login with their RSD Google username and password—getting access to all of their personalized settings and resources.

- Read Aloud
Listen to text as it's read aloud across websites, PDFs, and Google Drive. It also reads in other languages.
- Translation
Translate text into 100+ languages on any webpage
- Study Tools
Pull text into an outline, then organize it and add notes.
- Dynamic Text Leveling
Dynamically adjust the readability of text without changing the meaning
- Remove Distractions
- Snap&Read improves text readability with the Remove Distractions feature. A single click gets rid of distracting content and adjusts fonts, spacing and number of characters per line creating the



best online reading experience possible. The Remove Distractions tool also reformats any webpage to read—distraction-free—alongside an open outline.

- Color Overlay/Reading Line Guides
Snap&Read Color Overlay and Reading Line Guides brings focus to text paragraph-by-paragraph and even line-by-line—by masking the reading area.
- Picture Supported Dictionary
Clear definitions plus MULTIPLE icon representations enhance meaning. Use tools to better understand definitions—read aloud, Dynamically Text Leveling, and Translation.
- Screenshot Reader
Instantly get access to text embedded in images, inaccessible PDFs, and Flash through Optical Character Recognition (OCR).
- Annotation
Highlight and add text to PDFs then save to Google Drive, One Drive, or download.

For homes that don't have internet access, most of the tools (with the exception of certain features) will work offline once the tools are downloaded and the student is logged in. Text-to-speech and word prediction is fully accessible without internet access.

Clicker Writer

- Make writing tasks fun and accessible for every learner with our child-friendly word processor for iPad and Chromebook.
- Free access for schools affected by the coronavirus outbreak:
<https://www.cricksoft.com/us/clicker/covid-19-access>

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(click on the links within the badges for emails)

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Appendix

TK/K & SDC PK Schedule: Weeks 1-3

August 19-21 (Week 1)	TK/K & SDC PK - Distance Learning Schedule Week #1 - 30 Minutes Live (please refer to p. 22 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Independent Student Work Teachers check assignments
8:30 - 9:00	Instructional Block #2	<ul style="list-style-type: none"> Live Online Instruction with Teacher
9:00 - 11:45 SDC PK Dismissal- 12:00 pm	Instructional Block #3	<ul style="list-style-type: none"> Asynchronous/Independent Student Work Live Small Group Instruction Live 1:1 Instruction
11:45 - 12:30	Lunch	
12:30 - 1:45	Instructional Block #4	<ul style="list-style-type: none"> Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) Asynchronous/Independent Student Work

August 24-28 (Week 2)	TK/K - Distance Learning Schedule Week #2 - 1 Hour Live (please refer to p. 22 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> Independent Student Work Teachers check assignments
8:30 - 9:30	Instructional Block #2	<ul style="list-style-type: none"> Live Online Instruction with Teacher
9:30 - 11:45 SDC PK Dismissal- 12:00 pm	Instructional Block #3	<ul style="list-style-type: none"> Asynchronous/Independent Student Work Live Small Group Instruction Live 1:1 Instruction
11:45 - 12:30	Lunch	
12:30 - 1:45	Instructional Block #4	<ul style="list-style-type: none"> Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) Asynchronous/Independent Student Work



Aug 31-Sept 4 (Week 3)	TK/K - Distance Learning Schedule Week #3 - 2 Hours Live (please refer to p. 22 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> • Independent Student Work • Teachers check assignments
8:30 - 10:30	Instructional Block #2	<ul style="list-style-type: none"> • Live Online Instruction with Teacher
10:30 - 11:45 SDC PK Dismissal- 12:00 pm	Instructional Block #3	<ul style="list-style-type: none"> • Asynchronous/Independent Student Work • Live Small Group Instruction • Live 1:1 Instruction
11:45 - 12:30	Lunch	
12:30 - 1:45	Instructional Block #4	<ul style="list-style-type: none"> • Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) • Asynchronous/Independent Student Work

Grade 1 Schedule: Weeks 1-3

August 19-21 (Week 1)	Grade 1 - Distance Learning Schedule Week #1 - 30 Minutes Live (please refer to p. 23 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> • Independent Student Work • Teachers check assignments
8:30 - 9:00	Instructional Block #2	<ul style="list-style-type: none"> • Live Online Instruction with Teacher
9:00 - 12:20	Instructional Block #3	<ul style="list-style-type: none"> • Asynchronous/Independent Student Work • Live Small Group Instruction • Live 1:1 Instruction
12:20 - 1:05	Lunch	
1:05 - 1:55	Instructional Block #4	<ul style="list-style-type: none"> • Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) • Asynchronous/Independent Student Work



August 24-28 (Week 2)	Grade 1 - Distance Learning Schedule Week #2 - 1 Hour Live (please refer to p. 23 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> • Independent Student Work • Teachers check assignments
8:30 - 9:30	Instructional Block #2	<ul style="list-style-type: none"> • Live Online Instruction with Teacher
9:30 - 12:20	Instructional Block #3	<ul style="list-style-type: none"> • Asynchronous/Independent Student Work • Live Small Group Instruction • Live 1:1 Instruction
12:20 - 1:05	Lunch	
1:05 - 1:55	Instructional Block #4	<ul style="list-style-type: none"> • Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) • Asynchronous/Independent Student Work

Aug 31-Sept 4 (Week 3)	Grade 1 - Distance Learning Schedule Week #3 - 2 Hour Live (please refer to p. 23 Week #4 for more details)	
8:00 - 8:30	Instructional Block #1	<ul style="list-style-type: none"> • Independent Student Work • Teachers check assignments
8:30 - 10:30	Instructional Block #2	<ul style="list-style-type: none"> • Live Online Instruction with Teacher
10:30 - 12:20	Instructional Block #3	<ul style="list-style-type: none"> • Asynchronous/Independent Student Work • Live Small Group Instruction • Live 1:1 Instruction
12:20 - 1:05	Lunch	
1:05 - 1:55	Instructional Block #4	<ul style="list-style-type: none"> • Live Online: Physical Education, Library, Computer Lab, Music, additional support (times/days will vary and will not be every day) • Asynchronous/Independent Student Work



Online Classroom Look-Fors

Virtual Look-Fors: Supporting Instruction | COVID-19

Virtual Look-Fors for School Leaders: Supporting Instruction During COVID-19 Online & Remote Learning

When school is in session and you conduct walk-throughs of physical classrooms, you typically look for evidence of meaningful content, active student engagement, and effective instructional practices. While you can still look for these elements in a virtual classroom, what is most important as you lead through COVID-19 is that content is worthy and engaging, students are connected and supported, and teachers are clear and communicative -- and that you keep equity and the needs of your most vulnerable learners front and center. Below are the most important look-fors as you protect learning through COVID-19.

Area	CONTENT LOOK-FORS	Where to Look
Assignments	<ul style="list-style-type: none"> • Content consists of high-quality texts, problems, and tasks to support the most important standards and skills within the grade-level/content area. • Tasks are worthy of students' time and provide information to the teacher about what students know and are able to do (i.e., no busy work!). • Tasks are designed with a low floor and high ceiling (i.e., all students can begin the task and then work at their own level). • There is a balance of tasks that require critical thinking and problem solving as well as those that serve to maintain important knowledge and skills. • Workload is manageable and students can complete tasks independently within given time frames. 	<ul style="list-style-type: none"> • Assignments • Student tasks
Clarity of Instructions	<ul style="list-style-type: none"> • Assignments and tasks communicate high expectations and high standards for student learning, participation, work, and expected outcomes, while also providing flexibility around how and when work is done. • Assignments include clearly defined instructions, required steps, and the amount of time it should take students to complete. • Tasks include success criteria, and rubrics or other tools are available for students to self-assess. • How and when work will be reviewed is clearly defined. 	<ul style="list-style-type: none"> • Assignments • Student tasks • Learning platform (e.g., Google Classroom) • Rubrics • Teacher-student communication



Area	TEACHER LOOK-FORS	Where to Look
Planning	<p>The teacher...</p> <ul style="list-style-type: none"> • uses feedback from a variety of stakeholder groups to plan for the week ahead. • effectively sequences assignments so that students build and maintain key knowledge and skills. • collaborates with grade-level/content area colleagues and specialists to share resources, develop assignments, plan for instruction, and provide additional supports to meet the needs of diverse learners. 	<ul style="list-style-type: none"> • Lesson plans • Virtual collaborative planning meetings
Feedback	<p>The teacher...</p> <ul style="list-style-type: none"> • builds formative assessment into tasks. • provides regular and consistent feedback to students that includes next steps for the student to take towards the goal of the task. • provides opportunities for students to apply feedback and resubmit tasks. • proactively offers opportunities to connect to review feedback 1:1. 	<ul style="list-style-type: none"> • Assignments • Student tasks • Submitted student work • Teacher-student communication
Communication	<p>The teacher...</p> <ul style="list-style-type: none"> • attempts to understand the reality and unique situation of each student and communicates with empathy and care. • sets clear expectations for when they are available and how they can best be contacted. • utilizes formal and informal mechanisms to check in with all students and families on overall well-being and to support academic progress. • develops positive supports and reinforcements (digital rewards, celebratory routines, etc.) • develops mechanisms to help students stay on track with assignments and tasks (e.g., calendar reminders, timelines). • provides weekly opportunities for students and parents to share what's working and what's not and uses the data to drive their next steps. 	<ul style="list-style-type: none"> • Learning platforms • Teacher-student communication • Teacher calendar • Student and family surveys



Area	STUDENT LOOK-FORS	Where to Look
<p>Work Habits</p>	<p>Students...</p> <ul style="list-style-type: none"> • reflect on learning and can say whether or not the learning target was met. • engage in self-paced and self-directed learning when appropriate. • exhibit effective work habits, including: <ul style="list-style-type: none"> • effectively managing time in order to complete assignments. • proactively seeking support when an assignment is challenging or requires clarification. • requesting an extension if assignments cannot be completed. • possessing organizational strategies to keep track of assignments. • actively participate in learning. 	<ul style="list-style-type: none"> • Submitted student work • Discussion boards • Synchronous learning • Attendance
<p>Student Discourse</p>	<p>Students...</p> <ul style="list-style-type: none"> • discuss and ask questions about each other's thinking in order to clarify or improve their understanding or build upon one another's ideas. • have opportunities to learn with and from one another through discussion boards, synchronous discussion, or other collaborative opportunities. • use social media and platforms to work, share, interact, and learn together. 	<ul style="list-style-type: none"> • Submitted student work • Discussion boards • Synchronous learning • Learning platforms

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Appendix 4 – Social Emotional Support Plan

Social Emotional Learning & Supports Website



<https://sites.google.com/rosemead.k12.ca.us/social-emotional-wellness/home>



Appendix 5 – Cleaning, Disinfecting, Ventilation (HVAC) and Personal Protective Equipment (PPE) Plan

Note: This is a dynamic document guiding the cleaning, disinfecting and PPE supplies for schools and offices, that will be updated as we receive input and public health guidance changes.

OVERVIEW

The Rosemead School District (RSD) under the guidance of Public Health has developed processes and tools to assist in the use of Personal Protective Equipment (PPE) required in the school setting, for both classrooms and offices, in the age of COVID-19. This document provides an outline of these processes and tools, which include: 1) Parameters guiding the work, 2) Cleaning schedules and PPE kit contents for classrooms and offices, 3) Trainings on the proper use of cleaners and disinfectants, and 4) Enhanced HVAC and Ventilation procedures.

PARAMETERS

- COVID-19 is with us for the foreseeable future and we must begin reopening our society within the confines of this new reality;
- There are proven strategies and protocols to accomplish this in a way that lowers the probability of exposure and allows for contact tracing if someone becomes symptomatic;
- All protocols, products and trainings must align with Public Health, CDC, Cal-OSHA, and the EPA requirements and meet the EPA-approved standards for use against COVID-19;
- Site-based classroom instruction is a crucial component in meeting the academic and social-emotional needs of students;
- Schools and classrooms will need proper Personal Protective Equipment (PPE) for students and faculty to return to site-based classroom instruction;
- Office locations will need proper PPE for staff to return to office-based work; and,
- The use of PPE is one of a number of protective measures required to keep staff and students safe during COVID-19.

CLEANING SCHEDULES AND PPE KITS FOR CLASSROOMS & OFFICES

Classroom Cleaning Schedules outline the level and frequency of cleaning required for different areas and items within a classroom. The Schedules also identify the party responsible for the recommended cleaning and the specific product to use for the cleaning (which may be substituted). Two Classroom Cleaning Schedules were created to reflect different needs at lower grade levels. The two Schedules are titled *PreK-6 & Special Education* and *Grade 7-8*. The cleaning schedules have been reviewed by the Cleaning, Disinfecting and Ventilation Sub Committee, and are consistent with Los Angeles County



Department of Health (LACDPH) protocols, and are designed for strategic use of disinfectants and sanitizers. In addition to the Cleaning Schedules, each site will develop a site specific cleaning schedule which aligns with this document’s Cleaning Schedules.

Classroom Health and Safety Kits are Personal Protective Equipment (PPE) supply lists recommended for a classroom over a given number of weeks. These kits are designed to support the PPE needed for the Classroom Cleaning Schedules and all products are consistent with CDC and Cal-OSHA recommendations, and meet the EPA-approved standards for use against COVID-19. As with the Classroom Cleaning Schedules, we have created two kits to ensure student programs which require higher levels of disinfecting and have greater amounts of instructional material are properly supplied. The two kits are titled *PreK-6 & Special Education* and *Grade 7-8*. Products and amounts will be evaluated periodically to determine if adjustments are needed.

School and student programs will have an entry points/drop off locations with Health Check-in Station for student and staff arrivals. The Health Check-in Station PPE kit lists the materials recommended to properly supply that station with PPE.

Classroom Grades PK-6 & Special Education	Classroom Grades 7-8	Health Check-in Station
<p align="center">Cleaning Schedule Grade PK-6 Kits School Cleaning Schedule</p>	<p align="center">Cleaning Schedule Grade 7-8 Kits</p>	<p align="center">Check In Kit</p>

Office Cleaning Schedule outlines the level and frequency of cleaning required for different areas within an office. They also identify the party responsible for the cleaning and recommend a specific product to use for the cleaning (which can be substituted). The cleaning schedules are based on guidelines outlined by Cal-OSHA have been reviewed by custodial supply experts, are consistent with LACDPH protocols, and are designed for strategic use of disinfectants and sanitizers. In addition to the Cleaning Schedules, each site will develop a site specific cleaning schedule which aligns with this document’s Cleaning Schedules.

Office Health and Safety Stations are Personal Protective Equipment (PPE) supply lists and are based on the number of staff, meeting rooms, bathrooms, and entrances into each office space over a given number of weeks. All products are consistent with CDC and Cal-OSHA recommendations, and meet the EPA-approved standards for use against COVID-19. Similar products may supplement those identified. The specific items and amounts will be periodically evaluated to determine if adjustments are needed.



PROPER USE OF CLEANERS & DISINFECTANTS

Staff must follow label directions on all cleaning, sanitizing and disinfectant products. Prior to the use of any cleaner, sanitizer, and disinfectant, office and school staff must have proper training and access to personal protective equipment. The 2000 Healthy Schools Act ([Assembly Bill 2260](#)) further requires all school faculty to be trained in their school's Integrated Pest Management Plan. All sanitizers and disinfectants should be kept out of the reach of students and must be approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list](#).

Below we have provided a number of trainings specific to the PPE kits and cleaning schedules outlined in this document. These trainings are provided through the BRIT Online platform and regulatory agencies and will be assigned to staff as needed.

TRAININGS & ALTERNATIVE PRODUCTS

Recommended Trainings

- Integrated Pest Management (IPM) Training for Schools
- Personal Protective Equipment
- Proper Handwashing
- How to Sanitize
- How to Disinfect
- Use of Sanitizing and Disinfecting Wipes

Disinfectant Alternatives

Product instructions and Cal/OSHA requirements must be followed for all PPE. Sanitizers and disinfectants must be approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list](#)

It is noted that while surface disinfectant products on EPA approved list have not been tested specifically against SARS-CoV-2, the cause of COVID-19, EPA expects them to kill the virus because they demonstrate efficacy (e.g. effectiveness) against a harder-to-kill virus or demonstrate efficacy against another type of human coronavirus similar to SARS-CoV-2. All surface disinfectants on the list can be used to kill viruses on surfaces such as counters and doorknobs. Because SARS-CoV-2 is a new virus, this pathogen is not readily available for use in commercial laboratory testing to see if a certain disinfectant product is effective at killing the virus.



REFERENCES

The materials presented within this document were taken and adapted from the following sources:

[CA Assembly Bill No. 2260](#)

[Guidance for Child Care Programs that Remain Open](#)

[Guidance on Preparing Workplaces for COVID-19](#)

[How To Clean and Disinfect Schools To Help Slow the Spread of Flu](#)

[NCR Caring for our Children Online Standards Database Chapter 3: Health Promotion and Protection](#)

[Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)



**ROSEMEAD SCHOOL DISTRICT
CLASSROOM CLEANING SCHEDULES**
(Updated July 2020)



Areas	After Use	Daily
Desk Tops	Clean	Sanitize
Counter tops	Clean	Sanitize
Toys	Clean	Sanitize
Chairs	Clean	Sanitize
Cafeteria tables, food prep area, utensils & dishes	Clean/Sanitize	--
Shared Materials: Paper cutter, pencil sharpener, touch screens		Sanitize
Faucets and sinks		Sanitize
Doorknobs, light switches, handrails		Sanitize
Floor		Clean
Bathrooms, potty chair, toilet		Disinfect <i>higher frequency</i> (mid morning/afternoon, evening)
Changing tables	Disinfect	

- Toys that cannot be cleaned or sanitized should not be used.
- Immediately clean surfaces and objects that are visibility soiled.
- The additional, targeted use of sanitizer is recommended on surfaces and objects touched by multiple students.
- More information about Cleaning, Sanitizing and Disinfecting can be found at the www.rosemead.k12.ca.us



Outdoor Play Areas

Outdoor areas generally require normal routine cleaning and do not require disinfection. The targeted use of sanitizers is recommended on outdoor hard surfaces and objects touched/used by multiple students in a single cohort and between use by different cohorts.

Always follow label directions, including the proper use of PPE. Ensure all disinfectants are approved by EPA for effectiveness against Covid-19. Clean surfaces and objects using soap and water prior to disinfection. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions. Remove the fluids, and then clean and disinfect the surface. Keep disinfectants out of the reach of children.

Source: [CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)



ROSEMEAD SCHOOL DISTRICT
CLASSROOM CLEANING SCHEDULES
(Updated July 2020)

Office Cleaning, Sanitizing and Disinfecting Schedule

Areas	After Each Use	Daily (end of the day)	Comments
Work Areas	Clean/Sanitize	--	Clean/Sanitize- Office Staff
Counter tops	Clean/Sanitize	--	Clean/Sanitize- Office Staff
Copy machine	Sanitize	--	Clean/Sanitize- Office Staff
Typewriter	Sanitize	--	Clean/Sanitize- Office Staff
Paper cutter	Sanitize	--	Clean/Sanitize- Office Staff
Chairs	Sanitize	--	Clean/Sanitize- Office Staff
Bathrooms	Sanitize (all touched areas)	Disinfect <i>higher frequency</i> (midmorning, midafternoon, evening)	Clean/Sanitize- Office Staff Disinfect-M&O Staff
Breakroom tables	Clean/Sanitize	Disinfect	Clean/Sanitize- Office Staff Disinfect-M&O Staff
Faucets and sinks	Sanitize	Disinfect	Clean/Sanitize- Office Staff Disinfect-M&O Staff
Touch screens	Sanitize	Disinfect	Clean/Sanitize- Office Staff Disinfect-M&O Staff
Doorknobs, light switches, handrails	--	Disinfect	Clean/Sanitize- Office Staff Disinfect-M&O Staff



Cal/OSHA CoVID-19 General Checklist for Workspaces

- **Frequently disinfect** commonly used surfaces and personal work areas
- Perform **thorough cleaning** in high traffic areas.
- **Clean and sanitize** shared equipment **between each use**.
- **Clean** touchable surfaces between shifts or **between users**, whichever is more frequent.
- **Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes** and ensure availability. *If no sanitation wipes, will provide sanitizer and paper towels.*
- Ensure that sanitary facilities stay operational and stocked at all times
- Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- Consider upgrades to improve air filtration and ventilation.

CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Homes

General framework for cleaning and disinfection practices. The framework is based on doing the following:

1. Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
2. Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.
3. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 70% alcohol solutions). Do not mix cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of children. Read EPA's infographic on how to use these disinfectant products safely and effectively.



PreK-6 and SPED PPE Classroom Kits

(Weekly)

Gloves

- (1) box large
- (.25) box medium (1 box should last 1 month)
- (.25) box X Large (1 box should last 1 month)

Face Coverings

- (.25) box Mask (1 box should last 1 month)

Hand Sanitizer

- (2) 16 oz. bottles or equivalent pack size

Sanitizing and Disinfection

- (1) Pack Disinfectant or Sanitizing wipes (if available)

If no disinfectant or sanitizing wipes are available, (1) Envirox spray bottle (light disinfectant concentration) and paper towels with (1) Safety Glasses

- (2) Face Shields (one time)

* PPE kit quantities are based on students and staff returning under a Hybrid Learning Model, quantities will be adjusted for Distance Learning to reflect actual staffing levels and operational needs. PPE Kits are subject to change based on usage levels and updated guidance from the Los Angeles County Department of Public Health (LACDPH)



Grade 7-8 PPE Classroom Kit

(Weekly)

Gloves

- (1) box large
- (.25) box medium (1 box should last 1 month)
- (.25) box X Large (1 box should last 1 month)

Face Coverings/Shields

- (.25) box Mask (1 box should last 1 month)

Hand Sanitizer

- (2) 16 oz. bottles or equivalent pack size

Sanitizing and Disinfection

1. pack disinfectant and sanitizing wipes (if available)

If no disinfectant or sanitizing wipes are available, (1) Envirox spray bottle (light disinfectant concentration) and paper towels with (1) Safety Glasses

- (2) Face Shields (one time)

* PPE kit quantities are based on students and staff returning under a Hybrid Learning Model, quantities will be adjusted for Distance Learning to reflect actual staffing levels and operational needs. PPE Kits are subject to change based on usage levels and updated guidance from the Los Angeles County Department of Public Health (LACDPH)



Office PPE Kits

Office, Hallway, Meeting Rooms, Break Room Stations (Weekly)	Bathroom Stations (Weekly)
<p><u>Gloves</u> (1) Box L Gloves Vinyl (.5) Medium and XL available upon request</p> <p><u>Face Coverings</u> (.5) box masks (50 should last 2 weeks)</p> <p><u>Hand Sanitizer</u> 1. 16 oz. bottle or equivalent</p> <p><u>Sanitizing and Disinfection Wipes</u> (1) pack (if available)</p> <p><i>*If no Sanitizing Wipes Bottle of Sanitizer/Disinfectant</i></p> <ul style="list-style-type: none"> • <i>Eye protection</i> • <i>Paper towels</i> 	<p><u>Gloves</u> (1) Box Gloves Vinyl (.5) Medium and XL available upon request</p> <p><u>Hand sanitizer</u> 1. 16 oz. bottle or equivalent</p> <p><u>Sanitizing and Disinfection Wipes</u> 1. pack (if available)</p> <p><i>*If no Sanitizing Wipes Bottle of Sanitizer/Disinfectant</i></p> <ul style="list-style-type: none"> • <i>Eye protection</i> • <i>Paper towels</i>



Check-In Area PPE Kit

(Monthly)

- (3) No Touch Thermal Thermometers (one-time)
- (1) pack sanitizing or disinfection wipes
- (2) 16 oz. bottles of hand sanitizer
- (1) Box gloves Large
 - Small, Medium and XL available upon request

* PPE kit quantities are based on students and staff returning under a Hybrid Learning Model, quantities will be adjusted for Distance Learning to reflect actual staffing levels and operational needs. PPE Kits are subject to change based on usage levels and updated guidance from the Los Angeles County Department of Public Health (LACDPH)

ENHANCED HVAC AND VENTILATION PROCEDURES

RSD is committed to evaluating new information related to COVID-19 and air quality within buildings. We will continue to implement and recommend [best practices](#) for minimizing heat in schools that do not have air conditioning, while also working with local health officials and industry experts to ensure proper air movement and air quality in all buildings to keep students and staff as safe as possible.

Air Filters

Increased frequency of HVAC filter exchange from quarterly to every 2 months. Once existing stock of MERV 11 filters has been exhausted, filters will be upgraded from MERV 11 to MERV 13 as HVAC design permits.

HVAC Setting

Units will be set to operate 2 hours prior to the start of school and 2 hours after the end of school.

Air Flow

Schools will increase the circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods when indoor and outdoor conditions safely permit.

Where available, utilize economizer modes of HVAC operations, potentially as high as 100%. Verify compatibility with HVAC system capabilities.

Increase total airflow supply to occupied spaces, if possible.



Start Up

Prior to school opening, units in all areas will be “started up” to ensure proper functioning. Units that fail to operate properly will be repaired and restarted.

Once units are programmed and settings are made, staff are discouraged from changing programs or settings. Otherwise limiting the proper operation and reduce the overall effectiveness.

REFERENCES

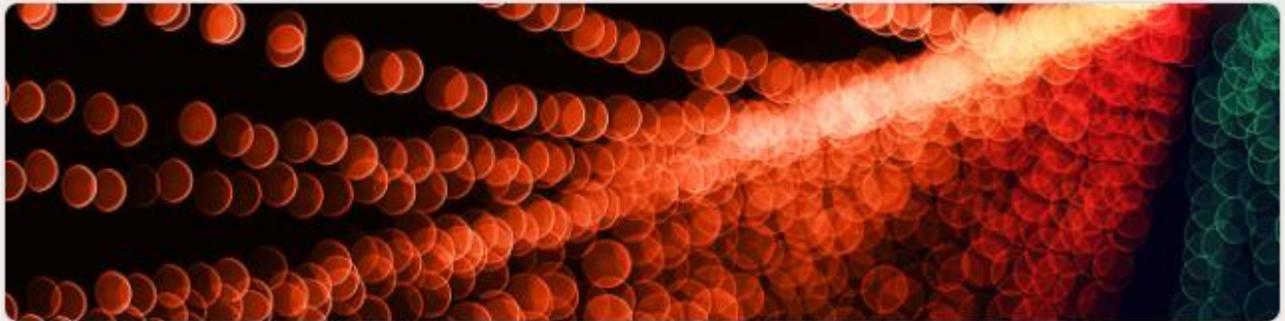
The materials presented within this document were taken and adapted from the following sources:

[American Society of Heating, Refrigeration, and Air-Conditioner Engineers](#)

[Centers for Disease Control \(CDC\)](#)



Appendix 6 – Health Screening and Wellness Checks Plan



Daily Health Screening for RSD Staff

Students and staff are required to conduct health screenings prior to reporting to school and/or work. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the individual has had contact with a person known to be infected COVID-19 in the last 14 days.

Your email address (_____) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

First Name *

Your answer _____

Last Name *

Your answer _____



School Location *

- Encinita
- Janson
- Muscatel
- Shuey
- Savannah
- District Office
- Maintenance & Operations
- Other: _____

Room Number

Your answer _____

Cell Phone Number/Contact Number *

Your answer _____



Date Worked *

Date

mm/dd/yyyy 

Time In *

Time

__ : __ AM 

Question #1: I affirm that I have been without fever for 24 hours without the use of fever-reducing medications and that I have not had symptoms of respiratory illness (cough, shortness of breath, difficulty breathing, fever, chills, or runny nose) in the past 24 hours. *

Yes

No



Question #2: I affirm that everyone that I live with or have been in close contact with has been without fever (100.4 or above) for 24 hours, without the use of fever-reducing medication, and that they have not had symptoms of respiratory illness (cough, shortness of breath, difficulty breathing, fever, chills, or runny nose) in the past 24 hours. *

Yes

No

Submit

Page 1 of 1



Appendix 7 – Visitor Protocols

COVID-19 VISITOR PROTOCOLS ROSEMEAD SCHOOL DISTRICT

In an effort to reduce the risk of transmission of COVID-19 within our school community, the Rosemead School District is implementing the following Visitor Protocols. These protocols were developed in response to the ever-changing circumstances of the current pandemic and in consultation with the most current guidance from national, state, and county health and education agencies. As that guidance is regularly updated based on the changing circumstances, we will update these protocols accordingly.

I. Visitors to a School or District Office

Parents, children, vendors, city/agency inspectors, and volunteers are just a few of regular visitors to our offices. During this time, we are asking that all visits to our offices be done only when necessary. Parents and children who require in-person assistance or need to physically pick up or drop off paperwork are welcome. Certain inspectors are also required to visit our sites by law. However, we will be greatly reducing or eliminating our use of volunteers, and we are asking that any sales solicitations be done via phone or email.

If you do have a need to come to one of our offices, please, if possible, call ahead to ensure the best possible service and observe the following for your visit:

- Avoid bringing others with you to the visit as more guests make physical distancing more difficult for our staff and other visitors.
- Do a self-check for possible COVID-19 symptoms (cough, fever, shortness of breath) before coming to the site. If you have any such symptoms, do not make your visit.
- Maintain approximately 6 feet of distance between yourself and other individuals at the site. There will be marks on the floors of our reception areas indicating six-foot distances to assist people in adhering to this rule.
- There should be no physical contact (e.g. handshakes, hugs) at the site.
- A face covering must be worn **at all times** while at our facilities. The face covering must cover both the nose and mouth, and it should not be pulled down during conversations.
- Note that restrooms will not be available to visitors to our offices.

II. Visitors Entering a District Facility

We have some visitors, such as contractors and inspectors, who have a need to enter our facilities. In addition to the protocols listed for an office visit, please, observe the following for a visit where you need enter a site beyond the office:



- If possible, ensure that school and/or District personnel are aware of and have approved your visit prior to your arrival.
- Depending on the nature of your visit, you will likely have a precise area or areas that you will need to access. Do not attempt to access any part of a facility that is not required for your visit.
- In addition to completing a self-check for COVID-19 symptoms (cough, fever, shortness of breath) before coming to a District facility, you must monitor yourself for the onset of symptoms if at a District facility for an extended period of time.
- Should you become aware of the onset of symptoms while at a District facility, inform a staff member immediately.
- You will be subject to a temperature check with a touchless thermometer upon entering a site.
- Except when alone in a classroom or office for an extended period, continue to wear a face covering that covers the nose and mouth.
- Continue to maintain 6 feet of physical distance between yourself and others.
- If you are on campus for an extended period and need to use a restroom, staff may direct you to a restroom. Use only the restroom that you have been directed to.

III. After a Visit

If you develop symptoms of or test positive for COVID-19 within 48 hours of a visit to one of our facilities, please contact our District office, and let us know, so we are able to assess the risk of exposure and [respond accordingly](#).



Appendix 8 – COVID-19 Containment Response & Control Plan

SCHOOL EXPOSURE MANAGEMENT PLAN ROSEMEAD SCHOOL DISTRICT

This document outlines the procedures to be followed in the event of one of the following at a school site or District Office within the Rosemead School District:

- An individual screening positive when entering District property
- An individual experiencing the onset of potential COVID-19 symptoms while on District property
- A report of a COVID-19 positive test or presumed positive designation of an individual who had recently visited District property while possibly infectious with COVID-19

This plan was developed by and will continue to be reviewed and revised by the COVID-19 Compliance Team. That team includes the following:

<ul style="list-style-type: none"> • Jerry McCanne Record Keeper and DPH Liaison Coordinator, Human Resources jmccanne@rosemead.k12.ca.us 	<ul style="list-style-type: none"> • Hoori Chalian Member Coordinator, Special Ed & Stu Sup Srv hchalian@rosemead.k12.ca.us
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I. IDENTIFICATION OF POTENTIAL COVID-19 CASES AND CONTACTS

Screening is conducted before students, visitors, and staff may enter a District facility. Screening includes a check-in concerning cough, shortness of breath or experience of fever and any other symptoms the individual may be experiencing. This check-in may be conducted via an electronic form before arriving at the District facility or via an in-person interview upon entry. The screening questions for adult staff, visitors, and middle school students also include an inquiry regarding possible exposure to potential COVID-19 cases at home or in other settings. Individuals entering campus are also subject to a temperature check via a no-touch thermometer when availability of staff allows.

An individual **screens positive** for COVID-19 when they are displaying symptoms (i.e., fever, cough, or shortness of breath) that are consistent with COVID-19. Individuals who are identified as having had close contact with potential COVID-19 cases are identified as **close contacts**.



All employees, students, and visitors are instructed to monitor themselves for COVID-19 symptoms during their time at a District facility. Should they become aware of the onset of symptoms, they are directed to immediately inform appropriate staff, which, depending on the symptoms, will designate them as having **screened positive**.

Employees, students, and visitors to a District facility are informed of the need to report to the District if they experience the onset of COVID-19 symptoms, test positive for COVID-19, or are presumed positive by a health professional within 48 hours of their time present at a school facility.

When an individual screens positive at a District facility or subsequently reports one of the circumstances in the preceding paragraph, the COVID-19 Compliance Team will be informed and will immediately gather information regarding potential close contacts. Close contacts include the following:

- A. Individuals who were within 6 feet of the infected person, while they were infectious, for more than 15 minutes.
- B. Individuals who had unprotected contact with the infected person's body fluids and/or secretions, for example, being coughed or sneezed on, sharing utensils or saliva, or providing care without wearing appropriate protective equipment.
- C. If the exposure happened in a school classroom or school cohort, all persons that were in the classroom or cohort during the infectious period are considered exposed at this time.

An infected person is considered to be infectious from 48 hours before their symptoms first appeared until they are no longer required to be isolated.

District personnel will make use of the LACDPH [Decision Pathways](#) document. As this document has been repeatedly updated, District personnel will regularly review it for the most current guidance.

II. ISOLATION OF COVID-19 CASES

Any individuals who are **screened positive** and any **close contacts** are immediately isolated. If their identification is made while they are away from a District facility, they are to be contacted, interviewed regarding close contacts if applicable, instructed to self-isolate immediately, and sent the appropriate informational fliers (see below). Individuals who are identified while at a District facility will be provided with the appropriate informational fliers (see below), interviewed regarding contacts if applicable, instructed to leave the facility, and instructed to self-isolate immediately. In the event that an individual is unable to safely leave a site immediately after their identification, they will be temporarily isolated at the site. Individuals who screen positive at a site will also be provided with a medical grade mask to wear immediately if they do not already have one.



Each site has designated spaces that serve as isolation areas for individuals who have **screened positive** and separate isolation areas for **close contacts**:

FACILITY	SCREENED POSITIVE ISOLATION AREA	CLOSE CONTACT ISOLATION AREA
District Office	Board Room	Fireplace Office South
Encinita	Room 4	Room 22
Janson	Room 37	Room 37 (Room will be divided)
Muscatel	Small Speech Room off of Cafeteria	Counselor’s “old” Office
Savannah	Nurse’s Office	Conference Room
Shuey	Nurse’s Office	Conference Room

III. INFORMATIONAL MATERIALS FOR DISTRIBUTION

Screened positive individuals will be provided with the *Emergency Isolation Order* published on July 1, 2020 by the Los Angeles County Department of Public Health:

- English
 - http://publichealth.lacounty.gov/media/coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation.pdf
- Spanish
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation-Spanish.pdf
- Chinese Traditional
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation-TraditionalChinese.pdf
- Chinese Simplified
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation-SimplifiedChinese.pdf
- Korean
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation-Korean.pdf
- Vietnamese
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Isolation-Vietnamese.pdf



Screened positive individuals will also receive the *Home Quarantine Instructions for People with COVID-19* published by the Los Angeles County Department of Public Health:

- English
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoV.pdf>
- Spanish
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationCoVSpn.pdf>
- Chinese Traditional
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoVTraditionalChinese.pdf>
- Chinese Simplified
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoVTraditionalChinese.pdf>
- Korean
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoVKorean.pdf>
- Vietnamese
 - <http://publichealth.lacounty.gov/acd/docs/HomeisolationenCoVVietnamese.pdf>

Close contacts will be provided with a copy of the *Emergency Quarantine Order* published on July 1, 2020 by the Los Angeles County Department of Public Health:

- English
 - http://publichealth.lacounty.gov/media/coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine.pdf
- Spanish
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine-Spanish.pdf
- Chinese Traditional
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine-TraditionalChinese.pdf
- Chinese Simplified
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine-SimplifiedChinese.pdf
- Korean
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine-Korean.pdf
- Vietnamese
 - http://publichealth.lacounty.gov/media/Coronavirus/docs/HOO/HOO_Coronavirus_Blanquet_Quarantine-Vietnamese.pdf



Close contacts will be provided with the *Home Quarantine Instructions for Close Contacts* published by the Los Angeles County Department of Public Health:

- English
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantine.pdf>
- Spanish
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantineSpn.pdf>
- Chinese Traditional
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantineTraditionalChinese.pdf>
- Chinese Simplified
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantineSimplifiedChinese.pdf>
- Korean
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantineKorean.pdf>
- Vietnamese
 - <http://publichealth.lacounty.gov/acd/docs/COVHomeQuarantineVietnamese.pdf>

Screened positive individuals and close contacts will receive information on testing options.

IV. **RECORD KEEPING AND REPORTING**

The COVID-19 Compliance Team designates a record keeper of data regarding COVID-19 cases and contacts within the District. The record keeper will track all information regarding timelines associated with each COVID-19 case and contact and their clearance to return to the site if appropriate. The record keeper will also notify the liaison to the Los Angeles County Department of Public Health should the District meet the threshold of a “cluster.” A cluster of cases is defined as 3 or more cases within a 14-day period.

The COVID-19 Compliance Team designates liaison to the Los Angeles County Department of Public Health. The liaison is responsible for reporting a cluster of Covid-19 cases as defined above. The liaison will report any clusters to the Department of Public Health by email or by phone:

- ACDC-Education@ph.lacounty.gov
- (888) 397-3993
- (213) 240-7821



**COVID-19 Exposure Investigation Worksheet for the Education Sector
(Early Childhood Education, K-12 Schools, & Institutes of Higher Education)**

vCMR ID: _____



Instructions: Use this form to guide preliminary investigations of confirmed COVID-19 cases in the Educational Setting to inform follow-up action for prevent further COVID-19 transmission.
Investigators Name: _____ Date Interviewed: _____ Contact Info: _____

A case is considered to be infectious starting from 48 hours before symptom onset (or from the test date if no symptoms) until 10 days have passed since symptom onset (or test date) AND 3 days with no fever and improved respiratory symptoms, whichever is longer.			
Section 1		Case Demographics	
Last Name	First Name	Date of Birth	Age
Patient's current gender identity? <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Female-to-Male (FTM)/Transgender MA <input type="checkbox"/> Male-to-Female (MTF)/Transgender FE <input type="checkbox"/> Gender Non-Binary, Gender Non-Conforming <input type="checkbox"/> Other: _____ <input type="checkbox"/> Prefer not to state <input type="checkbox"/> Unknown			
Patient's sex at birth? <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary or X <input type="checkbox"/> Other: _____ <input type="checkbox"/> Prefer not to state			
Hispanic or Latino? <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Not Hispanic/Latino <input type="checkbox"/> Refused <input type="checkbox"/> Unknown			
Race <input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Native Hawaiian/Other Pacific Islander <input type="checkbox"/> Other: _____ <input type="checkbox"/> Refused <input type="checkbox"/> Unknown			
Sexual Orientation <input type="checkbox"/> Gay or Lesbian <input type="checkbox"/> Bisexual <input type="checkbox"/> Straight or Heterosexual <input type="checkbox"/> Not Sure <input type="checkbox"/> Something Else: _____ <input type="checkbox"/> Don't understand the question <input type="checkbox"/> Prefer not to state			
Role <input type="checkbox"/> Student <input type="checkbox"/> Staff Teacher/Faculty <input type="checkbox"/> Staff Healthcare Worker <input type="checkbox"/> Staff Public Safety <input type="checkbox"/> Staff Other: _____ <input type="checkbox"/> Visitor <input type="checkbox"/> Other: _____			
If Healthcare Worker, Specify facility name(s) and address. Job Title: _____ Last day worked: _____ Did you work while symptomatic? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk Do you have direct patient contact? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk In the 14 days prior to illness onset, did you have contact with anyone diagnosed with Covid-19? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk If yes, Was this person a healthcare worker or patient at your facility? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk			
Education Group Cohort <input type="checkbox"/> Academic Class <input type="checkbox"/> Campus Residential <input type="checkbox"/> Off Campus Residential <input type="checkbox"/> Social Organization <input type="checkbox"/> Sport or Recreation <input type="checkbox"/> Workplace <input type="checkbox"/> Other Specify: _____			
Name of Group: _____			
Address: Number, Street, Apt #		City	State Zip
Is this your permanent address? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk	If above not permanent address, specify.	City	State Zip
Home Phone Number	Cell Phone Number	Email Address	
If patient's age is under 18, Parent/Guardian Last Name		Parent/Guardian First Name	
Guardian Address		City	State Zip
Home Phone Number	Cell Phone Number	Email Address	
Section 2 CASE INFORMATION			
Was the individual tested for COVID-19?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Date Tested: Test Result: <input type="checkbox"/> Positive <input type="checkbox"/> Presumptive Positive <input type="checkbox"/> Inconclusive <input type="checkbox"/> Other Specify: _____	
Is this individual in isolation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Start Date of Isolation:	
Where is the isolation location?	<input type="checkbox"/> On Campus Isolation housing <input type="checkbox"/> Dorm Room <input type="checkbox"/> On Campus Apartment <input type="checkbox"/> Off Campus Apartment/House <input type="checkbox"/> Returned home <input type="checkbox"/> Other Specify: _____		
Section 3 LOCATION INFORMATION			
Educational setting identifies as:	<input type="checkbox"/> Early Childhood Education (ECE) <input type="checkbox"/> K to 12; Grade <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Institute of Higher Education (IHE) <input type="checkbox"/> Other Specify: _____ Specify Institution Name: _____		
Dates in Educational Setting while Infectious	Date:		
Locations in Educational Setting while Infectious (i.e., Building/Wing/Floor/Room)	Please Specify here:		

Please Submit Form to ACDC-Education@ph.lacounty.gov

Draft Date: 7/2/2020



Case Last Name: _____ Case First Name: _____ vCMR ID# _____

Section 4 SYMPTOMS AND CLINICAL HISTORY				
Do you currently have, or did you have symptoms? <input type="checkbox"/> Yes, onset date: _____ <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> Refused				
Symptoms (check all that apply) <input type="checkbox"/> Fever (>100.4 °F/38 °C)? High temp _____ Unit <input type="checkbox"/> °F <input type="checkbox"/> °C <input type="checkbox"/> Subjective Fever Date Fever Onset: _____ Duration (days): _____ <input type="checkbox"/> Cough <input type="checkbox"/> Shortness of breath <input type="checkbox"/> Muscle Aches <input type="checkbox"/> Sore throat <input type="checkbox"/> Diarrhea <input type="checkbox"/> Chills <input type="checkbox"/> Vomiting <input type="checkbox"/> Runny nose <input type="checkbox"/> Headache <input type="checkbox"/> Abdominal pain <input type="checkbox"/> Loss of smell <input type="checkbox"/> Loss of taste <input type="checkbox"/> Other: _____				
Do you have an underlying health condition such heart disease, lung disease, diabetes, kidney disease, or weakened immune system? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk If yes, say: "it is important for you to contact your healthcare provider and speak with them since you are at higher risk for serious illness from COVID-19." If yes, specify: _____				
If yes, do you have a healthcare provider who helps you manage your health condition? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unk				
Section 5 EXPOSURE HISTORY				
In the 14 DAYS prior to symptom onset (or date of test if asymptomatic):	Yes	No	Date Range	Notes
...did you go to the school/campus?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, describe environment
...did you travel?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, describe where and mode of travel
...have any household members, friends, acquaintances, or co-workers who had symptoms?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, please collect information on contact name, phone number, address, email
...have close contact (e.g. caring for, speaking with, or touching) with any ill persons?	<input type="checkbox"/>	<input type="checkbox"/>		If yes, please collect information on contact name, phone number, address, email
...attend a mass gathering (e.g., protests, religious event, wedding, party, dance, concert, banquet, festival, sports event, or other event) where it was difficult to practice social distancing?	<input type="checkbox"/>	<input type="checkbox"/>		Record when, where, and who you were with
...have close contact with a person who had lab-confirmed COVID-19	<input type="checkbox"/>	<input type="checkbox"/>		If yes, please collect information on contact name, phone number, address; relationship with case, and the case's positive test date, if known.
Section 6 Places and Possible Contacts during Infectious Period				
Daily Diary				
If symptomatic: from 2 days prior to symptom onset in case-patient: MM/DD/YYYY through today If no symptoms: from 2 days prior to test date in case-patient: MM/DD/YYYY through today				
I would like to ask you some questions about what you've done daily from two days before you started feeling sick (or if no symptoms, from two days before you got tested) and today.				



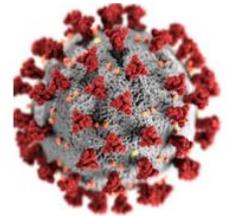
Case Last Name: _____ Case First Name: _____ vCMR ID# _____

Section 6.1		Possible Household Contacts	
<p>Now I would like to ask you more about your possible contacts during the time you may have been infectious. For these contacts, we request that you provide information on names of these contacts, dates of their possible exposures, and information on how we can get in touch with them (e.g., address, phone number, email address) to communicate important public health messages to prevent further transmission of disease.</p>			
			If yes, please collect information on contact name, phone number, address, email
Has anyone else spent time at your home (eating meals, hanging out, sleeping over, babysitting) but doesn't live with you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has anyone taken care or cleaned up after you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has anyone slept in the same room with you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Do you have an intimate partner who lives with you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Do you live with anyone else? (roommates, family members, etc)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Section 6.2		Possible Close Contacts	
Did you have close physical contact (e.g. hugging, kissing, shaking hands with) with anyone other than your household members?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Have you eaten or shared a meal with anyone? (e.g. at a friend's house, during a social outing or with coworkers?)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Have you shared a cigarette, e-cigarette, vape-pen, hookahs, and water pipes with anyone?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Section 6.3		Possible Transportation Contacts	
What modes of transportation have you used during the time you may have been infectious?	<input type="checkbox"/> Personal vehicle <input type="checkbox"/> Airplane <input type="checkbox"/> Bus <input type="checkbox"/> Shuttle <input type="checkbox"/> Train <input type="checkbox"/> Rideshare/Taxi <input type="checkbox"/> Other:____ Describe transportation: _____ If Rideshare provide license plate #: _____ If Airplane/Train provide flight and seat #: _____		
Did you spend more than 15 minutes in the same mode of transportation with anyone?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Section 6.4		Possible Work or Volunteering Contacts	
Is there anyone at work you were within 6 feet of for more than 15 minutes? (i.e. work meetings, shared office)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Did you volunteer anywhere?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Describe activities Volunteer dates: _____ Facility name: _____ Facility address: _____ Facility phone #: _____ Name of person to contact: _____
Section 7		Remarks	



Appendix 9 – Illness Definitions and Thresholds & Facial Coverings, Self-Screening, Health Emergency Expectations

COVID-19 Screening & Health Precautions



Overview of COVID-19.

What is COVID-19?

Coronavirus disease (COVID-19) is an illness caused by a virus (SARS-CoV-2) that can spread from person to person from respiratory droplets.

Why the name COVID-19?

CO stands for “corona,” VI for “virus,” D for “disease” and 19 for 2019.

How COVID-19 Spreads

The virus that causes COVID-19 is new (novel) coronavirus that has spread throughout the world making it a Pandemic.

Like other respiratory illnesses, human coronaviruses most commonly spread to others from an infected person through:

- Droplets produced through coughing, sneezing, and talking. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Close contact (within about 6 feet or two arm lengths) with an infected person.
- Touching an object or surfaces with the virus on it, then touching your mouth, nose, or eyes before washing your hands.

There is conflicting evidence regarding airborne transmission (microscopic droplets that remain in the air for period of time).

Some people get COVID-19 without ever showing symptoms but they can still spread the infection to others. COVID-19 symptoms can range from asymptomatic (or no observable symptoms) to mild or severe illness.

Symptoms

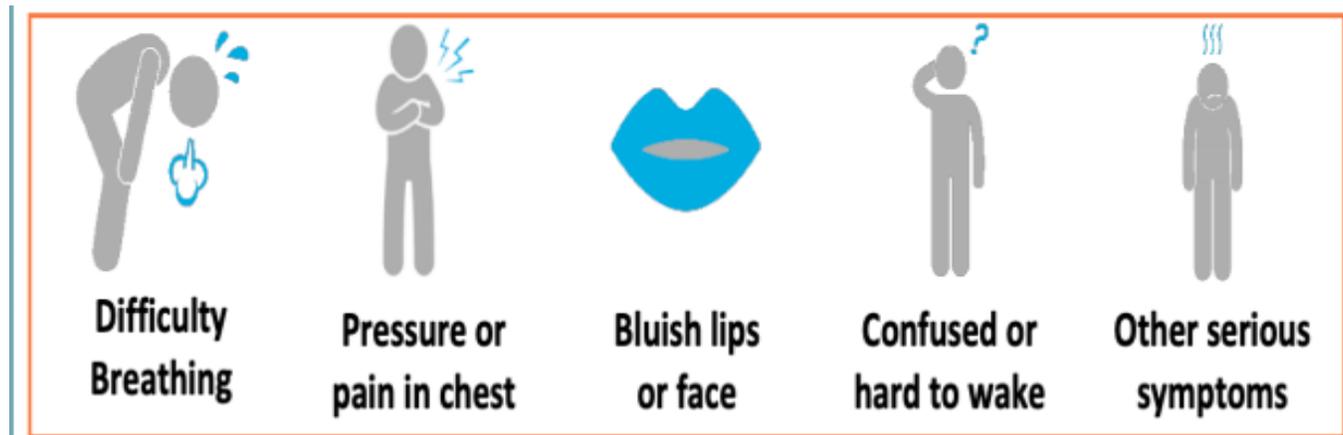
CDC's Expanded List of Symptoms

- Fever 100.4 or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

Call 911 if any of the following are seen:





Who is at risk?

People of any age with the following underlying medical condition **are** at increased risk:

- Cancer
- Chronic Kidney disease
- COPD (Chronic Obstructive Pulmonary Disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (Body mass index [BMI] of 30 or higher)
- Serious heart condition, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

People with the following medical conditions **might be** at increased risk:

- Asthma
- Cerebrovascular disease (affects blood vessel and blood supply to the brain)
- Cystic Fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system system) from blood or bone marrow transplant, immune deficiencies, HIV, use if corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissue)
- Smoking
- Thalassemia (type of blood disorder)
- Type 1 diabetes mellitus

Prevention – The Key for Preventing the Spread

Face Coverings

Face coverings are required in the City of Rosemead and the County of Los Angeles.

Why are face coverings required?

- They reduce the release of infectious particles into the air when someone speaks, coughs, or sneezes, including someone who has COVID-19 but feels well.
- Face coverings decrease the risk of transferring COVID-19.
- Individuals with COVID-19 may be infectious 48 hours before they become symptomatic.



Who is exempt from wearing cloth face coverings?

- Children under the age of 2.
- Children between the ages of 2 and 8 years should wear a cloth face covering under adult supervision.
- Those with breathing difficulties.
- Those instructed by their physician not to wear a cloth face cover.
- Anyone who cannot independently remove a cloth face covering.
- Anyone who is incapacitated

Individuals who are exempt from wearing a face covering due to a medical condition and who are employed in a job involving regular contact with others must wear an alternative such as a face shield with a drape on the bottom edge.

Masks with one-way valves **should not** be used.

Proper Use of Face Coverings

To wear your face covering correctly:

- Wash your hands
- Pick up the face covering by the head/ear strings
- Loop the strings over the top of your head or around your ears
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Wash your hands

When putting on a facemask
Clean your hands and put on your facemask so it fully covers your mouth and nose.



DO secure the elastic bands around your ears.



DO secure the ties at the middle of your head and the base of your head.

When wearing a facemask, don't do the following:



DON'T wear your facemask under your nose or mouth.



DON'T allow a strap to hang down. DON'T cross the straps.



DON'T touch or adjust your facemask without cleaning your hands before and after.



DON'T wear your facemask on your head.



DON'T wear your facemask around your neck.



DON'T wear your facemask around your arms.

When removing a facemask
Clean your hands and remove your facemask touching only the straps or ties.



DO leave the patient care area, then clean your hands with alcohol-based hand sanitizer or soap and water.



DO remove your facemask touching ONLY the straps or ties, throw it away*, and clean your hands again.

*If implementing limited-use facemasks (should be carefully folded so that the outer surface is held inward and against itself to reduce contact with the outer surface during storage. Folded facemasks can be stored between uses in a clean, sealable paper bag or breathable container.



Additional information is available about how to safely put on and remove personal protective equipment, including facemasks:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Caring for Your Face Coverings

Fabric masks: Clean with soap and hot water after each use.

To wash your face covering correctly:

- Cloth face coverings should be washed after each use.
- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

To dry your face covering correctly:

Dryer: Use the highest heat setting and leave in the dryer until completely dry.

Air dry: Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.

Single-use or fabric masks that can't be immediately washed: Store in a paper bag for 3-4 days before reusing.

- Replace single-use masks if they become dirty, damp, wet or hard to breathe through.



Hand Washing

- Wash hands with soap and water for 20 seconds.
- Wash hands upon arrival and when leaving the facility.
- Wash hands after using the toilet or changing a diaper.
- After helping a child wipe their nose.
- After you sneeze or cough.
- After helping a child with the sandbox.
- Hand sanitizers are less effective than hand washing in preventing COVID-19.



Steps for Hand Washing

Stop the spread of germs and keep yourself and others from getting sick by following these steps:



- Wet your hands with water.
- Lather up with soap. Soap gets rid of the oil that helps germs stick to your hands.
- Rub and scrub your hands together for at least 20 seconds. Strongly rub and scrub your wrist, palms, between fingers, under your nails, and the back of your hands. The soap and scrubbing action loosens the germs off your hands.
- Rinse your hands thoroughly with warm, running water.
- Dry your hands completely with clean towel or paper towel. Use the towel to turn off the faucet when you're finished drying your hands. Throw the paper towel away.

Social Distancing

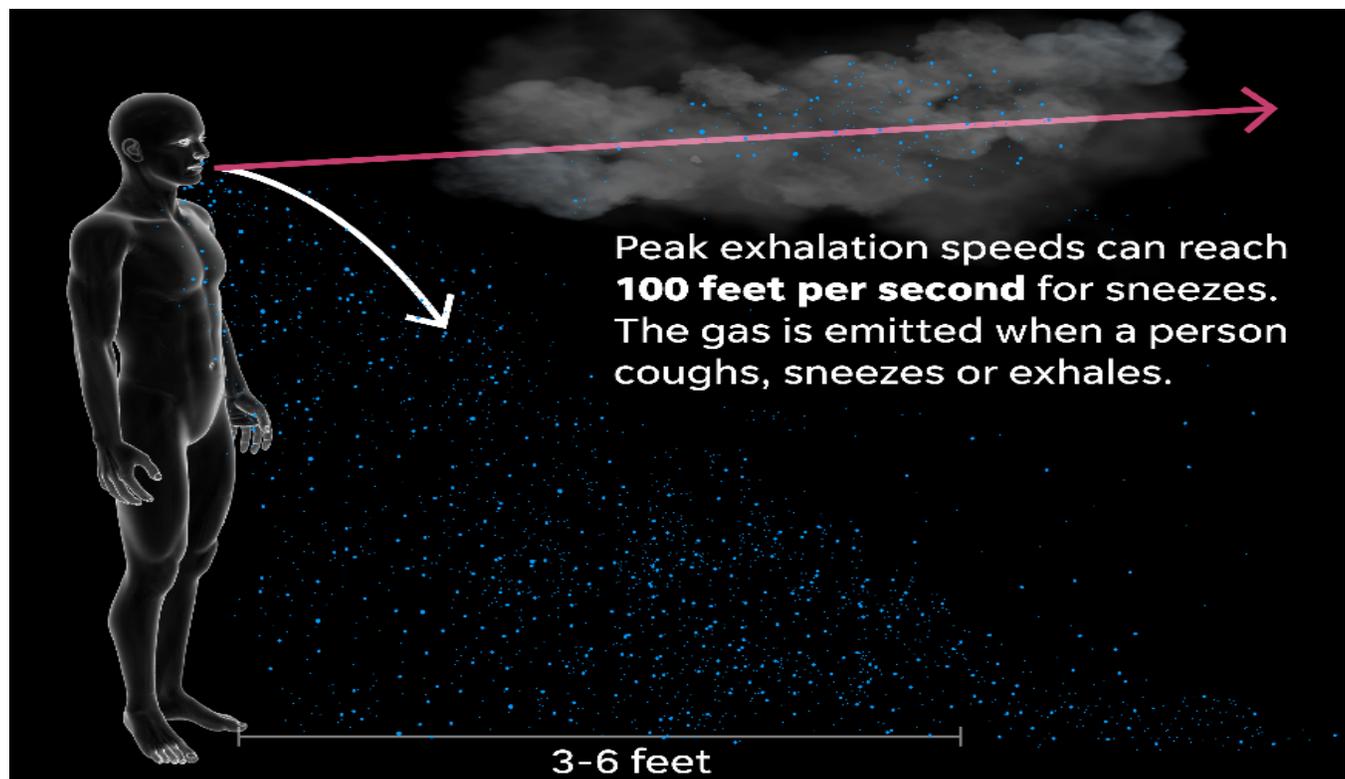
Social Distancing, also called “physical distancing” means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing: stay at least 6 feet (about 2 arms’ length) from other people.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19. (wearing mask, avoiding touching your face with unwashed hands, frequently washing your hands with soap and water for at least 20 seconds)

Why do we need to physical distance?

- Droplets from cough, sneeze or exhalation can spread at least 6 feet
- If you are wearing a mask and maintain a physical distance of at least 6 feet, you will minimize your risk of exposure to COVID-19 and other illness.



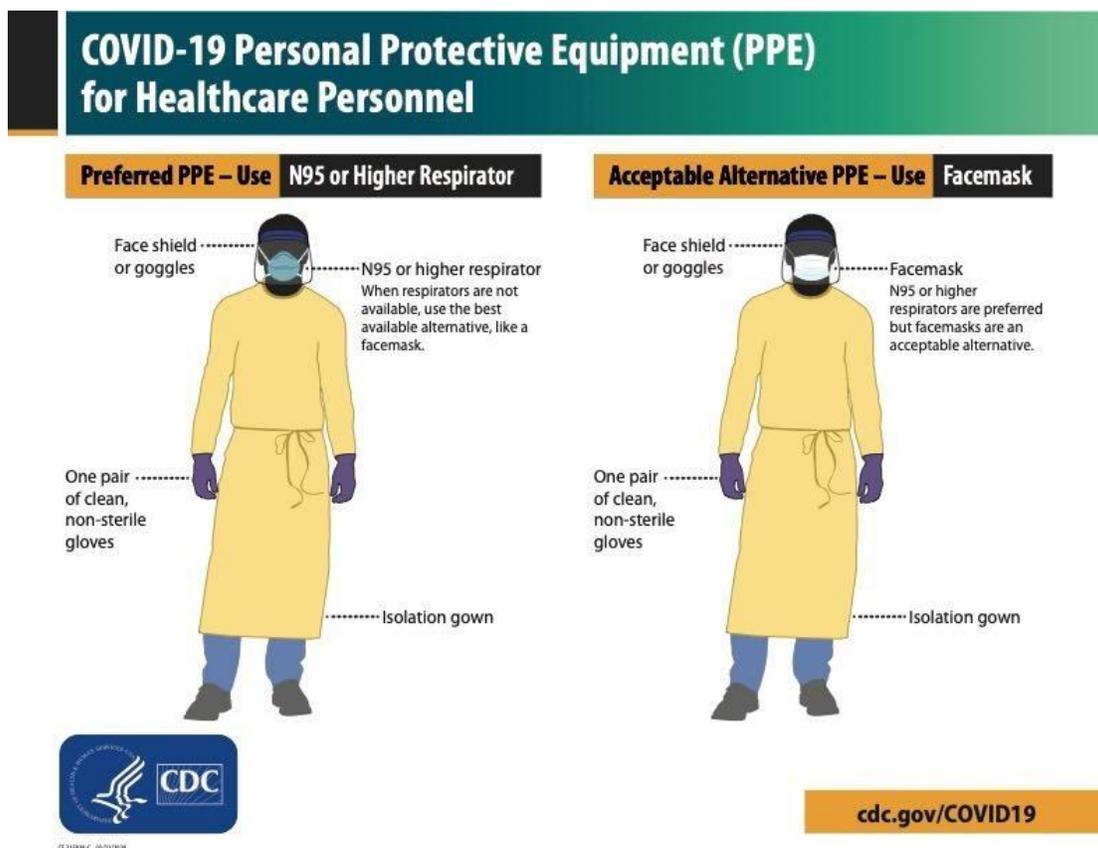
Protect Your Health – Personal Protection Equipment (PPE)

Cloth face coverings required for all students and staff as mandated by the Governor and LACDPH. Cloth face coverings will be provided to students and staff (if needed). Appropriate levels of PPE (N95 masks, surgical masks, cloth face coverings, face shields, gloves and gowns) will be given to staff and/or students based on required duties and/or student need.

- Staff who need to work closely 1:1 with students e.g. LVNS or instructional assistants
- Staff who provide specialized healthcare procedures e.g. tracheostomy care, g-tube care
- Students unable to wear a cloth face covering due to a health problem or unable to independently remove a cloth face covering

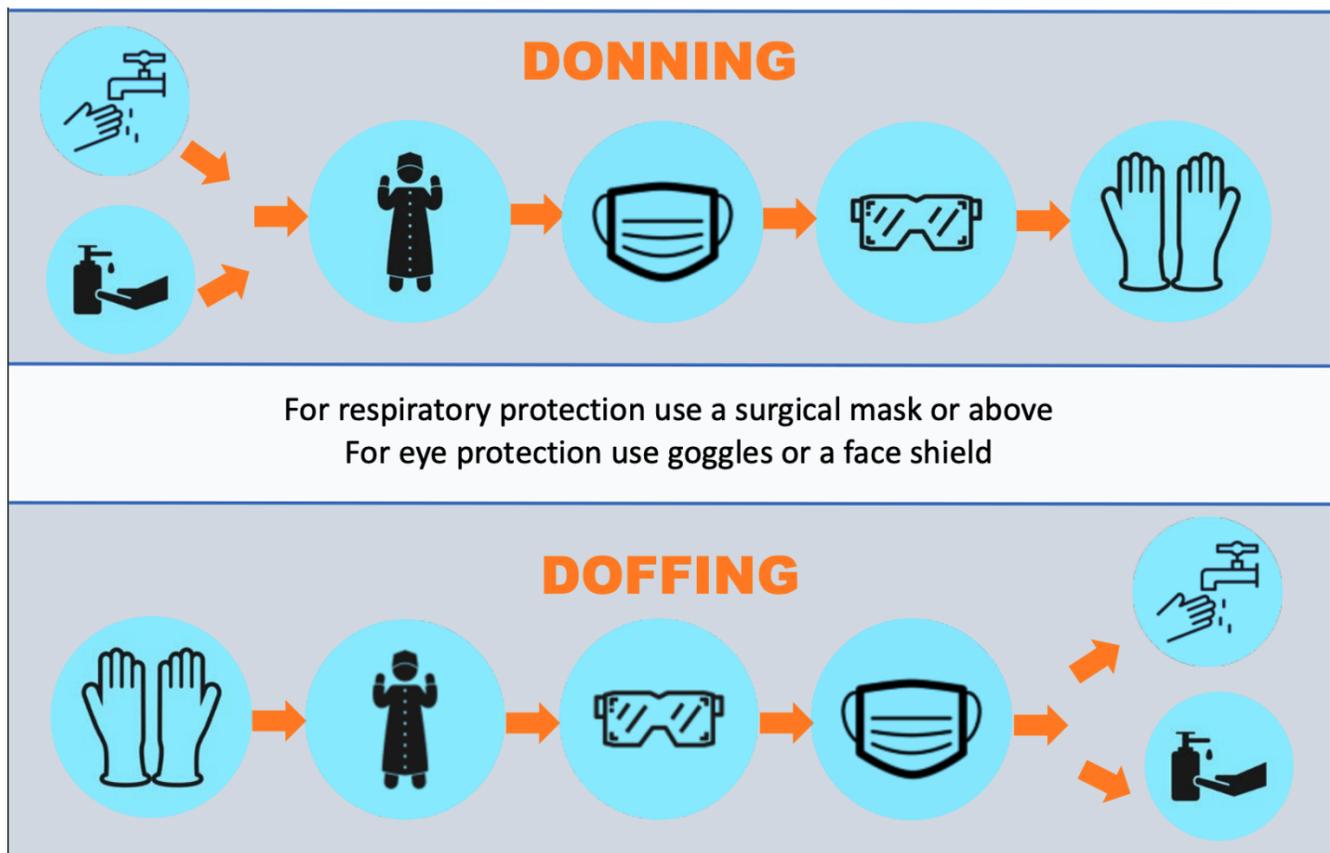
Proper Donning of PPE

1. Identify and gather the proper PPE to don. Make sure you have the proper size(s).
2. Wash Hands.
3. Put on gown (if needed). Make sure ties are secure and gown covering body correctly. Ask for assistance if needed.
4. Put on mask if not already wearing. Only touch the ear loops/ties and the nosepiece of needed to fit your face.
5. Put on face shield or goggles.
6. Put on gloves. Gloves should cover the cuff (wrist) of gown.



Proper Doffing of PPE

1. Remove gloves. Ensure glove removal does not cause additional contamination of hands.
2. Remove gown. Untie all ties (or unsnap all buttons) Reach up to the shoulders and carefully pull gown down and away from the body. Rolling the gown down is an acceptable approach. Dispose in trash receptacle.
3. Wash hands.
4. Remove face shield or goggles by grabbing the strap and pulling upwards and way from head. Do not touch the front of face shield or goggles. Face shields that needed to be reused should be cleaned and disinfected.
5. Remove and discard facemask (if needed). Do not touch the front of the respirator or facemask. Cloth face coverings should be placed in a bag.
6. Wash hands



RSD Protocols for Screening

All RSD Practices and procedures are based on Reopening Protocols for K-12 Schools from the Los Angeles County Department of Public Health. The reopening Protocols are a fluid document and are updated as new information and /or resources become available. RSD protocols will change as needed to meet the new orders.

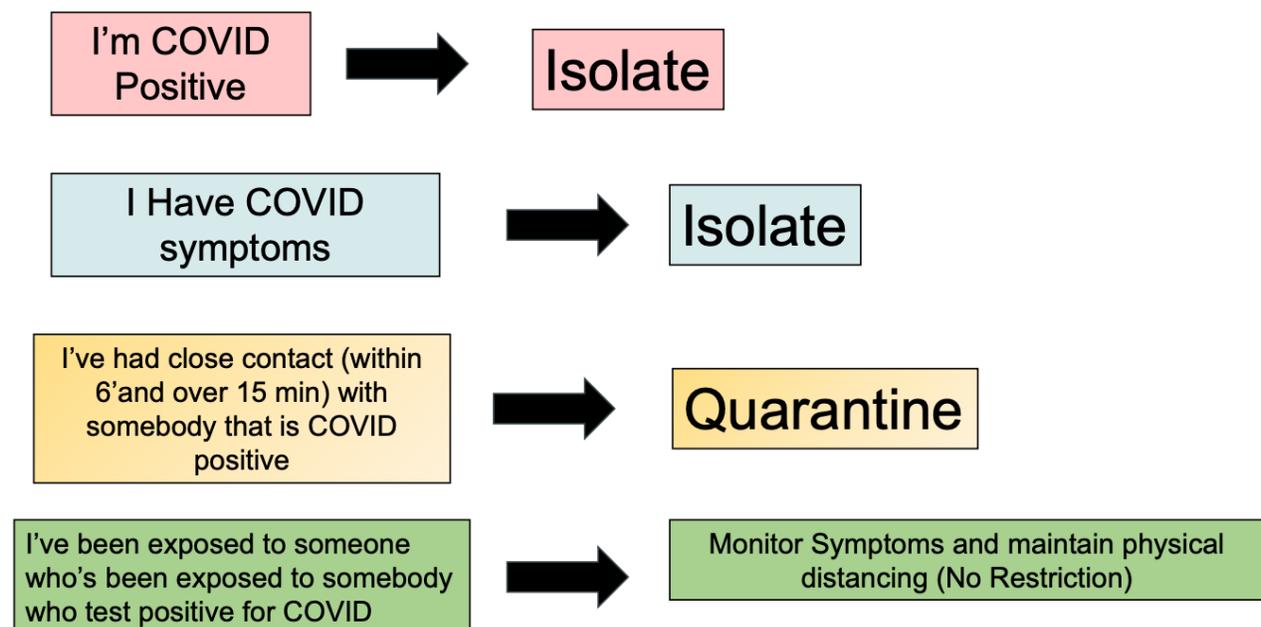


- Prior to leaving their homes, students and employees must do a self-check for symptoms of and exposure to COVID-19.
- If any signs or symptoms of COVID-19 are noted or if they've recently been exposed to someone with COVID-19, they should stay home.
- All visitors will be screened prior to entering school sites or district offices.
- Temperature checks may be performed prior to entry to a school site or district office.

(FDA approved no touch/infrared thermometer)

- Before arrival to the site, all staff are required to complete a short online survey. If you answer no in any of the health screening question, you will be directed not to report to work and call your supervisor.
- Staff entering the site, is offered appropriate face covering.
- Face covering must be worn at all times while in site unless you are alone in your office/room. Face coverings must be washed/replaced daily.
- Physical distancing protocols (6' between persons) must be observed at all times.
- Staff must not congregate in common areas including hallways, breakrooms, or lunchrooms.
- All staff must frequently wash hands with soap and water for at least 20 seconds.
- Disinfectant and hand sanitizer will be provided. Staff must disinfect all touched surfaces after use.

What Happens if I'm Exposed?





Definition of Close Contact

A “close contact” is any of the following people who were exposed to you while you were infectious:

- Any person who was within 6 feet of you for more than 15 minutes
- Any person who had unprotected contact with your body fluids and/or secretions. For example, you coughed or sneezed on them, you shared utensils, a cup, or saliva with them, or they cared for you without wearing appropriate protective equipment.
- You are considered to be infectious (you can spread COVID-19 to others) from 2 days before your symptoms first appeared until your home isolation ends. If you tested positive for COVID-19 but never had any symptoms, you are considered to be infectious from 2 days before your test was taken until 10 days after your test.

Quarantine vs. Isolation

Quarantine: Separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

- If you have been in close contact/been exposed to a person who is positive for COVID-19, you will be placed in quarantine.
- Quarantine is used to keep someone who might have been exposed to COVID-19 away from others.
- Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms.

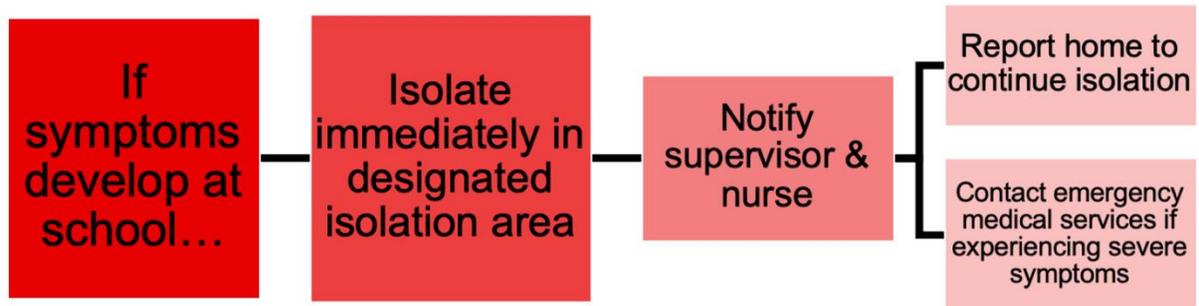
Isolation: You must stay home and separate yourself from others until your home isolation ends.

Stay home and stay away from household members.

- Do not go to work, school, or public areas.
- If you have tested positive for COVID-19 or experience COVID-like symptoms, you will be placed in isolation.
- If you must leave home to get essential medical care, drive yourself, if possible. If you cannot drive yourself, keep as much distance as possible between you and the driver and others (e.g. sit in the back seat), leave the windows down, and wear a mask, if possible. If you do not have a mask, wear a cloth face covering.
- If someone from outside your household is shopping for you, ask them to leave the food and other supplies at your door, if possible. Pick them up after the person has left.



If Symptoms Develop at School



Information/instruction regarding isolation and testing will be provided.



Appendix 10 – Shared Responsibility Plan

Introduction:

The well-known Nigerian proverb, “It takes a village to raise a child” is an apt guide in the circumstances we find ourselves in with the COVID-19 pandemic. We must all -- parents, caregivers, students, school staff, and other members of our community -- work together to ensure that our children stay healthy and continue to learn and thrive in these times. Following the guidelines below will help our students succeed, whether students are learning from home or at school.

HEALTH & SAFETY		
Students	Parents & Caregivers	Teachers and School
<ul style="list-style-type: none"> • Follow LA County health guidelines. • When at school, wear a mask and wash your hands frequently with soap and water or hand sanitizer. • Follow safety rules. • Keep a distance of 6 feet from others who are not in your family. • Sleep 9-12 hours each night. • Eat breakfast, lunch, and dinner. • Do not come to campus if you are sick. 	<ul style="list-style-type: none"> • Complete Morning Wellness Check. • Monitor your child for symptoms, including taking his or her temperature before sending him or her to school. • Ensure that your child has a clean mask when he or she is coming to campus. • Practice putting on the mask and washing hands with your child if needed. • Make sure your child eats breakfast, lunch, and dinner. • Make sure your child gets 9-12 hours of sleep per night, depending on his or her age. • Update your contact information with the school office, including email you check and cell phone number where you can receive texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Morning Wellness Check. <input type="checkbox"/> Complete temperature check each time you enter campus. <input type="checkbox"/> Follow LA County health guidelines. <input type="checkbox"/> Monitor your own health. Prescreen at home, and stay home if you have any two or more symptoms or a fever of 100.4 or higher. <input type="checkbox"/> When at school, wear a mask and wash or disinfect your hands regularly. <input type="checkbox"/> Keep a distance of six feet from others who are not in your family. <input type="checkbox"/> If working with students at school, schedule hand-washing and sanitizing of surfaces. <input type="checkbox"/> When on campus, follow safety procedures.
<p>Resource: RSD Nutritional Services and Wellness Site</p>		



STUDYING AND LEARNING AT HOME

Students	Parents & Caregivers	Teachers and School
<ul style="list-style-type: none"> • Keep your work space at home organized. • Follow daily routines for engaging in the learning experiences. • Attend daily online class meetings on time. • Dress correctly for class (plain shirt for online class; uniform if on campus; hair combed). • Five minutes before class starts, set up your workstation, organize your school supplies and books, and log into Google Classroom using a laptop or Chromebook.. • Check Google Classroom each morning and afternoon for announcements, assignments, and feedback from your teacher. • Complete assignments with honesty and integrity, trying your best. • Turn in all assignments on time, by 5 pm each day. • Communicate proactively with your teachers if you cannot meet deadlines or require additional support. • Follow good “netiquette,” being respectful online. • Communicate respectfully with and support other students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Help your child set up a work space at home where they can attend online class meetings and complete written work. <input type="checkbox"/> Provide a laptop or computer and wifi for your child, or check out devices from the school. (No phones or tablets). <input type="checkbox"/> Help your child (if needed) to attend and actively participate in virtual live class. <input type="checkbox"/> Support your child in being ready for live class meetings (wearing a plain shirt, hair combed, sitting upright at learning station). <input type="checkbox"/> Ask your child about what they are learning each day. <input type="checkbox"/> If your child is unable to participate in online learning on a particular day, contact the school office. <input type="checkbox"/> Communicate questions or concerns about your child’s learning to the teacher using email, Google Classroom, or ClassDojo. <input type="checkbox"/> Check Google Classroom, Class Dojo, or PowerSchool for communication from your child’s teacher(s) each morning and evening. <input type="checkbox"/> Check Google Classroom or PowerSchool to make sure your child is completing his or her assignments. Middle school parents, check PowerSchool daily. 	<ul style="list-style-type: none"> • Create a professional and quiet setting during video conferencing. • Maintain professional speech and actions at all times when video-conferencing, • Facilitate daily online class meetings at the scheduled time. • Provide daily instruction in which students interact with the teacher and their peers. • Use virtual or in-person classroom management strategies to maintain an orderly learning environment. • Share the learning agenda with the time value of assignments each day and links for live meetings with students and families through Google Classroom. • Provide opportunities for students to share their learning through assignments and assessments • Provide reflection and feedback on student’s work and progress at least twice each week. • Respond to email or messages from parents within 24 hours. • Complete weekly engagement record to monitor student attendance and participation. If a student is absent or does not complete work for three days in a row, the office will intervene.

Resource: [RSD Distance Learning Site](#)



EMOTIONAL WELL-BEING

Students	Parents & Caregivers	Teachers and School
<ul style="list-style-type: none"> • When class is over, spend some time each day getting exercise. • If you have a worry or concern, talk to an adult. • Make time to talk with friends and peers to stay connected with others. • Spend time each day away from the computer doing activities you enjoy. 	<ul style="list-style-type: none"> • Create opportunities for your child to interact with peers (safely in person, on the phone, or online) to maintain connections with their school community. • Encourage physical activity or exercise. • Speak to your child about concerns or challenges; be mindful of their emotions. • Monitor how much time your child is spending online. • Establish times <i>away from the computer</i> for quiet reflection or play with activities that your child can choose. • Collaborate with teachers to foster the 7 Habits at home. <p>The resources below have helpful tips for dealing with the stress of the COVID-19 pandemic:</p> <ul style="list-style-type: none"> • Greater Good's Guide to Well-Being During Coronavirus • Helping Children Cope with Changes Resulting from COVID-19 • Talking to Kids About the Coronavirus Crisis • Leader in Me Daily Routine Planning Tool 	<ul style="list-style-type: none"> • Establish and maintain a positive, safe virtual or in-person classroom environment and culture. • Check-in routinely with students regarding social and emotional wellbeing and redirect to the school counselor, psychologist, or principal if necessary. • Build connection between students by facilitating interaction through discussion, morning meetings or advisement, and group work (either virtual or in person). • Use PBIS to proactively respond to student behavior, providing clear expectations and giving positive feedback. • Implement the 7 Habits/Leader in Me program through in-class leadership roles and classroom and schoolwide activities.

Resource: [RSD Social Emotional Learning and Supports Site](#)

Appendix 11 – Meal Service Plan

Deliveries and Serving Days

- Meals will be unitized
- Supper will be provided for students who will receive afterschool education enrichment through our ASES program
- All meals will be claimed at student’s home school.

Meal Counting using Primero Edge Express Point to maintain program integrity.

Meal Pick up Days	Breakfast	Lunch
Wednesday 7:00-8:00 a.m. 11:45 a.m-1:00 p.m.	Wednesday Thursday and Friday	Wednesday Thursday and Friday
Friday 7:00-8:00 a.m. 11:45 a.m-1:00 p.m.	Monday & Tuesday	Monday & Tuesday

Safety Precautions During Meal Pick up





Communication

Parents

- A detailed letter which includes meal service times, days and meal prices for students who don't receive free or reduced price meals.
- Online meal application availability
- Students will be fed at homeschool. If a parent has students attending different schools, meals can be picked up at one school but will be claimed at homeschool.
- If parent is collecting meals, he or she will need to present lunch card provided.
- 8.5x11 laminated card with student ID
- Funds for students with paid eligibility status will need to be deposited in their account.
- Heating and holding instructions
- Meal accommodation forms for students with allergies
- Electronic copy of menu

Parent Letter

July 31, 2020

LETTER TO HOUSEHOLDS Meal Distribution During Distance Learning

The Rosemead School District Nutrition and Wellness Department is committed to serving nutritious meals to our students during the unanticipated school closures and distance learning. The Nutrition Services Department will provide an opportunity for families to drive through or walk up and pick up multiple days' worth of meals for the **students enrolled in the district**. **Please remember to complete a meal application for the 20-21 school year at www.schoolcafe.com which will be used to determine the student's eligibility for free or reduced price meals.**

Meals should be picked up at the student's home school. Families with students who attend different schools within the Rosemead School District may pick up meals for all enrolled students at one location.

Effective Wednesday August 19, 2020 all district school sites will distribute meals on **Wednesday and Friday**. Meals distributed on Wednesday will include Wednesday, Thursday and Friday's breakfast and lunch. Meals distributed on Friday will include Monday and Tuesday's breakfast and lunch. Breakfast and lunch are free for students who qualify for free or reduced price meals. **Students who don't qualify for free or reduced price meals receive free breakfast, however, lunch will cost \$2.25.** Supper will be provided at no charge for students who are enrolled in the ASES afterschool distance learning model.

Parents can pick up meals during **one** of these time slots.

Wednesday and Friday at all elementary sites
7:00 a.m. – 8:00 a.m.
OR



11:45 a.m. -1:00 p.m.

Wednesday and Friday at Muscatel Middle School

7:00 a.m. – 8:00 a.m.

OR

12:05 p.m. – 12:55 p.m.

If your child currently receives a documented Special Diet Meal Accommodation through the School Nutrition Program, please let us know if your student will participate in the school meal pick-up during the distance learning period.

You have been provided a card with a unique Student ID. Please place this on the dash board of your vehicle for drive through and present it for walk up service when picking up food at your child's school. If card is lost or stolen, please contact Nutrition Services.

If you have any questions, please contact the Nutrition Service Department at 626-312-2900 ext. 254 or feel free to email sndahura@rosemead.k12.ca.us

This institution is an equal opportunity provider

Administration, Staff & Vendors

- Meal service schedule
- Online meal application availability
- Students will be fed at homeschool. If a parent has students attending different schools, meals can be picked up at one school but will be claimed at homeschool.
- We will use tablets to track student by eligibility
- Funds for students with paid eligibility status will need to be deposited in their account
- District safety procedures to vendors
- Share link with meal accommodation form
- Staff can pre order lunches from cafeteria



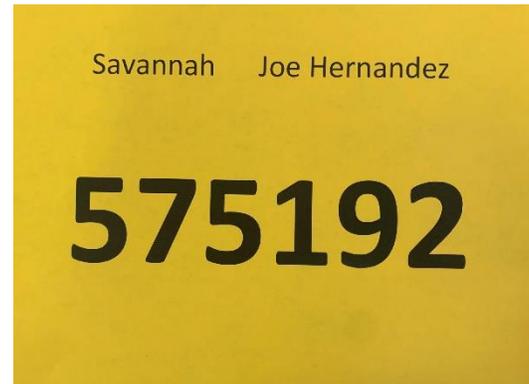
Meal Counting

All families will receive an 8.5X11 card printed with the student's name, school and lunch number.

Parents will be instructed to place the laminated card on the dashboard of their car

We will use tablets uploaded with PrimeroEdge's Express point remote meal tracking system to capture the ID and record the meal based on the student eligibility.

This will also help us keep track of families that have received meals at other sites.



Food Safety

All parents/guardians will need to sign a form stating that they have read and understood the food safety instructions.

CDE Food Safety Handout <https://www.cde.ca.gov/ls/nu/documents/foodsafetyhandout.pdf>



Food Safety Handout Acknowledgement Form

To ensure the safety of your child, we request that you read the food safety handout and handle all foods received from Rosemead School District as specified in the food safety guidelines.

WE WANT TO HELP KEEP YOU HEALTHY AND SAFE

Simple food safety guidelines for families receiving meals

This information is provided by the California Department of Education, July 2020

Cold Foods

- Cold meals should be eaten immediately or refrigerated within two hours of receiving the meal.
- For cold foods like milk, cheese, and meat, refrigerate immediately at 41°F or lower.



Hot Foods

- Hot meals should be eaten immediately or refrigerated within two hours of receiving the meal.
- For all hot foods, use the stove, oven, or

Please list all children in your household that attend Rosemead School District.

Name of Child	School Site

Please detach here and return this bottom section to the school



Yes, please give me a call to go over the food handling instructions

No, I understand the information and no follow up call is required

The best time to call me is: _____ (day and time)

Meal Pick Up Routes

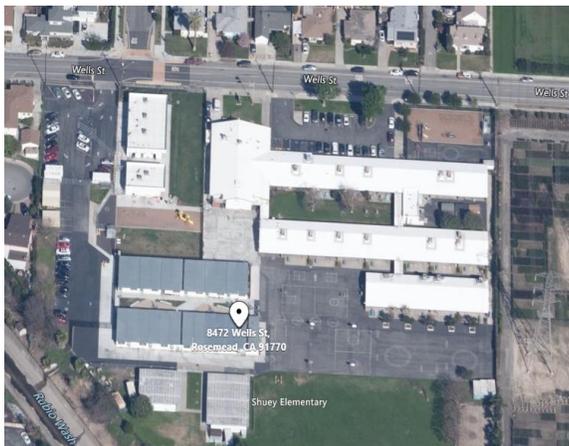
Please be respectful of our neighbors.



Janson



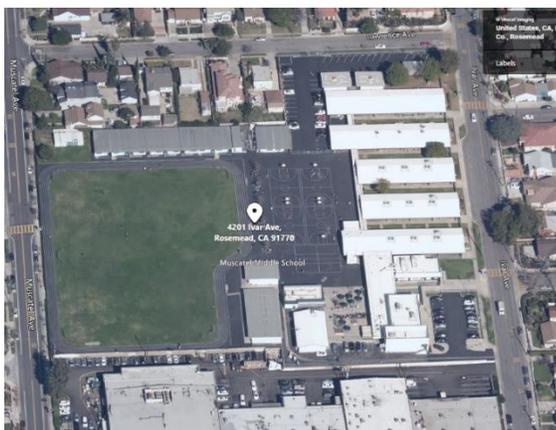
Encinita



Shuey



Savannah



Muscatel



Three Week Cycle Menu



**Rosemead School District
NUTRITION SERVICES**

Distance Learning Model August Breakfast and Lunch Menu

Week 1 Monday	Tuesday	Wednesday	Thursday	Friday
Cereal with String Cheese	French Toast Sticks with Sausage	Turkey Pancake Wrap	Chocolate Muffin	Cereal with Yogurt
Build Your Own Beef Tacos Pico De Gallo & Baby Carrots Fresh Fruit	Breaded Chicken Sandwich Baked Beans Fresh Fruit	Mighty Cheese Burger Potato Smiles Fruit Pop	Teriyaki Chicken with Rice Broccoli Fruit Slushie	Pizza Hut Pepperoni Pizza Rainbow Salad Fresh Fruit
Week 2 Monday	Tuesday	Wednesday	Thursday	Friday
Cereal with String Cheese	Breakfast Rounds	Butter Milk Bar with Sausage	Maple Chicken Sandwich	Cereal with Yogurt
Loaded Pulled Pork Nachos Salsa & Baby Carrots Fresh Fruit	Alpha Personal Pepperoni or Cheese Pizza Rainbow Salad Fresh Fruit	Macaroni and Cheese Texas Garlic Toast Celery Sticks with Ranch Frozen Fruit cup	Baked Chicken Drumstick Buttermilk Biscuit Coleslaw Apple Slices	Pick up Stix House Chicken with Rice Broccoli Fresh Fruit
Week 3 Monday	Tuesday	Wednesday	Thursday	Friday
Cereal with string cheese	Strawberry Pancakes	Breakfast Pizza Bagel	Breakfast Burrito	Cereal with Yogurt
Mozzarella Sticks with Marinara Cup & Baby Carrots Fresh Fruit	Chicken Nuggets with Mashed Potatoes and Gravy Street Corn Fresh Fruit	Rotini & Beef Casserole Texas Garlic Toast Celery Sticks with Ranch Fruit Pop	Chicken and Waffles Baked Beans Apple Sauce	Pizza Hut Pepperoni Pizza Rainbow Salad Fresh Fruit

All breakfast meals are offered with fresh fruit, 1/2 cup fruit juice and 1% white milk or non fat chocolate milk.

K-8 Non Meat Options
Monday - Anytime Cheese Kit
Tuesday - Bean & Cheese Burrito
Wednesday - Grilled Cheese
Thursday - Garbanzo Bean Salad
Friday - Soy Butter Sandwich

Curb Side and Walk Up Pick Up
Wednesday and Friday
Elementary Sites
7:00 a.m. - 8:00 a.m.
11:45 a.m. - 1:00 p.m.
Muscatel
7:00 a.m. - 8:00 a.m.
12:05 p.m. - 12:55 p.m.

Please call 626-312-2900 for more info, or
www.rosemead.k12.ca.us

Online meal applications are available at
www.schoolcafe.com

All grains are whole-grain rich

This Institution is an Equal Opportunity Provider.

Our Meals

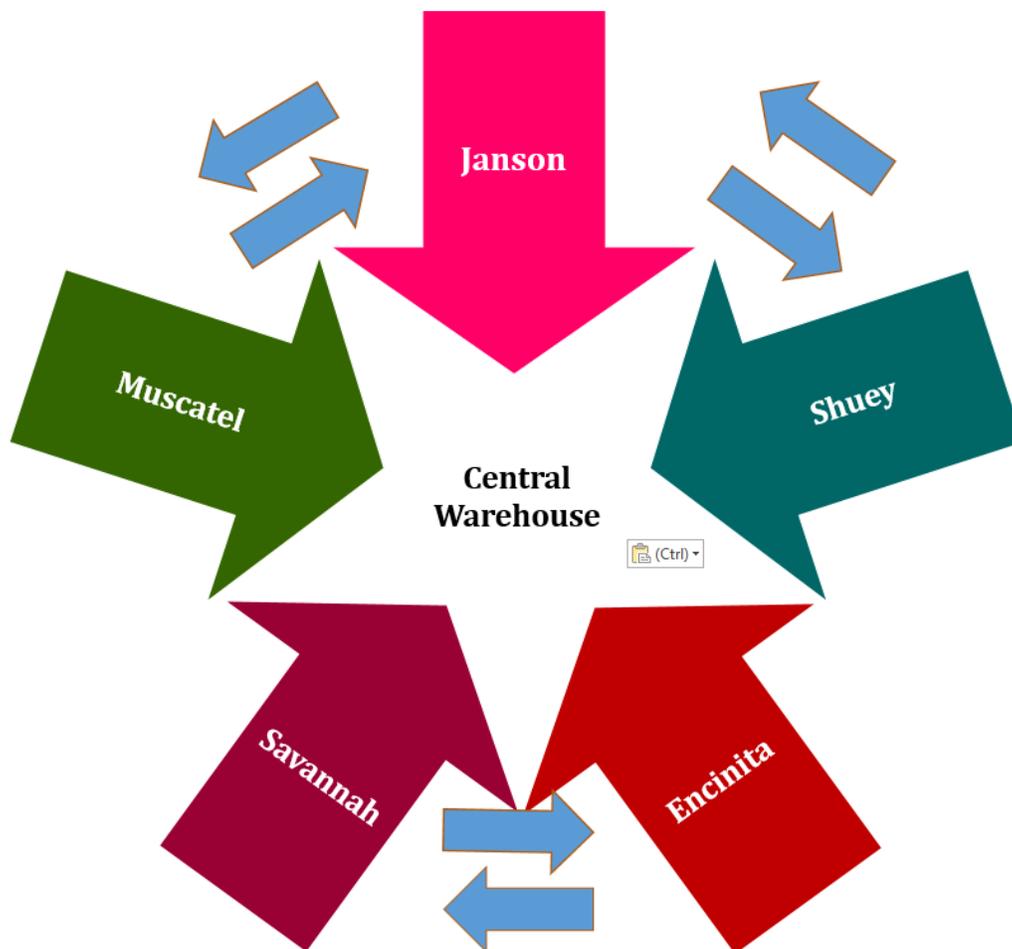
Utilizing USDA foods and DOD produce while producing appetizing and healthy meals for our students.



Emergency Preparedness Plan

- Notify cabinet and school site principal immediately.
- Close down kitchen.
- Immediately contact cleaning company to schedule deep cleaning and disinfecting.
- Notify employees that have been exposed and send straight to the identified site isolation room.
- Discard any food that had been prepared at the school site that day.
- Make alternative arrangement for another school site to produce and prepare grab n go meals for students.
- Use a Pizza hut or Pick up Stix as backup vendors in case there isn't enough inventory on hand. Emergency food items for example canned fruits and frozen vegetables available in the warehouse.

Food Preparation & Site Distribution Diagram



Equipment List

<http://bestpractices.nokidhungry.org/sites/default/files/2020-07/Equipment%20List%20for%20Meal%20Service%20SY20-21.pdf>



Resource Links

- <https://www.foodsafety-systems.com/>
- http://publichealth.lacounty.gov/media/coronavirus/docs/protocols/Reopening_K12Schools.pdf
- <https://www.cde.ca.gov/ls/nu/documents/foodsafetyhandout.pdf>
- <https://files.covid19.ca.gov/pdf/guidance-food-packing.pdf>
- <https://schoolnutrition.org/covid19/back-to-school-resources/>
- <https://schoolfoodhandler.com/covid-19-resources/>

Thank You to Our Partners



This Institution is an Equal Opportunity Provider.



Appendix 12 – Student Transportation Protocols

OVERVIEW

The Rosemead School District (RSD) in partnership with its transportation providers has developed protocols to mitigate the risk of infection when transporting students. This document provides an outline of the protocols.

PARAMETERS

- COVID-19 is with us for the foreseeable future and we must begin reopening our society within the confines of this new reality;
- There are proven strategies and protocols to accomplish this in a way that lowers the probability of exposure and allows for contact tracing if someone becomes symptomatic;
- All protocols and trainings must align with Public Health and CDC guidelines and/or recommendations;
- Site-based classroom instruction is a crucial component in meeting the academic and social-emotional needs of students;
- Designated students may necessitate transportation to and from school on a daily basis in order to participate in in-person instruction and specialized support services;
- The use of effective protective measures are necessary to mitigate the risk and to transport students safely during COVID-19.

TRANSPORTATION PROTOCOLS

The Rosemead School District contracts for Transportation Services independently and through the MERGE JPA. The current contract providers are ALC Student Transportation and Parwar Transportation.

- Due to size limitations of vehicles and to promote physical distancing, students will be transported on an individual basis.
- Drivers will adhere to CDC guidelines for wearing cloth masks.
- Drivers will self-screen prior to performing any student transportation. Any driver who does not perform or pass the self-screening shall be excluded from transporting students. Drivers shall not be permitted to return to transporting students until they are no longer exhibiting symptoms, including fever of 100.4 F or higher without the use of fever-reducing medicine or other symptom-altering medicines for a minimum of 24 hours.
- Students shall be required to wear proper face covering while being transported.
- Parents must self-screen their child, including temperature, prior to being picked up. Students exhibiting symptoms of COVID-19 or the flu will not be able to attend school in-person and are not eligible to be transported.
- Vehicles will be cleaned and sanitized after each trip. Particular emphasis will be placed on sanitation of high touch points (i.e. door handles, elbow rests, etc.). Drivers must document/confirm that they have cleaned the vehicle before and after each trip.
- Drivers will be expected to follow proper personal hygiene practices, including frequent handwashing with soap and water.



Appendix 13 – COVID-19 PREVENTION PROGRAM (CPP) FOR ROSEMEAD SCHOOL DISTRICT COMPLIANCE

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 06, 2021 (Updated)

Authority and Responsibility

Harold Sullins, Assistant Superintendent, Administrative Services has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Periodic evaluations will be performed as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards in the following ways:

- The School Exposure Management Team meets monthly to discuss the handling of COVID-19 hazards and exposures. The School Exposure Management Team has representation from classified and certificated employee groups as well as management.
- Direct communication with their immediate supervisor when they encounter or become aware of hazards (actual or potential).



- Workplace and employee safety is a key part of discussions between the leadership of both the classified and certificated employee groups with the management of the Rosemead School District.

Employee Screening

Screening occurs as follows:

- All employees are required to answer an online health screening questionnaire to confirm that they are free of symptoms consistent with COVID-19 and that they are not aware of any exposures to another person with symptoms or a person who has tested positive for COVID-19.
- All employees enter sites through a single access point where their temperatures are taken with a no-contact thermometer.

Correction of COVID-19 Hazards

Facilities will be assessed for unsafe or unhealthy work conditions, practices or procedures, and corrected in a timely manner based on the severity of the hazards, as follows:

- Assistant Superintendent, Administrative Services shall ensure that any facilities issues (e.g. problems with barriers/partitions, ventilation, functionality of handwashing stations) are addressed in a timely fashion until corrected.
- Principals, coordinators, directors, and cabinet-level executives will address any need for retraining and/or correcting employees in the event that personnel fail to follow safe practices such as physical distancing, cleaning and disinfection, hand washing, proper egress and ingress, and use of PPE as soon as such a need is apparent.
- Non-management employees are apprised of their right to safe working conditions and their roles in maintaining those conditions, including their obligation to report any hazards.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Making use of distance learning and having teachers serve students remotely from home.
- Allowing remote work for office staff when feasible.
- Posting ubiquitous signage showing distancing requirements and one-way flow of foot traffic.
- When possible, allowing employees to work remotely.
- Limiting the number of visitors in the front office.
- Making use of decals showing appropriate spacing for visitors in line at a front office.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person,



including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Face coverings are made available for employees and visitors in our front offices. Students who are unable to wear a mask work with employees who will wear extra PPE including face shields and make use of physical transparent barriers.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition(s) or a disability, who are hearing-impaired, or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart. Many such tasks, such as providing instruction over the Internet, are done by staff who are alone in a room, or when they cannot be done in a room alone, such as administering certain kinds of assessments, partitions and/or face shields with drapes will be worn.

Engineering Controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

- Use of plexiglass dividers and partitions.
- Provide face shields to be worn with masks or drapes.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Setting mechanical Heating, Air Conditioning, and Ventilation (HVAC) systems to operate 2 hours prior to the start of school and 2 hours after the end of school to maximize ventilation.
- Opening windows and doors, using fans, and other methods when indoor and outdoor conditions safely permit.
- Utilize economizer modes of HVAC operations, potentially as high as 100%, where compatible.
- HEPA Filters are utilized as an additional measure in designated quarantine areas at each site.

Cleaning and Disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Regular cleaning with increased frequency of frequently touched surfaces (door knobs, light switches, handles, etc.), common areas and restrooms by custodial personnel.
- Utilize electrostatic disinfectant fogger for rapid disinfection of areas and surfaces.
- Ensuring adequate supplies and adequate time for it to be done properly.
- Disinfectant wipes are available for employees to wipe down their immediate work area and shared use items in between scheduled cleaning.



Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Custodial personnel wearing appropriate Personal Protective Equipment (PPE) will follow standardized cleaning procedures to thoroughly clean and disinfect affected areas utilizing approved cleaning products. This will include:
 - Opening windows and doors in tandem with HVAC systems to properly ventilate and filter air.
 - Wiping down all contact surfaces with approved disinfectant cleaner.
 - Discarding all trash and replacing with new can liners.
 - Sweeping or vacuuming floors to remove visible dirt and debris. Vinyl and tile floors will be mopped.
 - Utilize electrostatic disinfectant fogger for rapid disinfection of areas and surfaces.

Shared Tools, Equipment, and Personal Protective Equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by utilizing disinfectant wipes or disinfectant spray with cleaned paper towels which are available for employees to wipe down their immediate work area and shared use items in between scheduled cleaning.

Hand Sanitizing

In order to implement effective hand sanitizing procedures, we:

- Ensuring handwashing areas are appropriately stocked with dispensed soap and clean paper towels.
- Encouraging and allowing time for employee handwashing.
- Providing employees with an effective hand sanitizer, and prohibiting hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds each time.

Personal Protective Equipment (PPE) used to Control Employees' Exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **COVID-19 Exposure Investigation Worksheet for the Education Sector** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Provided with the appropriate Quarantine Order and Quarantine Instructions from the Los Angeles County Department of Public Health
- Advised to contact their health care provider for testing. Employees will be provided with information on no cost COVID-19 testing options that may be accessed during their working hours.



- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to their immediate supervisors via the health screening form, email, and/or phone call.
- Employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- We refer employees when appropriate to testing options provided by the County of Los Angeles.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures. This is covered in the School Reopening Plan.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable Federal, State, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.



- Excluding employees with COVID-19 exposure from the workplace for 10 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever it has been demonstrated that the COVID-19 exposure is work related. This will be accomplished by allowing employees to work remotely when possible. In the event that the work from home options are not available or the employee is unable to perform his/her duties, the employee will be apprised of leave options including workers' compensation, earned leave benefits, and/or other statutory benefits available at the time of exposure.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Los Angeles County Department of Public Health Line List** form to keep a record of and track all COVID-19 cases.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 10 days from the time the order to quarantine was effective.

Harold Sullins, Assistant Superintendent of Administrative Services