



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Banta Elementary School District serves a diverse group of students. Our mission statement is one that all staff members take to heart each and every day: “With integrity and compassion, Banta Elementary School District promotes a commitment to excellence while empowering each individual to strive for the character, knowledge, and skills necessary to make a positive difference in our world.” Our student population is 40% English Learner (EL), 70% are classified as Socio-Economically Disadvantage. Our student population is made up of several ethnicities with the majority of our students 71% identifying as Hispanic Latino, 22% White, 3.5% African American and 3.5% all other races. We serve approximately 285 students in Transitional Kindergarten through 8th grade at one quality school.

Distance Learning is having a profound impact on all stakeholders. The hardest group impacted is our single parent, low-socioeconomic population. With child care virtually impossible to find, many are having a very hard time balancing the combination of jobs, family, and distance learning. Families are working together to help one another, and Banta Staff is working with families to help with learning, food, and academic compassion. Teachers are reaching out to families and students weekly, and daily in some cases. Teachers, and caregivers, are balancing the Distance Learning academic presentations with student learning style and learning needs. Teachers, Instructional Aides, Office Support personnel, and Administration are reaching out to the community daily to assess connection needs; food needs; social-emotional support; and additional academic concerns and questions.

A warehouse of social-emotional videos and activities have been posted and shared on the district's and school's web pages. Banta School administration has a Google Classroom where a variety of tips for success are posted; as well as, the reading of books out loud for stakeholders to access from home.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since school closures in March 2020, BESD has continued to actively engage stakeholders at all levels: parents, community members, educators, site administrators, students, and Board Members. The district continued to hold its Parent/Faculty Association (PFA), District English Learner Advisory Council (DELAC), and Banta Educators Association (BEA) meetings and used these spaces as opportunities to provide the community with updates on budget and school closures.

From April through June, the district held Banta Stakeholders meetings. The meetings were intended to both inform stakeholders of the latest health agency updates and the impact on schools, and obtain input from attendees. The meetings were targeted to all students and families as well as one specifically focused on Spanish-speaking families, and another focused on the district's Latino families. Throughout this time, the Superintendent was also holding meetings open to all BESD educators, as well as engaging with the principal during their weekly meetings.

Once the Distance Learning Plan for the start of the year was approved by the Board in July, BESD held three more stakeholder meetings in August; all in English and Spanish. Throughout the summer, BESD continued to actively engage with BEA educators and classified staff to negotiate labor agreements. BESD also administered surveys to its community. A June 2020 survey gauged comfort with in-person learning for families and for educators. A July 2020 survey asked stakeholders their preference for program models in the Fall.

On August 13th, during a school board meeting, district representatives provided information about Senate Bill 98, and changes to accountability for the 2020-2021 school year, including the new requirement for creating our district's Learning Continuity and Attendance Plan (LCP). The LCP was then presented at a DELAC meeting, a PFA meeting, and was presented in open session at the Board of Education Meeting September 10, 2020. In addition, information about the changes in accountability and the full draft LCP were posted to the district website including information on how to provide feedback via written comment through an email address accessible from the site.

[A description of the options provided for remote participation in public meetings and public hearings.]

Banta School Stakeholders were provided with opportunities to review the district's learning continuity plans and provide feedback via email, phone call, and at the monthly board meetings. A Google Survey was sent in July to our stakeholders, English and Spanish, to our

community. Our staff was surveyed on numerous opportunities in June and July about their comfort level on returning to on-campus teaching and through the Banta Educators Association, the teacher input was represented and taken into consideration for all phases of the learning continuum: Phase 1, Distance Learning; Phase 2, Hybrid Model; Phase 3, "all back to campus as normal."

Public opportunity to participate in the discussion of our Learning Plan were offered at the monthly board meetings on June 11, July 9th, and August 13th and September 10th; and, at the Parent/Faculty meetings in July and August.

All of the aforementioned engagement was held virtually via Zoom. The information was shared through the district mailing list, on the district website and shared on the district calendar. The engagements included not only participation via computer, but also call-in numbers for those participants joining for audio only or without internet access.

[A summary of the feedback provided by specific stakeholder groups.]

During our planning for the Reopening Phases of Learning for the 2020-2021 school year, our Parent/Caregiver population was provided ways to provide input through online teleconferencing through Zoom. School Board Meetings; LCP meetings, student and staff stakeholder meetings were provided and held via teleconferencing through Zoom meetings. The Parent/Caregiver population expressed concern about learning loss and childcare as their two major concerns. While the community understands the need for social distancing and flattening the curve, they are understandably concerned about how we will best address learning remotely in Phase 1. Teachers, too, are concerned about Distance Learning and engaging all students in the learning. Additionally, all stakeholders wanted to make sure supplies such as devices, and text books were provided to all students in Phase 1. Food service to our community is of concern for all stakeholders and we will continue throughout the school year as seamlessly as it was over the summer when we offered five breakfasts and lunches to all children in our area.

Phase 2 presented similar concerns of child care and tutoring support. Phase 2 is a the Hybrid Model which students come to school two days and are at home for asynchronous time another two. While parents want to support their children, the need for child care and tutoring support remains a concern in all phases. Teachers and Staff have similar concerns for the asynchronous time for continuity of learning.

The area of attendance and online engagement are a concern for the teacher stakeholders. While accountability and follow through have been recognized as improving, there is still the need for community education on the importance and ramifications of attendance, and absences. A formal SARB process is being followed; home visits are being made; parent education is being provided; one to one phone calls and meetings are being held, all to improve attendance. Teachers and staff are reaching out daily to parents and children to help develop a personal relationship that will engage students during these trying times and support their ongoing education.

Staff Development was provided before Phase 1 began in the areas of Google Suite training and Virtual Learning training. Training for teachers was provided on July 31, August 4, 5, and 6th. Additional training is provided throughout the school year, and we have retained the services of a Google Certified Instructor to support the ongoing needs of our staff.

Parent engagement with their child's learning was expressed by all stakeholders. With the past changes in staffing and the community as a whole, many past practices have changed. Events that engage all stakeholders are necessary, and the need to volunteer participation from

the community is encouraged and needed for future events to be successful. This was expressed by all stakeholder subgroups. Support for our Parent and Caregiver Groups was provided in the way in which they can best support their student(s) at home by providing quiet, dedicated learning spaces; and with the support of our Technology Department in ways to support the use of Zoom and student devices. A daily Student Participation Log has been developed, and followup conversation with families utilizing virtual meetings as well as home drivebys are planned for students who are not fully participating with the distance learning format. More small group children support groups are in place to support those students who need additional support. (see attached Three Tier Plan, Daily Attendance/Participation Log, COVID Distinct Plan)

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The feedback that the district received from its students, families, educators and community was imperative to developing the school reopening plan for Fall 2020. Given the strong call for equity and the desire to elevate the needs of our most vulnerable students, schedules were designed with explicit equity-based small group support for these students. These small groups will be determined by teachers and change throughout the year, based on emerging and changing needs of students, and academic data throughout the school year.

The daily schedule was also significantly modified in response to the needs of students. Students have 120 minutes of in-person/online instruction (synchronous) and another 120 minutes of Asynchronous learning in which they have work with teacher support, remotely. In response to concerns around learning loss, social-emotional relationship building was outlined and provided to all staff. Opportunities during asynchronous time for one to one conversations with teachers and students is provided to address learning loss and the social emotional support in Phase 1. Additional support within the classroom influenced the addition of Instructional Aide support in all classrooms, and, the resurgence of on-campus student supervision with our after school partner.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by the County

Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, BESD is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

School Environment:

Our district is working with all stakeholders to reopen facilities for students. The stakeholder group includes teachers, administrators, mental health professionals, and other certificated and classified staff who have been researching numerous instructional models for elementary and secondary classrooms. Models are being analyzed based on the following criteria:

- Aligned with our BESD Core Values of Integrity, Equity, Respect & Excellence
- Aligned with the BESD Focus Areas: Excellence in Academics &. Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety, and Efficient Utilization of Fiscal Capital
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and support plans
- Classroom configuration options that maximize the health and safety of our students and staff ? Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families.

Current Situation:

Schools were completely cleaned and disinfected over summer break, and BESD will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the County Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).

IN ADDITION

- Physical barriers were installed in front office areas where face-to-face interaction with the public will occur
- The installation of additional hand washing stations have been authorized for every campus and design/construction is currently underway
- Every classroom and workstation will be provided hand sanitizer to use

- Schools will limit the sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided California Department of Education, July 2020
- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety. All staff and students will be advised to stay at home when they are sick. Staff members and students are not to return until they have met the California Department of Public Health (CDPH) criteria for a safe return to school.
- For safety, Cameras have been installed to maintain safety throughout the campus for all stakeholders.
- Keys have been reconfigured for additional safety for the school campus.

In keeping with our BEA teachers' union contract, sick leave may be used for personal illness, including quarantine, disability and necessary appointments for health treatment. In addition, unit members may use the following types of leave: Families First Coronavirus Relief Act. Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay where the employee is unable to work because the employee is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis. Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
 - At least 24 hours have passed with no fever (without use of fever-reducing medications), AND ? Other symptoms have improved.
- Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-CoV-2. Requiring a negative SARS-CoV-2 test prior to returning to work or school is not recommended. Instead, employers and schools should follow the time, and symptom, based approach described above in determining when individuals can return to work or school following COVID-19 diagnosis.

In-Person Learning Protocols

Before we are able to reconvene back to full in-person instruction, we will most likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school must go into quarantine.

In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Hand washing and hand sanitizer protocols
- A plan to meet physical distancing standards in school facilities

- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities
- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Cloth face coverings will be required for students (Kindergarten and up) and all school staff
- Signage - to promote and remind ALL of social distancing at BESD sites
- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- Campuses will limit outside visitors

Teaching and Learning

Students will be taught simultaneously at school and at home. Each class will be divided into two groups, group A and group B, with up to fifteen students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support. This will be a time for students to receive specialized instruction from our response to intervention teachers, literacy coaches, special education teachers, and other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socioeconomic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, All students are required to have a minimum amount of instructional minutes per day - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum, including Learning Management Systems to ensure students have a clearly outlined schedule for each day
- Assignments will be reviewed and graded by teachers. Students will receive A-F letter grades. Elementary and Middle School grade reporting will resume using a rubric grading system as previously done

Day Camp and After School Program

The hybrid model on the Banta campus will operate a day camp to provide additional supervised activity for students whose family members are essential workers, students with unique needs including special education students, low socio-economic students, students in foster care,

homeless students, and staff's own children. We will provide up to five days of care per week, including extended care provided through our after school programs.

(see attached Phase One daily schedule, Three Tier Plan, Daily Attendance/Participation Log, COVID District Plan)

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
IPI-1 Purchased barriers for students and staff barriers	\$9,323	No
IPI-2 Daily deep cleaning of facilities including additional cleaning on Wednesday and Friday.	\$255,263	Yes
IPI-3 Purchased extra cleaning supplies, purchase portable hand washing stations, as well as hand sanitizing stations in each classroom and throughout the school.	\$17,469	No
IPI-4 Technology - purchased LCD projectors, document cameras for classrooms, among other technology items	\$2,381	No
IPI-5 Added additional aides and increased aide hours for support during in-person instruction with COVID restrictions in place, as well as additional school front office support.	\$29,373	No
IPI-6 Additional Staff Development Training	\$10,000	No
IPI-7 Security/Safety - Purchased Staff radios, installed security cameras, installed security/safety gates and fences	\$34,355	No
IPI-8 Additional Sub time for teacher support	\$30,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Banta School and Banta Teachers were prepared for one to one device and textbook hand out prior to the start of the school year. Multiple days and varying hours were provided for the community to pick up all devices, accessories, textbooks and other classroom materials before the school year started on Distance Learning. Phone calls, emails, text messages were sent in English and Spanish for our community. Individual phone calls were made to those who did not come to pick up their materials, and alternate times were made available for those who needed it. Ongoing support through the school office, and the technology department, Banta School is available to train, support, and intervene throughout the school year on items of need or all stakeholders.

All grade-level texts, workbooks, and other materials were provided to all students. In addition, online components for additional support were provided such as MobyMax, StudySync, and other free web pages to support additional learning and intervention.

Following up with families on a regular basis on how learning and Distance Learning is going in their homes; and in what ways we can support them, is offered through email, phone calls, social media, and through USPS mail. Teachers are making phone calls to students and parents on a weekly basis to check in on successes and needs with families in their classrooms. Teachers are keeping a Learning Log (see attachment) and providing them to the office on a weekly basis. Through collaborative communication between all stakeholders, we are reaching out to students and families.

Student Engagement:

Each teacher shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

The following items will be components of the Banta Distance Learning Plan:

BESD believes that teachers need to physically return to work for the following reasons:

- Classrooms have the resources, equipment and band width to assist teachers/counselors in providing optimal learning experiences for students,
- Easy access to IT and other resources at school sites,
- Students interact with teachers teaching from their classrooms which enhances the learning experiences,
- Teachers will be able to avoid close contact with other personnel by remaining within their classrooms and/or offices.
- Increased sanitation protocols are in place to help limit COVID spread.

Definition:

Blended Learning means:

- Combining in person learning with digital learning/at home learning, in which students can, in part, control the time, pace, and place of their learning
- Blended Learning Best Practices
- Design instruction to meet specific learning outcomes
- Choose approaches that will fulfill the learning outcomes, rather than focus on a specific technology or activity. The appropriateness of meeting the learning objectives should take precedence in the design to provide students the opportunity to develop their own tasks to demonstrate their learning. And remember to give yourself grace by

focusing on essential learning and not on teaching every standard.

- Find ways to make social and emotional connections
- Build and nurture relationships in the classroom to help students feel seen, understood, valued and cared for. Trust is a byproduct of teachers connecting with students both academically and socially to learn their strengths and needs. When trust is present students feel safe to takes risks, ask for help, and show their weaknesses. Teach students that learning is courageously vulnerable and share your own vulnerability with stories of setbacks and growth. Show compassion by listening to understand students' perspectives and help them intentionally build strategies to self-regulate behavior.
- Design for Synergy

Value in-person and distance learning equally. Link the learning experiences from in-person and distance learning to each other so they work to reinforce and augment each other. Both methods can be highly effective when they are well planned and woven together with intentionality. There are many options for using tech tools in the classroom that can support blended learning in-person. Consider at-home learning opportunities that allow students to explore a topic, explain what they understand, elaborate on a concept, or evaluate their learning. Develop lessons that focus on student centered engagement where students take ownership and actively seek ways to improve their own performance.

(see attached Phase One daily schedule, Three Tier Plan, Daily Attendance/Participation Log, COVID Distinct Plan)

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Banta District provides all students with a personal computer, and charging cord. Additionally, a survey was taken for those persons/families who need a Hot Spot and Hot Spots were purchased for those families to use. Phone calls were made to families; a survey was given and stakeholders were asked when devices were picked up about the need for Hot Spots and connectivity. In some cases, a home visit and delivery of items was provided. All students in the Banta Elementary School District have access to WiFi. Banta Elementary School district will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including: A plan for ensuring access to devices and connectivity for all pupils to support distance learning and providing technological support to ensure access to devices and connectivity is provided through our Banta Tech Support; on-campus micro trainings with all CoVid safety protocols in place; office personnel trained in tech support and through our district's technology support.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Monday through Friday, Banta teacher will provide 120 minutes a day of synchronous learning, plus 30 minutes of Physical Education and asynchronous workshop time. They will provide asynchronous learning in the afternoon of a minimum of 120 minutes; and, be available to emails, small group instruction, parent meetings, and planning in distance professional opportunities. Attendance is taken daily and will follow our SARB process. Teachers are keeping track of student participation, attendance and adult stakeholder communication on the attached Learning Log.

Each unit member shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

What Distance Learning Looks Like for BES students

- Presence on mandatory student live stream class
- Live stream engagement, email, and other communication
- Work completion
- Work attempted
- Parent communication
- Other interaction or effort from the student
- Live feedback via Zoom or other live stream formats
- Feedback on assignments, including written or video
- Interaction with peers on a learning goal

(See attached Learning Log and Combined Daily Form)

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Five days have been provided prior to the start of the school year (July 31, August 4, 5, 6 and 7th) to support the learning continuum on Blended Learning, Virtual Learning and on the use of Google Suite. During the school year, we have contracted a coach to support teachers' needs with all aspects of Google Suite to support Distance Learning and student learning throughout all phases of our school year. San Joaquin County Office Of Education (SJCOE) provided three days of professional development on Blended Learning and Virtual Classroom. Staff learned best practices for virtual learning, and lesson planning. Both the Google Suite and Blended Learning will be provided throughout the school year for additional learning and support during this school year.

SJCOE Module 1 was on the Essential Skills for virtual and Blended Learning. In this module the teachers were presented with way to create an effective learning community. Module 2 was Model Lessons for Virtual and Blended Learning. The focus was on the experience students would receive with effective virtual lessons. Lesson Plan for Virtual and Blended Learning was Module 3's focus. Teacher had time to plan and work with the essential skills and necessary teaching shifts for virtual learning.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job out of pure necessity. On March 16, 2020, all schools and district offices in Banta Elementary School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities are reflected below.

Teachers and Classroom Instruction:

In distance/hybrid learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

- **Attendance and Participation Tracking:** In DL/hybrid learning teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into PowerSchool weekly.

ELD

Teachers will continue to deliver integrated ELD, except that it will now be in a virtual classroom. Time blocks are embedded in our DL plan so that teachers and Instructional Aides will be able to pull students into groups.

This is different in distance learning. Normally, students are pulled from class for designated ELD. Although we do not normally pull students during Literacy or math blocks, the consequence of this system is missed time in the general education classroom. The good news is that during distance learning, pulling students from their class time will not be necessary. Students will receive these services outside of core academic time with their teacher.

Response to Intervention Teachers (RTI):

RTI Instructors and Special Education Teachers will still provide intervention and extra support, but in a new way. Our DL/hybrid plans allocate specific times for small group support. These teachers will also need to change engagement strategies for an online environment. Their teaching will need to be better focused so that students will stay engaged with the learning. They will also have to constantly monitor student response during their

sessions. Specialist teachers will be required to create complex schedules to be certain that their services supplement classroom instruction and don't supplant it.

Special Education Teachers:

SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals:

Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning.

They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff:

School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change.

Attendance is now multi-faceted, joining a Zoom session alone will not suffice. SARB and SART processes, as important as ever, will change. When a student is ill, staff will have to proceed according to the County of San Joaquin Health Department guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial:

During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists

School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff:

Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go breakfasts and lunches to all Banta Elementary School District students and lunch to our students who receive free and reduced lunch.

Instructional Aides:

Instructional Aides provide a variety of task while on campus. In Phase 1, we have added additional staff to have one Instructional Aide in every classroom. Instructional Aides are providing small group instruction online and in the Hybrid model, in-person academic support. Their roll is to support the students and classroom teacher by providing support instruction under the direction of the classroom teacher; ELD support and classroom management support.

Bus Drivers:

The Banta School District contracts with First Student bus company. We are utilizing their services to provide meals to remote areas of our community on a weekly basis. Additionally, during the Cohort and Hybrid models, they will be providing busing with social distancing to our student.

District Nurse:

All district nurses' work has changed. They are now looking at all of our students' health conditions through the lens of Covid-19 and how this is impacting each student uniquely. They are also responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

Counselors:

Counseling staff in BESD advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support. Counselors have needed to adapt to an online format requiring them to develop new skills for creating a personal relationship while in an online platform.

District Administrators:

All District administrators worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff:

Staff are able to continue supporting the schools by working from home with some opportunities to work from the district office as permitted.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Special Education:

For our Special Education (SPED) students we are using the breakout rooms with teacher and aides for small group instruction. In asynchronous time the teacher is going on one to one with parents and SPED students to meet their individual needs. The SPED teacher is

differentiating on MobyMax for student learning to supplement the Distance Learning model. Additionally for all students including the SPED students, we offer after school tutoring. SPED teacher and Director attended the Distance Learning for the Special Education Population (offer by the Bureau of Educational Research) and are implementing strategies from the webinar. Speech and counseling services are offered as per Individual Education Plan (IEP). A social interactions group is being offered by our Speech teacher. We are providing materials in-home for increased student engagement such as attendance charts; daily schedules; and rewards systems. Instructional aides are meeting with students one on one to support additional learning and working towards individual student goals.

English learners

Designated and integrated instruction in English language development is included in our distance learning model. The distance learning plan schedules time daily for English learners to receive designated and embedded ELD by the teacher. The times for instruction do not impede on EL students' regular classroom schedule, but rather are an added support. We will continue to use our adopted ELD instructional curriculum and materials as well as an added online resource, MobyMax, a comprehensive learning program that encompasses the four main language skills, listening, speaking, reading, and writing.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support. The EL teacher will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners. Our new distance learning plan provides for more online interaction both with the teacher, and also through the opportunity to attend our many enrichment offerings.

Foster and Homeless:

District administration and community stakeholders and representatives of foster and homeless children were surveyed via phone calls and surveys on the needs of students. Once we have clearance from the County Office of Health, we will be offering on-campus supervision through our after-school care program; and small group in-person learning to support students. Students will be offered in-class instruction along with their peers who are online. Using MobyMax, STAR 360 and our current curriculum, each classroom will have an Instructional Aide in addition to the classroom teacher to support this small cohort of students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
DL-1 Technology - Purchased laptops (staff), headsets (staff), Chromebooks (students), Hotspot devices and ongoing service plans with Verizon specifically to support low income families that do not have access to internet, and printers for home use.	\$72,959	Yes

Description	Total Funds	Contributing
DL-2 Online software purchased to support Distance Learning and assessment (MobyMax, AR/STAR360, Mystery Science, STARFALL)	\$12,934	Yes
DL-3 Professional Development - 1 Day Staff Development training by Google Certified Educator to include additional Google training as needed .Professional Development by San Joaquin County Office of Education on Virtual and Blended Learning.	\$5,325	No
DL-4 Additional aides support and translators support. Additional staff for tracking student participation and to support small group instruction.	\$11,954	Yes
DL-5 Aides supporting the online safety of all children via Hapara laptop screeners in real-time.	\$6,428	No
DL-6 Learning Management System Purchased, Schoology, to support distance learning and provide one sign in for students and staff.	\$14,634	No
DL-7 Instructional Aide to be bilingual aide for first generation English speaker.	\$47,521	Yes
DL-8 Counseling through an outside agency. Online, Zoom and telephone.	\$12,000	Yes
DL-9 Maintain existing staffing to support Homeless Youth.	\$5,689	Yes
DL-10 Weekly Check-ins between staff and administration on SEL of staff.	\$4,500	No
DL-11 Weekly staff Meetings and one on one discussion are being held with Administration to meet the needs of teachers; answer questions; evaluate the continuity of instruction and Distance Learning connectivity.	\$5,000	No

Description	Total Funds	Contributing

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed patterns in participation rates. Notably, participation was lowest across our secondary program, especially for students experiencing homelessness, students experiencing socio-economic disadvantage, and students with IEPs. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. BESD intends to administer the MobyMax Reading and Mathematics Assessments. Currently, three administrations are scheduled: August, January, and March.

The August administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from August will be disaggregated into student groups, grade levels, and language acquisition subcategories. The site leader and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the August administration of the assessments. Learning loss will be addressed in both our distance learning and our hybrid learning models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In-addition, support staff are working with teachers in small RTI groups and breakout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in critical needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher will use interventions through SPIRE Educational Support with any student to help them succeed in the classroom. General Education teachers review the formal and informal assessments and refer the student to the Response to Intervention support. Response to Intervention is a supplemental academic intervention in very small groups to further support the foundational skills in reading and math. During Distance Learning, this will be done virtually via Zoom.

Extra Academic Support by Certificated Staff

In addition to the distance learning plans for small group support and targeted intervention groups, we will also offer students who are demonstrating learning loss after school intervention delivered by our certificated staff. Teachers will be paid outside their duty day to provide extra support to their students with the highest need including low income, English learners, foster youth and homeless students. This after school tutoring will focus on accelerated learning with the intention of helping students to catch up from experiences of learning loss. Teachers provide small group instruction based on classroom data on areas of need. Additionally, we are offering after school virtual tutoring held by certificated staff to further support learning loss in small groups. During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support.

After School Care

Give Every Child a Chance, our after school child care agency, is providing additional tutorinnal and academic support time in both a virtual and on-site situation. GEGAC and Site admisntration are reviewing academic data and student sub-group needs to identify specific groups who would benefit from the additional instruction.

In-addition, support staff are working with teachers in small RTI groups and breaout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in crital needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

As discussed in the previous sections, the MobyMax Reading and Math assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, school site administration, teachers and the RTI teacher will track achievement data based on MobyMax Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported.

The site administration and teachers coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the team will collaborate to regroup students and try different research based interventions and strategies. The team collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional well-being. The team also focuses on our most vulnerable students including low socio-economic students, English learners, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

The use of a Response to Intervention pull-out aide, and the use of trimester assessments via MobyMax for vertical alignment, support our Vertical Data Discussions to analyze student data; intervention strategies and drive instruction. Response to Intervention is a pull-out program designed to meet the foundational skills needs for academic success. This is small group instruction that supports the learning in the classroom and addresses the specific needs of identified students.

During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. This tutoring can be provided on any location they choose and the requirements are:

- o Each teacher picks 5 to 6 of the students who need the most support
- o Creates a learning plan that is approved by the site administrator
- Pretest / Post test
- o Tracks participation
- o keeps the administration updated on how the intervention is going

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>PLL-1 Response to Intervention is a process to help students who are struggling with a skill or lesson; the teacher will use interventions through SPIRE Educational Support with any student to help them succeed in the classroom. General Education teachers review the formal and informal assessments and refer the student to the Response to Intervention support. Response to Intervention is a supplemental academic intervention in very small groups to further support the foundational skills in reading and math. During Distance Learning, this will be done virtually via Zoom.</p> <p>In-addition, support staff are working with teachers in small RTI groups and breakout sessions to support ongoing learning as well as learning loss from not being in-person school program these past months. The administrator along with bilingual staff are marking weekly visits to</p>	\$76,078	Yes

Description	Total Funds	Contributing
households that are not completely engaged in the distance learning program. Local agencies are being utilized to support families in critical needs.		
PLL-2 Teachers provide small group instruction based on classroom data on areas of need.	\$36,000	No
PLL-3 We are offering after school virtual tutoring held by certificated staff to further support learning loss in small groups. During Phase 1 and Phase 2 - Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. Teachers would be compensated at their per diem rate. Teacher will be paid four hours for teaching and one hour for preparation time (not to exceed five hrs. per week total). This ends December 31, 2020. After that, the pay goes back to the \$40 per hour per contract	\$26,000	No
PLL-4 Professional Development on essential standards to support learning loss.	\$22,918	No
PLL-5 Academic instruction and learning loss is being addressed by reflecting on the data and driving instruction to match the need of the academics within each classroom. Cyclical assessments and vertical data discussions help drive instruction and address learning loss. (part of teacher cost)	0	

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Teachers and support staff are dedicated to building relationships with students and their families in the first weeks of the new school year. Distance Learning adds some complexity to this and a Google Folder of age appropriate lessons, videos and Second Step SEL discussions have been provided to the teachers. Staff was provided professional development on July 31, and August 7th on ways to implement SEL education within the classroom; how to identify those in need; and additional education on how to report concerns for student well-being. Additionally, staff will check in weekly, or more often, with administration on a discussion of their needs and the needs of their students. Individual check-ins will be conducted by teachers with their students. Checking in with families and caregivers on their needs to create community. We have counselors on contract to support the specific needs of key students.

Staff communication with the office supports wellness checks with the administration, office staff, and the school nurse. Additionally, teachers work with administration on ideas and ways to support student social emotional needs. The information is also on our District Web page.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Each classroom teacher shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

If students are not present for three days, the teacher will have attempted to communicate with parents/caregivers and the students to correct the situation and support engagement. On the third day of no engagement nor attendance, teachers will notify the administration. The administration will call and make home visits when necessary. Discussions on ways the LEA can support the student and family will be determined and attempted to be resolved so the student can engage effectively with his/her peers and teacher. The Director of Student Services and the school Principal will be attending a webinar titled Absenteeism Summit to address ways in which to improve student engagement, attendance and communicate with stakeholders the importance of attendance for learning continuity.

Communication with parents is done in their home language through the use of bilingual Instructional Aides, Teachers, Office Staff; through email using the same personnel or Google Translate. Phone calls are made using our robotic system in PoswerSchool and is done in English and Spanish. When home visits are conducted, the school's principal and a bilingual aide, bilingual teacher, or a bilingual district personnel attend with the principal.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

We are excited to continue offering delicious meals to children during the new school year, whether it be in person or distance learning. We are ready for any model. We have a new system for creating new menus. We are looking into other options to reach as many children as possible. We have learned new techniques that make the meals easy to take home, store, and reheat. We create bulk meals for families to pick up once a week. We have added later pick up times for working families. We are going to begin home deliveries to families that are not able to pick up. We are doing everything in our power to make sure kids are still receiving healthy meals whether it is distant learning or on campus. The district has purchased a van to support the delivery of meals to remote locations within our stakeholder area while we are in Phase 1. Additionally, we are working with our bussing contractor and using a school bus to deliver meals to even more families with whom they cannot pick up meals during Phase 1.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Email, phone calls, letters sent home via USPS, Facebook and follow up calls to parents were sent in English and Spanish about Distance Learning, School Engagement, and all aspects of the beginning of school dates and needs. Letter sent home by BESD about the different Phases for learning continuity during the pandemic. The letter outlined	\$4,900	Yes

Section	Description	Total Funds	Contributing
	our safety procedures during each phase. This letter was sent in Spanish and English. Weekly communication is provided through our online email service, Facebook and through teacher's web pages. Zoom meetings and online connections for Community Meetings are provided.		
Distance Learning Program (Distance Learning Professional Development)	Throughout the year, staff will be provided with Professional Development to address their needs through the CoVid Phases of education and general professional development to support our school's agricultural theme.	\$128,932	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.68%	\$656,788

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Technology:

When we first went into distance learning in March, and started engaging students online, we found out quickly that many of our low income, EL, foster youth, and homeless students were not showing up to class meetings. We immediately started tracking attendance at sites, then using a weekly log in our data system, we found that attendance was disproportionately lower with the said groups. As our Teachers, Instructional Aides, Office Staff, RTI teachers, Principal, and other staff reached out to these families, we realized that a major obstacle was a lack of technological resources and knowledge. The bilingual office staff called every family to ask if they needed internet services or a HotSpot. We respond to those needs by ordering HotSpots for those who needed them.

MobyMax Learning and Assessment System:

MobyMax has been purchased for all TK through Eighth Grade students. Math, Reading and REading Fluency are given on multiple occasions throughout the school year. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socioeconomic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, TK-8, in early literacy and/or reading, and math. This will increase services for elementary students. Our teachers, Instructional Aides and RTI Aide pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Latinx students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Technology, Engineering and Math (STEM) and Social-emotional learning:

Technology, Engineering and Math (STEM) and Social-emotional learning targeted for BESD TK-8th unduplicated grade students whose families are being disproportionately impacted by Covid-19 and school closures. This program was put in place to give our unduplicated students access to engaging instruction that will increase academic achievement.

English Learners:

CAASP and school data show that in BESD, our English Learners, particularly long term ELs underperform in the writing components on state and district assessments. In order to address this area of concern, additional professional development is provided on ways to address the learning loss and effective English Learner supports; and, this professional development supports our EL teachers with providing a language rich environment which benefits all students.

After School Tutoring with Certificated Staff:

Tutoring with highly qualified teachers is being put in place for our students who need extra support so that they can get instruction directly related to what teachers are teaching. The support can include extensions of lessons and/or pre teaching so that students will be better prepared and ready to learn. We believe that providing this intensive intervention will improve academic outcomes for our students performing below grade level standards.

Community Outreach and Engagement:

By supporting our unduplicated students and families by providing outreach, resources, and specialized support, our students and families are more trusting of schools and more likely to engage with school committees, activities, and volunteer opportunities which has been shown to improve student achievement outcomes. The Principal is working with the Director of Student Services and the County Office of Education Truancy and Intervention Department to build supports for our foster, homeless and all students. This program aligns with LCAP goal one, providing high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

All communication is sent in Spanish and English. Spanish speaking aide are supporting teachers in the classroom and with making connections with families. When needed, Administration and teacher will make a home visit to check on students who are not engaging. Additionally, Administration and the school nurse will make well fare checks as needed.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

We are continuing to follow our overall improvement plan which is:

- Provide every student access to standards aligned instruction, materials, and technology to support technology integration. Assure unduplicated students have access to CCSS resources and the technology skills needed to prepare them for college and career. By providing internet hot spots to our less advantaged students we are assuring they will not fall behind in achievement.
- Improve students reading and math levels with supplementary programs and materials, Response to Intervention (RTI) program, MobyMax, STAR360, Accelerated Reader, Math and English Language Arts online intervention software, and tutoring assuring unduplicated students are growing toward grade level proficiency.
- English Language Development Program: English Language Development and ELPAC testing support, Bilingual (ELD) Coordinator, part-time ELD aides to support English Language Development instruction, supplemental curriculum, technology, Professional development focusing on the needs of English Learners, English Language Development Tutoring
- Professional Development focusing on California standards instructional strategies, assessment items, and technology integration. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goal to improve instruction. Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement.
- Attendance Clerk, attendance incentives
- Part time instructional aide positions for increased support to unduplicated students needing assistance in achieving academic success.
- Anti-Bullying program: Character Counts, student assembly on bullying, bullying anonymously reporting software "STOPit"
- Counseling Services - Our unduplicated students receive counseling services for reasons that might develop due to poverty or second language barriers.
- Nursing Services - Our unduplicated students receive nursing services for chronic illnesses, and dental and health services that they might not receive elsewhere due to poverty.
- Health Education - Physical Education curriculum/materials

- Parent Involvement: resources needed to improve opportunities for parents to participate in their student's education - Parent participation data indicates that parent participation is lower for our parents of unduplicated parents.
- Provide translators and translated materials for school-family communications

Google Suite Training Agenda

July 31, 2020 - 8:00am-2:30pm

Serina Pinedo: serinapinedo@gmail.com, 909-499-0087

1. Gmail
 - a. Hangouts
 - i. Pick a partner for the day
 - b. Signature
2. Split Screen
3. [Jamboard](#) - "Virtual White Board" - text, draw, pictures, post-its
 - a. Collaboration
 - b. Intro Activity (The Restorative Teacher)
*Whiteboard.fi - See Erica Hint!!
 - c. Showing Work
 - i. Extension: [EquatIO](#)
 - ii. Snipping Tool (Snip & Sketch) OR Extension: [Nimbus](#) OR [Screencastify](#)
4. Sharing Rights
5. Google Slides - insert text, images, video, links, lock background
 - a. Make A Digital Worksheet from Curriculum
 - i. Resize Slide to 8.5x11 when needed
 - ii. Change Background
 - iii. Be specific with text boxes and directions
 1. [example](#)
 - b. ["Get to know you" Activity](#)
 - i. Ordering images
 - ii. Search "transparent __"
 - iii. Website for removing Backgrounds: [remove.bg](#)
 - iv. Extension: [Bitmoji](#)
 - v. Force Copy Share
 - c. Virtual [Classroom](#) - Creative "space" to place links with a specific purpose
 - i. Per [Subject/Lesson](#)/Chapter/[Unit](#) or [Open House](#)
 1. [Backgrounds](#)
 2. Hyperlinks to other websites
 3. Force "Present" Mode
 - d. Interactive [Notebook/Daily Warm-up](#)
 - i. Hyperlink to other slides
 - e. Boards:
 - i. [Assignment Board](#)
 1. Hyperlinks to websites/Google Apps
 - ii. [Choice Board](#)
 1. Insert Table
 2. Hyperlinks to other slides with limiting auto advance clicks

When planning, start with the learning objective and student outcome

6. Google Forms
 - a. [Create your own Story](#) (For the Love of Birds)
 - i. [Use Sections](#) (Mandy Kelly)
 - b. Self-Checking Quiz
 - i. Make “Quiz”
 - ii. “Immediate Feedback”
 - iii. Edit Answer Key - Feedback
7. Google Sheets
 - a. [Pixel Art](#) - by Erin Flanagan
 - b. [Sort Data](#)
 - c. Freeze Row/Column
 - d. Average Scores
 - e. Create a Graph
8. Google Drive
 - a. Shared Folder
9. [Google Sites](#)
10. Google Classroom
 - a. Stream vs. Classwork
 - b. Assignments
11. Some [GSuite Tutorials](#)

Student Discipline During the COVID Crisis

Procedures:

Student not well:

1. The teacher takes temperature first in the class.
2. If teacher notices visible signs (coughing, sneezing's, other) of not feeling well, send to room five.
3. Calls office before sending to office.
4. Student will go straight to room five for full evaluations and contact home.

Discipline in the classroom:

1. Issues of classroom disruption, non-compliance, non-working must be handled by the classroom teacher and the student ignored, separated to a corner of the room to calm down in the classroom. When that doesn't work, call office. Administration will do a walk-n-talk with student until ready/able to return to class.
2. If issues continue - teachers will call the office; administration will come to the classroom
3. Administration will remove student from classroom as appropriate
4. Issues of cheating, lying, arguing, cussing, etc. First handled by teacher in the classroom during breaks, recess, and a phone call home by teacher first. If it persists, then call the office and the administration will come to the classroom. Walk-n-talk first and then Room 5 for student to call parent to explain.
5. Stealing, physical situations, explosive behavior that threatens self/student, other students, teacher require an immediate phone call to office. Administration will come to the room and remove student.
6. If a student leaves the classroom due to defiance, anger, etc, an immediate phone call to the office is required.

Combined Daily Participation and Weekly Engagement Template

Education Code (EC) Section 43504~California Department of Education 8/202/20

Section A – Local Educational Agency (LEA) and Class Information

LEA:	Banta Elementary School District	Month of:		Certificated Employee:	
School Site:	Banta School	Week of:		Grade Level/Class Title:	

Section B – Weekly Assignments

Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method	Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method			
Monday:		In-person Instruction	Thursday:		In-person Instruction			
		Full Day			Partial Day	Full Day		Partial Day
		Video or Online Synchronous Instruction/Assignment				Video or Online Synchronous Instruction/Assignment		
		Full Day			Partial Day	Full Day		Partial Day
		Asynchronous Instruction				Asynchronous Instruction		
		Full Day			Partial Day	Full Day		Partial Day
Non-Instructional Day:					Non-Instructional Day:			

Tuesday:		In-person Instruction				Friday:		In-person Instruction					
			Full Day		Partial Day				Full Day		Partial Day		
<div>Non-Instructional Day:</div>		Video or Online Synchronous Instruction/Assignment				<div>Non-Instructional Day:</div>		Video or Online Synchronous Instruction/Assignment					
			Full Day		Partial Day				Full Day		Partial Day		
		Asynchronous Instruction						Asynchronous Instruction					
			Full Day		Partial Day				Full Day		Partial Day		
Wednesday:		In-person Instruction											
			Full Day		Partial Day								
<div>Non-Instructional Day:</div>		Video or Online Synchronous Instruction/Assignment											
			Full Day		Partial Day								
		Asynchronous Instruction											
			Full Day		Partial Day								

Here is what we are working on:

[illegible]

[illegible]

	Key
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P= Participation

PC= Parent Contact

SC= Student Contact

A= Asynchronous Learning

S= Synchronous Learning

B= Both

Returning to School 2020 / 2021 Procedural Changes and Special Notes

1. During Phase 1 and 2: Offer childcare for employees. Utilizing aides or teachers will have their own children in their classroom and an aide watches other aides' kids.
2. Utilize bus driver to transport lunch during Phase 1 and 2.
3. Until Phase 4:
 - a. **No** visitors on campus (parents, others)
 - b. Students in grades TK – 3rd, are dropped off in the front of school. Students in grades 4th – 8th are dropped off at the Mission Church back parking lot (new gate being installed). If they have a younger sibling, they are all dropped off together in the front of the school.
 - c. **No** sharing students or team teaching
 - d. **No** pullout for RSP or science
 - e. Speech pullout may happen
 - f. **No** bus transportation
4. Classes will be grouped together all day with no interaction with other classrooms or students.
5. RSP / aides may pull individual students for testing or one to one intervention with protective screens in place.
6. Students will be assigned to where their class will have recess each day
7. Lunch schedule **must** be strictly followed with classrooms arriving at their scheduled time and sitting with their class. Classes will exit together.
8. Breakfast must be served in class
9. Very limited aide time if any during classroom instruction(outside of SDC)
10. Special training will need to happen for student and staff. Aides must keep their distance from all students (except in an emergency) when supervising students at recess and lunch.
11. All staff and students will have a health test each day before entering the classroom. Would like teacher to evaluate their own classes.
12. Student and staff will be required to wear mask at all times. There may be exceptions which will be explained at staff training.
13. What does "Back to School Night" look like in Phases 1 to 3

School District will provide:

1. Five extra handwashing stations
2. Hand sanitizing dispensers in each classroom
3. Sanitizing/cleaning wipes
4. Masks
5. Shields for staff
6. Temperature gages
7. Extra cleaning staff

Banta Elementary School Distant Learning Plan for Phase 1 of 2020-2021 School Year

Distance Learning:

All unit members will report to their classroom from 8:00 a.m. until 12:30 p.m. on all work days and may choose to work from home on Monday and Fridays.

During the first week of Distance Learning, unit members will report to their principal any students/families they are not able to contact through email or phone call within two (2) days of the first day of school.

Professional Learning Time:

Professional development activities traditionally held during Early Release Monday (ERM) will be held on Wednesday afternoons, for a maximum of 60 minutes to be used for staff meeting or a maximum of 90 minutes on professional development.

Student Attendance:

During Distance Learning each unit member shall take daily attendance for all students.

Student Engagement:

Each unit member shall maintain a weekly engagement record. Per Education Code 43503 each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

Grading

Each teacher must make a good-faith effort to update PowerSchool when work is graded as a means for communicating with parents and students regarding progress, and in preparation for end of trimester grade reporting. Teachers will be expected to follow standard grade reporting practices.

CDE Distance Learning Definition

“Distance Learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral

Distance Learning Weekly Schedule Tk-8

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am –8:30	All teacher report to work and setup for the day.	All teacher report to work and setup for the day.	All teacher report to work and setup for the day.	All teacher report to work and setup for the day.	All teacher report to work and setup for the day.
8:30 am-9:00 am	School Starts: Attendance, Check-In, Daily Outline	School Starts: Attendance, Check-In, Daily Outline	School Starts: Attendance, Check-In, Daily Outline	School Starts: Attendance, Check-In, Daily Outline	School Starts: Attendance, Check-In, Daily Outline
9:00 am-12:30 am	120 minutes minimum of Synchronous Teaching & Learning	120 minutes minimum of Synchronous Teaching & Learning	120 minutes minimum of Synchronous Teaching & Learning	120 minutes minimum of Synchronous Teaching & Learning	120 minutes minimum of Synchronous Teaching & Learning
12:30 pm to 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 pm-2:50pm	Staff Meeting/PD	60 minutes Asynchronous & Synchronous learning activities	60 minutes Asynchronous & Synchronous learning activities	60 minutes Asynchronous & Synchronous learning activities	60 minutes Asynchronous & Synchronous learning activities
<i>*the remaining 1 hrs and 25 min contract time may be flexed to best accommodate needs of students and families if the teacher so chooses</i>					

Distance Learning Assignments:

Teachers must provide daily to weekly, standards aligned assignments to all students.

“Daily Learning Log,” must reflect minimum of 240 minutes of assigned work plus PE:

- 60 min ELA
- 60 min Math
- 60 min Science
- 60 min Soc. Stu.
- 30 min PE: Daily Student Activity Log (min. has been suspended)

The following items will be components of the Banta Distance Learning Plan:

1. BESD believes that teachers need to physically return to work for the following reasons:
 - a. Classrooms have the resources, equipment and band width to assist teachers/counselors in providing optimal learning experiences for students,
 - b. Easy access to IT and other resources at school sites,
 - c. Students interact with teachers teaching from their classrooms which enhances the learning experiences,
 - d. Teachers will be able to avoid close contact with other personnel by remaining within their classrooms and/or offices.
 - e. Increased sanitation protocols are in place to help limit COVID spread.
2. Teachers may request to work from their homes through completion of the BESD Work from Home Request Form (Following FFCRA and SB 98 guidelines).

Note: The privilege of working at home can be revoked and teachers would be required to physically return to work for the following reasons:

- i. Failure to complete district distance learning guidelines.
 1. Minimum daily student live interaction per distance learning plan
 2. Minimum daily instructional minutes which includes synchronous and asynchronous instruction and the time associated with the completion of assignments.
 3. Completion of Weekly Engagement Record
 4. Failure to remain at your residence during contracted school hours (except for local emergencies)
 5. Shopping, visiting family and friends, leaving the area are not considered emergencies
 6. Failure to input grades in a timely manner
 7. Failure to have timely communication with students and/or parents
 8. Failure to participate in virtual meetings (including IEPs), required trainings, PLC meetings and/or virtual activities (Open House, etc.).
 9. Failure to timely and accurately assess student progress (some assessments may require physical on-site presence)
- a. Teachers who are allowed to work from home may work from their classroom. For safety reasons, if you have requested to work from home and choose to work from your classroom for a whole or a part day, you need to contact your site administrator to inform them of the time that you will be on campus. If you requested permission to work from home and you no longer wish to do so, you need to contact your site administrator so they can take you off the list of teachers/counselors working from home.
- b. Use of Sick Leave
 - i. If a teacher is sick and unable to fulfill their daily work expectations, the teacher shall, through Ready Sub, make the required arrangements for a substitute.
 - ii.

- iii. Develop lesson plans and email them to the site administrator
- iv. Contact site administrator notifying them of your absence

Definition:

Blended Learning means: *combining in person learning with digital learning/at home learning, in which students can, in part, control the time, pace, and place of their learning*

Blended Learning Best Practices

1. Design instruction to meet specific learning outcomes

Choose approaches that will fulfill the learning outcomes, rather than focus on a specific technology or activity. The appropriateness of meeting the learning objectives should take precedence in the design to provide students the opportunity to develop their own tasks to demonstrate their learning. And remember to give yourself grace by focusing on essential learning and not on teaching every standard.

2. Find ways to make social and emotional connections

Build and nurture relationships in the classroom to help students feel seen, understood, valued and cared for. Trust is a byproduct of teachers connecting with students both academically *and* socially to learn their strengths and needs. When trust is present students feel safe to take risks, ask for help, and show their weaknesses. Teach students that learning is courageously vulnerable and share your own vulnerability with stories of setbacks and growth. Show compassion by listening to understand students' perspectives and help them intentionally build strategies to self-regulate behavior.

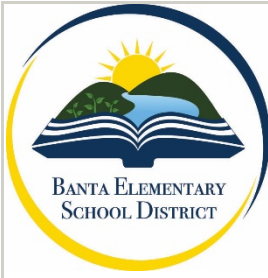
3. Design for Synergy

Value in-person and distance learning equally. Link the learning experiences from in-person and distance learning to each other so they work to reinforce and augment each other. Both methods can be highly effective when they are well planned and woven together with intentionality. There are many options for using tech tools in the classroom that can support blended learning in-person. Consider at-home learning opportunities that allow students to explore a topic, explain what they understand, elaborate on a concept, or evaluate their learning. Develop lessons that focus on student centered engagement where students take ownership and actively seek ways to improve their own performance.

BESD 2020-2021 Distance Learning Clarity-terms under COVID SB 98

	<u>Attendance</u>	<u>Feedback</u>	<u>Grades</u>
What this means in Distance Learning	Similar to attendance during on-campus instruction, attendance includes any effort a student makes to be present in a class, including attending live virtual interaction, working on coursework, interacting with the instructor or peers, etc.	Formative direction to help a student be more successful in meeting the expectations for learning. This is not for a grade. Feedback can come in real time in live interaction, or later on a submitted assignment. Can be from a teacher, a peer, or the student him/herself.	What is recorded at the end of and throughout the grading term or unit as a report of learning.
What the State says about this	<p>Every student is required to attend school every day, and teachers must track attendance. Students must have “daily live interaction” in distance learning (not necessarily “daily live interaction” in all classes).</p> <p>Students not engaged in 60% of the school week must be placed on a tiered intervention plan.</p>	N/A	<p>N/A</p> <p>*At the end of the 2019/20 school year, there was a direction to “hold harmless” in grading. That direction no longer applies, and students will be accountable for completing graded</p>
What this looks like in distance learning	<ul style="list-style-type: none"> ● Presence on mandatory student live stream class ● Live stream engagement, email, and other communication ● Work completion ● Work attempted ● Parent communication ● Other interaction or effort from the student 	<ul style="list-style-type: none"> ● Live feedback via Zoom or other live stream formats ● Feedback on assignments, including written or video ● Interaction with peers on a learning goal 	<ul style="list-style-type: none"> ● Grade in PowerSchool Grade Reporting ● What is included on a transcript ● What is included on a Report Card

What Banta Elementary Practices Are	<u>Grades TK-8</u> <ul style="list-style-type: none"> • See weekly schedule • Teachers will provide synchronous instruction to include live interaction with students every day for a minimum of 120 minutes and will enter attendance. • Teachers should attempt to identify challenges of engagement for individual students, and send significant issues to the site Admin Team (internet connection problems, habitual attendance issues, non-responsive students, etc.) and SST Team (intensive Academic and/or Social Emotional challenges) 	<ul style="list-style-type: none"> • Teachers are encouraged to give quality feedback and to solicit student feedback for other students or for themselves • Feedback and grades should be based on clear learning targets and success criteria as opposed to completion of assignments 	Assigned work and assessments will count toward student grades.
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Banta Elementary School District

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Board of Trustees

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Superintendent

Daniel E. Moore

July 15, 2020

Dear Faculty, Parents/Guardians and Students,

On Monday, San Joaquin County Superintendent of Schools, James Mousalimas, and County Public Health Officer Dr. Maggie Parks, announced a recommendation for all schools in San Joaquin County to move to a distance learning model for the beginning of the 2020/2021 school year to help stop the spread of the corona virus (see attached notice). Unfortunately, with this new information, we are facing the reality that **Banta school will be in a Distance Learning Model for the beginning of the school year starting August 11th.**

We know that distance learning can be a hardship for many of our families. We will do our best to support all students during this worldwide crisis. Our teachers and instructional staff are working diligently to provide the best educational opportunities they can under these trying circumstances. At this time, we anticipate that there will be three stages for reopening school. Each stage's timeline will be determined by the direction of our County Public Health Officer, and Banta School Board. The phases we are currently planning for are as follows:

Phase 1: Distance Learning (Current Phase)

In this phase the students will be taught in a complete instructional mode following State guidelines concerning curriculum, student expectations on grading and mandatory daily attendance. Teachers will take daily attendance, and students will need to stay engaged and participate throughout the day in their academics. All work will be graded and recorded. This phase will be more rigorous than last spring, and we will strive to support all students in their education endeavors.

Phase 2: Hybrid Model

Classes will be split into Group A and Group B with each group attending school two days a week with three days of distance learning.

- Group A = Attend school Monday and Tuesday, and distance learning on Wednesday, Thursday, and Friday
- Group B = Attend school on Thursday and Friday, and distance learning on Monday, Tuesday, and Wednesday
- Wednesday = Deep Cleaning Day and Teacher Preparation/Staff Development

This Phase will permit us to bring students back on campus two days a week and allow each class to have enough space to social distance. Students would remain with their class for the whole day, and would have no contact with other classes. Unfortunately, transportation will not be provided due to the closeness of students on the bus. The school has purchased extra washing stations, placed sanitizing pumps in every room, and will provide face mask for students and staff.

Phase 3: Regular School Day

This is the phase we are hoping to get to soon! It is the traditional school model with school starting at 8:20 and ending at 2:10 for K-3rd graders, and 2:55 for grades 4th through 8th

Thank you for your patience as we work as quickly as possible to respond a rapidly evolving crisis. We will continue to do what is best for all our students, families, and staff.

Sincerely,
Daniel Moore

Daniel Moore
Superintendent



**SAN JOAQUIN COUNTY
OFFICE OF EDUCATION**



JOINT PRESS RELEASE

FOR IMMEDIATE RELEASE

July 13, 2020

Recommendation from Public Health Officer and Superintendent of Schools

Contacts: Zack Johnson, (209) 468-4937; Carly Sexton, (209) 468-9297

Public Health Officer and Superintendent of Schools Recommend San Joaquin County Schools Start New School Year With 100% Distance Learning

Due to the rise in confirmed cases of COVID-19 and increased hospitalizations in San Joaquin County, San Joaquin County Public Health Officer Dr. Maggie Park and San Joaquin County Superintendent of Schools James Mousalimas strongly recommend that local schools begin the new school year providing only distance learning instruction through at least the end of August, 2020.

Dr. Park and Superintendent Mousalimas released the following joint statement:

Back in March, school districts in San Joaquin County joined those across the state making the difficult decision to close campuses to slow the spread of the novel coronavirus which causes COVID-19.

At first, the efforts to "flatten the curve" showed promising results. But today the numbers show a surge in confirmed COVID-19 cases that has created a situation that is worse than it was on March 13, when San Joaquin County schools were recommended to close. Currently the number of positive COVID-19 cases in San Joaquin County has risen to 6,988, and the ICUs in our seven area hospitals are at 121% capacity. Children younger than 18 years old account for 642 of the positive case count.

Understanding the virus and its local community spread is essential when deciding when and how to reopen schools for the school year. It is for that reason that we are strongly recommending that schools and districts begin the 2020-2021 school year on a 100% distance learning model at least through the end of August. We will review this recommendation in mid-August to determine if the situation has improved enough for schools to begin to offer a modified form of in-person instruction in September. Until then, districts and schools should focus their resources, training, and expertise in providing the best-quality distance learning education possible for all students.

This week, we will also work together to amend the San Joaquin County guidance document for schools: "2020-2021 School Year Planning: A Guide to Address the Challenges of COVID-19."

Education is an essential service in our community, and it remains our firm belief that our children are best served by a return to as much in-person instruction as possible. Beyond the increased educational opportunities that come with being physically in a classroom, children also learn social-emotional skills and receive other supports and benefits from being at school. However, any return to in-person instruction must be guided by the evolving scientific understanding of COVID-19 and the facts of its spread in San Joaquin County. This is why it is important that our school leaders and health experts continue to work together to protect the health and safety of students, staff, and all our communities.

Banta Elementary School District
Remote Work Request and Assurances Certificate during Phase 1 of the
COVID-19 Pandemic

I am requesting that Banta Elementary School District afford me the privilege of working from home during the period of distance learning required by the Governor and San Joaquin County Public Health Services. I understand this privilege is extended to address challenges such as difficulty acquiring child care for a school age child grades TK to 6th grade while school is in a distance learning format, health concerns related to caring for extended family, and personal health concerns.

I request to work from home for the following reasons (please check appropriate box):

- ☐ **Difficulty acquiring child care for a school age child grades TK to 6th grade while school is in a distance learning format or for a child four and under**

Documents needed: A statement saying why the unit member must provide their own childcare in order to maintain a COVID -19 safe environment based on the family beliefs and or values. The district agrees to accept the unit member request for working from home during phase I for child protection and safety. This applies to grade TK -6 or student with special needs only. Unit member may bring their children of school age Tk -8 into their classroom while they work from the Banta Elementary site.

- ☐ **Health concerns related to caring for extended family**

Documents needed: A statement from the employee that you are a caregiver for this family member, including a special needs cognitive/functional delayed/impaired child of any age and a medical doctors letter stating that the family member is at high risk.

- ☐ **Personal health concerns**

Documents needed: A letter from a medical doctor stating that you are at high risk due to medical condition.

I acknowledge that the required location for this work is my assigned school or work site, where I can be assured of strong internet, access to materials, technology, administrative support and teaching/work space free of distractions.

While I am working from my home* I understand that I must:

- Maintain my regular work schedule.
- Work from my place of residence, on file with the district.
- Make and receive work related phone calls from a recognizable number, as needed.
- Fulfill all responsibilities and duties required of my job, including participation in staff meetings, collaboration meetings, etc.

As a teacher, I will:

- Provide daily instruction or intervention to my assigned students, with the same level of rigor, pacing and curriculum content as would be provided as if I am in-person on campus providing instruction or intervention.
- Provide on time instruction or intervention, in an environment free of distraction, dressed appropriately for work.
- Assure adequate internet services to provide daily online instruction to my students.

Any changes or modifications to this agreement should be communicated to your site administrator.

Employee: _____

Administrator: _____

Date: _____

Date: _____

Please provide your site administrator with a regular and agreed upon schedule of when you will be at home and when you will be on campus.

* The District is allowing teachers to bring their own children, grades TK to 8th, to school with them, or they have the option to enroll their child in District childcare program on campus if they are TK -6th.

**Memorandum of Understanding #2 Between
Banta Elementary School District (BESD)
and
Banta Educators Association (BEA)
Regarding COVID-19.**

The Banta Elementary School District and the Banta Educators Association enter into this Memorandum of Understanding regarding the school closure related to the coronavirus (COVID-19).

This MOU will supersede the current BEA contract for issues covered in the MOU. The BEA contract will remain in effect for any topics not covered in this MOU.

The parties recognize the need to close school and move to an alternative learning program to allow for social distancing as recommended by public health officials in order to prevent the spread of illness arising from the coronavirus outbreak to open the 2020-2021 school year.

In July 2020 California Governor Gavin Newsom and local health experts recommended distance learning by local educational agencies in response to the COVID-19 pandemic.

The district has provided the following schedule for the educational program in the 2020-2021 school year.

Phase 1 – Distance Learning – In this stage students will be provided grade level curriculum at home. (As mandated by the state and Governor)

Phase 2 – Hybrid Model – (After a period of time when safety allows for this next stage to begin when recommended by local and state health officials and agreed to by Banta Administration) – Classes will be split into Group A and B with each group attending school for two days and participating in distance learning for three days. (Positivity % rate of test results are at 5% or lower and % of cases for youth at or below 1% for 14 consecutive days and below) BEA has the right to bargain an updated MOU addressing the effects of working conditions prior to the transition to this stage.

Phase 3 – Regular School Day – After the Hybrid model is used and when it is recommended by local and state health officials and agreed to by Banta Administration that school is safe to return to a regular school day the traditional

school day will resume. BEA has the right to bargain an updated MOU addressing the effects of working conditions prior to the transition to this stage.

To provide education for students during these closures the parties agree to the following:

1. To minimize exposure to the coronavirus and decrease the potential for these health risks as well as numerous other challenges of working in isolation as well as the impact on their family unit members will work remotely and not be directed or required to report to their worksite while their campus is closed to students in phase One. Exceptions are on Tuesdays, Wednesdays, and Thursdays 8:00- 12:30 when unit members will be asked to report to their worksite. On these days' unit members will report to the site at their normal start time of 8:00 a.m. and provide daily instruction to their students from the site. Unit members will be allowed to work from home on Mondays and Fridays still following the same schedule as the onsite days.

On Monday unit members will be available to participate in remote staff meetings or trainings beginning at 1:30 p.m. This day will be similar to early release Mondays which were on the original school calendar where the time period after 1:30 was reserved for staff meetings, individual meetings, or staff development.

Additional exceptions to working remotely are when educators are needed to report to campus on a limited basis for training, planning, and coordination meetings related to preparing for onsite learning and changes in phases and to collect materials, supplies, and/or equipment that are necessary to work remotely. All other meetings will be scheduled remotely.

Exceptions to unit members having to report to their work site will include the following. A note from a doctor or medical professional that a unit member is at increased health risk, a family member who is under the care of the unit member is at an increased health risk, or a unit member who has young children (TK-6th) at home. Due to health and safety these unit members will be allowed to work remotely during phase 1. They will be expected to perform all teaching duties while working remotely and attend all scheduled remote meetings. They may also be asked to report to their work site to prepare for changes in phases and to collect materials, supplies, and/or equipment that are necessary to work remotely.

2. District shall inform the BEA within 24 hours should it learn of a confirmed COVID-19 infection or exposure of district employees, students, or community members utilizing district facilities.

3. All school facilities will be regularly and thoroughly cleaned, and decontaminated using methods that are effective in eradicating viruses after students and staff return to campus.

4. Unit Members will be given at least 48 hour notice prior to any required staff meeting that they are required to participate in remotely or in person. These meetings will not occur more than once a week unless they are called for a specific reason of emergency notifications. In addition, they will be given full instructions and information on when the meeting will begin and/or instructions as to how to join the meeting at least 24 hours prior to the meeting unless the meeting is deemed an emergency then as soon as possible.

5. The BEA will be notified and consulted on any changes in school closure decisions. Unit Members will be notified by e-mail and phone about any school closure decisions including any decisions to change current school closures within 48 hours of when the decision is made.

6. Unit Members will be given notice at least two calendar weeks prior to transitioning to phase 2 and be provided appropriate time in classrooms to prepare for students partial return and an adjustment in curriculum. Unit members will be given notice at least two calendar weeks prior to transitioning to phase 3 to prepare for a full return for students and a return to regular curriculum.

7. Unit Members will not be required to make up any adjunct duties or committee assignments missed as a result of the emergency school closures (During Phase 1 and Phase 2). The District shall cancel any such scheduled events during the closure and they will not be rescheduled.

8. Unit Members compensation and benefits shall not be reduced in any way during the emergency school closures.

9. Throughout school closures the district will provide any necessary equipment, supplies, training and support needed for unit members to provide their alternative learning programs for students.

Student Instruction

10. Unit members will provide remote instruction to students while Banta School is in phase 1. Unit members will provide a combination hybrid of in person and remote learning to students while Banta School is in phase 2. Unit members will provide curriculum for the number of school days the school remains closed. Assignments in the core subjects of Math, Language Arts, Science, Social Studies and P.E. will be provided. The work provided in these subjects combined will include a total of 180 minutes in Kindergarten, 240 Minutes in grades 1-8 not including 30 minutes of P.E. with at least 120 minutes of synchronous teaching and learning. This 240 minutes in grades 1-8 includes all direct instruction, interactive time, student research, activities and independent assignments as per guidelines in SB98. The work assignments will be determined by unit members as the educational expert and professional. 240 minutes, not including 30 min. for PE and students will be required to turn in a log.

11. Activities provided to the students will be material or content based on the current grade level they are in. The school is using Google Classroom as a platform for online instruction. Each student will be provided an individual device to be able to participate in online distance learning.

Within school hours, unit members will interact with students to deliver lessons, facilitate discussion, and/or lead other instructional activities. The amount of time should be adequate to include discussing student progress, answering instructional questions and encouraging student engagement. Unit members will interact with students on a daily basis using SB98 guidelines on student interaction requirements. Staff will be available daily to communicate with parents and students as needed. The district will provide student behavior expectations that include protocols for parents and students on how to use social interactive technology.

12. Daily participation by students may include, but is not limited to, participation in online activities, completion of regular assignments, completion of assessments, and contacts between the unit member and pupils.

Definition of all-inclusive required minutes: This time will be used for, but not limited to taking attendance, assignment explanation, independent assignments, live teaching, and relationship building with students discussing student progress, answering instructional questions and encouraging student engagement.

The remainder of the day will be at the unit members discretion and may include duties related to distance learning, preparing and assigning independent assignments, duties which may include synchronous or asynchronous support; completion of student engagement records, as well as designated teacher prep if not afforded in that day's class period meeting schedule.

When providing distance learning, academic content, classwork, independent work, assignments, projects, research, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level.

13. During Phase 1 and Phase 2 – Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. Teachers would be compensated at their per diem rate. Teacher will be paid four hours for teaching and one hour for preparation time (not to exceed five hrs. per week total). This ends December 31, 2020. After that, the pay goes back to the \$40 per hour per contract. This tutoring can be provided on any location they choose and the requirements are:

- Each teacher picks 5 to 6 of the students who need the most support
- Creates a learning plan that is approved by the site administrator
- Pretest / Post test
- Tracks participation
- Keeps the administration updated on how the intervention is going

14. Unit Members will be expected to provide activities, and support to students participating in distance learning during this period. Unit members will also check and respond to e-mail and/or any other forms of communication chosen by the teacher, during regular school days. Should a student or parent need to speak to a unit member working remotely they can e-mail the Unit Member and the Unit Member will respond to them. In addition teachers may also utilize a variety of communication strategies using a remote form of communication. Unit members shall make themselves available (remotely) to administration and coworkers during normal business hours but will not be required to check in with administration on a daily basis.

15. Unit Members will be provided direct support and training during hours accessible to Unit Members within their work day for the districts suggested technology methods for the purposes of providing distance learning.

16. The distance learning assignments provided as well as any assessments will be used for grading and monitoring student progress. The district and the BEA will develop a weekly tracking document to monitor student participation and work completion during distance learning as required by SB 98. When agreed to by both parties this will be the document used by all unit members to track student participation in distance learning.

17. Attendance for students will be taken daily and students will be asked to check in on a daily basis to ensure they engage in the distance learning curriculum provided by the unit member.

Other

18. It is understood that due to the unique circumstances we are in and the challenging nature of creating curriculum and learning opportunities for students unit members shall not be subject to any form of formal disciplinary action or any formal or informal evaluation related to any implementation, delivery and/or student assessment associated with providing distance learning lessons. After a period of 30 school days for unit members, students and administrators to become accustomed to long term distance teaching strategies informal observations or evaluations which focus on providing constructive feedback and suggestions for better instruction are allowed for phase 1. No formal classroom observation for 30 school days and no annual evaluations for 60 school days from the beginning of the school year. During phase II, will discuss the parameter of the yearly evaluations. After the 60 school days the District will consult with the BEA regarding the protocol and procedures for annual evaluations.

19. If the school closure continues for multiple trimesters probationary teachers who are working during the school year and are elected to continue with the district will earn step advancement.

20. School closures will not affect step advancement earned during the year by unit members.

21. Administrators shall have view only access for online education delivery platforms.

22. Students will be encouraged by teachers to participate in the distance learning assignments to engage in this curriculum. If a teacher notices that a student is not engaging for three days in a row, they will attempt to contact the family and then they will notify the site administrator if they do not get a response who will then intervene with the student.

Student and Staff Safety

Before bringing students and staff on to the school campus for phase 2 instruction a complete student and staff safety protocol article will be negotiated and agreed to by the district administration and BEA. For phase 1 the below guidelines will be followed.

- A. When on campus all students and staff will be encouraged to wear masks during their entire time on campus. However, masks will be worn indoors if with others and distancing is not possible or outside within 6 feet of others.
- B. Masks for students and staff will be provided by the district and will meet basic mask safety requirements and protocols.
- C. For disposable masks a new mask will be provided daily by the district. For reusable masks they will be replaced by the district if lost or damaged by students and staff.
- D. Masks and safety shields will be provided and used during any in person staff meetings by BEA members and administrative staff.
- E. Any PPE equipment required by the district or recommended by county and state health guidelines will be provided by the district.
- F. Any issues regarding students and staff not wearing masks, not maintaining social distancing or violating safety protocols will be addressed immediately without delay by administration upon receiving knowledge of these issues.
- G. Restrooms will be cleaned three times per day if BEA members are required to be on campus in phase 1.
- H. If a unit members sees a safety concern and brings it to the administrative staff the concern will be investigated and if valid addressed immediately.

Staff Leaves

- A. Families First Coronavirus Relief Act (FFCRA expires December 31, 2020) will be followed.

- B. A unit member may use 10 work days of available federal paid sick leave under the FFCRA if the member (1) is unable to work due to government issued quarantine or isolation order related to COVID-19, (2) has been advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) is experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work. The District may request verification to grant this leave. The District will pay a unit member's full salary regardless of per diem pay limits in the FFCRA.
- C. A unit member may also use available federal paid sick leave under the FFCRA if the member is unable to work due to the need to care for (1) a minor child due to a COVID-19 related school closure, (2) an individual subject to government issued quarantine or isolation order related to COVID-19, (3) an individual who has been advised to self-quarantine by a healthcare provider related to COVID-19, or (4) an individual who is experiencing symptoms of COVID-19 and is seeking diagnosis. The District may request verification to place the unit member on paid leave. The District will pay a unit member's full salary regardless of per diem pay limits in the FFCRA.
- D. Unit Members who were exposed to the coronavirus or diagnosed and are in quarantine, or has a family member that has been exposed or diagnosed, and have been tested and waiting on test results, shall be placed on leave if school is reopened. In phase 1 they will be allowed to work remotely or if they choose be placed on leave. This will remain in effect until the Unit Member has been given clearance by a medical professional to return to work.
- E. Unit Members who have documented health concerns or have family members with documented health concerns regarding the effects of COVID-19 shall not be asked to return to the classroom with students until the unit member is ready to do so. They will also keep their assigned position and pay rate upon return from any leave due to safety concerns.
- F. Per the Federal Families First Coronavirus Response Act (FFFCRA), unit members shall be entitled to all leaves related to COVID-19 that are currently provided by the state and federal government. This leave will be used in the event an employee cannot report to work because they have tested positive, a family member tested positive or if they have been in contact with someone who has tested positive for COVID-19. A unit member who is in quarantine, may work from home.

- G. The unit member will be able to access any other local, state or federal leaves programs related to COVID-19 that are provided or implemented during the 2020-21 school year.

Recitals

It is understood and acknowledged that when Unit Members are working from home and attending to their own families who may also be sheltered-in a spirit of flexibility, understanding and cooperation will be practiced.

Agreement to Meet and Negotiate

The parties agree to meet within ten (10) calendar days, unless otherwise mutually agreed upon, to negotiate any guidance from the California Department of Education, the Federal Department of Education, and/or any Federal, State, or local elected official directives that impact matters within the scope of representation. In the event the State of California alters requirements for schools in response to COVID- 19, the parties agree within ten (10) calendar days, unless otherwise mutually agreed upon, to negotiate the impacts. The parties understand the Coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU, as necessary. This MOU addresses the negotiable effects of the Coronavirus (COVID-19). The District and/or Association reserve the right to negotiate any additional impacts and/or additional school effects in the 2020-2021 school year. In addition the parties will meet to negotiate impacts of phase 2 and phase 3 of the reopening plan before they occur.

This MOU shall expire on June 30th 2021, unless extended or shortened by mutual written consent.

Signatures

Daniel Moore, Superintendent
Banta School District

Dated: _____

Nadia Robinson, President
Banta Educator's Association

Dated: _____

Cc: Martin Thompson, CTA

**Memorandum of Understanding #2 Between
Banta Elementary School District (BESD)
and
Banta Educators Association (BEA)
Regarding COVID-19.**

The Banta Elementary School District and the Banta Educators Association enter into this Memorandum of Understanding regarding the school closure related to the coronavirus (COVID-19).

This MOU will supersede the current BEA contract for issues covered in the MOU. The BEA contract will remain in effect for any topics not covered in this MOU.

The parties recognize the need to close school and move to an alternative learning program to allow for social distancing as recommended by public health officials in order to prevent the spread of illness arising from the coronavirus outbreak to open the 2020-2021 school year.

In July 2020 California Governor Gavin Newsom and local health experts recommended distance learning by local educational agencies in response to the COVID-19 pandemic.

The district has provided the following schedule for the educational program in the 2020-2021 school year.

Phase 1 – Distance Learning – In this stage students will be provided grade level curriculum at home. (As mandated by the state and Governor)

Phase 2 – Hybrid Model – (After a period of time when safety allows for this next stage to begin when recommended by local and state health officials and agreed to by Banta Administration) – Classes will be split into Group A and B with each group attending school for two days and participating in distance learning for three days. (Positivity % rate of test results are at 5% or lower and % of cases for youth at or below 1% for 14 consecutive days and below) BEA has the right to bargain an updated MOU addressing the effects of working conditions prior to the transition to this stage.

Phase 3 – Regular School Day – After the Hybrid model is used and when it is recommended by local and state health officials and agreed to by Banta Administration that school is safe to return to a regular school day the traditional

school day will resume. BEA has the right to bargain an updated MOU addressing the effects of working conditions prior to the transition to this stage.

To provide education for students during these closures the parties agree to the following:

1. To minimize exposure to the coronavirus and decrease the potential for these health risks as well as numerous other challenges of working in isolation as well as the impact on their family unit members will work remotely and not be directed or required to report to their worksite while their campus is closed to students in phase One. Exceptions are on Tuesdays, Wednesdays, and Thursdays 8:00- 12:30 when unit members will be asked to report to their worksite. On these days' unit members will report to the site at their normal start time of 8:00 a.m. and provide daily instruction to their students from the site. Unit members will be allowed to work from home on Mondays and Fridays still following the same schedule as the onsite days.

On Monday unit members will be available to participate in remote staff meetings or trainings beginning at 1:30 p.m. This day will be similar to early release Mondays which were on the original school calendar where the time period after 1:30 was reserved for staff meetings, individual meetings, or staff development.

Additional exceptions to working remotely are when educators are needed to report to campus on a limited basis for training, planning, and coordination meetings related to preparing for onsite learning and changes in phases and to collect materials, supplies, and/or equipment that are necessary to work remotely. All other meetings will be scheduled remotely.

Exceptions to unit members having to report to their work site will include the following. A note from a doctor or medical professional that a unit member is at increased health risk, a family member who is under the care of the unit member is at an increased health risk, or a unit member who has young children (TK-6th) at home. Due to health and safety these unit members will be allowed to work remotely during phase 1. They will be expected to perform all teaching duties while working remotely and attend all scheduled remote meetings. They may also be asked to report to their work site to prepare for changes in phases and to collect materials, supplies, and/or equipment that are necessary to work remotely.

2. District shall inform the BEA within 24 hours should it learn of a confirmed COVID-19 infection or exposure of district employees, students, or community members utilizing district facilities.
3. All school facilities will be regularly and thoroughly cleaned, and decontaminated using methods that are effective in eradicating viruses after students and staff return to campus.
4. Unit Members will be given at least 48 hour notice prior to any required staff meeting that they are required to participate in remotely or in person. These meetings will not occur more than once a week unless they are called for a specific reason of emergency notifications. In addition, they will be given full instructions and information on when the meeting will begin and/or instructions as to how to join the meeting at least 24 hours prior to the meeting unless the meeting is deemed an emergency then as soon as possible.
5. The BEA will be notified and consulted on any changes in school closure decisions. Unit Members will be notified by e-mail and phone about any school closure decisions including any decisions to change current school closures within 48 hours of when the decision is made.
6. Unit Members will be given notice at least two calendar weeks prior to transitioning to phase 2 and be provided appropriate time in classrooms to prepare for students partial return and an adjustment in curriculum. Unit members will be given notice at least two calendar weeks prior to transitioning to phase 3 to prepare for a full return for students and a return to regular curriculum.
7. Unit Members will not be required to make up any adjunct duties or committee assignments missed as a result of the emergency school closures (During Phase 1 and Phase 2). The District shall cancel any such scheduled events during the closure and they will not be rescheduled.
8. Unit Members compensation and benefits shall not be reduced in any way during the emergency school closures.
9. Throughout school closures the district will provide any necessary equipment, supplies, training and support needed for unit members to provide their alternative learning programs for students.

Student Instruction

10. Unit members will provide remote instruction to students while Banta School is in phase 1. Unit members will provide a combination hybrid of in person and remote learning to students while Banta School is in phase 2. Unit members will provide curriculum for the number of school days the school remains closed. Assignments in the core subjects of Math, Language Arts, Science, Social Studies and P.E. will be provided. The work provided in these subjects combined will include a total of 180 minutes in Kindergarten, 240 Minutes in grades 1-8 not including 30 minutes of P.E. with at least 120 minutes of synchronous teaching and learning. This 240 minutes in grades 1-8 includes all direct instruction, interactive time, student research, activities and independent assignments as per guidelines in SB98. The work assignments will be determined by unit members as the educational expert and professional. 240 minutes, not including 30 min. for PE and students will be required to turn in a log.

11. Activities provided to the students will be material or content based on the current grade level they are in. The school is using Google Classroom as a platform for online instruction. Each student will be provided an individual device to be able to participate in online distance learning.

Within school hours, unit members will interact with students to deliver lessons, facilitate discussion, and/or lead other instructional activities. The amount of time should be adequate to include discussing student progress, answering instructional questions and encouraging student engagement. Unit members will interact with students on a daily basis using SB98 guidelines on student interaction requirements. Staff will be available daily to communicate with parents and students as needed. The district will provide student behavior expectations that include protocols for parents and students on how to use social interactive technology.

12. Daily participation by students may include, but is not limited to, participation in online activities, completion of regular assignments, completion of assessments, and contacts between the unit member and pupils.

Definition of all-inclusive required minutes: This time will be used for, but not limited to taking attendance, assignment explanation, independent assignments, live teaching, and relationship building with students discussing student progress, answering instructional questions and encouraging student engagement.

The remainder of the day will be at the unit members discretion and may include duties related to distance learning, preparing and assigning independent assignments, duties which may include synchronous or asynchronous support; completion of student engagement records, as well as designated teacher prep if not afforded in that day's class period meeting schedule.

When providing distance learning, academic content, classwork, independent work, assignments, projects, research, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level.

13. During Phase 1 and Phase 2 – Any full-time teacher, can choose to teach one additional hour, four days a week to support the students who need more support. Teachers would be compensated at their per diem rate. Teacher will be paid four hours for teaching and one hour for preparation time (not to exceed five hrs. per week total). This ends December 31, 2020. After that, the pay goes back to the \$40 per hour per contract. This tutoring can be provided on any location they choose and the requirements are:

- Each teacher picks 5 to 6 of the students who need the most support
- Creates a learning plan that is approved by the site administrator
- Pretest / Post test
- Tracks participation
- Keeps the administration updated on how the intervention is going

14. Unit Members will be expected to provide activities, and support to students participating in distance learning during this period. Unit members will also check and respond to e-mail and/or any other forms of communication chosen by the teacher, during regular school days. Should a student or parent need to speak to a unit member working remotely they can e-mail the Unit Member and the Unit Member will respond to them. In addition teachers may also utilize a variety of communication strategies using a remote form of communication. Unit members shall make themselves available (remotely) to administration and coworkers during normal business hours but will not be required to check in with administration on a daily basis.

15. Unit Members will be provided direct support and training during hours accessible to Unit Members within their work day for the districts suggested technology methods for the purposes of providing distance learning.

16. The distance learning assignments provided as well as any assessments will be used for grading and monitoring student progress. The district and the BEA will develop a weekly tracking document to monitor student participation and work completion during distance learning as required by SB 98. When agreed to by both parties this will be the document used by all unit members to track student participation in distance learning.

17. Attendance for students will be taken daily and students will be asked to check in on a daily basis to ensure they engage in the distance learning curriculum provided by the unit member.

Other

18. It is understood that due to the unique circumstances we are in and the challenging nature of creating curriculum and learning opportunities for students unit members shall not be subject to any form of formal disciplinary action or any formal or informal evaluation related to any implementation, delivery and/or student assessment associated with providing distance learning lessons. After a period of 30 school days for unit members, students and administrators to become accustomed to long term distance teaching strategies informal observations or evaluations which focus on providing constructive feedback and suggestions for better instruction are allowed for phase 1. No formal classroom observation for 30 school days and no annual evaluations for 60 school days from the beginning of the school year. During phase II, will discuss the parameter of the yearly evaluations. After the 60 school days the District will consult with the BEA regarding the protocol and procedures for annual evaluations.

19. If the school closure continues for multiple trimesters probationary teachers who are working during the school year and are elected to continue with the district will earn step advancement.

20. School closures will not affect step advancement earned during the year by unit members.

21. Administrators shall have view only access for online education delivery platforms.

22. Students will be encouraged by teachers to participate in the distance learning assignments to engage in this curriculum. If a teacher notices that a student is not engaging for three days in a row, they will attempt to contact the family and then they will notify the site administrator if they do not get a response who will then intervene with the student.

Student and Staff Safety

Before bringing students and staff on to the school campus for phase 2 instruction a complete student and staff safety protocol article will be negotiated and agreed to by the district administration and BEA. For phase 1 the below guidelines will be followed.

- A. When on campus all students and staff will be encouraged to wear masks during their entire time on campus. However, masks will be worn indoors if with others and distancing is not possible or outside within 6 feet of others.
- B. Masks for students and staff will be provided by the district and will meet basic mask safety requirements and protocols.
- C. For disposable masks a new mask will be provided daily by the district. For reusable masks they will be replaced by the district if lost or damaged by students and staff.
- D. Masks and safety shields will be provided and used during any in person staff meetings by BEA members and administrative staff.
- E. Any PPE equipment required by the district or recommended by county and state health guidelines will be provided by the district.
- F. Any issues regarding students and staff not wearing masks, not maintaining social distancing or violating safety protocols will be addressed immediately without delay by administration upon receiving knowledge of these issues.
- G. Restrooms will be cleaned three times per day if BEA members are required to be on campus in phase 1.
- H. If a unit members sees a safety concern and brings it to the administrative staff the concern will be investigated and if valid addressed immediately.

Staff Leaves

- A. Families First Coronavirus Relief Act (FFCRA expires December 31, 2020) will be followed.

- B. A unit member may use 10 work days of available federal paid sick leave under the FFCRA if the member (1) is unable to work due to government issued quarantine or isolation order related to COVID-19, (2) has been advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) is experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work. The District may request verification to grant this leave. The District will pay a unit member's full salary regardless of per diem pay limits in the FFCRA.
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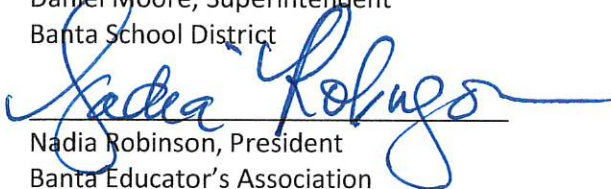
This MOU shall expire on June 30th 2021, unless extended or shortened by mutual written consent.

Signatures



Daniel Moore, Superintendent
Banta School District

Dated: 8-12-2020



Nadia Robinson, President
Banta Educator's Association

Dated: 8/12/2020

Cc: Martin Thompson, CTA