

THE



LAGUNA BEACH UNIFIED SCHOOL DISTRICT

2020-2021 PLAYBOOK

A guide to the phased return to school campuses

September 25, 2020

A MESSAGE FROM DR. VILORIA, SUPERINTENDENT

Dear Laguna Beach USD parents and families,

I would like to express my gratitude for the strength, resilience, and character that our school community has demonstrated throughout one of the most challenging years we have faced in education in recent history. One of the greatest challenges we have faced is preparing for the unknown in a very dynamic situation. Our LBUSD staff spent countless hours during the summer pouring over guidance and considering the diverse needs of our student population to develop learning models that will most equitably provide the highest quality learning.

These past few months have undoubtedly presented numerous challenges for your family, including the logistics of your child's schooling and concerns for their social-emotional health. LBUSD remains committed to addressing questions and concerns about the new school year, and how we will continue providing a high-quality, robust education for your child in a safe and healthy learning environment.

The LBUSD Board of Education approved two pathways for our students to choose from for the 2020-21 school year: the first option is a 100 percent online virtual academy pathway and the second option is a pathway with hybrid learning models designed for seamless implementation of Phase II when campuses open with modifications. The hybrid model will provide a combination of in-person and remote instruction, and create smaller class sizes to accommodate the physical distancing requirements. Both pathways are explained in detail in the pages of this playbook.

As always, the health and safety of LBUSD students and staff is our first priority, and we will continue aligning our safety and health protocols with state public health recommendations. We appreciate the trust you have placed in LBUSD to provide your child with an excellent academic experience, and we thank you for your support of our schools.



With gratitude,

A handwritten signature in cursive script that reads "Jason Viloria". The ink is dark and the signature is fluid.

Dr. Jason Viloria
Superintendent of Schools

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LBUSD VALUES & GUIDING PRINCIPLES

VALUES



EVERY STUDENT, EVERY DAY



- All students benefit from on campus learning, but some students are more successful than other students working independently in an online educational setting.
- All students want to feel safe. Students should be on campus as much as possible and must adhere to health and safety guidance from CDPH and OCHCA.
- A modified school schedule could create challenges for students and families, so connecting to local supports is important.



RELATIONSHIPS MATTER



- All students benefit from social interaction with their peers and teachers. The social-emotional impact of the pandemic and changing school structure cannot be overlooked.
- All students benefit from mental health and social emotional support and an awareness and understanding of cultural diversity.
- All students want to feel a sense of “returning to normal.”
- All students want to feel connected to their school. Developing school and class learning communities will be especially important next fall, whether in-person or virtual.



CONTINUOUS IMPROVEMENT



- All students benefit from ongoing, timely communication with their teachers and schools.
- All students deserve a rigorous and engaging education that meets their unique learning needs in both an “on campus” and online format.
- Students must receive improved teaching and learning during distance learning, including direct instruction and assessment of their learning.
- **The structure created must be able to shift fully online should state or local orders require it and/or an individual is diagnosed with COVID-19.**

GUIDING PRINCIPLES

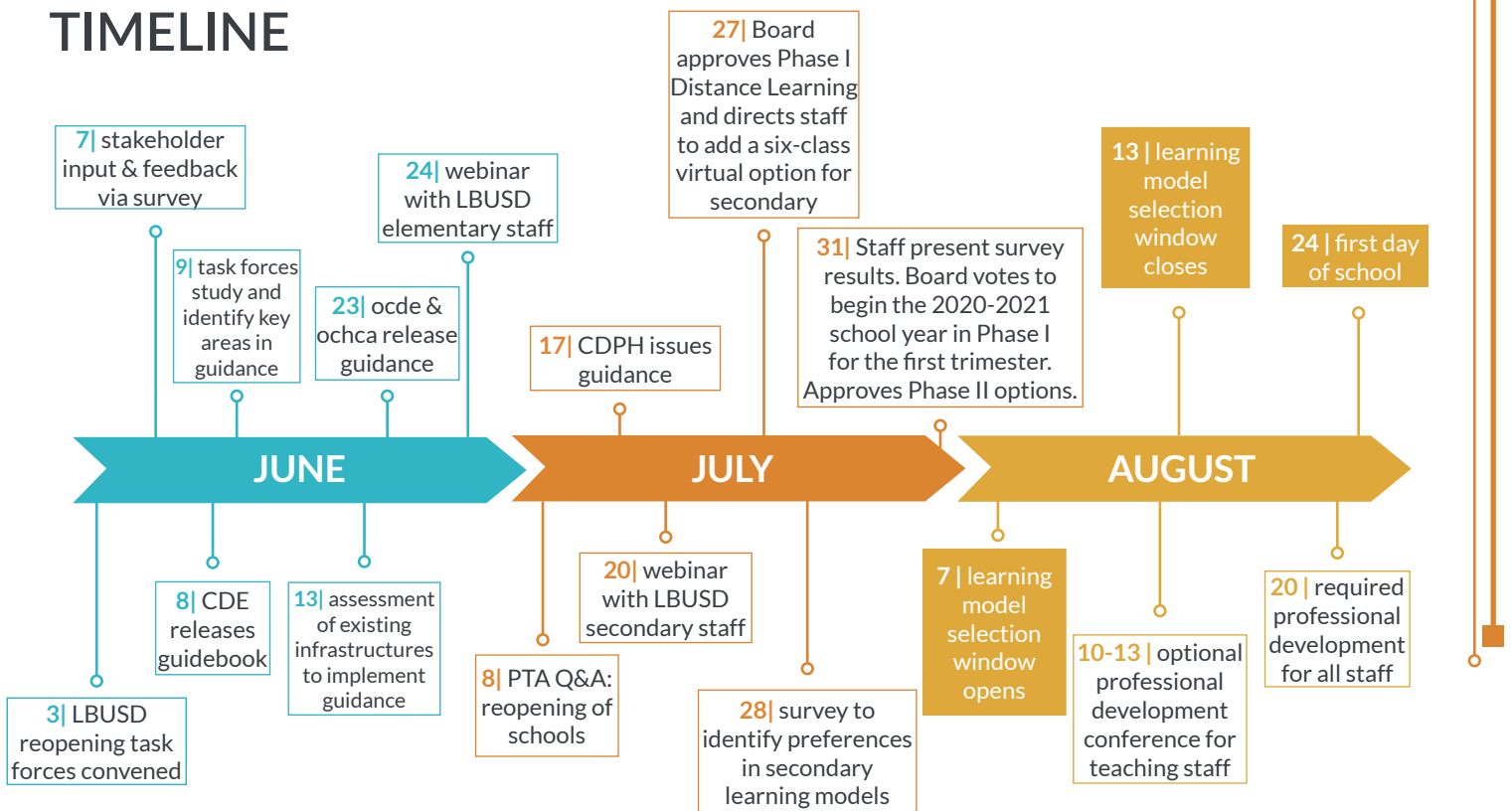
STATE & LOCAL GUIDELINES

In planning for the 2020-2021 school year, LBUSD follows guidance and directives from state and local health officials, including:

- California Department of Public Health (CDPH)¹
 - [COVID-19 Industry Guidance: Schools and School-Based Programs](#)
- California Department of Education (CDE)
 - [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)
- Orange County Health Care Agency (OCHCA)
- Orange County Department of Education (OCDE)
 - [Orange County Together: A guide to safely reopening schools in the COVID-19 era](#)

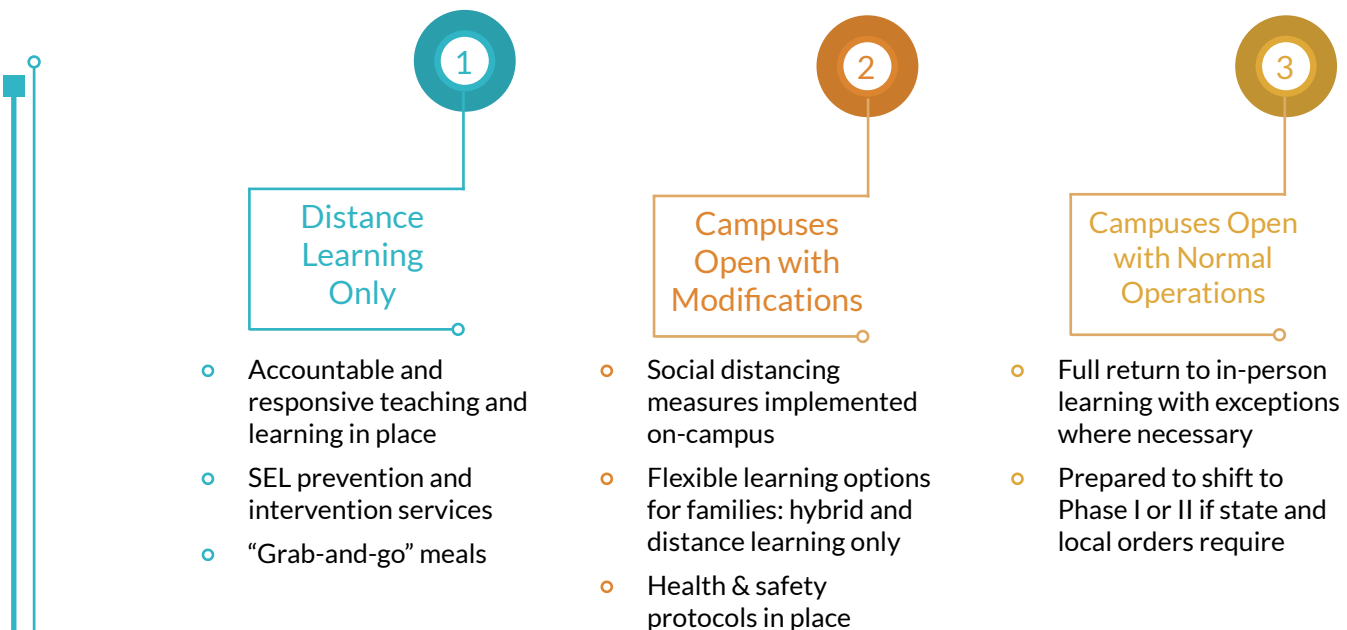
¹ As of July 17, 2020, all schools in counties on the state monitoring list must implement distance learning. According to criteria set forth by the CDPH, schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has NOT been on the county monitoring list within the prior 14 days.

TIMELINE



LBUSD'S PHASED RESPONSE TO CA GUIDELINES

LBUSD developed a 3-phase health emergency response aligned with guidance and directives from state and local health officials. Given the unpredictability of COVID-19 conditions, the primary objective of a phased response was to develop a system for safely reopening schools *and keeping them open*. In order to achieve this, CDC, CDPH, and OCHCA guidance emphasized the use of cohorts¹ to allow for contact tracing should an individual be diagnosed with COVID-19 during Phase II.

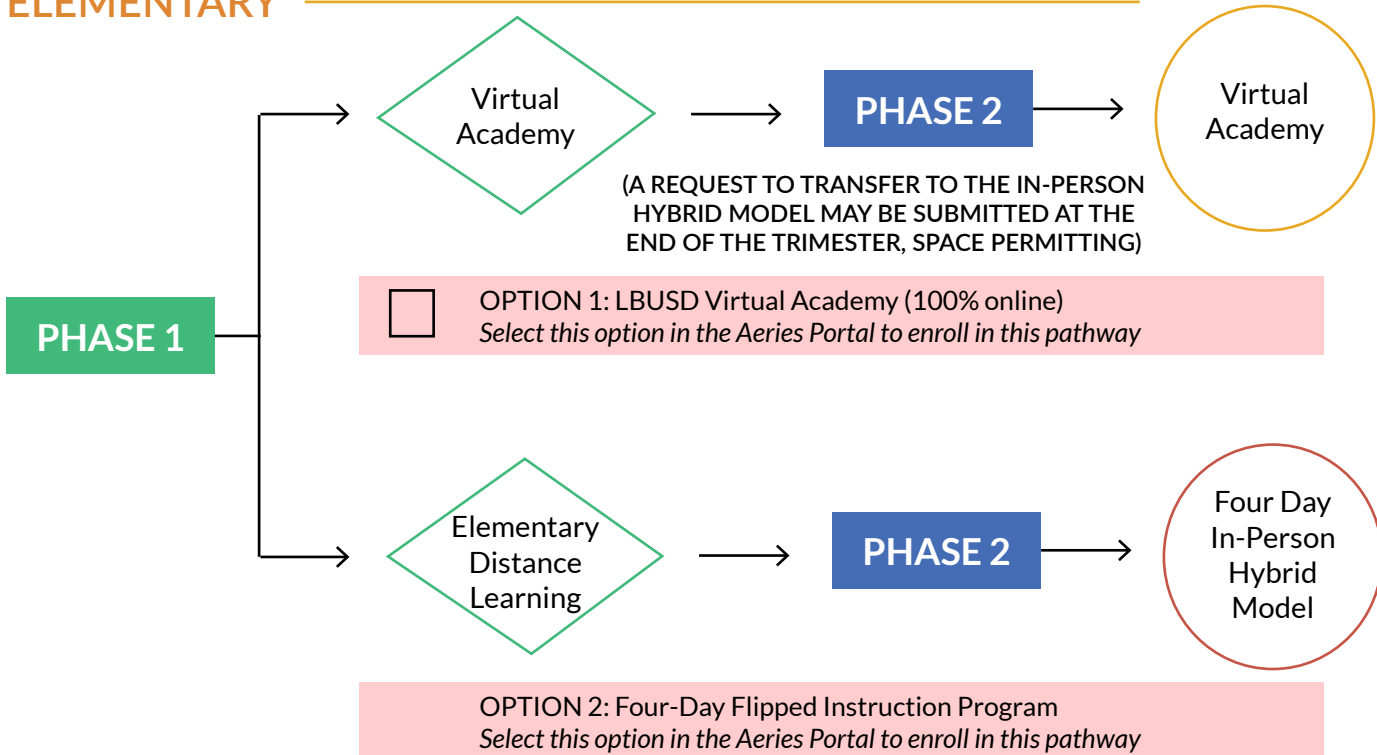


¹ According to the CDPH, a cohort is a stable group with fixed membership that stays together for all courses and activities (e.g. lunch, recess, etc.) and avoids contact with other persons or cohorts.

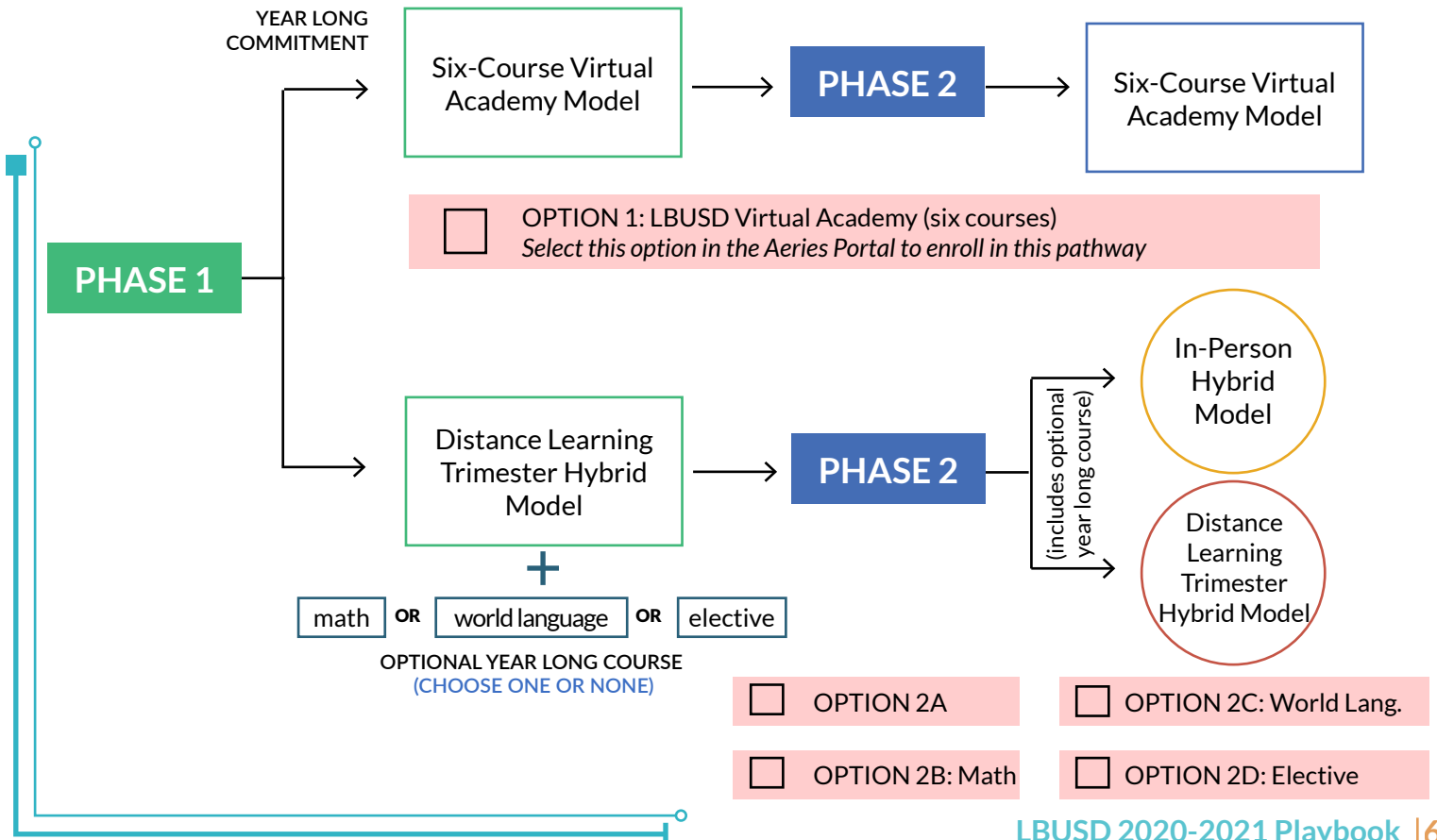
DECISION FLOWCHART FOR FAMILIES

In the pages to follow, you will be presented with academic learning models for both Phase I and Phase II. The flowchart below is intended to serve as a decision guide as you read through the different models. A multi-tiered system of supports is incorporated into each model to ensure that the District provides targeted support for every student, every day.

ELEMENTARY



SECONDARY



PHASE I: DISTANCE LEARNING ONLY

LBUSD will continue to provide District-issued technology, technology support, and portable wireless technology for any student participating in distance learning. Based on the feedback received from parents and teachers regarding the implementation of emergency distance learning in the spring, staff have developed school schedule options that provide:

- a consistent and predictable schedule,
- increased live instruction,
- and a common platform used by teachers to communicate assignments and instruction.

Please note, teachers will carefully choose the essential learning outcomes¹ and standards they will prioritize to tailor the curriculum to meet those standards.

ELEMENTARY: GRADES TK-5

In Phase I at the elementary level, families will select between two options; the learning model in Phase II will be determined by the selection made in Phase I. Daily live instruction by teachers and support staff is included in the daily schedule. All teachers will be trained in **Google Classroom** and will use the platform as a common location for assignments, tasks, and communication. A general elementary schedule would provide:

- State mandated instructional minute requirements for each grade level
- **Synchronous instruction**: an approach where the teacher or staff member is online at the same time; the teacher provides learning activities and resources during the set class time
- **Asynchronous instruction**: an approach where students and teachers are not online at the same time; the teacher provides learning tasks and resources in the learning management system (Google Classroom) for the students to complete during a specified block of time
- **Encore classes**: classes in non-core areas such as World Languages, Computer Science, Visual and Performing Arts, etc.
- **Core classes** are English language arts, math, science, and social studies

KEY DIFFERENCES BETWEEN DISTANCE LEARNING & VIRTUAL ACADEMY

- The “Virtual Academy” is 100% online. If the District is permitted to reopen school campuses, families will remain in distance learning unless a request is submitted to transition to in-person learning toward the end of the trimester. Approval of requests will be determined by available space and staffing in the program.
- The “Elementary Distance Learning” model is designed to allow for a seamless transition to in-person learning when conditions allow.
- The “Virtual Academy” schedule will remain the same in Phases I and II.
- Students enrolled in the “Virtual Academy” will receive live instruction in groups of 10-15 students as opposed to the “Elementary Distance Learning” model where students will receive daily live instruction with 20-30 students, one teacher, and additional support staff.

1 Essential Learning Outcomes (ELOs), at each grade level, represent the top priorities in students’ learning. In other words, these indicators become the guaranteed and viable curriculum that gives students access to the same essential learning regardless of the building site or classroom assignment.

PHASE I: DISTANCE LEARNING ONLY

Elementary: Grades TK-5

OPTION 1

ELEMENTARY VIRTUAL ACADEMY*

*remains the same in Phase II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A Synchronous 8:30 a.m.-10 a.m.	Students are assigned to a 90-minute live online learning with a teacher and up to half of a class of students for daily direct instruction, small group support, and individual goal-setting. Teachers support and facilitate learning primarily through an online curriculum program.				
Group A Asynchronous/ Additional Support 10 a.m. -11 a.m.	Scheduled time for additional intervention, special education services, and individual conferences.				
Group B Asynchronous/ Additional Support 8:30 a.m. - 11 a.m.	When not participating in the 90-minute live online instruction block, students work independently on their core academic classes using an online program that is personalized and differentiated for each student.				
11 a.m. - 11:30 a.m.	Lunch				
Group B Synchronous 11:30 a.m. - 1 p.m.	Students are assigned to a 90-minute live online learning with a teacher and up to half of a class of students for daily direct instruction, small group support, and individual goal-setting. Teachers support and facilitate learning primarily through an online curriculum program.				
Group B Asynchronous/ Additional Support 1p.m. - 2 p.m	Scheduled time for additional intervention, special education services, and individual conferences.				
Group A Asynchronous/ Additional Support 11:30 a.m. - 2 p.m	When not participating in the 90-minute live online instruction block, students work independently on their core academic classes using an online program that is personalized and differentiated for each student.				

PHASE I: DISTANCE LEARNING ONLY

Elementary: Grades TK-5

OPTION 2

ELEMENTARY DISTANCE LEARNING*

*transitions to Four-Day In-Person Hybrid Model in Phase II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Synchronous Learning 8:30 a.m.-11:30 a.m.	Students participate in daily scheduled live online learning with their teacher for core subjects. Students work with their teacher, an encore teacher, or an instructional assistant in whole group, small group, and/or individually.				
11:30 a.m. - 12:15 p.m.	Lunch				
Grades K-3 12:15 p.m. -1:45 p.m.	<ul style="list-style-type: none">Scheduled small group instruction / individual conferences for language arts or math supportSpecial Education, Speech, RSP, OT, APE services				Asynchronous Learning
Grades 4-5 12:15 p.m. -1:45 p.m. <i>Two blocks</i> 12:15p.m. -1 p.m. 1p.m. -1:45 p.m.	<ul style="list-style-type: none">Science, Coding, Spanish, or Music (45-minutes)Scheduled small group instruction and individual conferences for language arts or math support (when not in Encore classes)				
Grades K-5 1:45 p.m. - 2:30 p.m	Optional Encore Classes: Technology, Science, Music, Art, PE, SEL, or Library				

NOTES:

[Refer to the FAQ for commonly asked questions about the program options, health and safety precautions, and other reopening topics.](#)

PHASE I: DISTANCE LEARNING ONLY

SECONDARY: GRADES 6-12

In Phase I at the secondary level, families will select between two pathways; the learning model in Phase II will be determined by the selection made in Phase I.

The first pathway is a **Six-Course Virtual Academy Model** that will be delivered 100% online to provide continuity for families/students who would prefer to take six year long courses in lieu of a trimester model. While a six-course model works logistically for distance learning, the model does not allow for the successful cohorting of students with more than two courses at a time for in-person learning (health and safety protocols set forth by the CDPH). Therefore, this requires a yearlong commitment to this distance learning model.

The second pathway/option is a **Trimester Hybrid Model** designed to allow seamless implementation of Phase II with in-person learning two days a week **using a cohort structure**. Cohorting is critical to Phase II and has been a part of all the guidance provided to school districts from the CDC, CDPH, and OCHCA. Cohorting allows school districts to effectively contact trace and exclude only those students and staff members who may have come in contact with someone who has been diagnosed with COVID-19. LBUSD staff examined studies from all over the world and found that their success in reopening and staying open safely was through cohorting. Please note, teachers do not intend to deliver a year's worth of curriculum in 12-weeks and will carefully choose the essential learning outcomes¹ and standards they will prioritize to tailor the curriculum to meet those standards.

All teachers will be trained in **Canvas**, the District's new learning management system, which will provide a common platform for course assignments, materials, and announcements.

KEY DIFFERENCES BETWEEN THE VIRTUAL ACADEMY & TRIMESTER HYBRID MODEL

- In the Virtual Academy Model, students will take 6 yearlong courses at the same time.
- In the Trimester Hybrid Model, students will take 2 courses at a time (6 over the course of the year).
- The Virtual Academy is a yearlong commitment and the schedule will remain the same in Phases I and II.
- Students enrolled in the Trimester Hybrid Model will have the option to continue in distance learning or transition to an in-person hybrid schedule in Phase II.
- Students enrolled in the Trimester Hybrid Model will have the option to take one yearlong course (math, world language, or an elective) in addition to the 2 classes they will take during each trimester.

¹ Essential Learning Outcomes (ELOs), at each grade level, represent the top priorities in students' learning. In other words, these indicators become the guaranteed and viable curriculum that gives students access to the same essential learning regardless of the building site or classroom assignment.

PHASE I: DISTANCE LEARNING ONLY

Secondary: Grades 6-12

OPTION 1

SIX-COURSE VIRTUAL ACADEMY

(remains the same in Phase II)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 a.m. - 9 a.m.	Additional Support with Content Teacher (Optional for Students)				
9 a.m. - 10 a.m.	Group Session Live Session with Assigned Teacher and students				
10 a.m. - 11: 30 a.m.	Courses 1 & 2 Asynchronous Distance Learning			Individual Teacher Appointment* Courses 1 & 2 Asynchronous Distance Learning	Courses 1 & 2 Asynchronous Distance Learning
11:30 a.m. - 12 p.m.	Lunch				
12 p.m. - 1:30 p.m.	Individual Teacher Appointment* Courses 3 & 4 Asynchronous Distance Learning	Courses 3 & 4 Asynchronous Distance Learning			
1:30 p.m. - 2 p.m.	Break				
2 p.m. - 3:30 p.m.	Courses 5 & 6 Asynchronous Distance Learning				

* Each student will have an individual appointment with their assigned teacher at least twice per week, which will be scheduled on two different days. Time slots will vary.

PHASE I: DISTANCE LEARNING ONLY

Secondary: Grades 6-12

OPTION 2

TRIMESTER HYBRID MODEL*

*transitions to a Two-Day In-Person Hybrid Model in Phase II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 a.m. - 9 a.m.	Additional Support (Student Optional)				
9 a.m. - 11 a.m.	Course 1 Synchronous Distance Learning				
11 a.m. - 11:30 a.m.	Break				
11:30 a.m. - 1:30 p.m.	Course 2 Synchronous Distance Learning				
1:30 p.m. - 2 p.m.	Break				
2 p.m. - 3 p.m.	Course 3 (optional) Yearlong Courses - <u>Students May Select ONE</u> <ul style="list-style-type: none">• Elective• Directed Studies• Math• World Language				Asynchronous distance learning and Independent Practice (HW)
After school/ evenings	Asynchronous distance learning and Independent Practice (HW)				

NOTES:

[Refer to the FAQ for commonly asked questions about the program options, health and safety precautions, and other reopening topics.](#)

PHASE I: DISTANCE LEARNING ONLY

SPECIAL EDUCATION

Students eligible for special education or Section 504 of the Rehabilitation Act with an active plan will continue to be provided services and accommodations/modifications detailed in their IEP/504 plan. Daily live instruction by special education teachers and instructional assistants will be provided.

- Additional services at all levels, including but **not** limited to, **speech and language**, **occupational therapy**, **adapted physical education**, **physical therapy**, and **behavior supervision** will continue to be provided in accordance with each student's IEP in a virtual format.
- IEP meetings will occur virtually per the IEP due date to include annual and triennial review meetings; the Assessment Center will remain open so that legal timelines can be met moving forward.

ELEMENTARY (TK-5)	SECONDARY (6-12)
Specialized Academic Instruction during asynchronous instructional blocks in an effort to minimize disruption when meeting with general education teacher.	Students whose IEP's recommend Basic and/or Modified courses will be placed in courses that offer the recommended curriculum with daily virtual contact with their special education teachers for those courses.
Students served in self-contained classrooms ³ will receive their core instruction via their assigned teacher and will have opportunities for virtual integration during pre-planned periods of times.	Students who require a Directed Studies course will be enrolled in a third course earning elective credit. A special education teacher and/or instructional assistant will be meeting with each student daily during a predetermined scheduled time to reteach or support assignment completion.
Instructional assistant support may be provided to those students who require additional monitoring.	Instructional assistants will be used to push into various general education classes to provide an additional layer of support to students with disabilities.
	Students who are enrolled in courses that are Modified will be assigned one special education teacher who will deliver instruction in the following content areas to include ELA, Math, Science/Social Studies and Vocational Education (HS only). Students will integrate into existing cohorts for their elective and PE courses with support.

PHASE I: DISTANCE LEARNING ONLY

SOCIAL EMOTIONAL LEARNING & SUPPORT

All school sites will provide universal support social-emotional learning (SEL) services that focus on positive school climate and SEL prevention, curriculum and instruction services. The following describe some activities under Phase I:

- Anti-Defamation League's No Place for Hate practices, will provided online to create a climate of inclusiveness, openness and care, while reducing bias and discrimination.
- Students who have previously received on-going school-based mental health services will continue to receive **1:1 direct services**. Virtual check-in services will focus on individual student goals, emphasize healthy coping under conditions of distance learning, and provide on-going linkage to licensed mental health services, when necessary.
- Teachers and staff will receive additional **training in how to identify student mental health risks and warning signs** and how to make a timely referral to school-based mental health support services.
- School counseling and student support specialist staff will continue to be available to provide **virtual parent consultation to support academic achievement and social-emotional distress** through the Student Success Team (SST) process.

ELEMENTARY (TK-5)	MIDDLE SCHOOL (6-8)	HIGH SCHOOL (9-12)
Students will continue to receive the district-adopted Second Step curriculum that will be delivered to students with online resources and a combination of counselor developed lessons.	Distance learning services will include virtual lessons adapted from in-person services, such as Mindful Mondays, Career Talks/TMS Talks, Mental Health Awareness and Resources, and Successful Mindsets Workshops.	Distance learning services will include suicide prevention, drug/alcohol prevention, and Mental Health Awareness Week.
Implementation of school-wide culture work in a virtual format, with El Morro continuing the Character Counts monthly themes and Top of the World focusing Growth Mindset.		Raising awareness of healthy coping and ways to access mental health supports.

DISTRICT RESOURCES

- [School Counseling](#)
- [Crisis Intervention & Resources](#)
- [School Climate](#)
- [Social Emotional Learning Screening](#)
- [General Student Services](#)

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS



Once the County of Orange has been off of the CDPH county monitoring list for 14 consecutive days, schools in Orange County may open with modifications

To accomplish the health and safety measures required by the CDPH in a modified school reopening, LBUSD will implement a [hybrid learning model](#) where students will engage in [a combination of on-campus learning and online learning](#) for families who have selected the hybrid models (option 2). They will have the option to transition to in-person learning or continue in distance learning until conditions for Phase III are met. Families who have selected the virtual academy models (option 1) will remain in distance learning in Phase II; schedules will not change.

ELEMENTARY: GRADES TK-5

In Phase II, elementary students enrolled in the Elementary Distance Learning Model (option 2) will transition to a “[Four Day Flipped Instruction Model](#)” with a [cohort structure](#)¹. For the 2020-21 school year, the [daily instructional minute requirements](#) are 180 minutes for kindergarten, 230 for grades 1 to 3, and 240 for grades 4 -5. The Four Day Flipped Instruction Model:

- meets daily instructional minute requirements,
- provides two days of direct teacher instruction in cohorts of 10-12 students,
- provides two days of enrichment, intervention, and encore² classes,
- includes asynchronous³ distance learning on Fridays,
- accomplishes social distancing requirements,
- minimizes interaction among cohorts,
- and allows for on-campus instruction four days per week.

The hours of the school day remain the same, except for Friday when students engage in asynchronous distance learning activities.

- 1 To reduce possibilities for infection, students will be placed in cohorts of no more than 15 students. Cohorts will consist of the same students and teachers to the greatest extent practicable. These cohorts must remain in the same space(s) as consistently as practicable, including for recess and lunch.
- 2 Encore classes are classes in non-core areas such as social-emotional learning, science “lab”, PE, art, world language, garden, computer skills, special education services, etc.
- 3 Asynchronous instruction is an approach where students and teachers are not online at the same time; the teacher provides learning tasks and resources in the learning management system (Google Classroom) for the students to complete during a specified block of time

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

Elementary: Grades TK-5

Option 1 (Virtual Academy) remains the same in Phase II.

OPTION 2: ELEMENTARY FOUR DAY IN-PERSON MODEL

In the sample schedule below, please note that the calendar groups Monday and Wednesday together and Tuesday and Thursday together to illustrate the schedules on alternating days.

MONDAY & WEDNESDAY		TUESDAY & THURSDAY		FRIDAY
ON-CAMPUS				DISTANCE LEARNING
Cohort A Teacher Instruction	Cohort B Encore, Intervention, Enrichment Rotation	Cohort A Encore, Intervention, Enrichment Rotation	Cohort B Teacher Instruction	Asynchronous Instruction
In-person instruction in core subjects (English language arts, math, science, social studies) with classroom teacher. Instruction	Encore (staff will rotate into classroom) <ul style="list-style-type: none">World LanguageArtGardenComputer SkillsScience “lab”PEAcademic enrichment & intervention (iReady, ST Math, SPED services)Social-emotional learning	Encore (staff will rotate into classroom) <ul style="list-style-type: none">World LanguageArtGardenComputer SkillsScience “lab”PEAcademic enrichment & intervention (iReady, ST Math, SPED services)Social-emotional learning	In-person instruction in core subjects (English language arts, math, science, social studies) with classroom teacher	<div>Δ Follow-up on assignments</div> <div>Δ Asynchronous distance learning activities</div> <div>Δ Virtual speech or counseling appointments</div>

NOTES:

[Refer to the FAQ for commonly asked questions about the program options, health and safety precautions, and other reopening topics.](#)

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

SECONDARY: GRADES 6-12

In Phase II, LBUSD would implement the “[Trimester Hybrid Model](#)” for in-person instruction at the secondary level using a [cohort structure](#)¹. Students would enroll in two courses at a time with on-campus learning two days a week, asynchronous distance learning two days a week, and synchronous distance learning on Friday mornings. The cohorts would alternate the two days on-campus. For the 2020-21 school year, the [daily instructional minute requirements](#) are 240 minutes for grades 6 to 12. The Trimester Hybrid Model:

- meets daily instructional minute requirements,
- accomplishes social distancing requirements,
- minimizes interaction among cohorts and provides transition time to disinfect spaces, and
- reduces the class load so teachers can focus on building relationships and providing support.

This option includes on-campus instruction with the classroom teacher two days a week and live instruction in distance learning one day a week; special education students in a self-contained program will attend school on-campus four days a week.

Families who select this option will have the option to remain in distance learning only within the trimester model.

¹ Classroom teachers would be assigned 10-25 students. To reduce possibilities for infection, students will be placed in cohorts of no more than 15 students. Cohorts will consist of the same students and teachers to the greatest extent practicable. These cohorts must remain in the same space(s) as consistently as practicable, including for recess and lunch.

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

Secondary: Grades 6-12

Option 1 (Virtual Academy) remains the same in Phase II.

OPTION 2

TRIMESTER HYBRID MODEL

MIDDLE SCHOOL: GRADES 6-8

In the sample schedule below, please note that the calendar groups Monday and Wednesday together and Tuesday and Thursday together to illustrate the schedules on alternating days.

TIME	MONDAY & WEDNESDAY		TUESDAY & THURSDAY		FRIDAY
	Cohort A On-Campus	Cohort B Distance Learning	Cohort A Distance Learning	Cohort B On-Campus	Cohort A Cohort B
8:15 a.m.	Student Arrival and Screening			Student Arrival and Screening	
8:30 a.m. - 10 a.m.	Course 1 In-Person Instruction	Course 1 Asynchronous distance learning	Course 1 Asynchronous distance learning	Course 1 In-Person Instruction	Course 1 9 - 10 a.m. Synchronous distance learning
10 a.m. - 10:30 a.m.	Advisory Period	Break	Break	Advisory Period	Course 2 10 -11 a.m. Synchronous distance learning
10:30 a.m. - 11 a.m.	Lunch				
11 a.m - 12:30 p.m.	Course 2 In-Person Instruction	Course 2 Asynchronous distance learning	Course 2 Asynchronous distance learning	Course 2 In-Person Instruction	Asynchronous distance learning and Independent Practice (HW)
1 p.m. - 3 p.m.	Asynchronous distance learning and Independent Practice (HW)				
3 p.m. - 4 p.m.	Course 3 (optional) Yearlong Courses - - <u>Students May Select ONE</u> <ul style="list-style-type: none">• Elective• Directed Studies• Math• World Language				

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

Secondary: Grades 6-12

OPTION 2

TRIMESTER HYBRID MODEL

HIGH SCHOOL: GRADES 9-12


In the sample schedule below, please note that the calendar groups Monday and Wednesday together and Tuesday and Thursday together to illustrate the schedules on alternating days.

TIME	MONDAY & WEDNESDAY		TUESDAY & THURSDAY		FRIDAY
	Cohort A On-Campus	Cohort B Distance Learning	Cohort A Distance Learning	Cohort B On-Campus	Cohort A Cohort B
8:30 a.m.	Student Arrival and Screening			Student Arrival and Screening	
9 a.m. - 11 a.m.	Course 1 In-Person Instruction	Course 1 Asynchronous distance learning	Course 1 Asynchronous distance learning	Course 1 In-Person Instruction	Course 1 9 - 10 a.m. Synchronous distance learning
					Course 2 10 - 11 a.m. Synchronous distance learning
11 a.m. - 11:30 a.m.	Break				
11:30 a.m - 1:30 p.m.	Course 2 In-Person Instruction	Course 2 Asynchronous distance learning	Course 2 Asynchronous distance learning	Course 2 In-Person Instruction	Asynchronous distance learning and Independent Practice (HW)
2 p.m. - 3:30 p.m.	Asynchronous distance learning and Independent Practice (HW)				
3:45 p.m. - 4:45 p.m.	Course 3 (optional) Yearlong Courses - <u>Students May Select ONE</u> <ul style="list-style-type: none">• Elective• Directed Studies• Math• World Language				

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

SCHOOL FACILITY HEALTH & SAFETY PROTOCOLS

As a public entity, LBUSD is required to meet a standard of care for its students. California Department of Health (CDPH) and Orange County Health Care Agency (OCHCA) guidance provide such a standard. Cleaning and disinfecting products that meet CDPH standards have been purchased and received from the State and will be used frequently throughout the day in classrooms, restrooms, and other common spaces. The safety and health practices that will be followed in LBUSD's phased reopening of school campuses are described in detail in the [CDPH COVID-19 Industry Guidance for Schools and School-Based Programs](#).



Those practices and procedures include, but are not limited to:

- ☒ Minimized Movement and Limited Contact
- ☒ Physical Distancing on Campus
- ☒ Limited Gatherings and Groupings
- ☒ Health and Safety Screenings
- ☒ Encouraged Use of Outdoor Space
- ☒ Personal Protective Equipment (PPE), Cleaning, and Sanitization

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

HEALTH & SAFETY PROTOCOLS



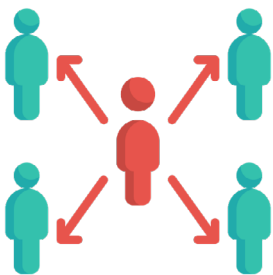
Health and Safety Screenings

Staff will be required to complete daily self health assessments prior to arriving on-campus. **The daily screening will be issued via ParentSquare.** Parents are expected to keep children at home if they are experiencing any of the following **COVID-19 symptoms**. Thermal scanners will be used at each entry point to screen all students, staff, and visitors prior to entry. Each site will have a care center designated for students exhibiting symptoms to keep them isolated from all other staff and students. Any child registering a fever above 100.4F will be walked to the care centers located outside the health office for a secondary temperature screening. Health clerks will be stationed at the centers and contacting parents to pick up their child if they are exhibiting any of the COVID-19 symptoms. Staff have also been directed to direct any students exhibiting COVID-19 symptoms to the care center throughout the day.



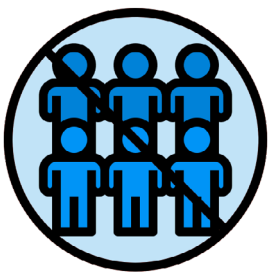
Minimized Movement & Limited Contact

To reduce possibilities for infection, students will be placed in cohorts of no more than 15 students in most cases. Cohorts will consist of the same students and teachers and remain in the same space(s) consistently, to the greatest extent practicable, including during recess and lunch. Cohorts are an important aspect of phased campus reopenings. If cohort interaction is minimized and a student or staff member is diagnosed with COVID-19, only the exposed cohort members and staff would require quarantine; the entire school would not need to shut down. The exposed individuals would engage in distance learning during that period of time. With minimal movement, there is less disruption to the school, and other cohorts.



Physical Distancing On-Campus

In accordance with the CDPH guidelines, students and staff must maintain **six feet of physical distance**. Classroom desks will be spaced out to accommodate the necessary distance. Class sizes will be limited to no more than 15 students in most cases so that the appropriate distancing can be accommodated. The use of temporary partitions is also available to help delineate spaces and provide an additional layer of separation as needed. New signage is placed at each campus to assist with directing the flow of traffic and identifying the proper social distancing expectations at locations where students may line up or gather.



Limited Gatherings and Groupings

Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted indoors or outdoors. All extracurricular and co-curricular activities will comply with restrictions and state and county guidelines that are in place at the time. **Assemblies and other large group activities will not be conducted in Phase II.**

PHASE II: CAMPUSES OPEN WITH MODIFICATIONS

HEALTH & SAFETY PROTOCOLS



Personal Protective Equipment (PPE), Cleaning, and Sanitization

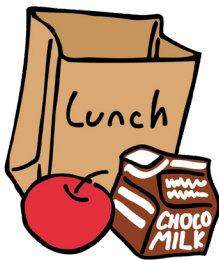
Facial Coverings and Face Shields (which will be determined by the most current guidance by the CDPH and OCHCA) will be provided to each staff member and student whenever they are required to wear them. An inventory will be maintained at each school site for disbursement as needed/requested.



- Face coverings/masks are required at all times on campus and in classrooms for all staff, visitors, and students in grades 3-12
- Masks for students in grades TK-2 are highly recommended but not required
- Gloves will be available at every site for employees, however, frequent hand washing is highly recommended regardless of whether or not individuals use gloves
- Additional temporary handwashing stations will be provided to each school site; hand-washing breaks will be incorporated into schedule
- Hand sanitizer is available in every classroom and throughout campus
- LBUSD maintenance and custodial staff will disinfect commonly used areas, such as restrooms and door knobs, to help maintain cleanliness at each site throughout the day
- A third-party vendor will provide daily disinfection services for all exposed hard and soft surfaces, both interior and exterior

Meals

During distance learning, meals will be available for students at Laguna Beach High School along St. Ann's Drive. Meals will be available to students each day they attend school, including those who participate in the Virtual Academy. When in-person instruction resumes, meals will be delivered to each classroom. Students may be allowed to eat their meals outside while maintaining social distancing requirements if restrictions allow. Otherwise, students will eat their lunches in assigned classrooms or at the outdoor lunch area if distancing measures can be safely achieved. Students in a hybrid learning model that combines on-campus and remote instruction may order meals, in advance, for pickup at Laguna Beach High School along St. Ann's Drive on the days when they are participating in remote instruction at home.



Transportation

Transportation will be provided to students based on IEP services that are mandated. Physical distancing restrictions will be enforced as per the most recent guidance of CDPH and OCHCA. Other transportation services are limited until social distancing restrictions are lifted in order to accommodate the increased number of busses and routes given restrictions regarding the number of riders. Bus passes will be made available for purchase online based on available capacity.



Number of students and number of classes per grade proposed to be reopened under the elementary waiver application:

El Morro Elementary School

Grade Level	Total Enrollment	Number of Classes
TK	18	1
K	39	3
1	42	3
2	56	3
3	51	3
4	52	3
5	53	3
SDC 3-5	7	1
Total	318	20

Top of the World Elementary School

Grade Level	Total Enrollment	Number of Classes
K	52	3
1	66	3
2	70	4
3	78	4
4	79	3
5	93	4
SDC K-2	8	1
Total	451	22

The road to reopening school campuses requires that we add a new layer to the school-related public health measures in our schools to ensure that the proper protocols are in place to safely return to in-person learning.

ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

- School sites will designate **routes for entry and exit** in order to limit direct contact with others. There are thermal scanners placed at entry points on each campus to screen all students, staff, and visitors prior to entry. Each classroom cohort will have a designated waiting area where they will wait after temperature screening before entering the classroom under supervision by staff.
- Limited **transportation services** will be provided to transport students from home to school and from school to home. Busses will be disinfected after every route to make sure they are fully sanitized prior to picking up students. During operation, all riders (TK-2 strongly encouraged) will wear protective face coverings and social distance 6' by eliminating available seating within the bus using tape and seating markings. Drivers will create distance between children on school buses by seating one student per row facing forward and skipping rows between students. However, students who live in the same household may sit together if needed. The loading and unloading of students from the busses will be modified to limit the potential for contact and maintain safe social distancing of 6 feet or more.
- School sites will have **signage throughout campus** to remind students and staff about social distancing, hand washing, and spreading germs.
- The use of playground equipment is prohibited and the sharing of objects will be avoided. In rare circumstances that objects are shared, they will be disinfected by custodial staff or our 3rd-party disinfecting company prior to distribution for reuse. Students will be required to wash or disinfect their hands after each usage.
- Schools will post signs in workplaces and common areas emphasizing basic infection-prevention measures including hand-washing signs in restrooms.
- Students will use the restroom in limited numbers to avoid social interaction.
- To reduce possibilities for infection, students will be placed in cohorts of no more than 15 students in most cases. Cohorts will consist of the same students and teachers and remain in the same space(s) consistently, to the greatest extent practicable, including during recess and lunch.

HEALTHY HYGIENE PRACTICES

- Students and staff will be required to wash their hands at regular intervals. Regular hand washing is preferred over the use of hand sanitizer and will be reinforced as the preferred method for healthy habits.
- Ethyl alcohol-based hand sanitizer has been provided to every classroom and interior facility, with ample refills, and throughout each campus, including custodial offices, to allow for sanitizing when hand washing is not immediately available.
- Temporary hand washing stations are provided at each school site and are strategically located to accommodate users ability to access in lieu of restroom facilities.
- Portable hand washing stations that are foot-pump operated are set up outside modular classrooms that have been placed on campuses to allow students in those classrooms easy access to washing stations.
- A touchless paper towel dispenser is included at each hand washing station.
- An inventory list is maintained at each school site and shared with the facilities team to track the usage and need for reordering as PPE or sanitizing supplies run low and need to be restocked.

IDENTIFICATION AND TRACING OF CONTACTS

All confirmed cases of COVID-19 will be reported to the Local Health Agency by the designated school liaison, the District Nurse at each school site, who will identify all students, faculty and physical spaces where there has been exposure. These lists will be provided as required by law and within the parameters of both FERPA and HIPAA guidelines.

Over a period of three days in early September, optional COVID testing was provided for all staff. Moving forward, staff will be broken into two cohorts and rolling testing will be provided as an option for all staff so that every staff member has the opportunity to be tested once every two months. In addition, staff who have been exposed to COVID at work will be directed to our workers compensation clinic for immediate testing. At this time, we are not providing testing to students.

Designated COVID POC who will contact LHD (OCHCA):

Julie Hatchel, Ed.D. (Principal), Top of the World Elementary
Kelly Schultz (District Nurse), Top of the World Elementary

Chris Duddy (Principal), El Morro Elementary
Pam Majd (District Nurse), El Morro Elementary

STAFF TRAINING

All staff will be trained on the contents of the LBUSD Playbook as well as in the phases of re-entry plan. All staff have been instructed on the following:

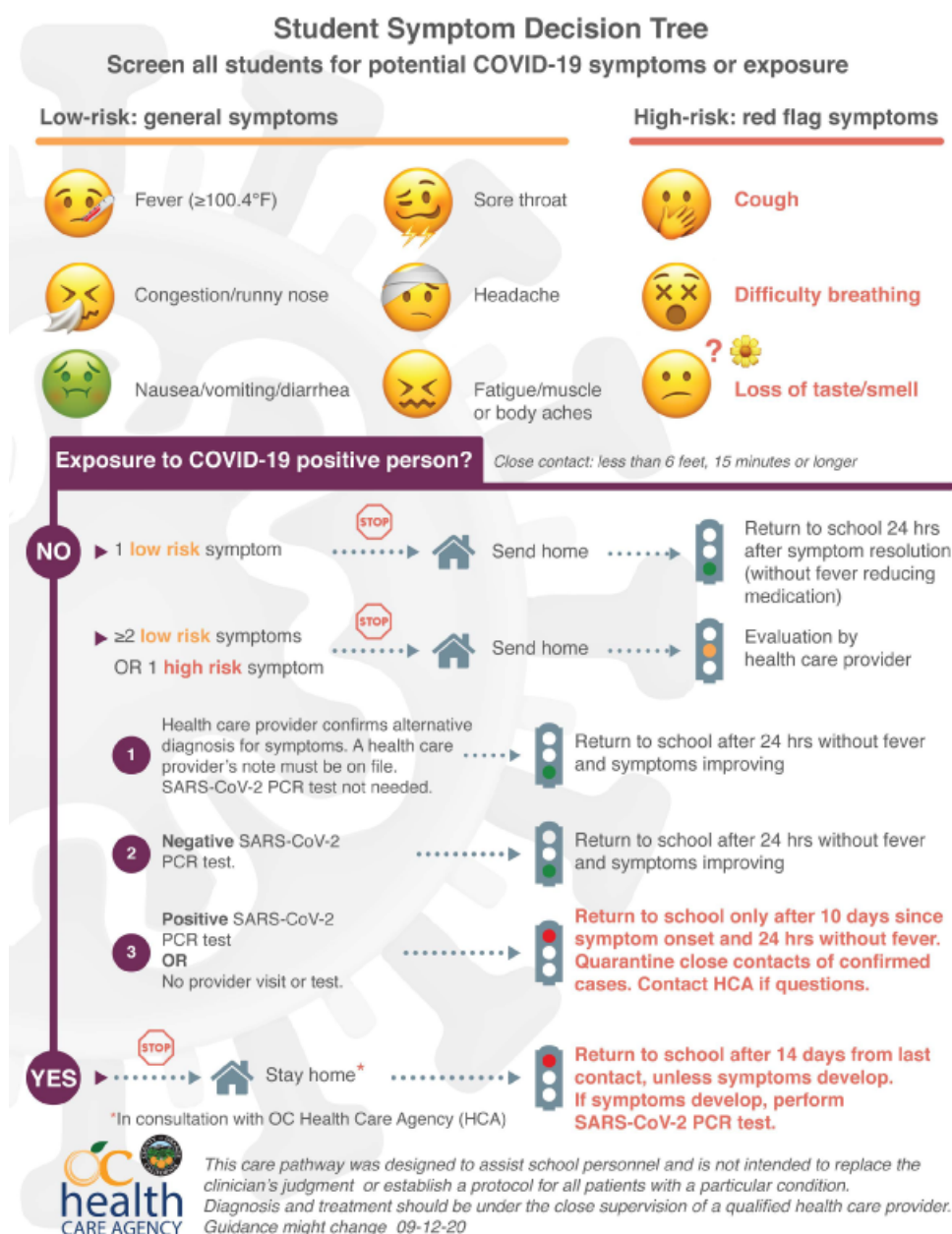
- Cleaning and Disinfecting protocols including proper documentation
- Ingress and Egress travel
- Individual Student Supplies
- Daily Staff Wellness Screening via ParentSquare
- Daily Student Temperature Checks with Documentation
- Distance Learning expectations should we need to transition to distance learning
- Healthy hygiene practices to review with students
- Have been provided with employee rights under the FFCRA
- Custodial staff received specialized training focused on the reopening of schools per CDPH Guidance

FAMILY EDUCATION

All families have been provided, via email, the 2020-21 LBUSD Playbook, which outlines both educational and health and safety protocols for both virtual and hybrid program options. The playbook is also available on our website at www.lbusd.org within the COVID-19 Updates section. Principals will be holding webinars with parents to explain what school will look like for their child when we transition to Phase 2. School communication will also include parent instruction to follow when students are ill. The “When to Stay Home” guidelines are listed below and will be accessible on the school website.

Dear Parents,

In order to keep each child and staff member healthy, we ask that you abide by the following guidelines provided to us by Orange County COVID-19 School Consultation Services (CHOC, UCI and OCHCA):



TRIGGERS FOR SWITCHING TO DISTANCE LEARNING

The California Department of Public Health recommends that a superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local health department.

An individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5% of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

If a school district is closed, it may typically reopen after 14 days, in consultation with the local health department.

*These action guidelines may change in accordance with recommendations from CDPH and the local county health officer.

COMMUNICATION PLANS

Laguna Beach Unified School District recognizes the significance of ongoing, timely, and informative communication to students, families, and staff as the District collectively continues to address the changes in the infrastructure of education due to COVID-19. LBUSD remains committed to connecting with all of its audiences and has facilitated access to information using the following approaches:

- LBUSD serves as an agent of communication to effectively collect and consolidate information and guidance from national, state, and local health agencies as it relates to schools and changes in how we approach safety and learning.
- **Time-sensitive information is shared via ParentSquare**, the District communication tool that sends communication instantly using email and text message notifications. These communications are immediately posted to a District web page dedicated to COVID-19 updates, accessible from the District homepage. **Social media platforms** (Facebook, Twitter, Instagram) are updated in real-time as information is shared with the community. **Local news media and community partners** are included in the communication to staff and families, as appropriate, to effectively disseminate information to the larger community.
- The District has created **a web page dedicated to regularly providing updates related to COVID-19 and centralizing access to resources**.
- School sites and District staff provide **on-going communication in weekly updates** to families.
- In the event that the District identifies a COVID-19 case or exposure to students or staff, the Superintendent or a designee will work with **the Orange County Health Care Agency COVID Schools Response Team to implement the California Department of Public Health communication guidance, COVID-19 Diagnosis in a School Community**. The guidance is detailed on the following page (27).

COVID-19 DIAGNOSIS IN SCHOOL COMMUNITY

Guidance issued by the California Department of Public Health

Student or Staff with:	Action	Communication
1. COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> • Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open 	No action needed
2. Close contact (†) with a confirmed COVID19 case	<ul style="list-style-type: none"> • Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open 	Consider school community notification of a known contact
3. Confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open 	School community notification of a known case
4. Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms resolve • School/classroom remain open 	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

All COVID-19 positive tests (cases) or known close contacts of cases in students or staff will be reported to the Orange County Health Care Agency (within one business day) by calling the COVID Schools Response Team through the Orange County Health Referral Line (HRL).

COVID-19 Testing

Any student, teacher or staff member with COVID-19 symptoms should get tested.

Common symptoms include fever, chills, cough, shortness of breath or difficulty breathing. Other less common symptoms can include fatigue (feeling tired), muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea.

If an individual suspects they have symptoms, they should contact their doctor or health care provider to arrange for evaluation and testing.

- [COVID-19 testing for people with insurance](#)
It is up to each individual to verify information and check with the test site regarding the insurance they take and any co-pays that are expected at time of testing.
- [COVID-19 testing at the Orange County Super Site for Orange County residents](#)
Testing is now available through two appointment-based drive-thru sites that can serve more than 2,000 people daily. Testing is available at no cost to people who live or work in Orange County. To get testing, you must meet Public Health priorities for testing and should register if cannot get a test through their medical provider (doctor). Please contact your provider first.
- [Orange County COVID-19 Testing Network for those with Symptoms](#)
*If you have symptoms of COVID-19 and you cannot get a test through your healthcare provider, you can get a FREE medical assessment and a test through the OC COVID-19 Testing Network. These are all community health centers that offer testing and care, **even if you do not have health insurance.***
- [COVID-19 Testing Locations Map](#)

ACKNOWLEDGEMENTS

- Alex Aronson, LBHS Student Support Specialist
- Alex Holtz, LBHS Science teacher
- Alexis Karol, TMS Theatre Teacher & Director
- Amanda Vander Veen, TMS Counselor
- Anakaren Ureño, Communications Specialist
- Andy Crisp, TMS Multimedia teacher and Teacher on Special Assignment
- Angela Pilon, LBHS Counselor
- April Coffman, TMS Mathematics teacher
- Ashley Blum, TMS Student Support Specialist
- Aubrey Garcia, TMS Counselor
- Carrie Rabay, Elementary Technology Teacher on Special Assignment
- Chad Mabery, Ed.D., Director, Accountability and Assessment
- Chris Duddy, EMS Principal
- Chris Nunziata, TMS Mathematics teacher
- Cyrus Hwang, Elementary strings teacher
- Dale Miller, LBHS Assistant Principal
- Dawn Hunnicutt, LBHS English teacher
- Debra Appel, Supervisor, Nutrition Services
- Derek Tu, LBHS Mathematics teacher
- Dr. Christine Olmstead, Orange County Department of Education
- Dr. Clayton Chau, Orange County Health Care Agency
- Dr. Michael Weiss, Children's Hospital of Orange County
- Gwen Myers, TMS Attendance Specialist
- Irene White, Director, Special Education
- Jason Allemann, Ed.D., LBHS Principal
- Jason Viloria, Ed.D., Superintendent of Schools
- Jeanne Brown, LBHS Counselor
- Jeff Dippel, TMS Spanish teacher
- Jeff Dixon, Assistant Superintendent, Business Services
- Jesse Rothman, TMS Science teacher
- Jolene Hamilton, Elementary Counselor
- Julie Hatchel, Ed.D., TOW Principal
- Jun Shen, LBHS Social Studies teacher and Teacher on Special Assignment
- Kathleen Margaretich, Elementary science teacher
- Katie Dwight, Elementary teacher
- Kelly Schultz, District Nurse
- Kimberly Mattson, Elementary Instructional Coach
- Lara Greco, LBHS Mathematics teacher
- Laura Silver, TMS Language Arts teacher
- Leisa Winston, Ed.D., Deputy Superintendent, Human Resources and Instructional Services
- Margaret Warder, CSEA Chapter 131 President
- Marianne Bynum, Elementary Instructional Coach
- Megan Bhaskaran, TMS Social Studies teacher
- Michael Conlon, Director, Human Resources
- Michael Keller, Ed.D., Director, Social and Emotional Support
- Michael Morrison, Chief Technology Officer
- Michelle Douglass, Elementary teacher
- Nichole Rosa, LBHS Counselor
- Nicole Stewart, Elementary teacher
- Nikol King, LBHS Assistant Principal
- Pam Estes, Boys & Girls Club of Laguna Beach
- Pam Majd, District Nurse
- Parta Perkins, LBHS Science teacher
- Penny Dressler, TMS PE teacher
- Randi Beckley, TMS French teacher
- Rich Hartford, Elementary band teacher
- Ryan Zajda, Director, Facilities
- Sara Hopper, LaBUFA President
- Shelby Anderson, LBHS Social Studies teacher
- Stephanie Gamache, Digital Media and Library Specialist
- Tamara Wong, Elementary teacher
- Victoria Webber, Executive Assistant to the Board/ Superintendent

NEXT STEPS

MAKING YOUR LEARNING MODEL SELECTIONS



www.lbusd.org

