



San Lucas

Union School District

2020-2021 School Year Plan Template

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Approved by San Lucas Board of Trustees on July 30, 2020 by a vote of 3 yes, 1 abstain, and 1 absent.

Modified and Approved by San Lucas Board of Trustees on October 13, 2020 by a vote of 3 yes and 2 absent.

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES

ALL YES

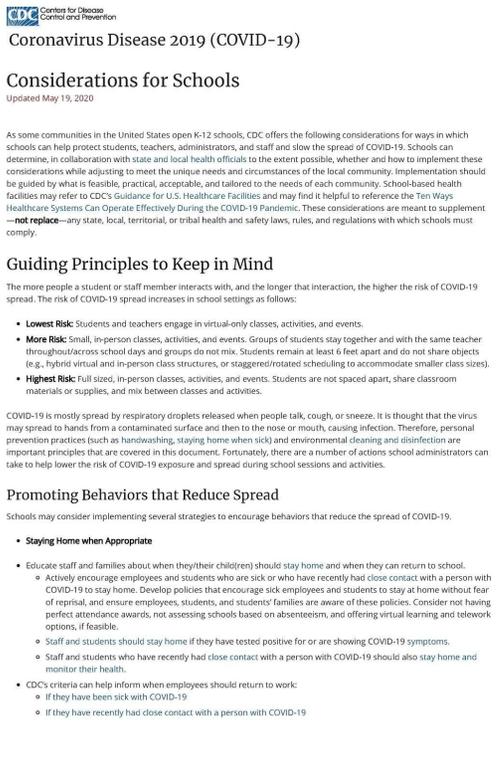
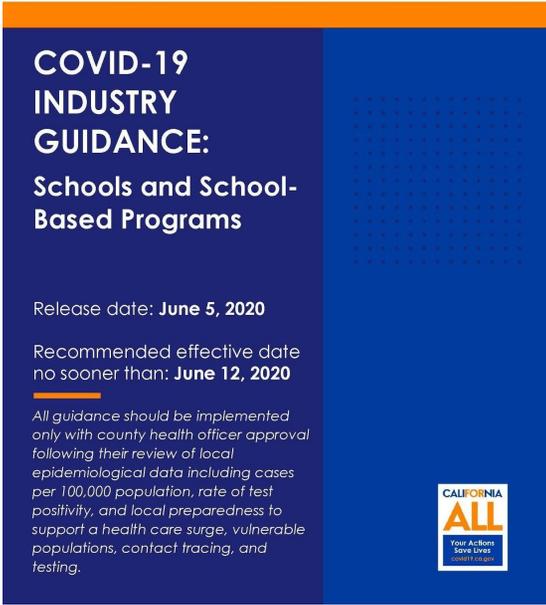
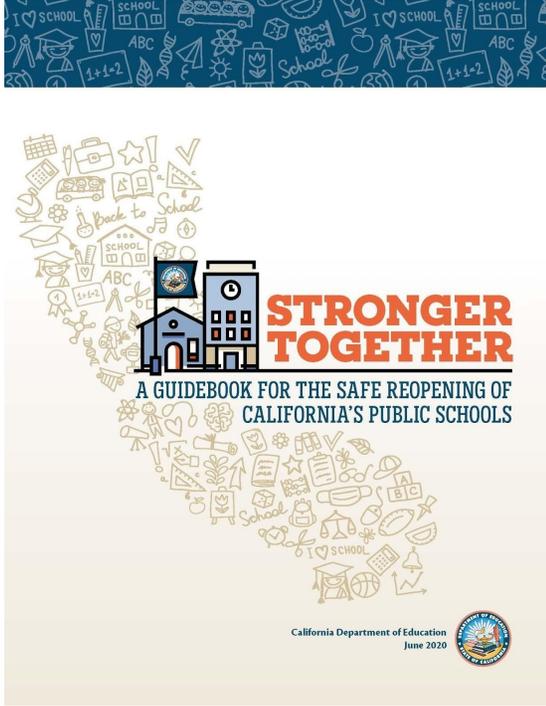
ALL YES



cdc.gov/coronavirus

Guidance

This template has been developed in consultation with the following guidance documents:

<p>Centers for Disease Control and Prevention (CDC)</p>	<p>California Department of Public Health (CDPH)</p>	<p>California Department of Education (CDE)</p>
<p><u>Considerations for Schools</u></p>	<p><u>COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs</u></p>	<p><u>Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools</u></p>
 <p>Centers for Disease Control and Prevention Coronavirus Disease 2019 (COVID-19) Considerations for Schools Updated May 19, 2020</p> <p>As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.</p> <p>Guiding Principles to Keep in Mind</p> <p>The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:</p> <ul style="list-style-type: none"> • Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events. • More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes). • Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities. <p>COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.</p> <p>Promoting Behaviors that Reduce Spread</p> <p>Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.</p> <ul style="list-style-type: none"> • Staying Home when Appropriate <ul style="list-style-type: none"> • Educate staff and families about when they/their children should stay home and when they can return to school. • Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible. • Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms. • Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health. • CDC's criteria can help inform when employees should return to work: <ul style="list-style-type: none"> • If they have been sick with COVID-19 • If they have recently had close contact with a person with COVID-19 	 <p>COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs</p> <p>Release date: June 5, 2020</p> <p>Recommended effective date no sooner than: June 12, 2020</p> <p><i>All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.</i></p> <p>CALIFORNIA ALL Your Actions Save Lives covid19.cdph.ca.gov</p>	 <p>STRONGER TOGETHER A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS</p> <p>California Department of Education June 2020</p>

Purpose

The purpose of this plan is to be prepared to reopen San Lucas USD schools 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 returning to school closures. Plans developed must be flexible and able to tighten and relax restrictions as the data at the local level changes over time.

While most schools established their new school year calendar prior to the pandemic, schools must 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 school during the COVID-19 pandemic. When schools will open will be communicated at a later date.

Goal

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 school campuses.

The key principles that drive this plan are:

- 1. Keeping students and staff safe and healthy**
- 2. Flexibility must be provided to accommodate for the unique needs of each school and program**
- 3. Ensuring equity and access**
- 4. Providing learning environments that are engaging and keep learning moving forward**
- 5. Key stakeholders are involved in the planning process**

The plan is consistent with applicable state and local orders. It lays out how the school is ready to protect children and employees who are at higher risk for severe illness and how all students and employees will be screened upon arrival for symptoms and history of exposure. The plan also describes how recommended health and safety actions will be in place and how ongoing monitoring will occur.

SAN LUCAS UNION ELEMENTARY SCHOOL DISTRICT 2020-2021 SCHOOL YEAR PLAN

The COVID-19 pandemic is a dynamic ever-changing situation that requires schools to be able to adjust plans for the school year as conditions change. When conditions improve, schools should be able to relax certain protocols and when cases increase or there are outbreaks in the school or immediate community, the school may need to adjust to more restrictive environments. As schools must plan to reopen 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 social and emotional health when being in isolation for long periods of time. The level of comfort or fear of each individual is varied and schools may be best prepared to meet student and staff needs by offering lower risk learning environments to students and staff who have underlying health conditions or who are not comfortable returning to in-person instruction. A moderate risk learning environment would be best offered to those students who would benefit from in-person learning environments with health and safety protocols in place. As the pandemic is more under control and there is more comfort with relaxing restrictions, a higher risk learning environment should be offered. Schools should be able to shift between these plans/modes of operating as the conditions and needs change. Districts should also conduct a risk assessment to determine their readiness level for reopening and what plan or plans best meet the needs of their students and staff.

- Lowest Risk to Students and Staff: Students and teachers engage in virtual-only classes, activities, and events. **This plan should be implemented when due to the increased presence of COVID-19 in the community, local, state and federal guidelines and mandates may require school facilities to close.**
- More Risk to Students and Staff: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes). **This plan should be implemented when local and state regulations for shelter-in-place are lifted to allow for modified school operations.**

- **Highest Risk to Students and Staff**: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities. **This plan should be implemented when California enters Stage 4: End of stay at home order. This allows for the gradual opening of larger gathering venues at a pace consistent with public health and safety. Gradually resume remaining activities and travel. Plans should include the continual monitoring of critical indicators to alter scope of reopening if necessary to protect public health and safety.**
- **When COVID-19 is no longer a threat and/or a vaccine is in wide distribution, schools will return to normal operations.**

This plan was developed in consultation with school and program leaders, district/school leadership, union leadership (if applicable) and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

Reopen Planning Team members include:

1. Jessica Riley, Superintendent/Principal
2. Lacey McClenaghan, CTA
3. Tino Villasenor, CSEA
4. Estela Ramirez, Office clerk & Community Member

The plan is consistent with applicable state and local orders. It lays out how the school is ready to protect children and employees who are at higher risk for severe illness and how all students and employees will be screened upon arrival for symptoms and history of exposure. The plan also describes how recommended health and safety actions will be in place and how ongoing monitoring will occur.

The state shelter in place orders were lifted on <still in effect 7/27/2020>.

The local shelter in place orders were lifted on <still in effect, 7/27/2020>.

SAN LUCAS UNION SCHOOL DISTRICT 2020-2021 SCHOOL YEAR PLAN

HEALTH AND SAFETY

Required Health and Safety Actions

- How will you monitor symptoms of all students and staff upon entry?
- What are your health and safety protocols for all students and staff?
- What are the protocols in the classroom and in other spaces on the campus?
- What are your protocols for student drop off and pick up?
- What are your health and safety protocols for visitors and deliveries?
- How will you handle students or staff who become sick while on campus?
- How will you inform/teach/train these expectations prior to staff and student return?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official.</p> <p>Students will only come to campus to pick up meals or to participate in Small Learning Hubs, as permitted by CDE guidance.</p> <p>Facility is closed to all people, except staff. Staff will keep regular hours, onsite, following social distancing and masking guidelines, unless ordered to stay at home by public health officer. By staying onsite at school, this ensures having access to all work-related supplies, optimal school Internet usage,</p>	<p>MODERATE RISK Phase 2-3</p> <p>Students will come to school within modified scheduled times of 9am-2pm, and no in person schooling on Wednesdays. Regular attendance guidelines will apply.</p> <p>Thermometer check by the bus driver and at separate entry points to classrooms for students. Students who have a fever of 100.4 degrees or higher will be sent home. If needed, they may wait in the quiet room until it is time to leave. Quiet Room will be disinfected between student uses. Parents must have arrangements in place at all times</p>	<p>HIGH RISK Phase 4</p> <p>Bell and bus schedules remain the same. Students show up between 7:45-8:15 and go to the multipurpose room for temperature check.</p> <p>Thermometer check by the bus driver and multipurpose room entry point for students. Students who have a fever of 100.4 degrees or higher will be sent home. They will wait in the quiet room until it is time to leave. Quiet Room will be disinfected between student uses.</p> <p>Restroom use is unsupervised and</p>
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<p>and not overworking at home. Also ensures coordinating and distributing any needed supplies to students, as needs present themselves.</p> <p>Plexi glass dividers for front office.</p> <p>Restroom use is unsupervised and cleaned once a day.</p> <p>Mask wearing based on CDC and CDPH guidance. Because students are at home, parents will supply them with their masks. School will supply on site staff with cloth mask covers and face shields. Staff are personally responsible for retaining and cleaning their masks and shields.</p> <p>All doors are locked and no drop in visitors are allowed. Deliveries handled by office or maintenance.</p> <p>Positive Behavior Intervention and Support (PBIS) Tiger’s ROAR at Home flyers will be sent home to all families to support parents working with their children at home.</p> <p>Laptops and hot spots available to all San Lucas School students at a 1:1 ratio</p>	<p>for someone to be able to pick up a sick child immediately, for the health of all students on campus.</p> <p>One time form signed by parents at the start of the school year, in which parents consent to conduct health checks at home to ensure student health prior to sending them to school.</p> <p>Mask wearing based on CDC and CDPH guidance. Masks are required for children 3 and older, per CDPH mandate from June 2020. Upon request, school will supply on site staff with cloth mask covers and face shields. Students are expected to comply with state law and show up to school with their own masks. In the event that a student is observed to be wearing a dirty mask, a clean mask may be supplied and a phone call home to parents to remind them of proper mask cleaning habits. School has both disposable and reusable masks. Reusable masks will be laundered with industrial grade detergent.</p> <p>Inside the classrooms, student work spaces will be kept 6 ft apart. Students may choose to take off their masks when sitting at their desk or eating lunch, and wear their mask whenever they are not at their desk or eating lunch. Hand</p>	<p>cleaned twice a day.</p> <p>Recess and lunch allow for group activities and playground use. Social distancing encouraged, following CDC and CDPH guidelines.</p> <p>Plexi glass dividers for front office; allowed for certificated staff, upon request.</p> <p>Mask wearing based on CDC and CDPH guidance. If required, school will provide students with 5 cloth masks each, one in morning, one in afternoon, with a 2-day supply to allow for washing every other day, and one extra for emergency.</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Laptops available to all San Lucas School students at a 1:1 ratio. Hot spots provided, upon classroom teacher request.</p>
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for laptops and hot spots 1 per 2 children with unlimited data.

washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.

Classrooms where workspaces set 6-feet apart is not permissible will be divided into am/pm cohorts.

Plexi glass dividers for front office; allowed for certificated staff, upon request.

Lunchtime -- students eat only with their classrooms, in designated spaces. The youngest classroom will eat in the cafeteria and the other classrooms will eat at picnic tables outside. When raining, students will stay in their classrooms to eat.

Restroom use is unsupervised and cleaned twice a day. Students must hand sanitize in the classroom before and after using the restroom. They are expected to properly wash their hands while in the restroom.

All doors are locked and no drop in visitors are allowed. Deliveries handled

	<p>by office or maintenance. Scheduled visitors (MC Reads, counselor) will have temperature check and designated work space, with hand sanitizing before and after.</p> <p>Laptops available to all San Lucas School students at a 1:1 ratio. Hot spots provided, upon classroom teacher request.</p> <p>Reopening plan and any subsequent changes will be announced via school website, social media, and letters. New school arrangements to parents via social media and letter, and host meetings/videos for Q & A.</p>	
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Health Hygiene Practices

<ul style="list-style-type: none"> ● How will you implement disease prevention behaviors into the culture of the school? ● How will you teach refresher lessons to keep knowledge of disease prevention behaviors in the forefront? ● How will you continue to reinforce strategies with students who are following the health and safety protocols?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official.</p>	<p>MODERATE RISK Phase 2-3</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the</p>	<p>HIGH RISK Phase 4</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the</p>
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<p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) Tiger’s ROAR at home flyers.</p> <p>Dedicated posts to social media promoting health awareness and recognizing students for demonstrating positive health behavior choices.</p> <p>Parents provided with Catch a Caring Tiger recognitions to recognize good health behavior choices at home.</p> <p>Grade level appropriate classroom lessons that tie into health awareness and safety behaviors (eg: junior high students graphing case numbers, kinder students learning about germs) conducted via distance learning.</p>	<p>Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Dedicated Hallway Bulletin Board will promote health awareness and may recognize students for demonstrating positive health behavior choices. Tigers ROAR and Catch a Caring Tiger recognitions will include recognizing good health behavior choices.</p> <p>Parent information form and consent to do health checks provided at start of year. Student promise page reviewed in class at start of year.</p> <p>Grade level appropriate classroom lessons that tie in to health awareness and safety behaviors.</p>	<p>Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Dedicated Hallway Bulletin Board will promote health awareness and may recognize students for demonstrating positive health behavior choices. Tigers ROAR and Catch a Caring Tiger recognitions will include recognizing good health behavior choices.</p> <p>Parent information form and consent to do health checks provided at start of year. Student promise page reviewed in class at start of year.</p> <p>Grade level appropriate classroom lessons that tie in to health awareness and safety behaviors.</p>
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Required PPE Use

<ul style="list-style-type: none"> • What PPE is required for students and staff and under what circumstances? • What training is needed for PPE? • How will changes in PPE be communicated to all stakeholders?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by</p>	<p>MODERATE RISK Phase 2-3</p>	<p>HIGH RISK Phase 4</p>
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<p>a state or county official</p> <p>School will follow PPE requirements as dictated by CDPH and CDC. Effective June 2020, anyone ages 3 and older wear cloth mask coverings if they leave their home.</p> <p>Free health and safety PSAs posted to district social media.</p> <p>VNA training on COVID19 provided to full staff on Aug 4.</p> <p>Keenan health & safety webinars including but not limited to COVID19 safety and pandemic flu safety, provided to staff Aug 4-7, 2020.</p>	<p>School will follow PPE requirements as dictated by CDPH and CDC. Effective June 2020, anyone ages 3 and older wear cloth mask coverings.</p> <p>VNA training on COVID19 provided to full staff on Aug 4.</p> <p>Keenan health & safety webinars including but not limited to COVID19 safety and pandemic flu safety, provided to staff Aug 4-7, 2020.</p> <p>PPE plans and any subsequent changes will be announced via school website, social media, and letters. New school arrangements to parents via social media and letter, and host meetings/videos for Q & A.</p>	<p>School will follow PPE requirements as dictated by CDPH and CDC.</p> <p>Staff meeting to have standing agenda item to follow up on any health and safety concerns brought up by staff.</p>
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Cleaning Procedures and Schedules to Prevent Disease Transmission

- How will you promote frequent hand washing and prevent overcrowding at handwashing locations?
- What are the routine cleaning and disinfection procedures and their frequency?
- What are the classroom procedures for teachers and staff to clean desktops and doorknobs at the start of each new class if a student must change rooms?
- What cleaning supplies will be provided and how will teachers and staff obtain these cleaning supplies?
- What is the schedule for campus staff to disinfect touch points and surfaces regularly?
- What are the procedures for immediate disinfection of rooms where people with respiratory symptoms or fever have been?
- Who will conduct routine cleaning if a custodian is absent?
- How will touch free soap dispensers be maintained?
- How will school bus seats and touch points on buses be cleaned? With what frequency?

- How many routes will be needed to keep physical distancing?
- How will I determine how many students will need transportation?
- How will you train custodial staff to safely use disinfectants and sanitizers?
- Have you recently changed air conditioning/heater filters? How will you ensure adequate ventilation?

LOW RISK	MODERATE RISK	HIGH RISK
<p>Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) Tiger’s ROAR at Home flyers provided to parents.</p> <p>Rooms and restrooms disinfected via chemical fogger once a day.</p> <p>Chemical fogger training provided to staff who use it.</p> <p>Cleaning spray, wipes, and Keenan safety webinar strategies available to all staff.</p> <p>School HVAC is fitted with safest filter.</p> <p>Small Learning Hubs of up to 16 individuals in a cohort.</p>	<p>Phase 2-3</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Classrooms with A and B cohorts disinfected via chemical fogger between cohorts and at end of day. Classrooms without cohorts disinfected at end of day. Restrooms disinfected twice a day. Busses disinfected at end of every ride. Busses may not be rented out to other districts.</p> <p>Chemical fogger training provided to staff who use it.</p> <p>Cleaning spray and wipes and Keenan safety webinar strategies available to all staff.</p>	<p>Phase 4</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Classrooms disinfected via chemical fogger once a day. Restrooms disinfected twice a day. Busses disinfected at end of every ride. Busses may not be rented out to other districts.</p> <p>Chemical fogger training provided to staff who use it.</p> <p>Cleaning spray and wipes and Keenan safety webinar strategies provided to all staff.</p> <p>In the event a room needs to be immediately evacuated for health and safety concerns, students will be moved</p>

	<p>In the event a room needs to be immediately evacuated for health and safety concerns, students will be moved to one of the empty rooms on campus, or to the outdoor picnic tables area.</p> <p>In the main San Lucas School building, every classroom has two large windows. These should be kept open at all times when students are in the room, except in the cases of windy days when large amounts of dust are blowing or fertilizer scent is palpable. For students in portable classrooms, doors and windows will be kept open.</p> <p>School HVAC is fitted with safest filter.</p>	<p>to one of the empty rooms on campus, or to the outdoor picnic tables area.</p> <p>In the main San Lucas School building, every classroom has two large windows. These should be kept open at all times when students are in the room, except in the cases of windy days when large amounts of dust are blowing or fertilizer scent is palpable. For students in portable classrooms, doors and windows will be kept open.</p> <p>School HVAC is fitted with safest filter.</p>
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Required Physical Distancing

- How will you ensure social distancing of 6 ft in classrooms, locker rooms, cafeterias, assemblies, lining up?
- What commonly shared spaces will be closed? Libraries? Staff lounges?
- Will offices and classrooms need to be rearranged to accommodate physical distancing of 6 feet?
- Are you able to stagger times when students and staff are moving outside their classrooms/work areas to reduce the number of potential contacts and require students to stay six feet apart in when transitioning from one space to another
- How will you ensure cohorts of students do not mix?
- Will field trips be allowed and if so how will you ensure safe transportation?
- Will foreign exchange students be allowed at schools?
- What meetings will be held virtually rather than in person?
- Will any employees who don't work directly with students continue working from home rather than at the school site?
- Will employees need to work alternating shifts to avoid having too many employees in a particular space like shared offices?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Students will be at home, or in Small Learning Hubs of up to 16 individuals in a cohort, per CDE guidance.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be accommodated on an individual, as needed basis. Teachers will be providing distance learning. Instructional aides will assist with food distribution and family outreach via phone and Internet.</p>	<p>MODERATE RISK Phase 2-3</p> <p>In the classrooms, work spaces will be placed 6 feet apart to ensure social distancing in the classroom. Outdoor eating tables are separated by well more than 6 feet between cohorts.</p> <p>Recesses are staggered and there will be no shared equipment. Students must adhere to the 6-foot social distancing expectations.</p> <p>Lunches will not be staggered but each group of students will stay in their designated areas, which are well more than 6 feet apart.</p> <p>All shared spaces for students (Makerspace, School Library) will be assigned per day to specific classrooms.</p> <p>There will be no field trips or group sports.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be</p>	<p>HIGH RISK Phase 4</p> <p>In the classrooms, work spaces will be placed in accordance with CDC and CDPH guidelines. Eating tables, indoor and outdoor, will have designated seat spots, as per guidelines.</p> <p>Recesses are all staggered. The option of shared equipment will be based on CDC and CDPH guidelines.</p> <p>Lunches will not be staggered but each group of students will stay in their designated areas, which are well more than 6 feet apart.</p> <p>All shared spaces for students (Makerspace, School Library) will be assigned per day to specific classrooms.</p> <p>Field trips and sports may be resumed, based on CDC and CDPH guidelines.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be</p>
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	accommodated on an individual, as needed basis.	accommodated on an individual, as needed basis.
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Attendance and Health Policies

- What is your attendance policy?
- What is your system for updating all internal and external stakeholders (families, students, employees, contracted providers and vendors on changes in the exclusion criteria as new information develops?
- What is your policy/guidance on self-screening and exclusion policy for volunteers and contracted providers?
- What is your guidance for leave options and continuance of any remote work options and where will employees find this information?
- How will supervisors handle concerns about a volunteer or contracted employee who displays respiratory symptoms and those who resist leaving work?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Students will be at home, and only coming to school for meals to go or Small Learning Hubs. Student attendance will be tracked daily engagement and weekly packets.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be accommodated on an individual, as needed basis.</p> <p>All doors are locked and no drop in visitors are allowed. Deliveries handled by office or maintenance.</p>	<p>MODERATE RISK Phase 2-3</p> <p>Students will come to school within modified scheduled times of 9am-2pm, and no in person schooling on Wednesdays. Regular attendance guidelines will apply.</p> <p>Thermometer check by the bus driver and at separate entry points to classrooms for students. Students who have a fever of 100.4 degrees or higher will be sent home. They will wait in the quiet room until it is time to leave. Quiet Room will be disinfected between student uses. Parents must have arrangements in place at all times for someone to be able to pick up a sick</p>	<p>HIGH RISK Phase 4</p> <p>Students will come to school and follow regular attendance guidelines.</p> <p>Thermometer check by the bus driver and at separate entry points to classrooms for students. Students who have a fever of 100.4 degrees or higher will be sent home. They will wait in the quiet room until it is time to leave. Quiet Room will be disinfected between student uses. Parents must have arrangements in place at all times for someone to be able to pick up a sick child immediately, for the health of all students on campus.</p>
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<p>System for making announcements to take place via school messaging, website, social media, and/or letters.</p>	<p>child immediately, for the health of all students on campus.</p> <p>One time form signed by parents at the start of the school year, in which parents consent to conduct health checks at home to ensure student health prior to sending them to school.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be accommodated on an individual, as needed basis.</p> <p>All doors are locked and no drop in visitors are allowed. Deliveries handled by office or maintenance. Scheduled visitors (MC Reads, counselor) will have temperature check and designated work space, with hand sanitizing before and after.</p> <p>Reopening plan and any subsequent changes will be announced via school website, social media, and letters. New school arrangements to parents via social media and letter, and host meetings/videos for Q & A.</p>	<p>One time form signed by parents at the start of the school year, in which parents consent to conduct health checks at home to ensure student health prior to sending them to school.</p> <p>All employees will work on site for their assigned shifts. Health concerns may be accommodated on an individual, as needed basis.</p> <p>All doors are locked and no drop in visitors are allowed. Deliveries handled by office or maintenance. Scheduled visitors (MC Reads, counselor) will have temperature check and designated work space, with hand sanitizing before and after.</p> <p>Reopening plan and any subsequent changes will be announced via school website, social media, and letters. New school arrangements to parents via social media and letter, and host meetings/videos for Q & A.</p>
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Plans for Situational Awareness and Consultation with Local Health Authorities

- Who will monitor and share updates from California Department of Public Health?
- Who will monitor and share updates from CDC?
- Who will monitor and share updates from MCOE?
- Who will monitor and share updates from Monterey County Health Department?

<p>LOW RISK Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>School administrator receives communications from the County Office of Education (COE). The COE has consistently provided CDC, CDPH, and MCPH updates as they come out. School administrator also receives communications from the California Department of Education (CDE). This information will be dispersed to the school community of stakeholders via school website, school messaging system, school social media, and/or school letters.</p> <p>School website includes link to the Monterey County Office of Education COVID-19 resources page.</p>	<p>MODERATE RISK Phase 2-3</p> <p>School administrator receives communications from the County Office of Education (COE). The COE has consistently provided CDC, CDPH, and MCPH updates as they come out. School administrator also receives communications from the California Department of Education (CDE). This information will be dispersed to the school community of stakeholders via school website, school messaging system, school social media, and/or school letters.</p> <p>School website includes link to the Monterey County Office of Education COVID-19 resources page.</p>	<p>HIGH RISK Phase 4</p> <p>School administrator receives communications from the County Office of Education (COE). The COE has consistently provided CDC, CDPH, and MCPH updates as they come out. School administrator also receives communications from the California Department of Education (CDE). This information will be dispersed to the school community of stakeholders via school website, school messaging system, school social media, and/or school letters. School website includes link to the Monterey County Office of Education COVID-19 resources page.</p>
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Procedures for Communicating Confirmed Cases

- What are your written procedures for communicating about confirmed cases and with who?
- How will you train staff about how to report confirmed cases?
- How will you collect information about student and staff illness?
- How will you communicate any trend information to the district and/or the Monterey County Health Department?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p>	<p>Moderate Risk Phase 2-3</p>	<p>High Risk Phase 4</p>
<p>Any reports of COVID-19 positive cases are reported directly to the school admin, who will then investigate. If confirmed, the public health officer will be notified and action taken will be based on health officer feedback. For the protection of privacy in a small town, no cases of COVID-19 will be announced.</p> <p>All staff will sign a consent form at start of year to conduct personal health screenings prior to coming to school.</p> <p>Parents agree to conduct screening prior to student coming to school for meals to go or Small Learning Hubs.</p>	<p>Any reports of COVID-19 positive cases are reported directly to the school admin, who will then investigate. If confirmed, the public health officer will be notified and action taken will be based on health officer feedback. For the protection of privacy in a small town, no cases of COVID will be announced.</p> <p>All staff will sign a consent form at start of year to conduct personal health screenings prior to coming to school.</p>	<p>Any reports of COVID-19 positive cases are reported directly to the school admin, who will then investigate. If confirmed, the public health officer will be notified and action taken will be based on health officer feedback. For the protection of privacy in a small town, no cases of COVID will be announced.</p> <p>All staff will sign a consent form at start of year to conduct personal health screenings prior to coming to school.</p>

INSTRUCTIONAL PROGRAMS

Instructional Model/Models

- Describe your instructional model in detail.
- Include the logic for choosing a particular model.
- Will students return to their classrooms in a normal scenario because space and class size already allow for physical distancing?
- Will the instructional program be the same as it was prior to the pandemic?
- Will you continue with a distance learning model? If so, what type and for which grade levels or programs?
- Do you have a board approved Distance Learning policy in place?
- Will you use a hybrid model (in person and distance learning)? Synchronous and asynchronous?
- Will you use an online distance learning model and if so, what platform will you use and what devices and connectivity is still needed?
- What platform will you use?
- What permissions do you need? From who?
- Is your AUP up to date?
- Will you be using a phased opening?
- How will you measure and address learning loss?

LOW RISK	MODERATE RISK	HIGH RISK
<p>Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official.</p> <p>Students on full distance learning with visits to school site in Small Learning Hubs. Teachers will use Canvas, Google Classroom, and i-Ready. K-3 will also have access to OneTab electronic handheld devices for ELA/Math support. iReady will be used to measure and stay on top of learning progress. For students academically performing</p>	<p>PHASE 2-3</p> <p>Students will come to school within modified scheduled times of 9am-2pm, and no in person schooling on Wednesdays.</p> <p>Inside the classrooms, student work spaces will be kept 6 ft apart.</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p>	<p>PHASE 4</p> <p>Students come to school for regular school day and follow all social distancing guidelines, as deemed necessary by CDC and CDPH.</p> <p>Hand washing, hand sanitizing, and mask wearing will all be promoted through the Positive Behavior Intervention and Support (PBIS) expectations and CDC signage, posted in classrooms and restrooms.</p> <p>Laptops supplied to students at 1:1 ratio,</p>

<p>atypically from their peers, interventions will be provided and tracked on an individualized, as needed basis. Students with disabilities will receive specialized academic instruction through Small Learning Hubs, online tutoring, or ability appropriate assignments to be conducted at home.</p> <p>Laptops provided to students at 1:1 ratio. Hot spots provided 1 per 2 students.</p> <p>ASES to be used for outdoor gardening and exercising programs for students in Small Learning Hubs.</p>	<p>Classrooms where workspaces set 6-feet apart is not permissible will be divided into am/pm cohorts.</p> <p>Plexi glass dividers for front office; allowed for certificated staff, upon request.</p> <p>Lunchtime -- students eat only with their classrooms, in designated spaces. The youngest classroom will eat in the cafeteria and the other classrooms will eat at picnic tables outside, with cohorts placed well more than 6 feet apart.</p> <p>Laptops provided to students at 1:1 ratio, and hot spots available upon teacher request. Teachers will use Canvas, Google Classroom, and i-Ready.</p> <p>There will be no afterschool program.</p>	<p>and hot spots available upon teacher request. Teachers will use Canvas, Google Classroom, and i-Ready.</p> <p>There will be no afterschool program.</p>
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Technology and Infrastructure

- What are your network and infrastructure needs to support your instructional plan? How to plan to address the digital divide for your student population? What processes have you implemented or developed to safeguard the devices and to make sure that they are appropriately used?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p>	<p>Moderate Risk Phase 2-3</p> <p>Library and the school both boost their WIFI signal up to 200 ft out.</p>	<p>High Risk Phase 4</p> <p>Library and the school both boost their WIFI signal up to 200 ft out.</p>
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<p>Library and the school both boost their WIFI signal up to 200 ft out.</p> <p>School will supply hot spots to students, 1 per 2 students</p> <p>School will supply Dell laptops to all students, and OneTab devices to K-3.</p>	<p>School will supply hot spots to all students, as requested by teachers.</p> <p>School will supply Dell laptops to all students.</p>	<p>School will supply hot spots to all students, as requested by teachers.</p> <p>School will supply Dell laptops to all students.</p>
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Early Learning and Childcare

- Are there any current unmet needs for providing childcare to families of essential workers?
- Do we have fiscal models that reflect Licensing requirements that limit the number of children in a classroom?
- Do we need to modify classrooms to assist preschool children with physical distancing?
- Do we need to partner with the private childcare sector for additional spaces for childcare?
- Do all childcare classrooms have appropriate cleaning supplies and any necessary PPE?
- Do preschools open when schools open?
- Do we have a plan for a hybrid model of preschool due to physical distancing limitations?
- Do we need to increase our full day/child care spaces to support essential workers?

At this time, San Lucas USD does not offer early learning or child care.

PERSONNEL

General Personnel

- How might evaluation timelines shift?
- Have we prepared employees to return? Have we identified all their concerns and are we prepared with responses?
- Do we need to consider any staffing changes to support operational changes?
- Should we use job-alike groups to examine routines used to prepare for next year and develop alternatives for accomplishing those needs (ie. student enrollment, distribution of books, etc)
- Should we modify schedules for staff?
- How might you hold all staff meetings virtually?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Everyone works onsite.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>Evaluation timelines not impacted due to small size of staff.</p> <p>Employees receive training at start of year from VNA and Keenan health and safety webinars.</p>	<p>Moderate Risk Phase 2-3</p> <p>Everyone works on site. ASES director needs extended schedule to provide cohort child care.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>VNA has been approached to provide surveillance testing of staff and students, should the public health officer deem surveillance testing to be necessary. The popup clinic costs approx \$150/test plus the VNA hourly rate per employee of \$120/hour. It is expensive, and will be offered on an as needed basis. Families or staff who are willing to drive to a free clinic in a nearby city will be allowed to do so on school time.</p>	<p>High Risk Phase 4</p> <p>Everyone works onsite. ASES director needs extended schedule to provide cohort child care.</p> <p>Staff meetings will occur in the multipurpose room, where social distancing can be maintained.</p> <p>VNA has been approached to provide surveillance testing of staff and students, should the public health officer deem surveillance testing to be necessary. The popup clinic costs approx \$150/test plus the VNA hourly rate per employee of \$120/hour. It is expensive, and will be offered on an as needed basis. Families or staff who are willing to drive to a free clinic in a nearby city will be allowed to do so on school time.</p>
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Professional Development

- How are we monitoring and supporting teacher growth in regards to technology and distance learning?
- Do we need to train staff on updated COVID risk factors and protective measures?
- Are we providing collaboration and PLC time for teachers and staff?
- Do we need PD on how to support students who have fallen behind?
- Do we have coaching support for teachers?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Teachers were given the option to replace their annual PD allowance for a summertime stipend to prepare for distance learning options.</p> <p>All classified instructional aides have taken a paraprofessional academy.</p> <p>All staff will receive Keenan safety webinar trainings and VNA COVID 19 safety training at back to school Aug 4-7, 2020 meetings.</p> <p>iReady and MCOE PD in ELA, Math, ARC, Canvas Online Learning Plattform, and Social Climate have been requested for the school year.</p>	<p>Moderate Risk Phase 2-3</p> <p>Teachers were given the option to replace their annual PD allowance for a summertime stipend to prepare for distance learning options.</p> <p>All classified instructional aides have taken a paraprofessional academy.</p> <p>All staff will receive Keenan safety webinar trainings and VNA COVID 19 safety training at back to school Aug 4-7, 2020 meetings.</p> <p>iReady and MCOE PD in ELA, Math, ARC, and Social Climate have been requested for the school year.</p>	<p>High Risk Phase 4</p> <p>Teachers were given the option to replace their annual PD allowance for a summertime stipend to prepare for distance learning options.</p> <p>All classified instructional aides have taken a paraprofessional academy.</p> <p>All staff will receive Keenan safety webinar trainings and VNA COVID 19 safety training at back to school Aug 4-7, 2020 meetings.</p> <p>iReady and MCOE PD in ELA, Math, ARC, and Social Climate have been requested for the school year.</p>
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FAMILY ENGAGEMENT AND SUPPORT

Family Engagement and Support

<ul style="list-style-type: none"> • How will you engage families in this plan? What two-way communication channels do you have in place to share information about plan changes and to receive feedback?
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Low Risk	Moderate Risk	High Risk
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<p>Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Continued surveying will be made available via social media and school website to assess ongoing community social and emotional stability.</p> <p>School will also solicit feedback via school paper surveys, School Site Council, and Direct Communication.</p> <p>Teachers are all in direct communication with their respective student families, via social media and phone/text/email.</p> <p>Positive Behavior and Intervention Tigers ROAR program and Catch a Caring Tiger recognitions have been tailored to home use.</p>	<p>Phase 2-3</p> <p>Continued surveying will be made available currently via social media and social website.</p> <p>School will also solicit feedback via school paper surveys, School Site Council, and direct communication.</p> <p>Teachers are all in direct communication with their respective student families, via social media and phone/text/email</p>	<p>Phase 4</p> <p>Continued surveying will be made available currently via social media and social website.</p> <p>School will also solicit feedback via school paper surveys, School Site Council, and direct communication</p> <p>Teachers are all in direct communication with their respective student families, via social media and phone/text/email</p>
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Social and Emotional Well-Being

- What access do students have to 1:1 interaction with adults?
- What systems do we have for reaching out to students to identify and assess needs?
- Do we have a system for checking in with parents on a regular basis to offer support and resources?
- Do we have an MTSS framework in place to respond to academic, behavioral and social emotional needs?
- Do we have trauma informed practices to ensure that our staff understand trauma, stress, and the importance of cultural humility?
- Do we have trauma informed practices that support a culture of safety/predictability, compassion, empowerment, and the development of social emotional skills?
- Have we examined our MTSS/PBIS structures to ensure important trauma informed elements are present?
- Are we connecting families to crisis supports such as food pantries, rent/mortgage/utility assistance, unemployment benefits, etc.?

- How will we engage families that are not participating in distance learning activities outside of the physical classroom?
- How can we build in SEL experiences to help students transition in and out of different distance learning models?
- How do we partner with community partners to provide support?
- Will we implement social-emotional learning lessons to develop strong coping skills?
- Do we have a plan for supporting "re-entry"?
- How can we provide students and families access to mental and emotional support such as online therapy, meditation, relaxation, arts, and recreation?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>School will be operating on full distance learning. Additional support through Small Learning Hubs and teacher-student check ins, as arranged by each teacher with their respective students.</p> <p>Parents can communicate with their teachers by contacting the school secretary and requesting a phone call. In person meetings can be arranged. School uses Positive Behavior Intervention and Support to encourage appropriate social, emotional, and academic behavior.</p> <p>School employs a weekly counselor who will make phone calls, based on teacher referral. Special needs students receive MCBH therapy, as qualified, via Zoom.</p>	<p>Moderate Risk Phase 2-3</p> <p>Parents can communicate with their teachers by contacting the school secretary and requesting a phone call. In person meetings can be arranged in advance to take place outside. School uses PBIS to encourage appropriate social, emotional, and academic behavior. school employs a weekly counselor and special needs students receive MCBH therapy, as qualified. School will be providing trauma informed practices webinar to staff via Keenan and school climate PD via MCOE.</p> <p>School provides free breakfast and lunch meal, assistance in accessing social services, and donations from South County Animal Rescue. School has served as a distribution point of contact for Monterey County Food Bank and</p>	<p>High Risk Phase 4</p> <p>School will be operating on normal school routine, just with new social distancing and health protocols in place. Parents can communicate with their teachers by contacting the school secretary and requesting a phone call. In person meetings can be arranged in advance to take place outside. School uses PBIS to encourage appropriate social, emotional, and academic behavior. school employs a weekly counselor and special needs students receive MCBH therapy, as qualified. School will be providing trauma informed practices webinar to staff via Keenan and school climate PD via MCOE.</p> <p>School provides free breakfast and lunch meal, assistance in accessing social services, and donations from South</p>
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<p>School will be providing trauma informed practices webinar to staff via Keenan and school climate PD via MCOE.</p> <p>School provides free breakfast and lunch, assistance in accessing support programs, and donations from South County Animal Rescue. School has served as a distribution point of contact for food donations.</p> <p>School has partnered with the following community groups to increase student achievement: King City High School, King City Rotary, Monterey County Free Libraries, Aera, Chevron, Echenique Grant, South Monterey County Rural Coalition, Hesperia Hall, Monterey County Reads, MCAET Media Truck</p>	<p>Safeway.</p> <p>School communicates with families via school messaging and social media.</p> <p>School has partnered with the following community groups to increase student achievement: King City High School, King City Rotary, Monterey County Free Libraries, Aera, Chevron, Echenique Grant, South Monterey County Rural Coalition, Hesperia Hall, Monterey County Reads, MCAET Media Truck</p>	<p>County Animal Rescue. School has served as a distribution point of contact for Monterey County Food Bank and Safeway.</p> <p>School communicates with families via school messaging and social media.</p> <p>School has partnered with the following community groups to increase student achievement: King City High School, King City Rotary, Monterey County Free Libraries, Aera, Chevron, Echenique Grant, South Monterey County Rural Coalition, Hesperia Hall, Monterey County Reads, MCAET Media Truck</p>
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Mental Health Supports

- Are staff equipped to respond to students in crisis?
- Are supports available for students who have known challenges?
- Do we have a process for triaging students that are more at risk for having experienced trauma as a result of COVID-19 (those students with preexisting MH conditions and those that were directly impacted by the pandemic)?
- Do we have a way to assess and identify students struggling with trauma?
- Do we need additional counselors, social workers, school psychologists?
- To what extent are staff comfortable with responding to students exhibiting mental health needs?
- Which staff have participated in basic mental health trainings? Which staff do we need to prioritize to get this training?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>Keenan webinars on identifying students in crisis were made available during Aug 4-7 back to school training.</p> <p>General approach to students observed to be struggling with trauma is if we see something, we say something. The nature of a small school allows for students to immediately discuss troubling matters with teacher, aides, and/or administrator.</p> <p>School counselor available.</p>	<p>Moderate Risk Phase 2-3</p> <p>Keenan webinars on identifying students in crisis were made available during Aug 4-7 back to school training. General approach to students observed to be struggling with trauma is if we see something, we say something. The nature of a small school allows for students to immediately discuss troubling matters with teacher, aides, and/or administrator. School counselor also available. Additional counseling is desirable but unavailable at this time.</p>	<p>High Risk Phase 4</p> <p>Keenan webinars on identifying students in crisis were made available during Aug 4-7 back to school training. General approach to students observed to be struggling with trauma is if we see something, we say something. The nature of a small school allows for students to immediately discuss troubling matters with teacher, aides, and/or administrator. School counselor also available. Additional counseling is desirable but unavailable at this time.</p>
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McKinney-Vento Supports

<ul style="list-style-type: none"> ● How are we assessing and coordinating support? ● Do we have strategies to mitigate the impact of site/office closure, limitations on walk-ins, limited office hours, on a school's ability to identify homeless students? ● Do we have a procedure for regular contact with parents experiencing homelessness to prepare them for changes in school operations? ● How are we assessing and coordinating support?

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p>	<p>Moderate Risk Phase 2-3</p> <p>School secretary keeps track of</p>	<p>High Risk Phase 4</p> <p>School secretary keeps track of</p>
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<p>School secretary keeps track of McKinney Vento students. Many of them present the same needs as a majority of students at San Lucas, and school assists as needed to ensure all students receive all necessary supplies to ensure academic success.</p>	<p>McKinney Vento students. Many of them present the same needs as a majority of students at San Lucas, and school assists as needed to ensure all students receive all necessary supplies to ensure academic success.</p>	<p>McKinney Vento students. Many of them present the same needs as a majority of students at San Lucas, and school assists as needed to ensure all students receive all necessary supplies to ensure academic success.</p>
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Communications

<ul style="list-style-type: none"> • Describe your communications plan in detail. • MCOE COVID-19 Communications Plan

<p>Low Risk Phase 1; or, any closure or quarantine period that may occur due to an order by a state or county official</p> <p>School has following social media accounts: Facebook, Instagram, Twitter</p> <p>School website School messaging system</p> <p>Paper letters and phone calls home, when needed</p> <p>Teachers have their own personal means</p>	<p>Moderate Risk Phase 2-3</p> <p>School has following social media accounts: Facebook, Instagram, Twitter</p> <p>School website School messaging system Paper letters when needed (which are also posted online)</p> <p>When absolutely necessary, phone calls home by the school secretary</p> <p>Teachers have their own personal means</p>	<p>High Risk Phase 4</p> <p>School has following social media accounts: Facebook, Instagram, Twitter</p> <p>School website School messaging system Paper letters when needed (which are also posted online)</p> <p>When absolutely necessary, phone calls home by the school secretary</p> <p>Teachers have their own personal means</p>
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<p>of communication with their specific students, as reviewed with families by teachers at start of year</p> <p>Weekly announcements by school admin to teachers and students on Mondays</p>	<p>of communication with their specific students</p> <p>Weekly announcements by school admin to teachers and students on Mondays</p>	<p>of communication with their specific students</p> <p>Weekly announcements by school admin to teachers and students on Mondays</p>
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This plan was developed in consultation with school and program leaders, district/school leadership, union leadership (if applicable) and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

This plan was approved by our local board on July 30, 2020.

This plan was modified to this current form by the San Lucas Board of Trustees on October 13, 2020.

This plan was approved by the Monterey County Public Health Officer on _____ <date>.

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 Safety 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](#)