



# **Learning for Life Charter School**

## **2020-21 School Year COVID-19 Response Plan**

*June 25, 2020  
Version 1.1*

# **2020-21 COVID-19 Response Plan**

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# Purpose

The purpose of this Plan is to be prepared to reopen the campus of Learning for Life Charter School (LFLCS) during the COVID-19 pandemic in order to address learning loss and provide continuity of instruction for all students. The health and safety of all students and staff is a priority.

The COVID-19 pandemic and the resulting shelter-in-place have taken a toll on the social, emotional, and educational needs of students and staff. The virus will stay in circulation until a vaccine is developed, widely available and utilized. The earliest a vaccine could be in production is in the winter of 2021. If that happens, it will likely take until the end of the 2021 school year to distribute enough vaccines to ensure adequate coverage. A second wave of infections is expected, possibly coinciding with flu season in October or November 2020. The second wave may result in the campus being closed again. The Plan we have developed is designed to be flexible and able to tighten and relax restrictions as the data at the local level changes over time.

LFLCS developed its 2020-21 school year calendar prior to the pandemic, but we stand ready to revise start dates if needed depending upon what is allowed by our state and local health officials. This Plan describes what protocols will be followed in order to open our campus during the COVID-19 pandemic. When the campus will open will be communicated at a later date.

The **goal** for this plan is to bring students and staff back to school safely, following all health and safety protocols to ensure all students receive a high-quality education and continue to prevent the spread of COVID-19 in the community and on the school campus.

The **key principles** that drive this plan are:

1. Keeping students and staff safe and healthy
2. Providing flexibility to accommodate the unique needs of the school
3. Ensuring equity and access for our students
4. Providing learning environments that are engaging and that keep learning moving forward
5. Involving key stakeholders in the planning process

The plan is consistent with applicable state and local orders. It is informed by guidance from many sources: the Center for Disease Control, California's Department of Public Health and Department of Education, and many more (See the *Appendix of Resources* for a more complete list). It lays out how the school is ready to protect students and employees, especially those who are at higher risk for severe illness. The plan also describes how recommended health and safety actions will be in place and how ongoing monitoring will occur.

# Three Plans: Lowest Risk, More Risk, and Highest Risk

The COVID-19 pandemic is a dynamic ever-changing situation that requires LFLCS to be able to adjust plans for the school year as conditions change. When conditions improve, we will be able to relax certain protocols, and when cases increase or there are outbreaks in the school or immediate community, we may need to adjust to more restrictive environments.

When LFLCS reopens campus while there is still the risk of COVID-19, it must be understood there is a certain level of risk associated with reopening, but that there is also risk to the social and emotional health of students when they are in isolation for long periods of time. The level of comfort or fear of each individual is varied and LFLCS is prepared to meet student and staff needs by offering a variety of options: a lower risk learning environment for students and staff who are medically fragile, who would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19; a moderate risk learning environment for those students and staff willing to participate in an in-person learning environment with health and safety protocols in place; and a higher risk learning environment for students and staff who are willing to participate in an unrestricted in-person learning environment. LFLCS will offer these options as the health conditions and regulations allow.

LFLCS has developed a three-part plan for school operations. Each part corresponds to the three options described above.

- Lowest Risk to Students and Staff: Students and staff engage in virtual-only interactions, education, activities, and events, and the campus is closed. This plan will be implemented during *Stage 1--Safety and Preparedness* of the California Resilience Roadmap Stages, when due to the increased presence of COVID-19 in the community, local, state and federal guidelines and mandates advise and/or require school facilities to close.
- More Risk to Students and Staff: Students and staff can engage in limited in-person events on campus. People remain at least 6 feet apart and do not share objects. Face coverings are worn and frequent sanitation is practiced. This plan may be implemented when California is in *Stage 2+ Opening Lower Risk Workplaces*, when COVID-19 cases are diminishing in the community and local and state regulations for shelter-in-place start to be lifted and specifically allow modified school operations.
- Highest Risk to Students and Staff: There are no restrictions on coming to campus or interactions between students and staff. In-person classes, activities, and events on campus are not limited. Students are not spaced apart, can share classroom materials and supplies, and can mix on campus. This plan may be implemented when California is in *Stage 4: End of Stay at Home*. Stage 4 allows for the gradual opening of larger gathering venues at a pace consistent with public health and safety, and for gradually resuming remaining previously restricted activities and travel.

We will continually monitor critical indicators of health, and alter the scope of the reopening if necessary to protect public health and safety. This may include modifying a Plan or reverting to a more restrictive Plan.

When COVID-19 is no longer a threat and/or a vaccine is in wide distribution, our school will return to normal operations.

These Plans are based on both *guidance* and *orders*. *Guidance* is provided by agencies and experts such as the Center for Disease Control (CDC), and the California Department of Education (CDE). These agencies do not have the power to order individuals, the Board of, or Administration of LFLCS to act. They offer advice that the Administration and Board of Directors of LFLCS can follow. It is the responsibility of the Board and Administration of LFLCS to consider this advice, and then decide how the school will operate. Here is an example of guidance: the CDE advises schools to check the temperature of students as they enter campus with no-touch thermometers. The Board and Administration of LFLCS have chosen to take this advice, and have chosen to incorporate it into our Plan. If someone were to disagree with this choice, they could discuss the matter with the Board and the Administration of LFLCS, and could possibly convince them to change their decision.

*Orders* can come from 3 individuals: California's Governor, California's Officer of Public Health, and Monterey County's Officer of Public Health. An order from any one of these individuals must be followed, and so must be incorporated into our Plan. Here is an example of an order: the Monterey County Public Health Officer has ordered that all people 13 years and older shall wear face coverings when engaged in Essential Activities outside the home. The Board and Administration of LFLCS have no choice on this issue. We must incorporate it into our Plan. If someone were to disagree with this order, a discussion of the matter with the Board and the Administration of LFLCS could not lead to a change. The person who disagreed would have to discuss the matter with the Monterey County Public Health Officer, and could possibly convince him to change his decision.

See the *Appendix of Resources* for the sources of guidance and the orders upon which this Plan is based.

# Elements Common to All Three Plans

Some actions we will take are part of all three Plans. These actions are the following.

## Health & Safety

### Student & Staff Health Policies

#### Stay Home if Sick

Whatever Plan is being implemented, staff and students should stay home and not come to our school campus if they have tested positive for or are showing COVID-19 [symptoms](#). We will actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Our policies encourage sick employees and students to stay at home without fear of negative consequences, and we will ensure employees, students, and students' families are aware of these policies.

We will educate staff and families about when they should [stay home](#) and when they can return to school. We will use the CDC's criteria to help inform when students or staff should return to campus:

- [If they have been sick with COVID-19](#)
- [If they have recently had close contact with a person with COVID-19](#)

We will monitor information from health authorities to keep informed about changes in exclusion criteria. If the criteria change, we will inform families and staff via email, text, and/or phone calls. We will also post the information on our website.

#### Training for Staff

We will train staff on all safety protocols. The training will be conducted virtually or while physical [distancing](#) is maintained.

## Instructional Program

### Instructional Model

LFLCS offers independent study, and for the past 5 years we have done this through a digitally-delivered curriculum. Our educational program is the same as it was before the pandemic: what is now being called asynchronous distance learning.

Students are partnered with a Supervising Teacher. The Supervising Teacher works with our counselor to determine what courses a student should work on. The curriculum provider Edgenuity provides a catalogue of courses for our students and staff to choose from. The Supervising Teacher arranges for the right Edgenuity courses to be available to the student in a personal learning account.

When it is time for a student to work on a course, they log into their learning account, select a course, and start watching videos of a teacher explaining their subject. During and after each video, the student

is given learning tasks to complete, such as typing out new vocabulary words, or taking a quiz. At the end of a series of videos that make up a unit of study, the student shows what they have learned by completing a test, an essay, a project, or other culminating assignment.

Students work on their courses at their own pace, in a location of their choice, and at the time of day they choose. If they need assistance, they can meet with their Supervising Teacher to get one-on-one help. They can also get 1:1 help from our tutors, or one of our other teachers, all of whom have different subject area credentials, such as English, Science, Math, Social Studies, and Spanish. Our students can get this help via electronic means--such as email, phone, video chat, or text--or, when allowed, in person on campus.

Students with Disabilities who have an IEP can also be scheduled to receive support from our Education Specialist, School Psychologist, Speech & Language Pathologist, or other appropriate support provider.

LFLCS is an alternative school, meaning we prioritize the enrollment of students who are considered High-Risk. We have support staff to help students academically, such as tutors, and others to help meet students' basic needs: a counselor, a school-community liaison, and a therapist. These support providers are available to any student who needs to work with them.

Before the pandemic, students could work from home on their assignments, or they could come to our campus to get their work done. They could make an appointment with a tutor, their teacher, our counselor, or other staff to get support. We allowed students to drop in when they wanted to, and in between work sessions, they could socialize and take part in student activities. The only time students had to come to campus was once per week, for a weekly meeting with their parents and their supervising teacher. At the weekly meeting, the student, parent, and teacher reviewed the student's progress, and the student got coached on how to get better at independent study.

During Stage 1 of the COVID-19 pandemic, when Shelter in Place Orders require that schools close their campuses, students cannot come to campus to drop in, or to meet with their teachers or support providers. All meetings and support sessions are provided virtually.

In Stage 2+, when schools can open their campuses with modifications, students have the option of continuing with all virtual meetings and support sessions, or they can come back to campus for some or all of these. We won't be able to allow students to come to campus just to drop in or do their work, though, at this time. Students will have to complete their daily assignments at home and make their own arrangements for activities.

In Stage 4, students will be able to come back onto campus to complete assignments and to engage in activities. They will not have to schedule an appointment to come to campus.

## **IS Student Attendance Policies**

LFLCS does not provide in-person instruction; we offer independent study of a digitally-delivered curriculum. Students in independent study programs are considered to be attending school when they are completing assignments, regardless of where they are or when they are completing these assignments. So an LFLCS student working at home is just as "present" attendance-wise as one who is working on the school campus. On the flip side, an LFLCS student who is on campus, but gets no work done is just as "absent" as one who is off campus getting no work done! If a student is doing no work,

then they will not make progress. When a student is not making progress in independent study, LFLCS must ask if the program is in the student's best interests. If we find it is not, we help the student transition to a different program that better meets their needs.

This is why independent study students don't have to come to campus--attendance is based on getting the work done, not where the work is done.

During Stage 1, students have to work from home. During Stage 2+, students still have to complete their work at home, but they can choose to come to campus to work with support providers and meet with their Supervising Teacher, if they so choose. During Stage 4, students will also be able to come to campus unscheduled and for a wider variety of reasons, such as completing assignments on our workstations, participating in student activities, and attending group learning experiences.

## **Technology and Infrastructure**

### **1:1 Computers and WiFi for all students**

The LFLCS educational program requires an internet-connected digital device for every student that they can use at home. So, upon enrollment, all LFLCS students are provided a Chromebook, and a WiFi hotspot, if needed.

The Chromebooks we provide are intended for educational use only. They are managed by the school, meaning that student activity on the device is monitored, and access to non-educational websites and apps is blocked. Students do not have a right to privacy when using a digital device owned by LFLCS.

The WiFi hotspots we provide are managed as well. Students do not have a right to privacy when using these devices, either. The hotspots turn themselves off at 11 PM and turn back on again at 6 AM. They only allow access to Edgenuity and related websites. We have hotspots from a variety of data carriers so that we can provide the strongest signal possible in various parts of the county.

## **Family Engagement & Support**

### **Family Engagement and Support**

#### **Home-School Communications**

The primary channel of communication between a family and the school is the Supervising Teacher. Supervising Teachers set up weekly meetings with each family on their caseload, where school policies and plans can be discussed in addition to academic progress. Supervising Teachers can also communicate more frequently, via text, email, phone or video chat, as each family and new situations require.

#### **Plan Distribution and Discussion**

The school administration will send out our Plans for operating during the COVID-19 pandemic to all students and parents, and will also make the Plans available on our website. To engage families in our plans, our Supervising Teachers will follow up during their weekly meetings to review the Plans, to update families about Plan changes, and to receive feedback on the Plans. The Supervising Teachers can also follow up with families during ad hoc meetings anytime.

The Executive Director and the Assistant Director will be available to any family that wants additional engagement with the Plans.

## **Social and Emotional Well-Being**

Fostering the social/emotional well-being of our students is a core value of LFLCS. LFLCS has become a Trauma Informed organization in order to accomplish this.

LFLCS focuses on high-risk students, and high-risk students have often had adverse life experiences. Adverse experiences can result in a student responding to his/her environment within a constant state of fight/flight/freeze arousal. One systematic way to recognize and respond to students in this state is called Trauma Informed Care.

### ***Trauma Informed Care***

Before a student can engage in education, s/he must feel safe enough to de-escalate the danger response. LFLCS facilitates this de-escalation using many tools. For example, LFLCS fosters *Developmental Relationships* within the *ARC Framework* for developing resilience within traumatized youth.

*Developmental Relationships (Search Institute, Minneapolis, MN)*

“In addition to **expressing care**, young people also need people in their lives who **challenge growth**, **provide support**, **share power**, and **expand possibilities**. And while relationships with adults can do all of those things in powerful and positive ways, so can close connections with friends, siblings, and other peers.”

*The ARC Framework: Attachment, Self-Regulation, & Competency (Blaustein, Margaret E., & Kinniburgh, Kristine M.)*

The ARC Framework lays out a roadmap for engaging students. First, our staff works to attach to our students with positive, developmental relationships. Next, we help students become aware of their internal states and assist them to take steps to regulate their internal states. Finally, we help students develop competencies, in executive functions (planning, organizing, executing,...), content knowledge, and academic skills.

As part of our Trauma Informed Care, LFLCS builds social/emotional learning into our program. We offer individual and group learning experiences, such as classes and seminars, on topics related to wellness, the arts, and self-regulation techniques. Students also have the opportunity to work on assignments related to these topics that are integrated into their academic courses.

### **1:1 Interactions for Students**

LFLCS supports the social emotional well being of its students by providing many opportunities to access 1:1 interactions with school staff. This starts when the family first approaches LFLCS--every students, with their guardian(s), meets with one of the school's Directors to hear about our program, share things about themselves, and ask any questions so the student can make an informed choice about becoming

an independent study student at LFLCS. When a student does decide to join LFLCS, they and their family start working with their Supervising Teacher at least weekly toward school success. The Supervising Teacher introduces the families to our other support providers--our counselor, our Education Specialist, our Psychologist/Therapist, our school-community liaison, our tutors, and our IT specialist--as needed by the student and family. Our staff works together with families to help meet their basic needs (such as getting support with nutrition, housing, legal issues, health care, etc.), to accelerate the student's school success. We work as a team to help meet basic needs, often in conjunction with community partners, such as the Monterey County Food Bank, CHISPA, local shelters, legal aid groups and health care providers.

## **Mental Health Supports**

Many students need social/emotional supports beyond this. To meet these needs, LFLCS has hired their own counselor and psychologist/therapist. We have found we can provide more and better support to students with our own employees, rather than relying on a partnering agency, such as Monterey County Behavioral Health, to provide staff for these services. In more complex situations, our counseling staff works with the student's other mental health professionals to coordinate care.

## **Early Learning and Childcare**

As part of their response to the COVID-19 pandemic, the State of California has made available support to schools who provide daycare to their students who need this during the school day so their parents can act as Essential Workers. Please let a staff member know if your child is in need of daycare.

## **Personnel**

### **General Personnel**

#### **Staff Meetings**

LFLCS holds staff meetings weekly to support students and ensure smooth operations. During Stage 1, these meetings occur virtually. We have also instituted an optional, daily check in call, where staff can connect with each other. During Stage 2+ we will continue to meet virtually. During Stage 4, we will return to in-person meetings, but staff will retain the option of joining virtually.

#### **Evaluations**

All LFLCS staff are at-will employees who are evaluated annually and who are not organized for collective bargaining. The evaluation process was designed around our already-existing asynchronous distance learning program, so there are no established evaluation processes or timelines that have to be changed due to being in Stage 1, 2+, or 4.

#### **Staff Wellness**

Supporting staff is part of the job descriptions of both our counselor, and psychologist/therapist. They actively provide emotional health support to staff.

## **Video Conferencing**

In order to enable staff to work from home during Stage 1, LFLCS has invested in additional technology and communication tools. We have provided all staff with portable computers that can engage in video conferencing. We have purchased several new communication tools, like Zoom, that facilitate staff and students connecting with each other from a distance.

## **Work from Home or On Campus**

Different staff members will have different needs when we return to on-campus operations during Stage 2+. Some are members of high-risk groups, or share a household with someone in one of these groups. To meet the staff's different needs, we will give staff the choice of continuing to telework from home, or coming into the site to work, or both. We will coordinate the time spent on campus to maximize health and safety. For example, office mates will be scheduled to work on alternating days, so they do not have to occupy small interior spaces simultaneously.

## **Changes in staffing, duties, routines**

We do not see the need for staffing changes in preparation for returning to campus during Stage 2+. We have been changing many routines and processes, like enrollment, so that they are now fully electronic, rather than paper-based. We are accelerating our efforts to move all student and business records into digital rather than physical storage.

## **Staff Attendance and Health Policies**

### **Work Schedules**

Full-time LFLCS staff members typically work from 8 AM until 5 PM. Some staff members start and end their workday earlier or later than this, or flex their schedules, to meet students' needs. Part-time staff members work between 8 AM and 5 PM on the days they come to work, depending on the number of hours they are assigned. Since LFLCS is a non-classroom based program that does not have a bell schedule, the workday for staff is very flexible, and primarily defined and controlled by each individual. Before the COVID-19 pandemic, some staff occasionally worked remotely, but the general expectation was that the work day would be conducted at the school site. With the implementation of the Shelter in Place orders, we expanded our capacity to allow telework. Now all staff can fulfill almost all job functions at home. During Stage 1, all staff were required to conduct all job functions from home. During Stage 2+ and Stage 4, staff will be able to choose, based on their professional judgement and in collaboration with the school administration, when to work at home and when to work on site.

During the pandemic, while staff worked completely from home, many of them changed their schedules to match the preferred daily schedules of our students, starting and ending their workday later.

Staff members work the number of days assigned to their job classification. For example, teachers work 193 days, and the counselor and psychologist work 199 days. Full time tutors work year-round, and part-time tutors work on school days. Given the flexibility of the work environment, staff are able to customize their calendars.

### **Sick Leave**

Staff members receive 48 hours of sick leave each year, and can request more from the school administration if needed. Staff are eligible for all leaves established by law, such as family leave and the

new leaves made available in response to the COVID-19 pandemic. We have very flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or are caring for someone who is sick. We monitor and anticipate absenteeism of employees. When a staff member is out on leave and so cannot carry out their duties, we hire substitutes or cross-train staff to act as back-up.

When working on site during Stage 2+ and Stage 4, all staff are subject to the students and staff health policies described above. We will actively encourage staff who are sick or who have recently had close contact with a person with COVID-19 to stay home, and there will be no reprisals if this must occur.

## **Professional Development**

### **Topics**

LFLCS annually surveys parents and students regarding their perceptions of our school climate and educational program, and uses the results to plan staff development. We also engage in robust strategic planning and continuous improvement processes that also help us determine staff development needs. It was as part of these processes that LFLCS first identified 6 years ago the need for a digitally-delivered, asynchronous curriculum and a 1:1 technology environment. In the ensuing years, these processes have also involved monitoring and supporting teacher and student growth in regards to using the digital tools, devices, and online platforms we selected.

### **Weekly Collaboration**

The staff of LFLCS engages weekly in collaboration around improving student outcomes and improving site operations. During Stage 1 we have continued this effort virtually. During Stage 2+ and Stage 4, we will allow teachers to participate in collaboration in person or virtually each week.

### **TIC Training**

Each year, LFLCS provides its staff training in Trauma Informed Care (TIC). During 2019-20, we shuttered the campus and provided training to the full staff in Trauma Informed Care on 5 full days. The sixth day of training was scheduled in April, and so had to be postponed due to the pandemic. We have rescheduled this training for the start of the 20-21 school year. In lieu of this training during the campus closure, our trainer provided us digital resources for supporting students as they sheltered in place.

### **Staff Coaching**

The trainer we hired is one example of the kinds of coaching we provide staff in working with our high-risk students. Our counselor, psychologist and administrators also provide this coaching. And in staff meetings as well as collaboration meetings, the staff coach themselves, sharing ideas on how to respond to particular situations, based on their individual expertise and experience.

## **Communications**

### **Communications with Families**

Communications from LFLCS will have the following goals and focus on the following key messages.

#### **Goals**

1. Students, staff, and the community will receive timely information on LFLCS’s preparation for and response to COVID-19.
2. Students, staff, and families will feel supported with a full spectrum of academic, social, and emotional resources.
3. LFLCS is prepared for a smooth transition back to campus reopening.

### **Key Messages**

- Schools have a critical role to play in “flattening the curve,” which keeps our healthcare system from getting overwhelmed so that lives can be saved.
- During the school year, even if the school campus is closed, school is still in session.
- Each year, we work hard to strengthen our distance learning program.
- Distance learning is new to many school districts, but not to us. Even so, we want to increase the value of our high-quality program so that we continue to serve our students well, especially as they face a new and difficult situation, the COVID-19 pandemic.
- The negative financial impact of this pandemic will hit every sector of the economy, including public education. We are preparing for a recession and severe cuts to our education budget.
- We want to help families during this challenging time. We know that families feel a range of new pressures, challenges, and burdens. A variety of resources are available, including information on free school meals, distance learning supports, mental health supports, and much more.

LFLCS will use new and existing communication channels to meet our communication goals.

### **Plans for Communication and Consultation with Local Health Authorities**

We have established communication with local and State authorities to keep informed about current disease levels and control measures in our community. We consult regularly with our county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. We regularly review updated guidance from state agencies, including the California Department of Public Health and California Department of Education.

Each week, the Director collaborates with other local educational agencies in our region, including the county’s school districts, and the county Office of Education.

We have developed a plan for the possibility of repeated closures of the campus when persons associated with the facility or in the community become ill with COVID-19.

We are aware of Cal/OSHA requirements to conduct site-specific hazard assessments and have developed an effective plan to protect employees.

We have designated the Executive Director, Kenneth Lawrence-Emanuel, as our COVID-19 Point of Contact, the staff person responsible for responding to COVID-19 concerns.

### **Procedures for Communicating Confirmed Cases**

We will monitor the types of illnesses and symptoms among students and staff to help know when we might need to isolate them promptly.

The Executive Director, Kenneth Lawrence-Emanuel, as the staff liaison responsible for responding to COVID-19 concerns, is trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.

We will maintain communication systems that allow staff and families to self-report symptoms and to receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. We will ask that staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#). We will notify staff, families, and the public of campus closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

We support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning, and independent study.

## **Procedures for When Someone is Sick**

When a student or staff member tests positive for COVID-19 and has exposed others at the school, we will implement the following steps.

When a staff member, student, or visitor becomes sick, we will identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.

Any students or staff exhibiting symptoms will be immediately required to wear a face covering and be required to wait in the isolation area until they can be safely transported home or to a healthcare facility, as soon as practicable.

If a student is exhibiting symptoms of COVID-19, we will communicate with the parent/guardian and check the student's health history form to identify if the student has a history of allergies.

For serious injury or illness, we will call 9-1-1 without delay. We will seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. We will check updates and further details regarding symptoms and indicators of severity available on the CDC's webpage.

We will close off areas used by any sick person and not use them again before cleaning and disinfection. To reduce risk of exposure, we will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, we will wait as long as practicable. We will ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. We will keep disinfectant products away from students, as appropriate to their age and abilities.

We will advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved, and 10 days since symptoms first appeared. If students need to isolate at home, we will ensure that the students, including students with disabilities, have access to instruction, as required by federal and state law.

In addition,

1. In consultation with the local public health department, the Executive Director may decide whether campus closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
2. The office where the patient was based will typically need to close temporarily as students or staff isolate.
3. Additional close contacts at school will be encouraged to also isolate at home.
4. We may close temporarily additional areas of the school visited by the COVID-19 positive individual for cleaning and disinfection.
5. We will implement our communication plans for campus closure, which includes outreach to students, parents, staff, and the community.
6. We will include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable.
7. We will provide guidance to parents, students, and staff reminding them of the importance of community physical distancing measures while school is closed, including discouraging students or staff from gathering elsewhere.
8. We will develop a plan for continuity of education. We will include in the plan how to also continue nutrition and other services provided in the regular school setting We will establish alternate mechanisms for these services to continue.
9. We will maintain regular communications with the local public health department.

**Measures to be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19**

	<b>Student or Staff with:</b>	<b>Action</b>	<b>Communication</b>
1	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)  Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> <li>● Send home</li> <li>● Recommend testing (If positive, see #3, if negative, see #4)</li> <li>● School/classroom remain open</li> </ul>	No Action needed
2	Close contact (†) with a confirmed COVID19 case	<ul style="list-style-type: none"> <li>● Send home</li> <li>● Quarantine for 14 days from last exposure</li> <li>● Recommend testing (but will not shorten 14- day quarantine)</li> <li>● School/classroom remain open</li> </ul>	Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>● Notify the local public health department</li> <li>● Isolate case and exclude from</li> </ul>	School community notification of a known case

		<p>school for 10 days from symptom onset or test date</p> <ul style="list-style-type: none"> <li>● Identify contacts (†), quarantine &amp; exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>● Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14- day quarantine)</li> <li>● Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>● School remains open</li> </ul>	
4	Tests negative after symptoms	<ul style="list-style-type: none"> <li>● May return to school 3 days after symptoms resolve</li> <li>● School/classroom remain open</li> </ul>	Consider school community notification if prior awareness of testing

**Campus Re-closure**

Campus re-closure will be implemented based on the number of cases, the percentage of the students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Campus re-closure may be appropriate when there are multiple cases in multiple cohorts at the school or when at least 5 percent of the total number of student/staff are cases within a 14-day period. The Local Health Officer may also determine campus re-closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

**Opening the Campus after Re-Closure**

The campus may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

# 1. Lowest Risk Plan

During Stage 1, the following plan will be used to operate LFLCS.

During Stage 2+ and during Stage 4, a student or staff member has the option of following this plan.

## Health and Safety

### **Student and Staff Attendance on Campus**

#### **Very Limited**

During Stage 1, the campus is closed, and all students and staff work from home. Staff would only come to campus to perform essential tasks (such as mail pick-up) that cannot be completed off site. Students would only come to campus to drop off or pick up items that could not be delivered otherwise, such as meals or technological devices.

If an individual comes into the campus building, they must follow all the Required Health and Safety Actions, Healthy Hygiene Practices, and Required Face Coverings and PPE detailed below in Section 2: More Risk Plan.

### **Required Health and Safety Actions**

#### **Contactless Interactions**

All interactions between families and staff will be contactless. For example, students will use our external lockers to pick up and drop off items.

## Instructional Program

### **Variations to the Instructional Model**

#### **Work from Home**

Students will complete all assignments at home.

#### **Virtual Meetings and Supports Only**

All meetings between students and staff will be conducted virtually, including

- Weekly meetings with the Supervising Teacher
- Tutoring sessions
- Specialized Academic Instruction with the Education Specialist
- Other IEP services from Special Education service providers
- IEP Meetings
- 504 meetings
- Student Study Team Meetings

Individual counseling with the counselor or psychologist/therapist  
Troubleshooting with the IT Specialist  
Conferences with school administrators

An email will be sent to students each week providing them the opportunity to sign up for a tutoring appointment.

While in-person meetings are not allowed, certain Special Education assessments will be postponed. The assessments postponed are those whose validity requires the assessor and student to be physically together.

## **Family Engagement & Support**

### **Virtual Family Engagement and Support**

Enrollment appointments will be conducted virtually. Enrollment forms will be provided electronically. Master Agreements will be provided electronically.

### **Virtual Support of Social and Emotional Well-Being**

All staff will support coping and resilience. We will:

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including via social media, if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Provide information about the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746

All students will be encouraged to sign up for an elective course that includes a virtual group learning experience.

LFLCS staff will host drop-in virtual meetings to help students connect to staff and each other. Called “KLFL” like a radio station, the idea is to have rotating staff hosts engage students in fun activities just for the sake of making social contact.

## **Mental Health Supports**

### **Telecounseling**

Our counselor and psychologist therapist will be available for virtual appointments with any student. An email will be sent to students each week providing them the opportunity to sign up for an appointment.

## **Personnel**

### **Staff Not In Attendance on Campus**

Staff will work predominantly from home.

## 2. More Risk Plan

### Health and Safety

#### Student Attendance on Campus

##### By Appointment Only

Students and family members may come to campus to meet with a staff member. Students must make appointments to meet with staff on campus. Students may not come to campus without an appointment--there will be no drop-ins. Once any appointment(s) is concluded, the student and family members will be expected to leave campus.

#### Required Health and Safety Actions

##### Screening

Screening and other procedures for all staff and students entering the facility will be implemented. We will screen everyone to determine if they are exhibiting COVID-19 symptoms, which include:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

We will:

- Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
- Ask all individuals about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

##### Monitoring of Symptoms

We will document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.

We will monitor staff and students throughout the day for signs of illness, and send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms.

Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. We will use examples of screening methods in CDC's supplemental [Guidance for](#)

[Child Care Programs that Remain Open](#) as a guide for screening student and CDC's [General Business FAQs](#) for screening staff.

### **Surveillance Testing of Staff**

Once the school re-opens, even though we do not offer in-person instruction, we will encourage surveillance testing based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, the school will recommend testing of staff to detect potential cases as lab testing capacity allows. We will recommend test staff periodically, as testing capacity permits and as practicable. Examples of a possible frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time. We will also encourage staff to use a tool such as the CDC Self Checker to determine when they might need to be tested.

### **Training for Students and Families**

We will train all staff and provide educational materials to families in the following safety actions:

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- The proper use, removal and washing of cloth face coverings
- Screening practices
- COVID-19 specific symptom identification

We will conduct the training and education virtually if feasible. If the training and education is conducted in-person, we will ensure safety protocols are implemented (such as physical distancing, face coverings, etc).

We will include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).

### **Signs**

We will post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs such as by [properly washing hands](#) and [properly wearing a cloth face covering](#).

## **Health Hygiene Practices**

### **Hand Washing**

We will teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. We will:

- Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Teach students and remind staff to wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Teach students and remind staff to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.

- Have staff model and practice handwashing.
- Have students and staff use fragrance-free hand sanitizer when handwashing is not practicable.
- Teach students and remind staff that sanitizer must be rubbed into hands until completely dry.
- Teach students and remind staff that frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by students. (Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.)
- Call Poison Control if hand sanitizer is consumed, at 1-800-222-1222.

We will develop routines enabling students and staff to regularly wash their hands at staggered intervals.

We will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for staff and students who can safely use hand sanitizer.

### **Separation of Belongings and Minimization of Sharing**

We will keep each student's belongings separated and ensure belongings are taken home each day to be cleaned.

We will ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses. We will avoid sharing electronic devices, clothing, toys, books, and other games or learning aids as much as practicable.

### **Required Face Covering and PPE**

We will teach and reinforce use of cloth face coverings or face shields.

- We will teach students and remind staff that
  - Cloth face coverings will be most essential in settings where physical distancing cannot easily be maintained, such as buses or other settings where space may be insufficient.
  - [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms.
  - [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- All staff will use cloth face coverings unless Cal/OSHA standards require respiratory protection. Teachers can use face shields, if available, which enable students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Students 13 years old or over will be required to use cloth face coverings, in accordance with orders from the Monterey County Public Health Officer.
- [Cloth face coverings](#) will not be placed on:
  - Children younger than 2 years old
  - Anyone who has trouble breathing or is unconscious
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

- Food service workers and staff in contact with the public, such as in the front office, will use gloves and facial coverings.
- Students and staff will be frequently reminded not to touch the face covering.
- Information will be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings.
- We will provide and ensure staff use face coverings and all required protective equipment.
- We will be securing personal protective equipment from the California Governor’s Office of Emergency Services (CalOES) and the Department of Public Health (CDPH).

## **Cleaning Procedures and Schedules to Prevent Disease Transmission**

We will suspend or modify the use of site resources that necessitate sharing or touching items, such as drinking fountains, toys, games and art supplies to the extent practicable. But where allowed, we will clean and disinfect between uses.

Staff will clean and disinfect frequently-touched surfaces within school at least daily and, as practicable, frequently throughout the day by trained custodial staff. Frequently touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Tables
- Student Desks
- Chairs

When choosing cleaning products, we will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.

- To reduce the risk of asthma related to disinfecting, we will aim to select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
- We will avoid products that mix these ingredients with peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- We will use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. We will provide employees training on manufacturer’s directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.

Custodial staff with the responsibility of cleaning and disinfecting the school site will be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product instructions.

All products will be kept out of student’s reach and stored in a space with restricted access.

We will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

We will ensure the safe and correct application of disinfectant and keep products away from students.

If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to persons using the facility, we will consider alternatives. For example, we will maximize central air filtration for HVAC systems by using filtration with a filter rating of at least MERV 13.

We will ensure proper ventilation during cleaning and disinfecting. We will introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, we will air out the space before students arrive; we will plan to do thorough cleaning when students are not present. If using air conditioning, we will use the setting that brings in fresh air. We will replace and check air filters and filtration systems to ensure optimal air quality.

We will take steps to ensure that all water systems and features (for example, drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

## **Required Physical Distancing**

We will space seating/desks at least 6 feet apart when feasible. In learning areas, we will turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

We will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

We will provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).

We will close communal use shared spaces such as group work areas if possible; otherwise, we will stagger their use and [clean and disinfect](#) between use.

## **Implementing Distancing Inside and Outside the School Building**

### **Arrival and Departure**

- We will open windows and maximize space between people.
- We will minimize contact on campus between students, staff, families and the community throughout the school day.
- We will stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- We will designate routes for entry and exit, using as many entrances as feasible. We will put in place other protocols to limit direct contact with others as much as practicable.
- We will use privacy boards or screens.

### **Meeting Spaces**

- We will encourage people to remain in the same space and in groups as small and consistent as practicable.
- We will minimize the movement of people as much as practicable.
- We will maximize space between seating and desks. We will distance staff desks at least six feet away from visitor seating. We will consider ways to establish separation of people through other

means if practicable, such as putting six feet between desks, partitions between desks, markings on floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.

#### Other Non-Classroom Spaces

- We will limit nonessential visitors especially from individuals who are not from the local geographic area (e.g., community, town, city, county).
- We will limit nonessential activities on campus.
- We will limit communal activities where practicable. Alternatively, we will stagger use, properly space occupants and disinfect in between uses.
- We will consider use of non-office space for meetings, including regular use of outdoor space, weather permitting.
- We will minimize congregate movement through the building as much as practicable. For example, we will establish more ways to enter and exit the campus, and stagger meeting times.
- When possible, we will use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for physical distancing between staff and others.

#### Food Service

- We will encourage students to bring their own meals as necessary and feasible.
- We will only have pre-packaged meals for students. We will discourage sharing food and utensils and condiments and ensure the [safety of student with food allergies](#).

## **Instructional Program**

### **Variations to the Instructional Model**

#### **Work From Home, Supports at School**

Students will complete most assignments at home. Students may come to campus and work with staff on some assignments.

Students and family members may come to campus to meet with a staff member. Students must make appointments to meet with staff on campus. Students may not come to campus without an appointment--no drop-ins.

Any meeting between students and staff can be held on campus, including

- Weekly meetings with the Supervising Teacher
- Tutoring sessions
- Specialized Academic Instruction with the Education Specialist
- Other IEP services from Special Education service providers
- IEP Meetings
- 504 meetings
- Student Study Team Meetings
- Individual counseling with the counselor or psychologist/therapist
- Troubleshooting with the IT Specialist
- Conferences with school administrators

Testing for Special Education that requires 1:1 interaction

Students still have the option of virtual appointments. An email will be sent to students each week providing them the opportunity to sign up for a virtual or in-person appointment.

## **Family Engagement and Support**

### **Virtual and On-Campus Family Engagement and Support**

Enrollment appointments may be conducted virtually or in person. Enrollment forms will be made available electronically or on paper. Master Agreements will be provided electronically or on paper.

### **Virtual and On-Campus Supports for Social and Emotional Well-Being**

All staff will support coping and resilience. We will

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including via social media, if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Provide information about the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746.

All students will be encouraged to sign up for an elective course that includes a virtual group learning experience.

LFLCS staff will host drop-in virtual meetings just to help students connect to staff and each other. Called “KLFL” like a radio station, the idea is to have rotating staff hosts engage students in fun activities just for the sake of making social contact.

### **Virtual and On-Campus Mental Health Supports**

Our counselor and psychologist therapist will be available for virtual or in-person appointments with any student. An email will be sent to students each week providing them the opportunity to sign up for an appointment.

## **Personnel**

### **Staff Available On Campus**

Staff, like students, will have the option to work from home or to come to campus to hold meetings with students. A staff member’s decision whether to work on campus or not will be based on their own professional judgement given their particular circumstances. For example, some staff members are members of a high risk group, and will therefore elect to work only at home. Therefore, a staff member

a student wants to work with might not be available for appointments on campus. If a staff member is unavailable, another qualified person will be matched to the student.

## **3. Highest Risk Plan**

### **Health and Safety**

#### **Unlimited Student Attendance on Campus**

There are no controls on when a student can come to campus during hours of operation. Students may come to campus by appointment or on a drop-in basis. Students may stay for as long or a little as they like, and they do not have to leave immediately once the appointment is over.

#### **No Required Health and Safety Actions**

Staff will monitor students for symptoms of illness and report as required to health authorities, but screening is not required for entrance into school buildings.

#### **No Required Healthy Hygiene Practices**

Students will be encouraged but not required to maintain handwashing habits.

#### **No Required Face Coverings and PPE**

Students and staff will not have to wear face coverings.

#### **Intense Cleaning Procedures and Schedules Unnecessary**

Sanitizing between office visits will not need to take place.

#### **No Required Physical Distancing**

Physical distancing of 6 feet or more will not be required. Routes through the building may be used by people simultaneously. Not all exterior doors need to be in use.

Staff members who share offices may use the office at the same time.

### **Instructional Program**

#### **Variations to the Instructional Model**

##### **Group Activities and Drop-ins**

Students may come to campus to complete assignments, and engage in non-essential activities such as recreation. Any meeting may be held in person or virtually.

Group learning experiences will be offered on campus. Field trips will be offered.

All Special Education testing will be resumed, including assessments whose validity requires the assessor and student to be physically together.

## **Family Engagement and Support**

### **Options for Group Family Engagement and Support**

Enrollment appointments will continue to be offered virtually or in person. Enrollment forms will continue to be offered electronically or on paper. Master Agreements will continue to be offered electronically or on paper.

Supports for families may be offered in group setting.

### **Options for Group Supports of Social and Emotional Well-Being**

All staff will continue to support coping and resilience, but will not focus this support on fallout from the pandemic.

All students will be encouraged to sign up for an elective course that includes a virtual or on-campus group learning experience.

LFLCS staff will encourage participation in student activities, which may include athletics.

### **Options for Group Mental Health Supports**

Our counselor and psychologist therapist will continue to be available for virtual or in-person appointments with any student.

## **Personnel**

### **Staff Attendance on campus**

Staff will have more availability for on-campus appointments.

# Afterword

This plan was developed in consultation with LFLCS Board members, staff, students, and parents, as well as educators from Monterey County and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrators collected through in-person meetings and survey data.

This plan was approved by the LFLCS Board of Directors on June 25, 2020. Updates will be made as guidance and orders change.

# Appendix of Resources

- [AFT: A Plan to Safely Re Open](#)
- [American Academy of Pediatrics: Covid 19 Planning Considerations](#)
- [Bellwether: Covid-19 Strategic Planning Toolkit](#)
- [CDC Considerations for Schools](#)
- [CDC Get Your School Ready for Pandemic Flu](#)
- [Getting Smart: How to Re Open Schools](#)
- [Hanover Research: Learning Loss Discovery Guide](#)
- [Hanover Research: Strategies for Maintaining Student Engagement During Remote Learning](#)
- [John Hopkins Center for Health Security: A Plan for a Phased Reopening Guided by Public Health Principles](#)
- [McKinsey & Company: Coronavirus COVID 19: Considerations for Reopening Schools](#)
- [NPR: What it Might Look Like to Safely Reopen Schools](#)
- [PACE Policy Brief: What Does Research Say About Staggered School Calendars?](#)
- [WHO: Considerations for school-related public health measures in the context of COVID-19](#)
- [Unicef Framework for Reopening Schools](#)
- [CDPH COVID-19 Industry Guidance--Schools and School-based Programs](#)
- [CDE: STRONGER TOGETHER--A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS](#)
- Orders of the Health Office of Monterey County
  - [Shelter in Place Order: March 17, 2020 \(Initiating Stage 1\)](#)
  - [Face Coverings: April 28, 2020](#)
  - [Relaxing Restrictions on Certain Lower-Risk Businesses: May 26, 2020 \(Initiating Stage 2+\)](#)
- Orders of the State Public Health Officer
  - [Stay Home Except for Essential Needs: March 19, 2020](#)
  - [Modification to Stay at Home Order: May 7, 2020](#)
  -