

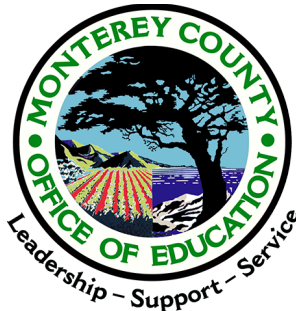
**MONTEREY COUNTY**



**HOME CHARTER SCHOOL**

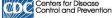



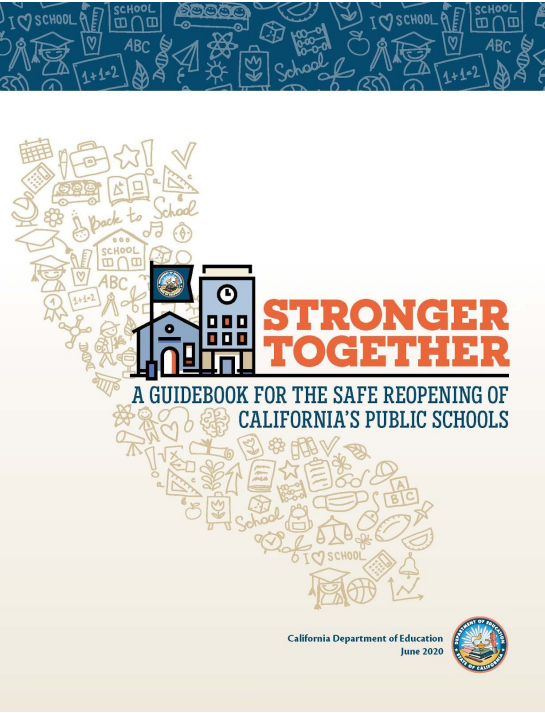
**2020-2021 School Year Plan**

*Updated July 23, 2020*



## Guidance

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

Centers for Disease Control and Prevention (CDC)	California Department of Public Health (CDPH)	California Department of Education (CDE)
<p><a href="#"><u>Considerations for Schools</u></a></p>	<p><a href="#"><u>COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs</u></a></p>	<p><a href="#"><u>Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools</u></a></p>
 <p>Centers for Disease Control and Prevention</p> <p><b>Coronavirus Disease 2019 (COVID-19)</b></p> <p><b>Considerations for Schools</b></p> <p>Updated May 19, 2020</p> <p>As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with state and local health officials to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's Guidance for U.S. Healthcare Facilities and may find it helpful to reference the Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic. These considerations are meant to supplement <b>not replace</b>—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.</p> <p><b>Guiding Principles to Keep in Mind</b></p> <p>The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:</p> <ul style="list-style-type: none"> <li>• <b>Lowest Risk:</b> Students and teachers engage in virtual-only classes, activities, and events.</li> <li>• <b>More Risk:</b> Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).</li> <li>• <b>Highest Risk:</b> Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.</li> </ul> <p>COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.</p> <p><b>Promoting Behaviors that Reduce Spread</b></p> <p>Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.</p> <ul style="list-style-type: none"> <li>• <b>Staying Home when Appropriate</b></li> <li>• Educate staff and families about when their child(ren) should stay home and when they can return to school.             <ul style="list-style-type: none"> <li>◦ Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.</li> <li>◦ Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.</li> <li>◦ Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.</li> </ul> </li> <li>• CDC's criteria can help inform when employees should return to work:             <ul style="list-style-type: none"> <li>◦ if they have been sick with COVID-19</li> <li>◦ if they have recently had close contact with a person with COVID-19</li> </ul> </li> </ul>	  <p><b>COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs</b></p> <p>Release date: <b>July 17, 2020</b></p> <p><i>All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.</i></p> 	 <p><b>STRONGER TOGETHER</b></p> <p>A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS</p> <p>California Department of Education June 2020</p>



## Considerations for K-12 Schools: Readiness and Planning Tool

Prior to schools opening, schools must perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan. The CDC provides [fillable Readiness Assessment](#) samples to assist schools with general readiness, daily/weekly readiness assessments, preparing if someone gets sick, and special considerations and resources.

**The individual/individuals responsible for the risk assessment is/are: Justin McCollum, Principal; Ernesto Vela, Assistant Superintendent.**

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.

### **Purpose**

The purpose of this plan is to be prepared to reopen the **Monterey County Home Charter School** during the COVID-19 pandemic in order to address learning loss and provide continuity of instruction for all students. The health and safety of all students and staff is a priority.

The COVID-19 pandemic and the resulting shelter-in-place have taken a toll on the social, emotional, and educational needs of students and staff. The virus will stay in circulation until a vaccine is developed, widely available and utilized. Plans developed must be flexible and able to tighten and relax restrictions as the data at the local level changes over time.

This plan describes what protocols and instructional models will be followed in order to open our school during the COVID-19 pandemic.

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

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

**Responsible for implementation and any necessary adjustment to the plan is/are: Justin McCollum, Principal; Ernesto Vela, Assistant Superintendent.**

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

## **Monterey County Home Charter School 2020-2021 SCHOOL YEAR PLAN**

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

Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.

More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.

Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

**Health and Safety**

Lowest Risk Plan	More Risk Plan	Highest Risk Plan
<p>Staff will be trained and updated on COVID risk factors and protective measures on an ongoing basis via staff meetings and other training/workshop opportunities.</p>	<p>Staff and students will be monitored for COVID symptoms in accordance with Health Department guidelines and the California Department of Public Health’s Industry Guidance for School and School Based Programs.</p> <p>Staff will continue to be trained and updated on COVID risk factors and protective measures on an ongoing basis via staff meetings and other training/workshop opportunities.</p>	<p>Staff and students will be monitored for COVID symptoms in accordance with Health Department guidelines and the California Department of Public Health’s Industry Guidance for School and School Based Programs.</p> <p>Staff will continue to be trained and updated on COVID risk factors and protective measures on an ongoing basis via staff meetings and other training/workshop opportunities.</p>

**Health Hygiene Practices**

Lowest Risk Plan	More Risk Plan	Highest Risk Plan
<p>To implement disease prevention behaviors into the culture of the school, we will continue to provide students and families with health and safety information. This information will be reviewed with students upon distribution, and then as necessary and/or when requested by the student/parent afterward. We will also post links to disease prevention resources on our website. Moreover, we will purposefully integrate disease prevention education into</p>	<p>To implement disease prevention behaviors into the culture of the school, we will continue to provide students and families with health and safety information. This information will be reviewed with students upon distribution, and then as necessary and/or when requested by the student/parent afterward. We will also post links to disease prevention resources on our website. Moreover, we will purposefully integrate disease prevention education into our curriculum and/or weekly one-on-one</p>	<p>To implement disease prevention behaviors into the culture of the school, we will continue to provide students and families with health and safety information. This information will be reviewed with students upon distribution, and then as necessary and/or when requested by the student/parent afterward. We will also post links to disease prevention resources on our website. Moreover, we will purposefully integrate disease prevention education into</p>

<p>our curriculum and/or weekly one-on-one meetings with students. As needed or in weekly one on one meetings teachers will provide refresher lessons to keep knowledge of disease prevention behaviors in the forefront. We will continue to reinforce strategies with students who are following the health and safety protocols as needed or during weekly one-on-one meetings via positive reinforcement and other instructional strategies (e.g., simulations).</p>	<p>meetings with students. Last, signage will be prevalent on campus and will be referenced by team members on a regular basis. As needed or in weekly one on one meetings teachers will provide refresher lessons to keep knowledge of disease prevention behaviors in the forefront. We will continue to reinforce strategies with students who are following the health and safety protocols as needed or during weekly one-on-one meetings via positive reinforcement and other instructional strategies (e.g., simulations).</p>	<p>our curriculum and/or weekly one-on-one meetings with students. Last, signage will be prevalent on campus and will be referenced by team members on a regular basis. As needed or in weekly one on one meetings teachers will provide refresher lessons to keep knowledge of disease prevention behaviors in the forefront. We will continue to reinforce strategies with students who are following the health and safety protocols as needed or during weekly one-on-one meetings via positive reinforcement and other instructional strategies (e.g., simulations).</p>
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**Required PPE Use**

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
<p>Under our “lowest risk plan” we will not provide PPE for students. However, PPE will be provided to staff when they work on site. PPE and other health and safety supplies and equipment will be provided as outlined in local Department of Health Guidelines and as described in the California Department of Public Health Industry Guidelines for Schools and School Based Programs.</p>	<p>PPE will be provided to staff and students for face to face interaction under all circumstances. Gloves, face coverings, ample hand washing opportunities, hand sanitizer, and physical protective barriers will be made available as necessary. Staff and students will receive instructions and support on the appropriate use of PPE communicated via in person meetings or a virtual setting as needed or on a weekly basis.</p>	<p>PPE will be provided to staff and students for face to face interaction under all circumstances. Gloves, face coverings, ample hand washing opportunities, hand sanitizer, and physical protective barriers will be made available as necessary. Staff and students will receive instructions and support on the appropriate use of PPE communicated via in person meetings or a virtual setting as needed or on a weekly basis.</p>

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

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
<p>Under our “lowest risk plan”, we will only provide cleaning supplies to staff when coming to work on site to clean and sanitize their immediate work space. All facility cleaning and sanitation will be addressed by the MCOE General Services Department in accordance with Health and Safety Guidelines as described in the California Department of Public Health Industry Guidance for Schools and School Based Programs.</p>	<p>Under our “more risk plan”, we will provide cleaning supplies to staff when coming to work on site to clean and sanitize their immediate work space. All facility cleaning and sanitation will be addressed by the MCOE General Services Department in accordance with Health and Safety Guidelines as described in the California Department of Public Health Industry Guidance for Schools and School Based Programs.</p>	<p>Under our “highest risk plan”, we will provide cleaning supplies to staff when coming to work on site to clean and sanitize their immediate work space. All facility cleaning and sanitation will be addressed by the MCOE General Services Department in accordance with Health and Safety Guidelines as described in the California Department of Public Health Industry Guidance for Schools and School Based Programs.</p>

***Required Physical Distancing***

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
<p>Under our “lowest risk plan”, the school will not need to implement protocols for physical distancing between students and teachers. Physical distancing protocols and limitations to face to face gatherings of staff will be enforced when staff are on site in accordance with health and safety guidelines. All staff meetings will take place virtually.</p>	<p>Under our “more risk plan”, the school will implement protocols for physical distancing between students and teachers and comply with the six feet physical distancing guidelines. When permitted, appropriate, and after ensuring that health and safety measures are in place, field trips may be considered. Physical distancing protocols and limitations to face to face gatherings of staff will be enforced when staff are on site in accordance with health and safety guidelines. All staff meetings will take place virtually. Staggered daily schedules and alternating</p>	<p>Under the “highest risk plan”, physical distancing would be encouraged but not required if the California Department of Public Health deems it necessary. The school may maintain some degree of physical distancing (e.g., the number of meetings held in a virtual setting will be maximized to the greatest extent possible).</p>



	shifts will be implemented in accordance to the MCOE Student Services Division Reentry Plan.	
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***Student Attendance and Health Policies***

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
As a non-classroom-based school, attendance is based upon both daily academic engagement and the amount of work produced by the student.	As a non-classroom-based school, attendance is based upon both daily academic engagement and the amount of work produced by the student. Consistent with current legislation, we will not require medical documentation for any student choosing the distance learning option.	As a non-classroom-based school, attendance is based upon both daily academic engagement and the amount of work produced by the student. We will operate in a fashion that will be in compliance with state legislation, which might include requiring medical documentation for any student requesting a distance learning option.

***Plans for Situational Awareness and Consultation with Local Health Authorities***

Monitoring and updates regarding the COVID Pandemic will be provided by the MCOE’s Superintendent’s Office (e.g., Dr. Guss, Jessica Hull), MCOE’s Assistant Superintendent of Student Services; and the MCHCS principal.
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***Procedures for Communicating Confirmed Cases***

<p><b>Suspected COVID-19 Case(s):</b></p> <p>Work with MCHCS and MCOE administrators, nurses, and other healthcare providers/professionals to identify an isolation room or area to separate anyone who exhibits COVID-19 symptoms.</p>
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Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in an 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.

**Confirmed COVID-19 Case(s):**

School administrators should notify the County of Monterey Public Health Department immediately of any positive COVID-19 case by emailing [covid-19@co.monterey.ca.us](mailto:covid-19@co.monterey.ca.us) and calling (831) 769-8700 or (831) 755-4521. 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. (Information concerning confidentiality can be found [here](#).)

Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct application](#) of disinfectants using personal protective equipment and ventilation as recommended in Section 1.C.

For elementary and other settings in which 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.

For middle/high school settings, and any settings in which 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 is someone who has been within six feet of the case for a prolonged period of time (at least 10-15 minutes) regardless of face covering use. 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 of Monterey Public Health Department via secure fax or email.

**Close contacts to confirmed COVID-19 Case(s):**

Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing, and, immediately and on day 10 of the last day of exposure to the case. They should even if they test negative, 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 of Monterey criteria to discontinue home isolation (see Table 1, Scenario 3).

**Return to Campus after Testing:**

Symptomatic individuals who test negative for COVID-19 can return 72 hours 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, allow students and staff to return to work with a medical note by a physician that provides alternative explanations for symptoms and reason for not ordering COVID-19 testing.

Symptomatic individuals who test positive for COVID-19 can return 14 days after symptom onset OR 7 days after resolution of fever and improvement in other symptoms, whichever is longer.

Asymptomatic individuals who test positive for COVID-19 can return 14 days after their positive test result.

If they test positive, close contacts to confirmed COVID-19 cases can return after completing the required isolation period described above.

If they test negative, close contacts to confirmed COVID-19 cases 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.

**Instructional Model/Models**

Lowest Risk Plan	More Risk Plan	Highest Risk Plan
<p>Our “lowest risk plan” would be to offer a distance learning program only. This model includes a distance learning program for all grade levels: Weekly one-on-one meetings with teachers and supplemental instruction and/or support would be provided via a virtual setting (e.g., Zoom); instruction and/or support will be offered in both synchronous</p>	<p>Our “more risk plan” is a blended model including a distance learning program with the option for in-person instructional support. This model includes a distance learning program for all grade levels with an option for students to receive instruction/support in person: Weekly one-on-one meetings with teachers and supplemental instruction and/or support</p>	<p>Our “highest risk plan” would be a return to normal operations, with students returning to campus in a manner similar to how they were served prior to the COVID-19 pandemic; this being noted, it is likely that a distance learning option would still be extended to students with health conditions, and possibly also to students who maintained strong</p>

<p>and asynchronous settings. This program will be structured in a manner that meets (high school) or exceeds (elementary and middle school) the California Department of Education’s annual minimum instructional minutes. Daily engagement (in synchronous, asynchronous, and in-person learning) will be recorded as required on “MCHCS Contemporaneous Attendance Logs.” When students are not appropriately engaged in their academic program for more than 20% (which is more rigorous than the state legislation of 60%) of the instructional week, the MCHCS Progressive Discipline Policy requires MCHCS to communicate teacher and/or administrative concerns with parents/guardians. In addition to weekly meetings with homeschool parents, parents are regularly contacted via phone calls and/or text messages and/or emails and/or virtual meeting platforms (e.g., Zoom); moreover, the ParentSquare communication application will be used in 2020-21 (in conjunction with Aeries) to enhance student/parent communication. Assessments will be administered to all students and individual learning plans will be developed for all students per each student’s unique needs, skills, interests, and goals; these plans will facilitate teachers’ ability to provide targeted</p>	<p>would be provided via a virtual setting (e.g., Zoom); instruction and/or support will be offered in both synchronous and asynchronous settings. This program will be structured in a manner that meets (high school) or exceeds (elementary and middle school) the California Department of Education’s annual minimum instructional minutes. Daily engagement (in synchronous, asynchronous, and in-person learning) will be recorded as required on “MCHCS Contemporaneous Attendance Logs.” When students are not appropriately engaged in their academic program for more than 20% (which is more rigorous than the state legislation of 60%) of the instructional week, the MCHCS Progressive Discipline Policy requires MCHCS to communicate teacher and/or administrative concerns with parents/guardians. In addition to weekly meetings with homeschool parents, parents are regularly contacted via phone calls and/or text messages and/or emails and/or virtual meeting platforms (e.g., Zoom); moreover, the ParentSquare communication application will be used in 2020-21 (in conjunction with Aeries) to enhance student/parent communication. Assessments will be administered to all students and individual learning plans will be developed for all students per each student’s unique needs, skills, interests, and goals; these plans will facilitate teachers’ ability to provide targeted</p>	<p>performance and/or displayed significant academic growth in the “more risk plan’s” blended distance learning program. In this model, students who are not permitted to continue with the blended distance learning option will resume regular in-person, campus-based instruction/ support. This program will be structured in a manner that meets (high school) or exceeds (elementary and middle school) the California Department of Education’s annual minimum instructional minutes. Daily engagement (in synchronous, asynchronous, and in-person learning) will be recorded as required on “MCHCS Contemporaneous Attendance Logs.” When students are not appropriately engaged in their academic program for more than 20% (which is more rigorous than the state legislation of 60%) of the instructional week, the MCHCS Progressive Discipline Policy requires MCHCS to communicate teacher and/or administrative concerns with parents/guardians. In addition to weekly meetings with homeschool parents, parents are regularly contacted via phone calls and/or text messages and/or emails and/or virtual meeting platforms (e.g., Zoom); moreover, the ParentSquare communication application will be used in 2020-21 (in conjunction with Aeries) to enhance student/parent</p>
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<p>intervention to students as needed. Supplemental services to migrant, foster, and Mc-Kinney-Vento student populations will receive the same support/resources as they did prior to the pandemic (see examples below).</p> <ol style="list-style-type: none"> <li>1. All subgroups will receive priority registration for all academic support opportunities and school events</li> <li>2. All subgroups will receive priority access to instructional/academic/support resources</li> <li>3. EL students will receive instructional support via EL Support Workshops and the EL Program Manager, as outlined in the MCHCS Charter Petition.</li> <li>4. Foster, McKinney-Vento (i.e., homeless), and socioeconomically-disadvantaged students will be provided with support by the Foster/Homeless Program Manager, receive enrollment priority, and be issued bus passes if necessary.</li> <li>5. Special Education students will continue to receive support by the Special Education Program Manager in addition to the support(s) outlined in their IEPs.</li> </ol>	<p>intervention to students as needed. Supplemental services to migrant, foster, and Mc-Kinney-Vento student populations will receive the same support/resources as they did prior to the pandemic (see examples below).</p> <ol style="list-style-type: none"> <li>1. All subgroups will receive priority registration for all academic support opportunities and school events</li> <li>2. All subgroups will receive priority access to instructional/academic/support resources</li> <li>3. EL students will receive instructional support via EL Support Workshops and the EL Program Manager, as outlined in the MCHCS Charter Petition.</li> <li>4. Foster, McKinney-Vento (i.e., homeless), and socioeconomically-disadvantaged students will be provided with support by the Foster/Homeless Program Manager, receive enrollment priority, and be issued bus passes if necessary.</li> <li>5. Special Education students will continue to receive support by the Special Education Program Manager in addition to the support(s) outlined in their IEPs.</li> </ol> <p>MCHCS will continue its partnerships with Monterey County Behavioral Health and</p>	<p>communication. Assessments will be administered to all students and individual learning plans will be developed for all students per each student’s unique needs, skills, interests, and goals; these plans will facilitate teachers’ ability to provide targeted intervention to students as needed. Supplemental services to migrant, foster, and Mc-Kinney-Vento student populations will receive the same support/resources as they did prior to the pandemic (see examples below).</p> <ol style="list-style-type: none"> <li>1. All subgroups will receive priority registration for all academic support opportunities and school events</li> <li>2. All subgroups will receive priority access to instructional/academic/support resources</li> <li>3. EL students will receive instructional support via EL Support Workshops and the EL Program Manager, as outlined in the MCHCS Charter Petition.</li> <li>4. Foster, McKinney-Vento (i.e., homeless), and socioeconomically-disadvantaged students will be provided with support by the Foster/Homeless Program Manager, receive enrollment priority, and be issued bus passes if necessary.</li> </ol>
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<p>MCHCS will continue its partnerships with Monterey County Behavioral Health and Harmony at Home (i.e., via its Sticks and Stones therapy program), and will continue to coordinate services with MCOE’s fellow Student Service Division programs (Migrant, Foster, and Homeless Departments) for students when necessary/appropriate.</p>	<p>Harmony at Home (i.e., via its Sticks and Stones therapy program), and will continue to coordinate services with MCOE’s fellow Student Service Division programs (Migrant, Foster, and Homeless Departments) for students when necessary/appropriate.</p>	<p>5. Special Education students will continue to receive support by the Special Education Program Manager in addition to the support(s) outlined in their IEPs.</p> <p>MCHCS will continue its partnerships with Monterey County Behavioral Health and Harmony at Home (i.e., via its Sticks and Stones therapy program), and will continue to coordinate services with MCOE’s fellow Student Service Division programs (Migrant, Foster, and Homeless Departments) for students when necessary/appropriate.</p>
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***Technology and Infrastructure***

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
<p>MCHCS will continue to work with service providers to ensure that all students have internet access. (Hotspots will be acquired and provided to students if necessary.) MCOE’s Technology and Operations Department has implemented controls and restrictions on MCHCS devices and has the capacity to monitor all MCHCS devices. In addition, a new “Technology User Agreement” has been developed; every student will be required to agree to its terms before being permitted to utilize/access MCHCS devices.</p>	<p>MCOE’s current network and bandwidth capabilities are adequate for our hybrid distance learning needs. MCHCS will continue to work with service providers to ensure that all students have internet access. (Hotspots will be acquired and provided to students if necessary.) MCOE’s Technology and Operations Department has implemented controls and restrictions on MCHCS devices and has the capacity to monitor all MCHCS devices. In addition, a new “Technology User Agreement” has been developed; every student will be required to agree to its terms before being permitted to utilize/access</p>	<p>MCOE’s current network and bandwidth capabilities are adequate for our hybrid distance learning and/or our “regular” on-campus learning needs. MCHCS will continue to work with service providers to ensure that all students have internet access. (Hotspots will be acquired and provided to students if necessary.) MCOE’s Technology and Operations Department has implemented controls and restrictions on MCHCS devices and has the capacity to monitor all MCHCS devices. In addition, a new “Technology User Agreement” has been</p>

	MCHCS devices.	developed; every student will be required to agree to its terms before being permitted to utilize/access MCHCS devices.
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***Professional Development***

<b>Lowest Risk Plan</b>	<b>More Risk Plan</b>	<b>Highest Risk Plan</b>
<p>MCHCS is conducting student, parent, and staff surveys to assess needs. More surveys will be conducted on an as-needed/on-going basis. MCHCS will implement the regular administration of “pulse” surveys to ensure awareness of student and teacher needs; student growth will be measured by teachers on a weekly basis via both formative and summative assessments; schoolwide summative/benchmark assessments (both normative and standards-based) are also administered regularly. Staff members will receive various supports and opportunities for development, including, but not limited to: Professional development opportunities provided by high quality organizations, such as MCOE’s Educational Services Department; teachers are encouraged to identify conferences/workshops/etc. that will benefit them in their annual areas of focus and/or in any areas of interest/need that arise during the school year. Moreover, we will monitor and support student and teacher growth in</p>	<p>MCHCS is conducting student, parent, and staff surveys to assess needs. More surveys will be conducted on an as-needed/on-going basis. MCHCS will implement the regular administration of “pulse” surveys to ensure awareness of student and teacher needs; student growth will be measured by teachers on a weekly basis via both formative and summative assessments; schoolwide summative/benchmark assessments (both normative and standards-based) are also administered regularly. Staff members will receive various supports and opportunities for development, including, but not limited to: Professional development opportunities provided by high quality organizations, such as MCOE’s Educational Services Department; teachers are encouraged to identify conferences/workshops/etc. that will benefit them in their annual areas of focus and/or in any areas of interest/need that arise during the school year. Moreover, we will monitor and support student and teacher growth in regards to using digital tools and online platforms effectively. The goal for 2020-21</p>	<p>MCHCS is conducting student, parent, and staff surveys to assess needs. More surveys will be conducted on an as-needed/on-going basis. MCHCS will implement the regular administration of “pulse” surveys to ensure awareness of student and teacher needs; student growth will be measured by teachers on a weekly basis via both formative and summative assessments; schoolwide summative/benchmark assessments (both normative and standards-based) are also administered regularly. Staff members will receive various supports and opportunities for development, including, but not limited to: Professional development opportunities provided by high quality organizations, such as MCOE’s Educational Services Department; teachers are encouraged to identify conferences/workshops/etc. that will benefit them in their annual areas of focus and/or in any areas of interest/need that arise during the school year. Moreover, we will monitor and support student and teacher growth in</p>

<p>regards to using digital tools and online platforms effectively. The goal for 2020-21 will be to provide at least 1 hour to teachers for PLC time every other week. We may need to provide access to professional development on how to implement Multi-Tiered Systems of Support within each instructional delivery model as determined via a staff poll. In 2020-21, MCHCS teachers will be able to request coaching support from MCHCS lead teachers (ELT), the MCHCS Special Education Program Manager, the MCHCS EL Program Manager, and the school's principal.</p>	<p>will be to provide at least 1 hour to teachers for PLC time every other week. We may need to provide access to professional development on how to implement Multi-Tiered Systems of Support within each instructional delivery model as determined via a staff poll. In 2020-21, MCHCS teachers will be able to request coaching support from MCHCS lead teachers (ELT), the MCHCS Special Education Program Manager, the MCHCS EL Program Manager, and the school's principal.</p>	<p>regards to using digital tools and online platforms effectively. The goal for 2020-21 will be to provide at least 1 hour to teachers for PLC time every other week. We may need to provide access to professional development on how to implement Multi-Tiered Systems of Support within each instructional delivery model as determined via a staff poll. In 2020-21, MCHCS teachers will be able to request coaching support from MCHCS lead teachers (ELT), the MCHCS Special Education Program Manager, the MCHCS EL Program Manager, and the school's principal.</p>
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***Family Engagement and Support***

We will engage families through regular administration of surveys (Google Forms, ParentSquare, pulse surveys, etc.). The communication channels we have in place to share information about our plan, changes, and to receive feedback include: ParentSquare (email, phone calls, text); the MCHCS website; letters/information packets mailed home; and frequent parent meetings (homeschool parents/mentors are in communication with teachers on a weekly basis at a minimum).

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

Students have access to 1:1 interaction with adults a minimum of once per week (this is an integral component of the MCHCS educational program). We have a system for reaching out to students to identify and assess needs through processes including, but not limited to: weekly meetings; quarterly assessments; quarterly individual learning plans; and the development and monitoring of individual intervention plans. We have a system for checking in with parents on a regular basis to offer support and resources (e.g., weekly meetings, ParentSquare). Staff will receive additional support and development on trauma informed practices to ensure that we understand trauma, stress, and the importance of cultural competency. We connect families to crisis supports such as food pantries, rent/mortgage/utility assistance,



unemployment benefits, etc. We will engage families that are not participating in distance learning activities outside of the physical classroom via communication on ParentSquare; phone calls to student/parent by administrator or designee; and home visits. We will build on Social and Emotional Learning (SEL) experiences to help students transition in and out of different distance learning models by dedicating a PLC team to enhancing both SEL awareness and support available to students. MCHCS has partnered with Monterey County Behavioral Health and Harmony at Home to ensure that students have access to professional mental health services when needed.

### ***Mental Health Supports***

MCHCS will continue to provide mental health supports to students who currently receive mental health services via an online/virtual setting. We have a process for triaging and referring students more at risk for having experienced trauma as a result of COVID-19 (those students with preexisting MH conditions and those that were directly impacted by the pandemic) include the following steps: 1. Teachers/office team members who learn of (or suspect) a student's need for mental health support will refer students to the principal. 2. The principal will work with service providers to ensure that the student receives such support as quickly as possible. 3. Follow-up support will be provided by the principal or teacher if necessary.

### ***Communications***

Monterey County Office of Education (MCOE) is working closely with the Monterey County Health Department on guidance for students, parents, and staff to prepare for and prevent the spread of COVID-19. Additionally, MCOE is working with school districts, charter schools, and private schools to provide support for educators and students regarding distance learning and social-emotional supports. Looking ahead, MCOE seeks to help all schools and communities plan for a smooth transition back to in-classroom learning. This outlines MCOE's core communication goals during this time, all intended to foster community health and support for schools. Find the communications plan at this link: [MCOE COVID-19 Communications Plan](#).

## **PERSONNEL**

### ***General Personnel***

MCHCS has acted proactively to prepare employees to return to work. Stakeholder surveys and meetings have been implemented to ensure that concerns and questions are addressed. Under the "lowest" and "more" risk plans it may be necessary to modify schedules/work settings for staff as well as consider any staffing changes to support operational changes (may be negotiable). Staff will be engaged through virtual group and individual meetings to continue to support and meet their needs. All evaluation timelines will be adhered to as scheduled. Emotional health supports will be procured for staff as needed through the collaboration with local health and wellness providers. Substitutes

will be surveyed for availability and appropriate training will be provided for them regarding the health and safety protocols as well as the instructional plan. On-going communication will be established with all stakeholders as well as making this plan available to them.

### ***Staff Attendance and Health Policies***

Staff members are expected to work the entirety of their workdays; if staff members are not working on-site, then they are expected to work remotely (e.g., from home). The system for updating all internal and external stakeholders includes: emails; phone calls; website updates; letters/documents mailed to families/ stakeholders/vendors/etc.; ParentSquare; MCHCS CAB meetings; Board reports. Under the “lowest” and “more” risk plans, volunteers or contracted providers will not be allowed on campus. MCHCS will adhere to MCOE staff attendance and health policies as described in Bargaining Unit Contracts, board policies, administrative regulations and health and safety guidelines.

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

***This plan was approved by our local board on July 29, 2020***

## ***Appendix of Resources***

[AFT: A Plan to Safely Re Open](#)

[American Academy of Pediatrics: Covid 19 Planning Considerations](#)

[Bellwether: Covid-19 Strategic Planning Toolkit](#)

[CDC Considerations for Schools](#)

[Considerations for K-12 Schools: Readiness and Planning Tool](#)

[CDC Get Your School Ready for Pandemic Flu](#)

[CDE Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

[COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs](#)

[COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#)

[Getting Smart: How to Re Open Schools](#)

[Hanover Research: Learning Loss Discovery Guide](#)

[Hanover Research: Strategies for Maintaining Student Engagement During Remote Learning](#)

[John Hopkins Center for Health Security: A Plan for a Phased Reopening Guided by Public Health Principles](#)

[McKinsey & Company: Coronavirus COVID 19: Considerations for Reopening Schools](#)

[NPR: What it Might Look Like to Safety Reopen Schools](#)

[PACE Policy Brief: What Does Research Say About Staggered School Calendars?](#)

[Schools for Health: Risk Reduction Strategies for Reopening Schools](#)

[WHO: Considerations for school-related public health measures in the context of COVID-19](#)

[Unicef Framework for Reopening Schools](#)