



Board Agenda Item #:	II F: Action Item
Date:	March 11, 2021
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, CEO and Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Magnolia Public Schools In-person Reopening Plans

Recommendation

Staff is recommending the full board to approve Magnolia Public Schools’ in-person reopening plans for all schools in compliance with health and safety orders, community expectations and corresponding law and regulations.

Introduction

In compliance with health and safety orders, community expectations and corresponding law and regulations, MPS has been preparing to open its campuses for in-person instruction.

MPS has Reopening Task Forces that has been meeting since May 2020 with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDPH, CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

Background

On March 5, 2021, Governor Newsom signed AB 86 providing \$2 billion for safe in-person instruction support and \$4.6 billion for expanded academic, mental health and social-emotional support. It provides \$2 billion as an incentive for schools that have not already done so to offer in-person instruction beginning April 1, starting with the earliest grades. The legislation also allocates \$4.6 billion for all school districts regardless of whether they meet the timetable in the “Safe Schools for All” plan. To get the extra funding, districts and charters are expected to provide in-person instruction to a range of students with special needs — such as those in special education or others in “prioritized groups,” such as English learners, homeless students or those in foster care, and even “disengaged” students.

Approved by Governor on June 29, 2020, Senate Bill 98 also regulates Distance Learning and requires compliance with daily live instructions and instructional minutes, connectivity and devices, grade level content, academic supports, special Education, ELD instruction/assessment, daily live interaction with certificated employees and peers. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local education agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 10, 2020 and for MSA-San Diego on August 31, 2020. The schools have been providing Distance Learning per January 14, 2021 updated CDPH's COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California.

In October 2020 when MPS sites reconvened for in person small groups of instruction, the MPS Home Office began to implement wellness checks and surveillance testing as indicated in the board approved health & safety policy and IIPP (Injury and Illness Prevention Plan) addendum for COVID-19. The Health and Safety Team has actively supported schools in preparing their facilities for a safe reopening through site visits over the summer, COVID-19 case follow ups and tracking, town hall meetings with all stakeholders and having weekly meetings with the school site administrators for ongoing support and training. Furthermore, MPS streamlined communication to all employees for COVID-19 vaccination.

Attached plans lay out specific reopening plans and protocols for Magnolia Public Schools in the areas of Curriculum and Instruction, Health and Safety, Operations, Social Emotional Support and Family and Community Engagement.

Magnolia schools reopening timeline:

- May 5, 2020 - ongoing: Org-wide Reopening Task Force Meetings
- June 4-18, 2020: Reopening Town Hall Meetings for parents
- June 18-28, 2020: Parent, Student and Staff Surveys (Proposed Options)
- June 23-24, 2020: Leadership Retreat
- July 9, 2020: Board Meeting: Reopening Decisions and Plan of Action - Presentation of the preliminary plans
- Board approval of the reopening of MPS (July 23, 2020)
- Final Board approval of the reopening plans with policy and protocol updates (August 6, 2020)
- Schools reopened for instruction. MSAs 1-8 – August 18, 2020, MSA-Santa Ana – August 17, 2020, MSA-San Diego – August 31, 2020
- Schools plan to reopen in-person instruction starting mid-April 2021.

Budget Impact

Schools that open will be receiving additional funding per SB 86. \$6.6 billion in state funding – \$2 billion in incentives to expedite the return to school and \$4.6 billion to address Covid’s impact on learning – will be apportioned, mainly via the Local Control Funding Formula.

Attachments

1. MPS Reopening Plans with presentation
2. MPS COVID-19 Health & Safety Policy
3. Injury Illness Prevention Plan(IIPP) COVID-19 Addendum / CALOSHA Emergency Standards



REOPENING OF MPS SCHOOL CAMPUSES

2020-2021 School Year

TABLE OF CONTENTS

INTRODUCTION	3
GUIDELINES	4
RESOURCES	4
INSTRUCTION	5
Considerations.....	5
Recommendations and Decisions.....	7
Next Steps.....	8
Distance Learning Version 2.0.....	8
Mitigation of Learning Loss - MTSS/Tiered Interventions/Support.....	9
MPS Wide Digital Programs.....	9
HEALTH AND SAFETY	10
Considerations.....	10
Recommendations and Next Steps.....	11
Next Steps.....	15
OPERATIONS	16
Considerations.....	16
Recommendations and Next Steps.....	19
Next Steps.....	20
SOCIAL AND EMOTIONAL SUPPORT	23
Considerations.....	23
Recommendations and Next Steps.....	24
Next Steps.....	25
Resources.....	25
FAMILY AND COMMUNITY ENGAGEMENT	26
Considerations.....	26
Recommendations and Next Steps.....	26
Next Steps.....	27
Resources.....	27

INTRODUCTION

MPS has a school Reopening Task Force that has been meeting since May 5th with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.

Current Task Force members are comprised of the home office staff, school site admins, teachers, and board members. The Task force has been working on the Reopening Plans based on the frameworks and guidelines from multiple agencies including CDE, LACOE, OCDE, SDCOE and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

This document is aimed to present the board and our communities with our considerations and plans for reopening of our schools.

GOAL: Reopen school campuses for the continuity of high quality of education with the safety and protection of all in mind as soon as possible.

OUTCOME/DELIVERABLES

- Guide the process of reopening activities
- Recommend solutions for challenges
- Develop a plan and protocols
- Create to-do lists and checklists

GUIDING PRINCIPALS

- Equity and access for all
- An inclusive process with voices and choices
- Commitment to MPS values of Innovation, Connections, Excellence

APPROACH

Create a task force to guide the reopening process with a plan of action. Consistent with the local health education agencies in LA, SD and OC, CA Governor's directions, CDE recommendations, and authorizer feedback. Create a timeline of tasks that can be shifted when necessary.

GUIDELINES

1. [California's Roadmap to Modify the Stay-at-Home Order](#) 6 indicators for reopening
2. [Federal Guidelines for Opening Up America Again](#)
3. [CDC reopening and cleaning guide](#)
4. LA County Health Dept recommendations [ROADMAP TO RECOVERY - A Phased Approach to Reopening Safely](#)
5. [CA Guides for business reopening](#) - May 12, 2020
6. [CA State Reopening Resilience Map](#) - May 18, 2020
7. [CDC Schools reopening decision tool](#) - May 12, 2020
8. [AEI A Blueprint for Back to School](#) - May 12, 2020 - General recommendations
9. [Guidance for Schools from World Health Organization](#) - May 14, 2020 - General recommendations
10. [McKinsey COVID-19 Reconsiderations for Reopening Schools Webinar](#) - May 14, 2020 - Comprehensive guides with best practices from different countries
11. On May 19, 2020, the U.S. Centers for Disease Control and Prevention (CDC) released updated [guidelines](#) for reopening and resuming schools and child care facilities during the coronavirus pandemic.
12. [LACOE Reopening Framework](#) - May 27, 2020
13. NEW! [CDPH COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs](#) - June 5, 2020 updated July 17, 2020
14. NEW! [CDE Reopening Guideline Stronger Together](#) - June 8, 2020
15. SDCOE Guide
16. OCDE Guide

RESOURCES

1. LACOE COVID-19 RESOURCES [Parents/Families](#) | [Educators](#) | [Administrators](#)
2. National Center for School Crisis and Bereavement - [COVID-19 Pandemic Resources](#)
3. [National Child Traumatic Stress Network](#)
4. NWEA - [The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement](#)
5. [CDPH Guidance for K-12 Schools in California Jan 14/2021 update](#)
6. [CA Safe Schools for All Readiness Hub](#)
7. [CCEE Guidebook for Reopening](#)

INSTRUCTION

CONSIDERATIONS

The Instruction workgroup consisted of 19 original members and had multiple considerations to keep in mind as in our discussions about reopening planning. At the forefront of all recommendations is the **safety** of all stakeholders, as well as, ensuring we are providing a **high-quality, equitable education for all students**. We began our work by analyzing the instruction section of the Los Angeles County Office of Education Planning Framework for the 2020/2021 School Year. This framework gave us best practices, resources and planning implications to consider as we develop the MPS reopening plans. After reviewing the framework and determining which elements apply to our program, we gathered further **information from our stakeholders, via surveys and town hall meetings**. This was a vital component in order to make the best recommendations possible. In addition, we ensured we remained apprised of all state, county, and local orders and guidance. We researched promising practices from other countries and states that have already reopened schools to learn more about the practices that have led to successful reopenings and what did not work. We also needed to consider collaboration time for departments/grade levels to review and plan curriculum once the **"essential standards"** are released to teachers. Teachers will need to **identify key stories, math lessons, grammar units, social studies units, and science concepts** to maximize instructional time. Everything taught needs to be intentional, specific and planned out. Below is a summary of the topics we covered and a brief description of options considered for each topic.

Delivery of Instruction: During these conversations, we addressed and discussed all reopening options from a traditional school day (5 days a week in person) to full distance learning. In looking at the data and research, it became clear that we could not safely reopen schools using a traditional model. We do not have the space on our campuses to house all students five days a week and ensure proper social distancing guidelines. After listening to feedback in the town hall meetings and reviewing the stakeholder survey results, it was evident we needed to provide options to our families. Due to health concerns for students or family members, about 20% of families need a **distance-learning option**. Therefore, we determined it was important to provide that option to families in addition to a hybrid model that would allow for some in-person instruction, as distance learning will not work for 100% of our students. We considered several hybrid options; a split day model, a two-cohort model, a five-cohort model, and a staggered schedule model. After looking at feasibility of some options and impact on student learning, we determined that **a two-cohort model would best support** our students' learning and provide the safest option for in-person instruction.

Individual School Flexibility: In creating recommendations, we had to consider that our schools are vastly different based on geographical location. With this in mind, we discussed if it would be in the best interest of our schools and students to allow some flexibility in scheduling options so that our schools can base reopening plans on local contexts. In our discussions, the importance of having some consistency in reopening plans was stressed by numerous taskforce members as we are all Magnolia Public Schools.

Grading Policy: One area of concern and deliberation was the grading of student work. Due to the pandemic and emergency switch to remote learning in the Spring, in accordance with CDE guidelines, MPS adopted a no-harm grading policy for students. With this policy, there were instances of students not fully engaging or completing work. This led to concerns that students were not able to participate in a high-quality educational program. In our discussions, we looked at various grading models such as the no-harm grading system, mastery-based grading, and our MPS-adopted grading policy. Pros and cons of each grading system were considered and multiple points of view were heard and examined.

Teacher Teaching Assignments: In consideration of teacher workload and ensuring the delivery of high-quality instruction, the taskforce considered what teachers' teaching assignments should consist of since we would not be in a traditional instructional delivery model. We considered whether the same teacher should teach in both the hybrid model of instruction and the distance learning model, or if we should separate teaching assignments and have in-person teachers and distance, learning teachers. Pros and cons of each model were discussed as well were staffing and budget constraints. The idea of organization-wide distance learning teachers was even explored in determining creative solutions to constraints.

Assessments: Learning loss and identifying unfinished learning is a crucial element to planning and delivering high-quality instruction. As such, the task force reviewed our current assessment cycle and researched how we could conduct assessments in a remote learning environment if need be. We determined that both our NWEA Measures of Academic Progress Assessments (MAP) and Smarter Balanced Interim Assessments (SBAC) can be administered in both in-person and remote learning environments in a secure manner. With this information, we revisited our assessment cycle and discussed how we could best use our existing resources to identify learning needs and support student learning.

Attendance: Based on Senate Bill 98 requirements, daily attendance will be taken and it will be based on synchronous and asynchronous learning. MPS will ensure that a weekly engagement record is completed through our student information system for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments. Each school will document daily participation for each pupil on each school day in whole or in part, for which distance learning is provided. A pupil who does not participate daily in either in-person instruction or distance learning shall be deemed absent. SB 98 requires that instructional time for distance learning is based upon the time value of assignments as determined and certified to, by an employee of the LEA who possesses a valid certification. Schools will have documentation of the minimum required instructional minutes for each day and bell schedules will reflect that.

Daily participation includes but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the School and pupils or parents/guardians. Evidence of any one of these in the tracked assignments is "daily participation".

The minimum school day for K is 180 minutes; for grades 1-3 it is 230; for grades 4-12 it is 240 unless the students are in grades 11-12 and taking UC, or CSU classes for credit or any student taking a community college course for credit in which case it is 180. If the student is ONLY doing distance learning, the total time value of the assignments will meet or exceed the minimum requirements listed here. If the student is engaging in in-person instruction, the minimum amount of time in distance learning is determined by the total minimum school day (listed above by grade level) reduced by the time scheduled under the immediate physical supervision and control of a credentialed employee.

If a student misses 3 school days or 60% of the instructional days in a school week which would trigger required tiered reengagement strategies per distance learning and attendance policy/procedure.

Student Rotations: For scheduling purposes, we discussed the idea of secondary students rotating classes or remaining in the same classroom and teachers rotating. We discussed the logistics of each option as well as health and safety concerns with both options. We examined the various elements we need to consider for each option, such as if teachers were to rotate classrooms would need equivalent technology and resources, supplies to allow for teachers

to easily rotate between classrooms, disinfecting between class periods, how to properly supervise students during teachers' rotations, and teacher's thoughts about the idea of rotating classes. If students were to rotate to different classes, we discussed how passing periods might look, how schedules would need to allow for disinfecting between each group, how do we ensure students abide by social distancing guidelines in open areas, and how supplies would be handled. During this discussion, safety and social distancing guidelines were continuously discussed to make the best recommendation possible.

RECOMMENDATIONS AND DECISIONS

Delivery of Instruction: Based on survey input and feedback from staff, parents, students, and the Re-Opening Task Force, it is our recommendation that schools reopen using a two cohort hybrid model, along with a full distance learning option. We are estimating that 10-20% of families will select full distance learning; the remainder of students will be split into two cohorts. This will effectively lower our class sizes to allow for the recommended distance between students to be maintained during instruction. Cohort A will attend school on Monday and Tuesday for in-person instruction. Cohort B will attend school on Thursday and Friday. Wednesday will be allotted for deep cleaning and sanitization between cohorts, as well as staff meetings, teacher PD and planning time. We also recommend that Wednesdays are utilized to provide additional in-person instructional support to students most in need, such as ELs and students with IEPs. All students will receive high-quality distance learning on the days on which they do not attend school for in-person instruction.

Individual School Flexibility: We recommend that all MPS schools follow the hybrid model (as discussed above) for reopening schools. However, we understand that local contexts, including staffing, student and family needs, and requirements from various authorizers, and well as co-located campuses, will impact schedules differently at each site. Therefore, we recommend that each MPS school be given flexibility in terms of daily schedules and course offerings.

Grading Policy: We recommend that all MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. Although schools will not be able to reopen in the traditional manner, we are no longer in an emergency situation which requires a do-no-harm policy. Furthermore, as families will have the option to self-select either full distance learning or a hybrid model, we believe that it is in the best interest of our students to return to the accountability of our grading system.

Assessments: We recommend that all MPS schools continue to utilize NWEA MAP testing to regularly assess for both learning loss and recovery. While all MPS schools utilize MAP testing at least twice per year (Fall and Spring), we recommend an additional Winter assessment so that schools have multiple data points with which to monitor students' learning loss and recovery. Furthermore, we recommend that all MPS schools continue to administer the Math and ELA Smarter Balanced Interim Assessments according to the testing schedule organized by the Home Office Academic Team.

Student Rotations: In order to minimize potential virus exposure and maximize social distancing, we recommend that students remain stationary in their classrooms, and (at the secondary level) that teachers rotate between classrooms to provide instruction. Students should be assigned seats in their classrooms and should stay seated as much as possible in order to maintain appropriate social distancing.

NEXT STEPS

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements. In compliance with the legislation and regulations, MPS will offer in-person instruction to the greatest extent when it is safe and recommended. As of July 23, 2020, all Magnolia Public Schools will reopen with the **Distance Learning** only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous distance learning

Under newly enacted state law, MPS will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

In-Person Re-Opening Criteria (CDPH)

MPS may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Distance Learning Version 2.0

Home office and school teams work in strengthening and improving the Distance Learning plans and programs as this mode of learning will continue being part of our offerings for the 2020-21 School Year. Specifically;

- Adding new instructional programs and effective approaches,
- Addressing and mitigating the learning loss due the Covid-19 closures
- Providing staff with new professional developments on Distance Learning. Continue capacity building for flipped learning/classroom and hybrid and blended learning best practices and tools
- Establishing set class schedules and meeting times
- Improving engagement, attendance and communication means
- Training parents and students
- Improving grading and attendance systems
- Improving assessments and monitoring

Per Ed. Code, § 43503(b), **MPS Distance learning** will include the following minimum components:

- (1) provision of **access for all** pupils to connectivity and devices adequate to participate in the educational program and complete assigned work;

- (2) **content aligned to grade level standards** that is provided at a level of quality and intellectual challenge equivalent to in-person instruction;
- (3) **academic and other supports** designed to address the needs of pupils who are performing below grade level, or need support in other areas;
- (4) **special education, related services**, and any other services required by a pupil's individualized education program;
- (5) **designated and integrated instruction in English language development**; and
- (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Daily live interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom Meeting, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

Mitigation of Learning Loss - MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to **all students** and embed necessary supports so that **all students** can be successful.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student.

MPS Wide Digital Programs

Clever, **MPS's Single Sign** on for online programs, will be used as a backbone for access to all digital programs. All MPS teachers are expected to use **Google Classroom** to facilitate teaching and learning activities. **MPS's Distance Learning Portal** will be enhanced to allow teachers and students for ease of access and effective communications.

Pedagogy and Practices for Continuity of Learning

- Be present as the instructor for live sessions
- Work as a group with colleagues
- Focus on active, authentic and project-based learning
- Chunk content into smaller pieces
- Give multimedia options for assignments
- Whole group and small group instruction
- Hold "Office Hours"
- Keep up with pacing and maps
- Do effective time management

HEALTH AND SAFETY

CONSIDERATIONS

The Health & Safety workgroup consisted of 7 members and had various aspects to keep in mind. Each school site has special considerations like available space and collocation regulations. For this reason, Principals were looped in to be able to express concern regarding the special circumstances at their site. Because many of the items overlapped, the Health & Safety workgroup also worked closely with the Operations workgroup when making considerations.

The following recommendations are based on the following documents released by the State & Local county agencies:

- [LACOE County Schools: Rising to the Challenge of COVID-19](#)
- [CDE Stronger Together Guidebook for the Safe Reopenings of CA Public Schools](#)
- [CA Dept of Public Health COVID 19 Industry Guidance: Schools & School-based Programs](#)
- [San Diego School District Reopening Plan](#)
- [LA County Department of Public Health Orders as of June 18th 2020](#)
- [LA County K-12 School Reopening Protocol](#)
- [CA Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- MPS Health and Safety Plan for COVID-19 (Provided)
- MPS Illness and Injury Prevention Program (Provided)

The topics of consideration include the following:

- Classroom Safety & Distancing, Social Distancing, & Entering School
- Personal Protective Equipment (PPE), Face Coverings, & Handwashing
- Health Office, Health Office Staffing, Immunization Requirements
- Health Chain of Command, Health Training
- Meals (Distribution)
- School Disinfecting Procedures & Ventilation (Added by MPS)
- Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing
- Students and Staff with Underlying Health Conditions
- Communication, Safety Information
- Child Care

While we may be proceeding with a Distance Learning module at the start of the school year, the following preliminary recommendations are for when students return to campus. These recommendations may be updated to include guidance from legal counsel, updates in federal or local ordinances, and changes in the instructional model.

RECOMMENDATIONS AND DECISIONS

Classroom Safety & Distancing, Social Distancing, & Entering School

1. Survey school site facilities to see how many staff/students can be on site while practicing social distancing
2. Calculate how many students can fit into the classrooms by accommodating the 6ft of distance recommended by the CDE/CDPH
 - H&S Recommendations: Remove all other classroom furniture to make space for more student desks. Split students into 2 cohorts so that there are only 10-16 students per class. If students are sitting closer than 6ft student individual student desk dividers are recommended.
3. Decide whether students or teachers would be traveling class to class
 - H&S Recommendations: Have students stay in 1 classroom for as many classes as possible. Considerations would need to be made for specialty classes like art and computers.
4. Devise a plan to maintain social distancing in the following areas/scenarios:
 - Students entering the school site- See next step
 - Meal Distribution- See "Meal Sub Section"
 - Students & teachers in the classroom- See step 2 for recommendations
 - Passing periods
 - Elementary only - Recess
 - PE classes
 - Common Work Spaces
 - School Site visitors
 - Student dismissal
 - H&S Recommendations: For all scenarios keep physical distancing in mind. Ensure students, staff, and visitors are equipped with the right PPE to prevent the spread of the disease. Remove furniture and direct traffic to discourage people congregating.
5. Devise a streamlined procedure for students to safely enter the school site.
 - H&S Recommendations: Identify main entry and exit points on campus and make other entrances unavailable to all staff and students. Funnel staff, students and visitors through the main entry point to be able to conduct health, mask, & hygiene checks as they enter. Ensure that enough staff members are stationed and entry points to prevent backup.
6. Share social distancing plans and procedures with all stakeholders
 - H&S Recommendations: Send reminders of social distancing protocols & procedures throughout the year in all newsletters.

Personal Protective Equipment (PPE), Face Coverings, and Handwashing

1. Receive PPE being distributed by local counties which could include (numbers reflect total items being distributed by LACOE) :
 - No-touch thermometers for every school and childcare facility totaling more than 47,000;
 - Face shields for every teacher and child care provider, totaling approximately 2.4 million;
 - More than 14 million cloth face coverings for staff and students;
 - More than 16 million disposable masks;

- 123,000 N95 masks for school-based health professionals, including those interacting with symptomatic students; and
 - 143,000 gallons of hand sanitizer.
2. Establish a minimum standard of PPE based on the supplies distributed by local counties
 - H&S Recommendations: School sites to maintain minimum standard of PPE based on the items distributed by the state when buying supplies with the option of upgrading when allowed by budget
 3. Work with the Operations workforce to research PPE and disinfecting supplies options and pricing that will maintain the MPS-wide minimum standards. PPE & disinfecting supplies to include:
 - Cloth Face Coverings
 - Disposable Masks
 - N95 Masks
 - Face Shields
 - Hand washing/Hand Sanitizer Stations
 - Student Desk Dividers
 - Office/ Teacher Desk barriers
 - Curtains/Folding dividers if needed
 - Thermometer
 - Gowns
 - Gloves
 - Signs
 - Disinfecting supplies
 - Hand Sanitizer
 4. Investigate limitations and special considerations for co-located school sites
 5. Using the Operations "Reopening Purchases" Google doc, keep track of PPE or additional supplies purchases made.
 6. Develop an inventory system to keep track of PPE being distributed & have a storage space to keep items bought in Bulk
 - H&S Recommendations: Set up an inventory system at the MPS- level and school site level to keep track of items obtained by the county and bulk purchases made.
 7. Assign specific PPE to certain stakeholders to understand what PPE is distributed to whom. H&S Recommends the following:
 - Students have cloth masks distributed and disposable masks available if needed. Students with Health conditions may be able to use the face shield under certain circumstances.
 - Teachers and regular school staff should have cloth masks distributed and disposable masks available if needed. They will also be given face shields to be able to work with students that may be hard of hearing or have another underlying health condition that requires full facial visibility.
 - Health Professionals and Staff members that may be exposed to symptomatic students should be given N95 masks, gowns, gloves, thermometers, and face shields on top of the cloth and disposable masks available.
 - In house Janitorial staff should be provided PPE needed to be able to handle the disinfectants that they are working with. This may include gowns, face shields, gloves, and goggles on top of the cloth and disposable masks available.
 - Visitors and 3rd party vendors will be required to be masked but will have disposable masks available

8. Develop a PPE MPS-wide policy that is in line with all federal, state, and local county orders.
 - Student policy will be added to the Parent/Student handbook and be sent as an addendum.
 - Staff and 3rd party vendor policy should be developed by legal and the HR department.
9.
 - Visitor policy will be in line with local ordinances
 Develop a hygiene routine for staff and students to follow
 - H&S Recommendations: routine should include frequent handwashing and encouraging proper PPE use and hands to be kept away from face.

Health Office, Health Office Staffing, Immunization Requirements

1. Survey School Sites to see if they currently have a Health Office and Isolation Space
 - H&S Recommendations: Each site should have a dedicated Health Stations for the Health care professional to work out of and an isolation area where symptomatic students or staff can wait to be picked up. The isolation area should be in an area where others do not enter or pass through frequently.
2. Set up health & Isolation Station with proper PPE equipment & first aid supplies
 - *See PPE section for rec
3. Ensure Health Station has proper staffing
 - *See step 1 of Health Chain of command for recommendations
4. Ensure all students have complied with the state's Immunization requirements
 - H&S Recommendations: Immunization requirements have not been waived and there will be no grace period for students not in compliance. Office staff will continue to work with the accountability department to ensure compliance. Once the school year gets rolling and schools are set up with a healthcare professional, re-assign Immunization responsibilities (Compliance, communications, reporting) to the person responsible for the health station/ health care professional if feasible.
5. Develop Isolation Station policy & procedures
 - *See Illness at school for rec.

Health Chain of Command, Health Training

1. H&S Recommendation: Hire a healthcare professional
 - MSA-1-7, SA, & SD will be hiring a CNA through Cross Country Education. The CNA will be on campus for 6 hours a day throughout the week. These sites will also have a School Nurse (RN) available for 4-8 hours a week.
 - MSA-8's site will be sharing a School Nurse (RN) with their collocated sites who will be on campus daily.
2. Identify a school site team to help develop and execute school site safety plans and emergency procedures.
 - H&S Recommendations: Include your Principal, DOS, and healthcare professional in the development of a school safety plan that includes COVID considerations like exposure and outbreak procedures.
3. Train school site administrators on:
 - H&S Recommendations: Have your School Nurse (RN) lead all health related trainings which may include topics like:
 - Identifying COVID signs and Symptoms
 - How to isolate students who are symptomatic
 - How to screen students & visitors entering the school sites
 - Hygiene procedures
 - EpiPen administration
 - First Aid Procedures
4. Promote new policies and procedures to students and parents
 - See Communications Section for additional details and recommendations

Meals (Distribution)

1. Develop a grab & go pick up procedure with food vendors for students during Distance Learning.
2. Survey school sites to see what areas are available to serve lunch when students are on campus for hybrid model
 - H&S Recommendations: Have students eat in an outdoor area while complying with physical distancing. If no outdoor space is available, have students eat in their classroom.
3. Develop a Meal distribution plan with SFA and the meal vendor to accommodate a hybrid instructional model.
4. Research the meal distribution plans available for MSA-5 & 8 (who use LAUSD as their meal vendor) for Distance Learning and Hybrid instructional models.

School Disinfecting Procedures & Ventilation

1. Deep Clean all school sites before reopening to the public
2. Ensure each school site has proper HVAC filters
 - H&S Recommendations: Using filters with a filter rating of at least MERV13
3. Ensure each school site has Janitorial staff
 - H&S Recommendations: Ensure Janitorial Staff is capable of completing new disinfecting procedures. Schools may have a back up cleaning service available in case school site Janitorial staff is out.
4. H&S Rec: Train school site staff on disinfecting procedures
 - All staff should learn what disinfecting wipes/sprays can be used around students and people with health conditions
 - Janitorial staff to receive extra OSHA training on current disinfecting and ventilation guidelines
5. Devise ways to limit contact with frequently touched surfaces
6. Establish a cleaning and disinfecting schedule to avoid under/over use of cleaning products
7. Devise ways to make PE and Recess cleaner
 - H&S Recommendations: Limiting use of playground equipment. Reformat PE classes to be more focused on individual exercises

Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing

1. Follow the MPS Injury and Illness Prevention Program (IIPP) and the MPS Health and Safety Plan for COVID which outlines testing, exposure, and isolation procedures.
2. Create a tracking system for both Students that keeps track of people showing symptoms and how long they've been isolated for
 - H&S Recommendations: Health Professional to keep track of student illness.
3. Conduct wellness checks as students and staff enter the school.
 - H&S Recommendations: Have Healthcare Professional (CNA) lead wellness checks on campus
4. Ensure that staff conducting wellness checks are well equipped with PPE.
 - See PPE sections for recommendations
5. If a student is symptomatic during wellness check, or throughout the day insure the school follows the isolation procedure outlined in MPS Health & Safety Plan and disinfecting procedures outlined in the IIPP plan.

Students and Staff with Underlying Health Conditions

1. Identify students and Staff with underlying Health conditions and each school site and share with your healthcare professional
2. Develop a plan to accommodate those students/staff
3. H&S Recommendations: Nurse, SPED Case manager, HR, and Principal to develop individualized plans for each student with a health condition. The school site Command team, which may include the MPS HR department, School Nurse, and Principal, will make accommodations for staff members as requested.

Communication, Safety Information

1. Work with Family and Community Engagement workgroup to create Magnolia wide messages which will include the following talking points:
 - General safety guidelines for students and parents
 - General Safety guidelines for staff
 - Importance of attendance and when to stay home. Options available to students absent due to isolation.
 - Procedures on how to reenter school/work
2. Work with Family and Community Engagement workgroup, and school Principals, and admin teams to create create Site Specific messages that include the following talking points
 - Check in/ drop off procedures
 - Any collocation special considerations
3. Create org wide generic messaging that would notify staff and students of an outbreak to use if needed throughout the year
4. Continuously provide all stakeholders with updates and reminders of new policies and procedures both at the MPS-wide and school site level.

Child Care

Afterschool programs are different for each school site. Some sites that have an outside vendor have been in contact with their afterschool program to see options are available for next school year. As more information is available we will be populating this item

NEXT STEPS

Next steps would include the Health & Safety team to continue to work with school sites and Operations work force to ensure the following:

1. Classroom Safety & Distancing, Social Distancing, & Entering School
 - Ensure sites have a proper entrance/exit procedure that considers the time it takes to do health screening
 - Classrooms and common workspace areas have been reconfigured at every school site to meet the 6ft physical distancing guidelines.
 - Identify storage for unused materials
2. Personal Protective Equipment (PPE), Face Coverings, & Handwashing
 - Ensure all schools have proper PPE and PPE training before school starts.
3. Health Office, Health Office Staffing, Immunization Requirements
 - Each school site has worked with the health care professionals to develop safety plans and procedures with COVID-19 Considerations.
 - School sites continue to monitor Immunization compliance
4. Health Chain of Command, Health Training
 - The health Chain of command is established
 - The School Nurse (RN) conducts the necessary trainings at the sites
5. Meals (Distribution)
 - Continue to work with Schools in Action and BetterForYouMeals to create a streamlined meal distribution procedure for students on campus and who may be distance learning at each school site.
 - Ensure MSA- 5 & 8 work with their collocated sites to create a meal distribution plan

6. School Disinfecting Procedures & Ventilation (Added by MPS)
 - Work with the operations team to ensure school sites are deep cleaned, HVAC filters are upgraded, and each school site has proper janitorial support.
7. Illness at School, Home Isolation, Exposure to COVID-19, COVID-19 Testing
 - Ensure school sites have an adequate health and Isolation station.
 - Ensure that each school develops site specific exposure and outbreak procedures.
8. Students and Staff with Underlying Health Conditions
 - Identify students with special health conditions at each school site and have the health care professionals along with the school site command team come up with accommodations if needed.
9. Communication, Safety Information
 - Work with The Family and Community Engagement workgroup and school site parent engagement teams to ensure updated information is disseminated to parents in a timely manner.
10. Child Care
 - School sites will reach out to their third party vendor to discuss after school options in the upcoming schools year.
 - School sites that run after school programs in house would need to see if after school care is still feasible and come up with a plan to ensure student and staff safety.

OPERATIONS

CONSIDERATIONS

The operations workgroup included the Human Resources & IT departments, principals, deans, and the home office legal department as the permanent members. Throughout the past 2 months we occasionally had other workgroups such as Health & Safety and Family and Community Engagement workgroups to collaborate and make decisions together. Operations workgroup considered the LA County's guidelines and the subtopics as well as the tenets provided by the county.

Our main focus was to maintain effective and efficient operations by following best practices in the following areas and related subtopics identified by the workgroup members. Some areas or subtopics may be under the control of other workgroups are defined in parentheses.

1. Facilities
 - Outside facilities
 - Campus Physical restrictions / limitations
 - Class sizes
 - Drop off/Pick up
 - Passing periods, recesses, breaks
 - Elementary School sites' concerns
 - Visitors
 - Office space
 - Nurses Office Space/Area for sick students (Health & Safety workgroup leads this)
 - Spacious Room need for student & admin/service provider meetings

2. Budgeting and financial operations (working closely with the Finance department and the CEO for budgeting, revenue follow up and making necessary purchases)
 - Locating the revenues assigned by the state and federal government such as CARES Act & ESSER Funds
 - Meetings with each site admin to go over their 2019-20 and 2020-21 budgets to set aside funds for the safe reopening of our schools
 - Identifying the funds covered by the CARES Acts and ESSER Funds
 - Reconciliations against 2019-20 & 2020-21 budgets
 - Following up with the Accounts Payable of the Finance department for the purchases of all items in order to have a safe reopening
 - Multiple meetings with the principals and Health & Safety workgroups to identify the needs
 - Locating vendors
 - Defining the supplies to be sent by the counties
 - Making the purchases either for each school or via bulk orders
 - Planning for or purchasing the needs emerging with COVID-19
 - Defining the need for nurses for each site
 - Budget arrangements
 - Decision to go with a vendor for nurses
 - > Identifying a vendor
 - Substitute budget arrangements for each site
 - Increased needs for IT peripherals, IT needs are budgeted respectively
 - Data ports for socioeconomically disadvantaged families
 - 1 Chromebook for each staff and student
 - Health & Safety
 - PPE items such as masks, face shields, hand sanitizers etc.
 - Medical supplies such as thermometers,
 - Facility related items such as portable water fountains, shade structures, extra lunch benches, hand sanitizing stations, classroom student desk dividers, sneeze guard and plexy guards for offices etc.
3. Human Resource Services
 - 2020-21 Employee Handbook
 - Telework Policy is added
 - Health Safety and Security Policy is updated due to COVID-19
 - Accident and Incident Reporting is updated due to COVID-19
 - Worker's Compensation
 - Consulted with the service provider on steps when there is COVID-19 exposure
 - Policies/guidelines when the employee is feeling sick
 - The schools were referred to the County Public Health guidelines
 - HR Department will continue to monitor and update according to the most recent guidelines
 - 2020-21 Training
 - Mandatory training
 - The Home Office team has worked on finalizing the complete list for all trainings to be assigned through Safe Schools. This year there will be additional trainings related to COVID-19

3. Communication

- COVID19@magnolia email group generated in order to make sure all MPS home office staff are on the same page for any concern or update coming from school sites.
- The U.S. Department of Labor announced new action regarding how American workers and employers will benefit from the protections and relief offered by the Emergency Paid Sick Leave Act and Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act (FFCRA).
 - The policy is implemented in MPS HRIS system
 - The implementation and the policy have been shared with all MPS employees

4. Nutrition (This section was handled by the Health & Safety Workgroup, below are operations perspectives only)

- Meal distributions
 - Signages to be prepared in case of a Hybrid or full in person learning
 - 6 ft markers
 - Certain warning signs to make sure students are aware of COVID-19 social distancing guidelines.
 - In case of full distance learning, continuation of the free food provision services on the MPS school grounds identified before or on the co-located sites' certain identified sections. Working with the mps Board approved vendors for this.
 - Providing extra handwashing and hand sanitizing stations around lunch and breakfast areas
 - The Health & Safety team is working with our meal vendor,SFA, and school sites to:
 - Discuss our meal delivery and distribution options.
 - Survey school sites to see what areas are available to serve lunch when students are on campus to see if students can eat outdoors as recommended by the Health & Safety team.
 - Acquire additional materials needed for the type of lunch distribution procedure being used that will not be provided by SIA or Better4You meals
 - Develop a grab & go pick up procedure with food vendors for students who are not on campus due to Distance Learning.

5. Transportation (MPS does not provide transportation, however below are operations workgroup suggestions)

- Field Trips & large assemblies not happening until Stage 5
For the students with disabilities, in case the IEP of the student requires transportation the site must accommodate the needs.

6. Technology infrastructure

- Chromebook and Data Ports/Hotspots distribution to each Individual Student or families in need of access to internet
 - Each Chromebook tagged and monitored through AssetWorks, GoGuardian
 - Safety:
 - Goguardian: Monitor usage of chromebook at school and home
 - Creation of Individual Student Emails (allow access to chromebooks)
 - The email accounts are assigned after enrollment.
 - Chromebook sign in
 - It helps for communications
 - Helps for online activities through GoGuardian
 - Helps access to Google Education Suite
 - Managed by IT Managers and Home Office IT Director

- Wireless Access Check for parents through surveys conducted by the Instructions and Family and Community Engagement workgroups
 - Purchasing of new hotspots
 - Contracted with TMobile
 - Distribution of hotspots
- Teacher Training for Specific Platforms
 - Teacher trainings are provided:
 - Through the vendor and/or manufacturer (if equipment), developer (software), usage best practices (consultants)
 - The school admin, teacher, or IT personnel who are savvy to provide the training.
- Cleaning & disinfection
 - Special wipes
 - Special disinfectants

7. Other key systems and services

- Before and After school programs: MPS site is the fiscal agent for this grant, which means the school gets the money and decides on how to utilize the funds under the ASES guidelines
 - MPS Currently benefits from 21st Century After School Grants. These are
 - ASES Grants for K-8: MSA 1, MSA 3, MSA 5, MSA 7, MSA 8, MSA Santa Ana, MSA San Diego are the MPS sites receiving these funds.
 - MSA 1, MSA 3, MSA 5, MSA 7, MSA San Diego are working with board approved vendors to get after school services. The Board approved vendors are ThinkTogether Inc., arc, YMCA. These vendors are working on plans to provide the after school services online during the distance or hybrid learning era.
 - MSA 8 & MSA Santa Ana do not work with a vendor but run the after school services internally
 - ASSET Grants for High Schools: ThinkTogether, Inc is the fiscal agent for these grants, which means the vendor gets the funding for the specific site and plans with the site for provisioning after school programs for that site using these funds.
 - Currently MSA 1, MSA 2, MSA 3, MSA 4 do have the ASSET After School Programs with ThinkTogether, Inc. ThinkTogether, Inc., already working on the plans for each site to provide after school services during the pandemic.

RECOMMENDATIONS AND DECISIONS

The operations workgroup collaborated with the Health and Safety, and started purchasing the items suggested by the Health and Safety workgroup along with the principals and home office staff. Below is the summary of all purchased items as of 7/28/2020 for all MPS sites:

1. **2019/20 & 2020-21 Funds Used for all these purchases, eligible purchases to be reimbursed via CARES Act (ESSER funds, see 4-b below)**
 - Total dollar amount of the purchased items: **\$279,678.04**
 - MERF Ordered \$187,733.19 of this amount as bulk order to be distributed to schools
2. **List of items/services purchased/contracted:**
 - **PPE:** (Hand Sanitizers, Face Shields- Masks (Disposable, KN95, Cloth Face Covering), Gloves
 - **Facility:** Front Office & maintenance Supplies, disinfecting services, towels, wipes, soaps, sneeze guards/ barriers
 - **IT Materials:** Hot spots, from T-Mobile, Chromebooks from HP

- **Medical Supplies:** Thermometers, no touch or infrared
- **Nurse Services:**

This expense is not part of the dollar amount mentioned above in section 1-a. Home Office contracted with a third party vendor for having 1 CNA (Certified Nursing Assistant/Health Care professional) for each site under an RN (Registered Nurse), except MSA-Bell (LAUSD PSC School Nurse).

- The costs of these CNAs and RN is budgeted under each site, not reflected above. The total cost for all sites is expected to be around \$522,500 for a school RN for 40 hours per week for MSA 1 thru 7 and 8 hours per week for each of MSA-SA and MSA-San Diego plus 1 CNA on every campus for 6 hours per day every school day.

- MPS admins decided to continue with the contracted CNAs and RNs although it is Distance Learning now until further notice, because we wanted to make sure we have systems in place before the school starts hybrid or in person.

3. Further plans:

- Leasing storage(s) in case we need to store the extra desks at the school sites due to possible hybrid instructional model. This is postponed until we have clear guidelines from the state to go back to Hybrid or in person instruction on site.
- 2-sided or 3-sided student desk and meeting room separators. These are for possible for the hybrid instructional model.
- Contracting -more- companies for continuous deep cleaning & janitorial services and printing posters re:COVID-19

4. Received/Receivables

- LACOE, SDCOE, and OCDE will send 2 months worth of PPE supplies to LA, SD, and OC MPS schools. We are awaiting confirmation from the SDCOE. OCDE already sent PPEs to MSA SA.
- MPS is expected to receive approximately \$ 1.16 million under the CARES act (ESSER) for all MPS sites. The COVID-19 related expenditures will be reconciled against the funds coming from CARES Act.
- We also are expecting Learning Loss Mitigation Funds for our sites as of September 1st, 2020. Funds to be used for COVID-19 related expenses until December 30, 2020 unless Congress extends the deadline.

NEXT STEPS

Below is the list of all items needed for reopening schools, entered by each school site admins. Items may be purchased in bulk orders or per each site. Some items already purchased as shown above, some will be purchased soon. The word "sample" is used in case the principal of the site requested a sample first before ordering. Others saw the samples at the home office, or at an MPS site or in the email message & placed their orders. "PLANNING" in the chart means schools are still researching that item.

1	PLEXI PROTECTIVE BARRIER-CONSUMABLES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	2 SIDED STUDENT	sample	200	150	Sample	Sample	Sample	275	25	sample	Sample	650
	3 SIDED STUDENT	sample	300	200	Sample	Sample	Sample	55	280	sample	Sample	835

2	BARRIERS-OFFICE & TEACHERS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	PLEXY BARRIER PROTECTION 1 SIDED (LARGE)	2	2	2	2	2	1	1	3	0	1	16
	PLEXY BARRIER PROTECTION 2 SIDED (OFFICE)	3	6	2	1	0	2	0	4	0	5	23
	PLEXY BARRIER PROTECTION 2 SIDED (TEACHERS)	0	22	0	0	15	0	0	0	0	0	37
	DEFLECT-O ACRYLIC	0	0	0	0	0	1	0	0	0	0	1

3	CLOTH MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	STYLE 4 REGULAR	0	0	0	0	0	0	0	0	0	0	0
	STYLE 4 EAR LOOP, ADJUSTABLE	1,000	1,000	1,000	300	650	300	60	1,000	1,000	80	6,390
	STYLE 5 (GOES AROUND THE HEAD)	0	0	0	0	0	0	10	0	0	0	10
	NECK GAITERS ELEM ONLY	0	0	0	0	0	0	600	0	600	0	1,200
												0

4	DISPOSABLE MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		10,000	10,000	10,000	2,500	5,000	2,000	10,000	10,000	10,000	5,000	74,500

5	GOWNS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		10	12	10	10	10	10	10	10	10	10	102

6	GLOVES (1 CASE 1,000 Pairs)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	XL	2	2	2	1	2	1	1	1	2	0	14
	L	4	5	4	2	3	1	3	2	3	3	30
	M	4	5	4	2	3	1	2	3	3	7	34
	S	1	3	4	1	3	1	2	2	5	1	23

7	SIGNS (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
												0

8	DISINFECTING SUPPLIES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	Screen Cleaners											0
	disinfectant spray/ fog machine/UV light											0

9	HANDWASHING/SANITIZING STATIONS (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	Handwashing stations	1										0
10	GOGGLES	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
			5		0	0	0	2	5	2		14
11	FACE SHIELDS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	REUSABLE	6	40	40	0	0	0	0	55	80	40	261
12	NO TOUCH THERMOMETERS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		6	5	5	2	5	2	1	1	0	10	37
13	HAND SANITIZER	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		20	20	20	6	16	0	20	20	20	20	162
14	N95 MASKS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
		5	5	5	5	5	5	5	5	5	5	50
15	OUTDOOR FURNITURE (PLANNING)	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	LUNCH TABLES		0									0
	LUNCH BENCHES		0									0
16	FACILITY	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	SHADE STRUCTURE		0									0
	STORAGE SHED	3	1	3								7
17	IT MATERIALS	MSA 1	MSA 2	MSA 3	MSA 4	MSA 5	MSA 6	MSA 7	MSA 8	MSA SA	MSA SD	TOTALS
	CHROMEBOOKS	250	0	200	40	250	120	85	255	0	0	1,200

The Home Office started conducting site visits to further identify needs of the sites in person based on the the new [LACDPH reopening protocols for K-12 schools Health Officer Orders](#). Below is the chart showing the visit dates. As of 7/28 MSA Santa Ana, MSA 1 and MSA 2 first visits completed and next visits will be in a month to complete the COVID-19 readiness checks.

	9-10	10-11	11-12	12-1	1-2	2-3	3-4
7/24/2020	MSA SA	MSA SA	MSA SA				
7/28/2020	MSA 1	MSA 1	MSA 2	MSA 2			
7/29/2020			MSA 8	MSA 8			
7/30/2020	MSA SD	MSA SD	MSA SD				
7/31/2020	MSA 3	MSA 3					
8/4/2020	MSA 7	MSA 7	MSA 5	MSA 5			
8/6/2020	MSA 4	MSA 4	MSA 7	MSA 7			

SOCIAL AND EMOTIONAL SUPPORT

1. LACOE COVID-19 RESOURCES [Parents/Families](#) | [Educators](#) | [Administrators](#)
2. National Center for School Crisis and Bereavement - [COVID-19 Pandemic Resources](#)
3. [National Child Traumatic Stress Network](#)
4. CDC, [Learn to prevent ACEs](#)

CONSIDERATIONS

The collective trauma stakeholders have experienced during these unprecedented times requires a lot of reflection and care. The ability to effectively cooperate as a team is due in great part to the natural ability Magnolia Public Schools (MPS) stakeholders bring in meeting the needs of students and putting the children's care and well being at the forefront of decision making. The transition into the new school year will not be one without its expected and unexpected challenges but it is essential we remember that every person experiences traumatic events differently. Everyone has been impacted by Covid-19 in some way, if not by the virus directly but from the impacted economy, housing and social distancing measures.

As with any tragic or traumatic event it is important to acknowledge each individual's feelings and emotions that present themselves as a part of the psychological reactions during a disaster. There needs to be an understanding that some people will need more time than others to find their own routine in the "new" normal. Our responsibility as educators and leaders is to help students and employees get back to as best a regulated state that brings comfort and provides for the brain what it needs to be at its optimal learning state and while caring for the needs of the whole person. We acknowledge that the optimal care we expect to provide to our students cannot exist in a silo and fundamental collaboration with staff, school partners and the overall community is foundational to our goal. We understand our staff will need support transitioning as well and MPS has incorporated resources and strategies to help. The parents/caregivers who have taken on the biggest transition and workload during the sudden change in learning environment will also need ongoing support as well and through the ongoing work of the social emotional reopening work group we are prepared to fill the need.

The considerations the workgroup are divided into three stakeholder groups while leveraging Connection, Communication and Care for each group:

Staff

- Re-entry plan for onboarding staff following the transition from traditional in-person teaching and learning to virtual instruction
- Accommodations for underlying health conditions
- Understand the needs of our staff specific to schools sites (i.e. child care, housing, etc.)
- [Psychological First Aid \(PFA\)](#) Training for school leaders and staff
- Trauma informed care and resiliency training
- Mental health and wellness resources and activities for staff
- Each staff member should be informed of their role during distance learning and identify appropriate staff who will help students with specific needs outside of the typical roles i.e. Teachers are not counselors but can listen and then connect students to the school counselor or administrators for additional support with needs

Students

- In addition to the considerations for staff with basic needs for re-entry plan
- Keeping in mind the various experiences students have encountered while away from school sites
- Understanding every students circumstances are different and some may not want to share challenges but will demonstrate some behaviors as a form of communication
- Monitor if basic needs are being met and meet them, remember H.A.L.T- Are you Hungry, Angry, Lonely, Tired?
- Teach and model expectations for students related to distance learning, do not assume students will translate traditional classroom expectations in the virtual setting
- Applying PFA as needed with the model Listen, Protect, Connect, Model and Teach
- Consistent check-ins and leveraging points of contact to create stability

Parents/Caregivers

- In addition to the considerations for staff and student basic needs for re-entry
- Keeping lines of communication clear and open with families to minimize confusion or frustration
- Opportunities to leverage connection with consistent check-ins and leveraging points of contact
- Updating organization chart, families should know roles and responsibilities for staff especially in the virtual setting
- Connection to resources specific to meet the needs of parents/caregivers
- Understanding that housing and financial circumstances may have changed for families and providing the housing survey more than once in the school year

RECOMMENDATIONS AND DECISIONS

The recommendations by the workgroup are to continue to work with staff to develop trauma informed care training and prepare our staff with the knowledge and tools to support as smooth a re-entry plan as possible for the overall learning community.

Work with students closely to teach, model and reinforce virtual learning expectations and supportive environments. Check-in with parents/caregivers to understand the needs they may specifically have and how staff can help.

The team vetted many resources in accordance with various county and local district framework models as well as our own existing resources and reference materials. Below are the recommendations that will guide our next steps.

- Survey Stakeholders to understand and measure Mental Health and Wellness Readiness
- Training for Staff, Parents/Caretakers related to Trauma Informed Care (ACEs) and Promoting Resilience,
- Critical frontline staff reading: *The Deepest Well*, Dr. Nadine Burke Harris
- Teaching Lessons/Curriculum for Students: Cultivate an environment of self-regulation and emotional control, Zones of Regulation curriculum
- Create and sustain opportunities promoting a culture of care: Emphasis on Mental Health and Wellness activities (School Calendar)
- List of Supportive resources for Staff, Students, and Parents/Caretakers
- Community partnerships for a sustainable network of care
- School Safety Plan revisions, in addition include Illness and Injury Prevention Plan (IIPP)
- Crisis Management Team focus on Mental Health and Wellness (Additional PFA Training)
- Clear referral process for students experiencing a crisis or in need of mental first aid
- Sustainable mentorship and motivation programs for staff and students year round
- Growth mindset lens supporting all students through equitable and inclusive Positive Behavior
- Interventions Supports (PBIS) and restorative practices

NEXT STEPS

The MPS reopening task force subcommittee workgroup will continue to finalize tasks in preparation for reopening and launching our stakeholders into a successful school year.

The workgroup has prioritized:

1. Completing mental health and well-being readiness survey for all stakeholders, including protocols with an ideal launch window two weeks prior to school orientation dates for every grade level
2. Creating one pagers of support for stakeholders where they can access local resources to help with social emotional support.
3. House the vetted and critical resources for all stakeholders on an online easy to access format such as the [Additional Resources Padlet](#)
4. Create an implementation plan for curriculum focused on self-regulation and emotional control organization wide, *The Zones of Regulation*, Leah M. Kuypers
5. Provide professional development for staff focused on trauma informed care and resilience supported by school psychologists and mental health professional at each school site

RESOURCES

The resources the group is compiling can be referenced in the tasklist for the reopening and ongoing operations of social emotional supports linked above and [here](#).

FAMILY AND COMMUNITY ENGAGEMENT

CONSIDERATIONS

The Family and Community Engagement Subcommittee utilized the Los Angeles County Schools: [Rising to the Challenge of COVID-19 A Planning Framework 2020-21](#) School Year Volume One - May 27, 2020, by the Los Angeles County Office of Education as the bases for the considerations, recommendations, and next steps.

1. This document focused on several aspects of the reopening process: a) Engage All Families in Decision-Making, b) Specific and General supports for families, c) Multi-faceted communications methods through different platforms, d) Multi-dimensional messaging, e) Establish and inform families on protocols and procedures, f) incorporating flexibility, g) budget implications, h) supporting families when children are ill/ at home, i) and creating effective communication systems.
2. While reviewing the Rising to the Challenge to the Covid-19 document, we determined which items were: a) being done already, b) what needs to be done, c) and what is the priority level for each task.
3. The items that were prioritized and needed to be done were examined by the re-opening task force Family and Community Engagement Subcommittee and prioritized.

RECOMMENDATIONS AND DECISIONS

The goal of the Family and Community Engagement Subcommittee was to ensure all students, staff, and community members remain involved and supported by following best practices in the areas of:

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

Below are recommendations The Family and Community Engagement Subcommittee considered:

Will we have additional town hall meetings for parents?

Recommendation from Subcommittee:

1. Yes, the Family and Community Engagement committee recommends an additional town hall meeting prior to the start of the 2020-21 academic school year to present the Magnolia Public Schools board approved reopening plan.

Can we enable the "interpretations" feature on Zoom for future family stakeholder meetings (ie. townhalls)?

Recommendation from Subcommittee:

1. Yes. The Family and Community Engagement Committee is working directly with the MPS IT Department to enable this feature for future meetings.
2. It allows for other "interpreters" to translate in live time as the host is presenting.

Will we require ALL parents to respond to reopening surveys?

Recommendation from Subcommittee:

1. There is no requirement, however, we do highly encourage participation since parent input helps to guide decision making.

Who are the designees for Family and Community Engagement at each MSA?

Recommendation from Subcommittee:

1. Lead: Office Manager
2. Co-lead: Parent and Community Engagement Coordinator/Dean of Culture if applicable
3. Alternates: School administrator/s

Third-party visitor policy recommendations

Recommendation from Subcommittee:

1. Create an essential third-party vendors list for approved access. Those without approved access will not be allowed entry.
2. By appointment only and or a pre-approved time slot

Distancing: Non-classroom Spaces

Recommendation from Subcommittee:

1. An MPS wide policy limiting parent access to school grounds including classrooms.
2. An outdoor tent is set up for admin access to parents.
3. An appointment system for all visitors, including parents, no walk-ins.
4. Prohibited items brought in to school during operating hours, including lunch and homework.
5. A policy in regard to donations and wish list items.
 - School to have labeled boxes/tables for all donation items.
6. Postpone shadowing services.
7. Mandatory meetings such as IEP, ELAC, 504, SST, to be held virtually.

Distancing: Arrival and Departure

Recommendation from Subcommittee:

1. Staggered arrival and pick up times (Use MSA-Santa Ana schedule as reference)
2. Drop-off and Pick-up: From car door to classroom door policy.
3. Parents not to exit cars during pick up and drop off. Including siblings
4. No restroom usage during drop-off and pick-up.
5. Designated waiting areas with physical distancing for walk-in parents.

NEXT STEPS

MSA and Home Office ACTION STEPS, along with staffing and financial implications, and timelines have been established by the Family & Community Engagement Subcommittee. The Family and Community Engagement Subcommittee recommends the following next steps for all Magnolia Science Academies.

The Family and Community Engagement Subcommittee has put forward the following areas of consideration to focus on:

Engage families in decision-making

- Stakeholder Surveys - Encourage participation
- School website Updates (COVID-19 Info & Resource Center, News and Announcements, and Alerts)
- Developing incentives to keep the community engaged and to improve participation.

Multi-faceted communication methods through different platforms

- Using virtual platforms as a way of communicating via ParentSquare, having Virtual Coffee with the Principal, Virtual Town Hall, and Virtual Parent Task Force Meetings...etc.

- Using a social media toolkit to reach as many of our stakeholders
- Making sure that our stakeholders are given up-to-date information regarding the re-opening of the schools and any other pertinent information regarding COVID-19.

Multi-dimensional messaging

- Allows for all stakeholders to be informed and engaged.
- Know face with name/title.
- Using all communication tools and follow up if there is anybody left behind during any Virtual meetings (a. Parent square with confirmation b.fliers/emails c.emails and websites [Alerts, News, and announcements])
- Grade Level Meetings
- Using nonverbal message tools in the school environment to instruct/ provide directions to staff, students, and parents with posters, infographics, banners signages for messaging purposes., Computer teachers can create posters regarding Health and Safety. Every grade level can support. Art teachers can create creative & dynamic posters on social-emotional supports.

Establish and inform families on protocols and procedures

- The home office to review MPS policies such as Volunteer and Shadowing policy, and MPS Student/Parent handbook (discipline policies, aligning with SEL, and procedures for being safe)
- Designate a school site member to post website and ParentSquare
- Maintain a welcoming environment for all families.

Incorporate flexibility

- Schools should check compliance plans regarding before/after school child care programs and planning morning drop off and pick up based on the feedback from surveys and town hall meetings.
- Schools should provide their own:
 - Incorporate a flexibility plan with the support/approval of the Home Office.
 - Notify all families immediately of any positive COVID-19 cases with the approval of the Home Office HOST Team.
 - Maintain communication systems to allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures.
 - Each campus should provide its own flexibility plan depending upon their needs and campus availability.
 - HOST Team to support admin at the school site and/ or to support for clear communication with all Stakeholders informing of the situation

Budget Implications

- Check all budget impacts for any additional cost with Home office and Finance team
- Research local grants and donations and forward to the Development & Communications Department

Support families when children are ill/at home

- Schools to support families.
- Developing training for parents to help become more aware of Social Emotional Learning (SEL), mental health, and distance learning (tips and tricks).

Creating Effective Communication Systems

- Share the reopening plan with parents and staff on ParentSquare.
- Share the one-pager with parents regarding highlights from the meetings.

- The Family & Community Engagement Subcommittee will share A GUIDE TO ADDRESS THE CHALLENGES OF COVID-19 infographic to help families as we near the Fall 2020 reopening.
- By using all communication tools to provide updates such as on-site meetings, ParentSquare with confirmation, fliers, emails, website (alerts, news, and announcements), and follow up if there is anybody left behind.
- Create a physical update outdoor bulletin during drop off and pick up.
- Add all COVID-19 as the leading agenda item on all standing meetings such as Coffee with Admin, SSC, ELAC, PTF.
- It is recommended that the aforementioned protocols be added to MPS Monthly checklist for all MSA Principals.

RESOURCES

Los Angeles County:

- [211 LA County](#) - Resources available to all county residents to assist with health and human services. They can provide information and referrals to food distribution sites/programs, housing, health care and more.
- [Child Care Alliance of Los Angeles](#) - Find child care or get additional information by zip code. The resource and referral agencies in the network have free, personalized referrals to licensed child care providers.
- [Communicate with Families During COVID-19](#) - Researchers outline four strategies to help leadership execute basics to quickly and effectively keep school communities well-informed about the COVID-19 outbreak, resulting policies and current guidelines, as well as equip families with the right information at the right time.
- [My Health LA](#) - No-cost health care program for people who live in Los Angeles County. MHLA is free to individuals and families who do not have and cannot get health insurance.

Orange County:

- [Western Youth Services](#) - Advancing awareness, cultivating success, and strengthening communities through integrated mental health services for children, youth, and families.
- [Help Me Grow](#) - Help Me Grow connects children and their families to developmental services to enhance the development, behavior, and learning of children birth through eight years. Affiliated with the University of California, Irvine.
- [Choc Children's](#) - Committed to providing the highest quality medical care to children. Affiliated with the University of California, Irvine.

San Diego County:

- [First 5 San Diego](#) - First 5 San Diego's Healthy Development Services (HDS) provides no-cost developmental checkups for children from birth through 5 years of age and connects children and families to needed services. First 5 San Diego works with some of the best community agencies in San Diego County to ensure parents and other caregivers have the help they need to promote their children's developmental and behavioral health.
- [211 San Diego](#) - What is 211? As a local non-profit operating 24 hours a day, 365 days each year, 211 San Diego is the region's trusted source for access to the community, health, social, and disaster services. By simply dialing 211 the call is free, confidential, and available in more than 200 languages. 211 provides access to 6,000+ services, resources, and programs through our online database.
- [SDCOE Resources for Students & Parent](#)



MPS Hybrid Reopening Plans



March 11, 2021

MPS BOARD
MEETING

Introduction

- In compliance with health and safety orders, community expectations and corresponding law and regulations, **MPS has been preparing to open its campuses for in-person instruction.**
- MPS has **Reopening Task Forces** that has been meeting since May 2020 with a goal of reopening our school campuses for the continuity of high quality of education with the safety and protection of all in mind with the guiding principles of equity and access for all, inclusive process with voices and choices and commitment to MPS values of innovation, connections and excellence.
- The Task force has been working on the **Reopening Plans** based on the frameworks and guidelines from multiple agencies including **CDPH, LACOE, OCDE, SDCOE** and related county health departments, keeping up with research based on best practices, national and international experiences and engaging all stakeholders in the process by collecting the relevant information and data for an informed and sound decision.

Background

On March 5, 2021, Governor Newsom signed **AB 86 providing \$2 billion for safe in-person instruction support** and \$4.6 billion for expanded academic, mental health and social-emotional support. It provides \$2 billion as an incentive for schools that have not already done so to offer in-person instruction beginning April 1, starting with the earliest grades. The legislation also allocates \$4.6 billion for all school districts regardless of whether they meet the timetable in the **“Safe Schools for All”** plan. To get the extra funding, districts and charters are expected to provide **in-person instruction to a range of students with special needs — such as those in special education or others in “prioritized groups,”** such as English learners, homeless students or those in foster care, and even **“disengaged”** students.

Approved by Governor on June 29, 2020, **Senate Bill 98** also regulates **Distance Learning** and requires compliance with daily live instructions and instructional minutes, connectivity and devices, grade level content, academic supports, special Education, ELD instruction/assessment, daily live interaction with certificated employees and peers. **If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local education agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.**

Based on the guidance and orders, on July 23, 2020, MPS Board approved schools to start **virtually with full Distance Learning models** for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 10, 2020 and for MSA-San Diego on August 31, 2020. The schools have been providing **Distance Learning** per the January 14, 2021 updated **CDPH’s COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California.**

Steps for reopening in-person



- 1- Schools decide on the instructional model - done
- 2- Notice to county and authorizers for re-opening
- 3- Conduct parent/student town hall meetings - ongoing
- 4- Have parents commit with a model for the remainder of the school year by March 19.
- 5- Determine student counts.
- 6- Determine and address staffing needs.
- 7- Update class rosters and student schedules if needed
- 8- Teacher planning times. Modify live session schedules
- 9- Order instructional materials and supplies. Get lists from staff.
- 10- Dry run/planning on school sites
- 11- Final check of plans and issues

Remaining Items for Safe School Return

- Submit COVID Safety Plans for all schools and LACDPH Reopening Protocol for K-12 schools (Appendix T1).
- Continue to partner with our authorizers, county health departments, and other state agencies to ensure that our staff get vaccinated if they choose to do so.
- Survey our parents to reassess interest for student return to on campus learning (commitment form).
- Based on survey results, collaboratively finalize elementary, middle and high school Hybrid and Distance Learning schedules.
- MSA 1-8 Santa Ana and San Diego Town Hall meetings with families to review Hybrid schedules and safety protocols for each school site, amongst other items.
- Continue to analyze and operationalize all elements of AB 86
- Reopen all of our schools for in-person Hybrid learning on April 12, 2021.

Preferred Hybrid Reopening Model

Live Instruction for Students - (2 days in person, 2 days via Zoom)

Group	Monday & Tuesday	Wednesday	Thursday & Friday
Cohort A	In-Person	Asynch/Independent Learning	Online
Cohort B	Online	Asynch/Independent Learning	In-Person
Distance Learning	Online	Asynch/Independent Learning	Online

- Cohort A coming to school on Monday and Tuesday. **Cohort B joining online through Zoom**
- Cohort B coming to school on Thursday and Friday. **Cohort A joining online through Zoom**

Wednesdays - Asynchronous / Independent Learning for all, except for live SEL/ Advisory/SSR lessons (also may be small group sessions in person)

Full Distance Learning students joining classes online through Zoom

Hybrid (in-person) or Distance Learning ?

- Once a choice is made, it will remain unchanged until the end of this school year. Students and families will not have options to switch from distance learning to in-person or vice versa unless there are extenuating circumstances.
- Students who chose hybrid model, will take all classes in hybrid format.
- Schools will assign an in-person cohort for those who choose the hybrid format.
- Everyone else will continue receiving Full Distance Learning if a choice is not made by March 19, 2020.

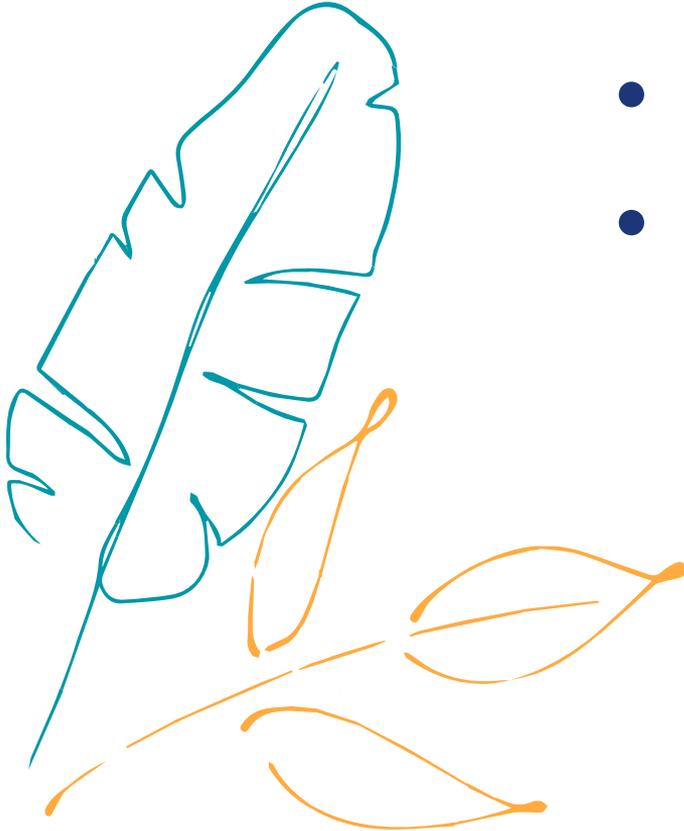
Sample Schedule

MSA-2 Distance Learning Schedule for Students

Total Daily Instructional Time = 240 mins	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 9:20 am (80 minutes)	Period 1 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Period 4 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Sync Homeroom All Cohorts Via Zoom 8:00 am - 10:00 am	Period 1 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	Period 4 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
9:20 am- 9:25 am	BREAK			BREAK	
9:25am- 10:45am (80 minutes)	Period 2 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Period 5 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Asynchronous work time 10:00 am - 10:45 am	Period 2 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	Period 5 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
10:45 am - 10:50 am	BREAK				
10:50 am- 12:10 pm (80 minutes)	Period 3 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Period 6 Cohort 1 in person Cohort 2 via Zoom Cohort 3 DL via Zoom	Asynchronous work time	Period 3 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom	Period 6 Cohort 2 in person Cohort 1 via Zoom Cohort 3 DL via Zoom
12:10 pm	In person Dismissal			In person Dismissal	
12:10 pm - 1:00 pm	LUNCH				
1:00 pm- 1:30 pm	Asynchronous Homeroom		Asynchronous work time	Asynchronous Homeroom	
1:30pm - 2:30pm	Office Hours / Clubs	Test Prep / Targeted Group Intervention		Test Prep / Targeted Group Intervention	Office Hours / Clubs
2:30pm - 3:30pm	Tutoring	Tutoring		Tutoring	Tutoring

HEALTH AND SAFETY PREPAREDNESS

- [MPS COVID-19 Health & Safety Policy](#)
- [Injury Illness Prevention Plan \(IIPP\)
COVID-19 Addendum /
CALOSHA Emergency Standards](#)



Protocols and Procedures: COVID-19 Compliance Team



COVID 19 Compliance Team at the Home Office:

- Keeps up to date with the changes in COVID-19 requirements, trends, and updates.
- Provides weekly trainings and updates to the school sites' COVID-19 Compliance team members.
- Consults with the School site Compliance teams and local health authorities regarding cases on campus.
- Consults with legal and health departments to provide clarity when needed
- Coordinate 3rd party vendors with school site teams.



The COVID-19 Compliance Task Force at each school are responsible for ensuring that the school adheres to COVID-19 requirements.

- The COVID-19 Compliance Task Force for each school are led by the **principal**. The principal are the designated liaison with the local County Department of Public Health when needed. The principal may also designate staff to act as the COVID-19 Compliance Officer, as appropriate.
- The rest of the Compliance team is composed of a diverse group of key staff members. The Task Force receives specialized training to assist in their duties and ongoing support from the Home office Compliance team
- The COVID-19 Compliance Task Force is responsible for engaging with students, parents, faculty, and staff to ensure compliance and answer questions or concerns about health and safety requirements regarding COVID-19. In addition, the team communicates up-to-date policies and procedures to all families.

MPS Health & Safety Policy & IIPP Highlights

Wellness Check



SOCIAL DISTANCING

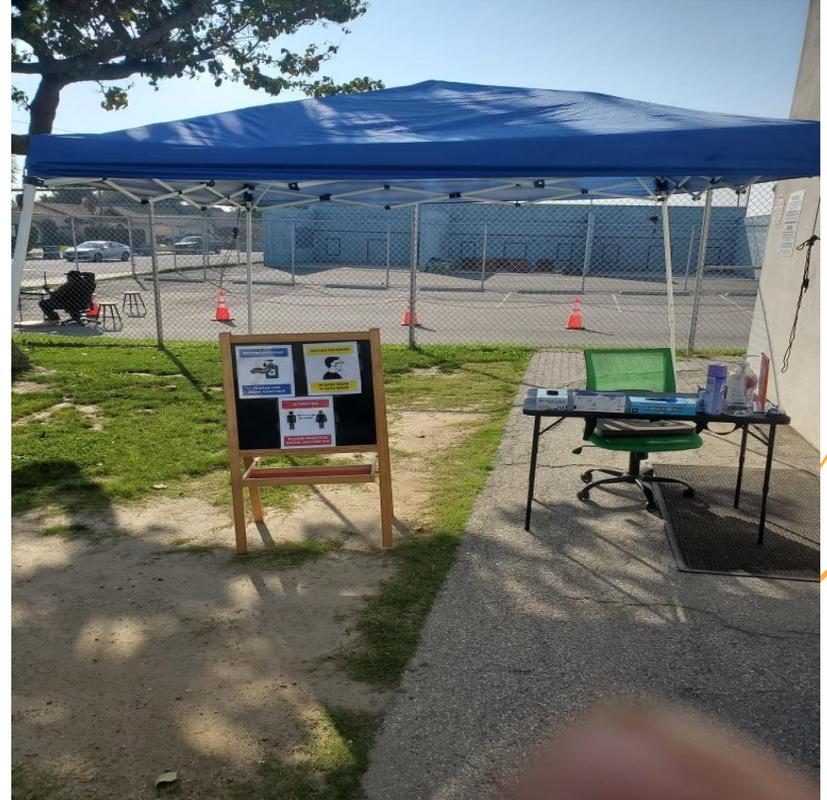
- Wellness checks and temperature screenings
- Physical distancing in Classrooms and campus
- Ventilation upgrades
- PPE supply and compliance
- Identification of COVID-19 Hazards and COVID-19 inspections
- COVID-19 testing for students and staff
- Vaccines for staff



Student Check-in



Parent/Visitor Check-in



Video demo of screening process:

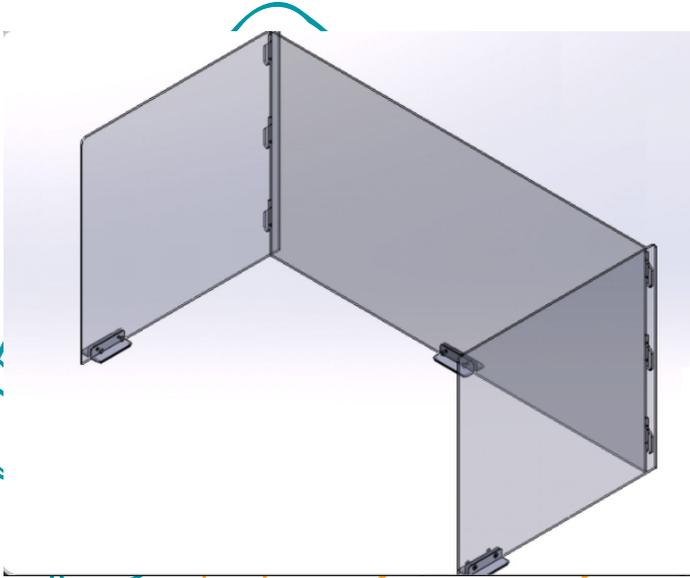


These procedures will be applicable for parents and students
once school open for students and parents.

Classroom Set-up



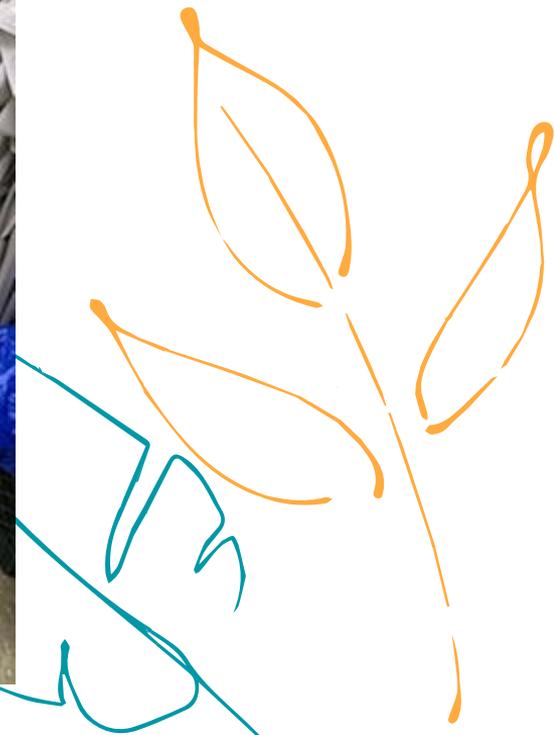
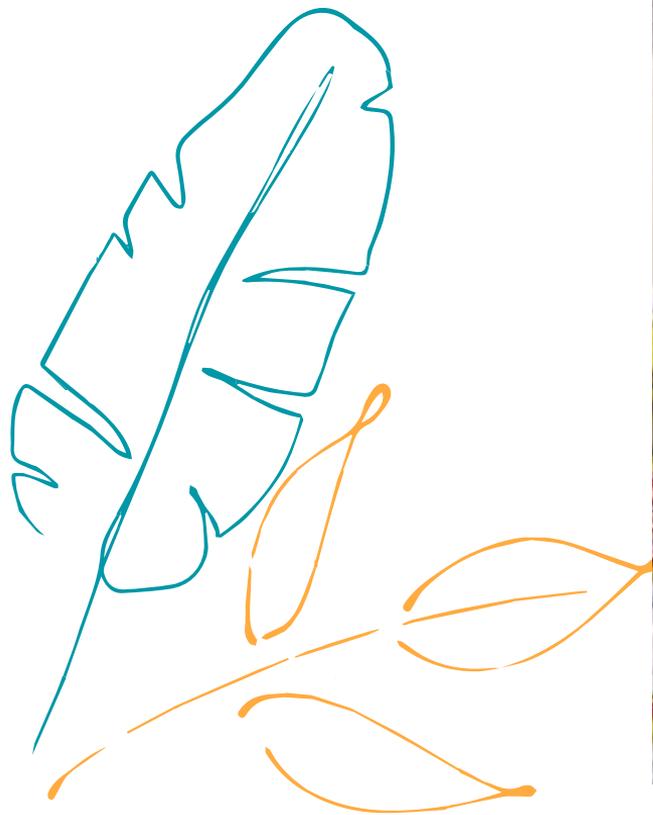
Student Barriers



6 ft distancing cones



6 ft distancing markers



Next Steps



- 1- Schools decide on the instructional model - done
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- 9- Order instructional materials and supplies. Get lists from staff.
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- 11- Final check of plans and issues



Questions And Comments





Updated on 01/28/2021

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with any potential resumption or expansion of in-person instruction on the Charter School campus. Any reopening of Charter School campuses will use a thoughtful, phased return to in-person instruction.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. Limited campus access:

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- Charter School parents are highly encouraged to conduct any necessary business with School personnel virtually, whenever possible.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- Pursuant to local guidance, the Charter School will not currently allow use of Charter School facilities for non-school purposes.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Health and safety standards and procedures shall be applied equally to all users of a public

school campus that is subject to a co-location arrangement.

- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.
 - Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible.
 - Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their business. Non-parental visitors will not be allowed to interact with any cohorts.
- In the event that any Charter School campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? **Close contact means being within 6 feet**

of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.¹

- Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- In-person wellness checks do not need to be performed by a nurse or other health professional.
- *Home Screening (Students)*. Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms, including a new cough, diarrhea, or vomiting.
 - ~~Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.~~
 - Any student who has a fever of 100.4 degrees Fahrenheit or greater, a new cough, diarrhea, or vomiting upon a home screening should remain home, isolate, and consult with a medical provider for further evaluation and possible COVID-19 testing. Should the student test negative for COVID-19, the student should stay home until fever free without fever reducing medication for 3 days and improved symptoms. If the student tests positive, the student stays isolated at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset. If a student exhibits symptom consistent with COVID-19 upon home screening does not test for COVID-19 or consult with a medical professional, the student must still isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset
- *Home Screening (Staff)*. All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work.

¹ The CDC's updated definition of "close contacts" includes the following additional clarification: "Individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes) . . . 15 cumulative minutes of exposure at a distance of 6 feet or less can be used as an operational definition for contact investigation. Factors to consider when defining close contact include proximity (closer distance likely increases exposure risk), the duration of exposure (longer exposure time likely increases exposure risk), whether the infected individual has symptoms (the period around onset of symptoms is associated with the highest levels of viral shedding), if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and other environmental factors (crowding, adequacy of ventilation, whether exposure was indoors or outdoors)."

Active symptom screening shall be conducted at the worksite if required by local order.

- Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
- If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- The Charter School may initiate temperature checks for all staff entering campus.
- *Campus Screening (Students)*. Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If student answers “no” to all questions and appears well, student will be allowed to proceed onto campus
 - If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
 - If a student has had close contact with an individual who has screened positive for COVID-19 symptoms, the student will be accompanied to a preselected quarantine space until they can safely return home. This quarantine space should be separate and apart from the space set aside for symptomatic students.
 - Screening for Charter School students of middle-school and high-school age should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
- *Campus Screening (Staff and Visitors)*. Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:

- If the visitor answers “no” to all questions, he or she may enter the school.
 - If the visitor answers “yes” to any of the questions, he or she may not enter the school.
 - Screening for adult visitors and staff should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
 - Adult visitors and staff who have had close contact with an individual who has screened positive shall return home to self-quarantine as per CDPH and local guidance.
- *Bus Screening (Students)*. The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
 - Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance. These may criteria include but are not limited to a negative PCR COVID-19 viral test.²

² For San Diego Charter School locations, please specifically refer to the San Diego County Public Health Services’ (“SD PHS”) “COVID-19 Decision Tree”:

https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/cahan/communications_documents/Decision%20Tree%20chart.pdf

3. COVID-19 Compliance Task Force and Compliance Officer

- The Charter School will comply with and implement the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”)
- The Charter School will establish a Compliance Task Force (“CTF”). The CTF is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all CTF members are referenced above on pages one and two of this policy
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak³ at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.

4. COVID-19 testing and reporting:

- Consistent with California “Safe Schools for All” Reopening Plan and Current CDPH Guidance, the Charter School will test both employees and students based entering campus for any period. Testing will depend on local disease trends and will be implemented on

³ The Charter School will apply the definition of outbreak as stated by the LAC DPH: “At least 3 laboratory-confirmed cases with symptomatic or asymptomatic COVID-19 within a 14- day period in a group with members who are epidemiologically linked, do not share a household, and are not a close contact of each other outside of the campus. School groups include persons that share a common membership at school (e.g., classroom, school event, school extracurricular activity, academic class, sport teams, clubs, transportation). Epidemiological links require the infected persons to have been present at some point in the same setting during the same time period while infectious.”

symptomatic⁴, response⁵, and asymptomatic⁶ bases. Pursuant to current guidance, testing will be in accordance with the following cadences:

- **If the Charter School's County is in the Yellow or Orange Tiers:** Symptomatic and response testing.
- **If the Charter School's County is in the Red or Purple Tiers:** Symptomatic testing, response testing, and asymptomatic testing every two weeks.
- **If the Charter School's County's case positivity rate is greater than 14 per 100 population per day:** Symptomatic testing, response testing, and asymptomatic testing every week if using PCR testing, or twice weekly if using Antigen testing.
- When testing students or employees for COVID-19, the Charter School will require PCR testing.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
 - ~~CDPH and local guidance, the Charter School will implement surveillance testing of staff as a school wide practice or as directed by the local public health department, and pursuant to the following standards: Surveillance testing is either: 1) in response to an outbreak at a school site, and/or 2) on a staff and student wide basis as determined by the Home Office COVID-19 Response Team or when instructed by local county health officials, based upon local disease trends.~~
 - ~~In response to an outbreak, only one (1) test per symptomatic person or close contact is required. A repeat test may be necessary if the initial test is positive or if symptoms later develop.~~

⁴ Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

⁵ Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

⁶ Asymptomatic testing is “used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- For staff and student-wide testing, all staff and students shall be tested, other than any staff and students who have no contact with others and do not report to campus students and other staff. However, the ability to test all staff and students may not be possible if laboratory capacity is limited (see below).
 - ~~The goal of staff wide testing is to test 100% of staff within two (2) months. This could be implemented as 50% one month and 50% the next month, or 25% every two (2) weeks.~~
 - ~~If LAC DPH order ongoing staff wide testing, then repeated testing must be continued every two (2) months as directed by such officials.~~
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
 - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The School’s liaison must be made aware of the student and staff test results and report those results to LAC DPH local public health officials.
- **Student consent for testing:**
 - **Students age 12 and under:** For Charter School Students age 12 and under, the Charter School will require parental consent for COVID-19 testing.
 - **Students age 13 to 17:** Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students ages 13 to 17 may consent to COVID-19 testing on their own.
 - **Students age 18 and older:** Charter School students age 18 and older do not need parental consent for COVID-19 testing.
- Staff ~~cannot refuse to take a test or to report the test results to the~~ and students who refuse to take a test or to report the test results to the School will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority ~~under the local health order.~~
- The School must maintain confidentiality of test results, other than reporting the results to LAC DPH local public health officials. All medical information about any employee must be stored separately from the employee’s personnel file in order to limit access to this confidential information. The School should have a separate confidential medical file for each employee where the School can store all of that employee’s medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off

due to COVID-19, etc. For students, the School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- The families of students and staff who will return to in-person instruction at the Charter School campus are highly encouraged to be tested for COVID-19 before their student or family member returns to campus, and regularly thereafter.
- Visitors to the Charter School campus are highly encouraged to undergo COVID-19 testing prior to entering the Charter School campus.
- ~~Students and family members are strongly encouraged to be tested for COVID-19 before returning to the school facility and regularly while receiving in-person instruction.~~
- In the event of a positive test result of a student or family member:
 - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 4-5 below. Follow the process set forth in Section 4-5 upon receipt of test results.

- **Vendors**

- All vendors' employees who regularly enter the Charter School Campus must comply with this entire Policy, including any and all COVID-19 testing and screening requirements.
- For the purposes of this Policy, vendors include but are not limited to the Charter School's contracted partners who provide limited and specialized services on Charter School campuses.
Consistent with this Policy, any vendor's employee who either refuses to test for COVID-19 or refuses to provide COVID-19 testing results will be excluded from the Charter School campus, to protect the health and safety of all Charter School students, employees, and the community. Similarly, any vendor's employee who screens or tests positive for COVID-19 prior to campus entry must follow all protocol in this Policy, including but not limited to temporary campus exclusion, COVID-19 testing, and any other protocol required by public health guidance. Vendor's employees who test negative must still follow all protocol in this Policy, and consistent with public health guidance.

5. Exposure Management Planning and Response to Suspected or Confirmed Cases and Close Contacts:

- The Charter School will comply with the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools”, as promulgated by the LAC DPH, in response to suspected or confirmed cases and close contacts. In the event that local guidance provides more stringent directives in response to suspected or confirmed cases and close contacts, the Charter School will follow such local guidance. In addition, the Charter School will follow the following protocols, except to the extent they conflict with the EMP, in which case the EMP will prevail.
- Potential Exposure: In the event of notice of potential exposure,⁷ the Charter School will take the following actions within one (1) business day of the notice of potential exposure:
 - Provide a written notice to all employees who were on the premises in the same worksite⁸ as the qualifying individual⁹ within the infectious period¹⁰ that they may have been exposed to COVID-19.¹¹

⁷ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

⁸ The “worksite” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the Charter School must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁹ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

¹⁰ The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

¹¹ Written notice will be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text

- Provide a written notice to the exclusive representative, if any, of the above employees.¹²
 - Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including COVID-19-related leave, Charter School sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, including potential guaranteed leave provisions pursuant to the federal Families First Coronavirus Response Act (FFCRA), as well as antiretaliation and antidiscrimination protections applicable to employees.
 - Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the Charter School plans to implement and complete per the guidelines of the CDC.
 - Records of the above notices shall be retained for a minimum of three (3) years.
- If the event of a suspected COVID-19 case(s):
 - The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
 - In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH Framework for Reopening K-12 Schools guidance, including implementation of the following practices:
 - Notify the county public health department immediately which will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located. The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student or employee who was

message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

¹² Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the Charter School. This requirement does not apply if the Charter School's employees do not have an exclusive representative.

- present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
 - The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH, as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools."¹³
 - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.
 - ~~Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.~~
 - Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 6 7 and 7 8.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.

¹³ This document may be found at:

http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf

- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 14 days.
- Where stable classroom cohorts have not been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
 - A “close contact”¹⁴ is someone who has been within ~~six feet of the person who tested positive for a prolonged period of time (at least 15 minutes)~~ 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the is isolated, regardless of face covering use, or someone who had direct physical contact or shared eating or drinking utensils with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.¹⁵
 - Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 14 days.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.

¹⁴A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.

¹⁵ Recently updated CDC Guidance provided numerous investigation factors to consider in a “close contacts” analysis. Please refer to either Footnote 1 in this policy, or CDC Guidance: <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>

- In accordance with state guidance regarding closing schools in response to confirmed cases,¹⁶ and in consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the number of cases at the school and the risk level within the specific community as determined by the local public health officer.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the School's adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
 - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
 - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
 - Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment;
 - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and
 - Continuing to provide school meals.

¹⁶ California Department of Public Health: COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (July 17, 2020).

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If a Charter School student or employee was exposed at the Charter School, all persons within that student or employee’s classroom or cohort are considered exposed and require quarantine and isolation procedures pursuant to CDPH and applicable local guidance.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.
- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.¹⁷
- In the event of an outbreak or cluster at a Charter School:
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.¹⁸
 - The Charter School will notify students, families, employees, and stakeholders that the School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
 - The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community.
 - Limit visitors to the affected Charter School campus, except for those that are essential to the School’s mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.

¹⁷ In the event of a “cluster,” Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993.

¹⁸ In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes or stable groups and contact those absentees to screen for COVID-19 symptoms.
- Close contacts to laboratory confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, and instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. ~~immediately and ten (10) days after their last day of exposure to the case~~ Even if they test negative, they should remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
- Returning to school after home isolation:
 - Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.
 - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who test positive for COVID-19 can return 10 days after the symptom onset ~~or test date~~, are fever free for 24 hours without the use of fever reducing medication and have improved symptoms.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
 - Individuals who test positive for COVID-19 test but who remain asymptomatic must still follow all public health guidance before returning to campus, including a full 10-day quarantine following the date of the positive test result.
 - Asymptomatic individuals who test positive for COVID-19 and who later develop symptoms should follow all applicable quarantine and isolation guidelines, including quarantining for 10 days after the onset of symptoms, 24

hours with no fever without the use of fever-reducing symptoms, and when symptoms have improved.

- Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious who test positive can return to school after isolating at home until fever free without fever reducing medication for 24 hours, improved symptoms, and 10 days from beginning of symptoms (or 10 days from test date, if no symptoms).
- Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious. Close contacts to confirmed COVID-19 cases who test negative can return to school after quarantining for 14 days from the last exposure to the infected person.
- Close contacts to confirmed COVID-19 cases at home or outside school can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

- **Subsequent School Closure Criteria:**

- Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
 - 1) An outbreak has occurred in 25% or more stable groups at the School in 14-day period,
 - 2) 3 outbreaks have occurred in a 14-day period AND 5% of school population is infected, or
 - 3) As determined by the local health department
- After closure, may reopen after 14 days, cleaning, disinfection, public health investigation, and local health department consultation.

6. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- The Charter School will schedule frequent, mandatory handwashing breaks for younger students at regular intervals, including but not limited to: Before and after eating, after toileting, after outdoor play, as well as before and after any group activity.

- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in restrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

7. Routine cleaning and disinfecting: The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.

- The Charter School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will ensure the HVAC system is in good, working order.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned ~~disinfected~~.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned ~~and disinfected~~ between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer’s directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Staff shall follow label directions for appropriate dilution rates and contact times.
 - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
- Each student’s belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

8. Facility measures: The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- While providing specialized services, the total on-site student population at Charter School will not exceed 25% of the School's total student enrollment number total student capacity. Upon re-opening for in-person instruction, the Charter School will comply with all state and local guidance regarding capacity of the site.
- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

9. Cohorts and Stable Groups

- The Charter School will implement the use of cohorts¹⁹ and stable groups²⁰ for in-person education services. Cohorts will be utilized where providing specialized services. The Charter School will utilize stable groups to the maximum extent possible in all grade levels and for any form of in-person instruction.

- **Stable Groups:**
 - Elementary Schools:
 - Stable groups in elementary schools will stay together all day with their core teacher. Any electives of counseling should be conducted virtually to the maximum extent practicable.
 - Stable groups should complete daily activities together, including lunch and recess, and should be staggered from other groups.
 - The Charter School will consider rotating groups which are present on campus at any one time, including staggering attendance on certain days, or during different parts of the day.
 - Middle and High Schools:
 - To the maximum extent possible, the Charter School will place students in groups that remain together all day for in-person instruction.
 - The Charter School will consider implementing the following strategies to separate stable groups:
 - Rotating teachers between stable groups,
 - Implementing block schedules to reduce the number of courses students take in any one day,
 - Offering electives virtually,
 - Dividing the school year into smaller time units, such as four (4) to eight (8) week periods, where students intensively student one or two subjects during that period.

- The Charter School will limit cohorts to 12 students.

¹⁹ Cohorts are defined by the CDPH as “a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.”

²⁰ A “stable group” is defined as “a group with fixed membership that stays together without mixing with any other groups for any activities.”

- To enforce and promote physical distancing, no child may be part of more than one (1) cohort. However, a student may leave a cohort temporary and as needed basis to receive individualized, one-on-one services, provided that the one-on-one services are provided in a secure space, apart from other staff and students.
- Pursuant to CDPH guidance, students, and supervising adults in any one cohort must not interact with students and supervising adults in any other cohort at the Charter School. However, supervising adults may be assigned to no more than two (2) cohorts, if the supervising adult is serving children five years of age or younger or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- Substitute supervising adults are permitted. However, any substitute may serve no more than one (1) cohort per day.
- To the extent possible, the Charter School will strive to provide outdoor space for 50% of cohort activities and instruction.
- The Charter School will take special precautions related to meals for cohorts, as referenced below in Section 12.
- Visitors to the Charter School will not be allowed to interact with cohorts.
- Each cohort will be assigned a designated restroom. In the event that more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize student and cohort interactions in restrooms.
- During extracurricular activities such as art, music, and exercise, cohorts will be kept separate.
- During recess and playground time, cohorts will not be allowed in the same place at the same time. The Charter School may implement a schedule to ensure physical distancing during recess and playground times.
- In assigning and arranging cohorts, and to limit physical interactions between cohorts, the Charter School will use the following best practices:
 - To the extent feasible, assign children and youth who live together or carpool together, in the same cohort;
 - Avoid moving children and youth between cohorts, absent a concern for the child's overall safety and wellness.
- Staff Meetings: Meetings among staff from different cohorts must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

10. Physical distancing (staff): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will additionally consider implementing staggered shift schedules, where practicable, to encourage physical distancing. This includes potential staggering of break times, where practicable, to ensure physical distancing in break rooms and staff lounges.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals, including those employed in administrative positions.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces. In such locations, the Charter School will ensure staff can maintain six (6) feet of physical distancing.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.
- For Charter School staff employed in food service and preparation operations, the Charter School will implement, where practicable, physical distancing requirements, such as floor markings.

11. Physical Distancing (Elevator(s)):

- The Charter School will implement and enforce physical distancing in all elevators, to ensure a maximum of four (4) riders at any one time, if consistent with six (6) feet of physical distancing within that elevator. If the elevators cannot accommodate four (4) riders consistent with six (6) feet of physical distancing, the School will limit the maximum number of riders to conform to six (6) feet of physical distancing.

12. Physical distancing (students): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.

- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. Where six (6) feet of physical distancing cannot be maintained, the Charter School may allow no less than four (4) feet of physical distancing between students. If the Charter School determines in good faith that six (6) feet cannot practicably be maintained, the Charter School will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students:
 - School bus stops
 - School buses
 - During daily symptom and temperature screening of students
 - While students are entering campus and waiting for their first class to begin
 - During meal periods
 - During recess
 - During passing periods
 - Classrooms and other instructional spaces
 - Restrooms
 - Locker rooms
 - While students are exiting the campus
 - School buses
 - Before- and after-school programs
 - Extracurricular and co-curricular programs
- To reduce possibilities for infection, students must remain in the same space and in cohorts or stable groups as small and consistent as practicable, including for recess and lunch.
 - Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
 - Prioritize the use and maximization of outdoor space for activities where practicable.
 - Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
 - In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.

- Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- A supervising adult may be assigned to a maximum of two (2) cohorts, if the adult is serving children five years-of-age and younger, or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations. In common areas, the school will adjust schedules to ensure that only one cohort moves through common areas such as hallways and restrooms at one time. Other measures to maximize physical distancing between cohorts in common areas includes but are not limited to:
 - Hallways: The Charter School will ensure only one cohort moves through a hallway at any given time. For example, the Charter School may establish more ways to enter and exit a campus, and stagger passing times when necessary.
 - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
 - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Individual cohorts will be assigned a designated restroom. If more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize interactions in restrooms.
 - Libraries: Stagger group use of libraries.
 - Outdoors: Consider holding recess activities in separated areas designated by class.
- The Charter School will implement physical barriers between food service workers and students, where necessary and appropriate.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band (i.e., wind instruments) and choir practice and performances are not permitted.

- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals, included but not limited to the following:
 - Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
 - The Charter School will tape or measure six-foot intervals for food lines to ensure physical distancing between students while picking up meals.
 - If meals take place in the cafeteria, only one cohort will be allowed to eat in the cafeteria at any one time. Table and/or chairs will also be spaced at six-foot intervals to ensure physical distancing between students.
- The Charter School will implement appropriate physical distancing measures during physical activities.
 - Sporting Events and Gatherings: Outdoor and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted.
 - Playgrounds and Recess: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Youth Sports and Physical Education: The Charter School will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet, and (2) a stable cohort, such as a class, that limits the risk of transmission. Activities should take place outside to the maximum extent practicable.
 - For sports that cannot be conducted with sufficient distancing or cohorting, only physical conditioning and training is permitted and only where physical distancing can be maintained. Conditioning and training should focus on individual skill building (e.g., running drills and body weight resistance training) and should take place outside, where practicable. Indoor physical conditioning and training is allowed only in counties where gyms and fitness centers are allowed to operate indoors.
 - Avoid equipment sharing, and if unavoidable, clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.

- College admissions testing cohorts will consist of no more than 12 students in each classroom, with a distance of at least six (6) feet between students and between students and teachers/test proctors.
- The Charter School will also ensure proper physical distancing and infection control throughout the duration of any college admissions testing, including:
 - All students and staff involved in college admission testing shall wear face coverings during the entire time they are present on the Charter School campus.
 - Gatherings at arrival times, dismissal times, and break times are prohibited.
- The Charter School will consider and implement where practicable any teaching methods designed to encourage and promote physical distancing.

13. Physical distancing (buses): The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.
- The Charter School will allow a maximum of one child per bus seat. When feasible, the Charter School will also use alternating rows on such busses.
- All persons on Charter School busses, including students, are required to wear face masks at all times.
- If feasible, consistent with air quality and ride safety, Charter School busses will attempt to keep bus windows open.

14. Use of face coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all individuals two years of age and older adults must wear a cloth face covering at all times while on campus, except while actively eating or drinking.

- Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All students who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
 - While waiting for or riding on a school bus.
- Elementary school students over the age of two must wear a cloth face covering while on campus, except while actively eating or drinking. A face shield may be an acceptable alternative for children in this cohort who cannot wear a face mask properly.
- ~~in grades TK-2 are strongly encouraged, but are not required, to wear a cloth face covering within their stable classroom cohort. A face shield is an acceptable alternative for children in this cohort who cannot wear a face mask properly.~~
- ~~Students in grades 3 and above are required use cloth face coverings when in the classroom even if they are in a stable classroom cohort.~~
- Proper use of cloth face coverings by students will be strictly enforced. The Charter School will exclude from campus who refuses to wear a face mask. Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.

- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- For Charter School staff working with sick children or with children who are precluded from wearing a cloth face covering due to a medical condition, the Charter School will provide a medical grade face mask to that employee.
- Employees working in a cubicle must wear a face covering.

15. Use of gloves and PPE: The Charter School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
 - All cleaning and disinfecting products must be kept out of children’s reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

16. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

17. Maintaining Healthy Operations: The Charter School will follow all Orange, Los Angeles, and San Diego County Public Health Orders and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, and County Offices of Education.
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be 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.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Implement routine COVID-19 surveillance testing of staff and students as directed by local county health officers and pursuant to CDPH guidance. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.

- Support 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 virtual learning or independent study.

18. Protection of higher risk employees:

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.²¹
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

19. COVID-19 Vaccinations:

- Pursuant to CDPH guidance, the Charter School will strongly recommend that all person eligible to receive COVID-19 vaccines at the first opportunity.

20. Communications to the Charter School community:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Beginning January 25, 2021, every Charter School campus shall notify the CDPH whether it is serving students in person.
 - The Charter School will provide and report the following information:
 - In-person instruction is being provided full-time, and for specific grades,
 - In-person instruction is being provided part-time (hybrid model),
 - In-person instruction only being provided on cohort basis, or
 - No in-person instruction is being provided.
 - Reporting must continue every other Monday. Reporting can be completed on the

²¹ This includes employees with any one or more of the following high-risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

Safe Schools for All Hub.

- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Enhanced sanitation practices
 - Physical distancing requirements and recommendations
 - Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Charter School policies regarding parental visits to Charter School campuses, reiterating options for contacting the school remotely.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- COVID-19 protocol will be posted at all public entrances to the Charter School campus.
- Communications will be targeted to the most vulnerable members of the Charter School community.

- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.



INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the **COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year Framework for Reopening K-12 Schools** from the California Department of Public Health (CDPH). This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable requirements pursuant to California’s Blueprint for a Safer Economy Program, as well as the “Safe Schools for All Plan.” Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies. **Resumption of in-person instruction presumes that the school operates in a county that has been removed from the state’s monitoring list for 14 days, but school and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.**

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening. COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

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

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled,

including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures.

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment (“PPE”). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.
- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual’s medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
 - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
 - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
 - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
 - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.
 - Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
 - Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
 - Before implementing this plan, the School will consult with employees' exclusive representatives and coordinate a virtual safety meeting in February 2021. At the safety meeting, the School will discuss the components of the COVID-19 Prevention Plan with employees and exclusive representatives. The School will additionally seek input from employees and exclusive representatives regarding potential COVID-19 hazards. In advance of the virtual safety meeting, employees and exclusive representatives are encouraged to consider areas on campus which they believe pose a high-risk of COVID-19 transmission, as well as activities on campus that are difficult to complete while complying with all health and safety guidance.
 - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur weekly. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
 - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Mustafa Sahin	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Brad Plonka	818-705-5676
Magnolia Science Academy-6	John Terzi	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.
- ~~Until lifted, the Governor has ordered that all workers must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.~~
 - ~~A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.~~
 - ~~Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.~~
- ~~Remind employees that CDC recommends wearing cloth face coverings in public settings~~

where other social distancing measures are difficult to maintain, especially in areas of significant community based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”¹ in the workplace, the Charter School will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other Charter School employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the Charter School campus during the “high-risk exposure period”².
 - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information³ of the COVID-19 case, to:
 - 1) All employees and their authorized representatives, if any, who may have had COVID-19 exposure, and
 - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
 - Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
 - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
 - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.
- Effective immediately, and pursuant to current Cal/OSHA regulations:
 - All employees with COVID-19 exposure shall be excluded from the Charter School campus for fourteen (14) days from the last known exposure to a COVID-19 case.
 - Charter School employees with confirmed COVID-19 must not return to the Charter School campus as follows⁴:

¹ Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

² “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

³ All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

⁴ The Charter School will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

schoolsite.

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same worksite⁶ as the qualifying individual⁷ within the infectious period⁸ that they may have been exposed to COVID-19.⁹
- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹⁰
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers’ compensation, and options for exposed employees, including COVID-19-related leave, Charter School sick leave, state-mandated leave, supplemental sick leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 the school must also take the following responses in the event of a COVID-19 “outbreak,” as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹¹

⁶ The “worksites” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁷ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁸ The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

⁹ Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

¹⁰ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school’s employees do not have an exclusive representative.

¹¹ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, issued January 14, 2021. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait twenty-four (24) hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Follow the public health recommendations for community-related exposure and instruct potentially exposed employees to stay home for fourteen (14) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.
- ~~Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are found in the Framework for Reopening K-12 Schools released by the CDPH on July 17, 2020. In most cases, you do not need to shut down the facility. If it has been less than 7 days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:~~

~~Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.~~

During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been 7 days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

Clean dirty surfaces with soap and water before disinfecting them.

To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.

Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.

You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).

Follow the Public Health Recommendations for Community-Related Exposure and instruct potentially exposed employees to stay home for 14 days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

- 1. Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.
- 2. Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
 - Provide options to telework, if available and reasonable.
 - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.
- 3. Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
 - Train workers on how implementing any new policies to reduce the spread of COVID-19

may affect existing health and safety practices.

- Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
- Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
- Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. Establish policies and practices for social distancing. Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:

- Implement flexible worksites (e.g., telework).
- Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
- Increase physical space between employees at the worksite by modifying the workspace.
- Increase physical space between employees and students (e.g., physical barriers such as partitions).
- Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
- Close or limit access to common areas where employees are likely to congregate and interact.
- Prohibit handshaking.
- Deliver services remotely (e.g., phone, video, or web).
- Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.
- When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
 - In this situation, the Charter School will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.

5. Facial Coverings

- Until lifted, the CDPH has ordered that all persons must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.
 - A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
 - Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing cloth face coverings in public settings

where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.

- As necessary, the Charter School will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with the Charter School's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.
- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School's COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- ~~• Provide soap and water in the workplace. If soap and water are not readily available, use alcohol based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained.~~
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage

for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that could be very dangerous to breathe in.
- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection recommendations of all pertinent areas.

- The Charter School custodian and a third-party custodial services vendor will work in conjunction to complete post-exposure cleaning and disinfection in accordance with CDC protocol and public health guidance.
- If a sick employee is suspected or confirmed to have COVID-19, follow the CDC cleaning and disinfection recommendations.

11. Minimize risk to employees when planning meetings and gatherings:

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

12. COVID-19 Testing:

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak¹², or a major outbreak at the Charter School campus, the Charter School will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - The Charter School must provide testing to all employees who were present in the exposed workplace.
 - Pursuant to Cal/OSHA regulations, “employees in the exposed workplace shall be tested and then tested again one week later.”¹³
 - After the first two (2) COVID-19 tests, the Charter School must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a “major COVID-19 outbreak,”¹⁴ the Charter School will provide COVID-19 testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a fourteen (14) day period.
- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details

¹² An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).

¹³ 8 CCR §3205.1(b)(2)A).

¹⁴ Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”

- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment) <ul style="list-style-type: none">• Assess job hazards for feasibility of engineering controls• Ensure ventilation and water systems operate properly• Alter office workspaces to maintain social distancing. Examples include:<ul style="list-style-type: none">○ Configure partitions as a barrier shield○ Move electronic payment reader away from cashier in cafeteria○ Use verbal announcements, signage, and visual cues to promote social distancing○ Remove/rearrange furniture
Administrative
Management and Communications <ul style="list-style-type: none">• Monitor state and local public health communications about COVID-19• Require students who are ill to stay home• Encourage sick workers to report symptoms, stay home, and follow CDC guidance• Develop strategies to:<ul style="list-style-type: none">○ communicate with staff○ manage staff concerns• Remind staff of available support services• Communicate to partners, suppliers, other contractors on policies and practices• Encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace• Use technology to promote social distancing (e.g., telework and virtual meetings)• Cancel group events• Close/limit use of shared spaces• Consider policies that encourage flexible sick leave and alternative work schedules.• Schedule stocking during off-peak hours
Cleaning and Disinfection <ul style="list-style-type: none">• Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)• Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
Training <p>Provide employees with training on:</p> <ul style="list-style-type: none">• Symptoms, emergency warning signs and high-factors for COVID-19• Policies to reduce the spread of COVID-19

- Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, ~~the Families First Coronavirus Response Act (“FFCRA”)~~, the Charter School’s leave policies, and any other rights by contract or collective bargaining agreement.
- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.
 - General hygiene
 - Cleaning and disinfection
 - Cloth face covers
 - Social distancing
 - Use of PPE
 - Safe work practices
 - Stress management

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.