

Guidelines/Protocols

FOR RE-OPENING ECHO HORIZON SCHOOL

GENERAL MEASURES AND COMMUNICATION



- Monitor current disease trends and control measures in the Culver City and West LA communities
 - Monitor guidance from national and state agencies including the CDC and the CA Department of Public Health
 - Collaborate with peer educational institutions in the region
 - Review guidance from Joffe Emergency Services
- Test emergency communications channels for staff, faculty, and parents/guardians
- Review plans and protocols with the board and parent advisory committee on re-opening
- Prioritize preventative measures for all students, faculty, and staff
- Develop plan for possible closure of class(es) should circumstances warrant (e.g., if a student or staff member contracts COVID-19); review best practices for isolation and quarantining and the conditions under which the school would switch to part-time or full-time distance learning
 - Ensure that we have the ability to support hybrid- and distance-learning models and to provide equitable access to technology and supplies should a switch to an alternative model become necessary
- Develop a plan to provide access to students who may be at high risk of developing a more severe form of COVID-19; identify students who may need additional accommodations and develop a process for engaging with their families to address concerns

INTENSIFY CLEANING, DISINFECTION, AND VENTILATION



- Suspend or modify the use of resources that necessitate sharing items
- Suspend use of drinking fountains; water bottle filling stations will remain open
- Train custodial staff on Cal/OSHA requirements for safe use of approved disinfectants; custodial staff will clean and disinfect frequently touched surfaces at least daily; faculty will clean and disinfect frequently touched surfaces intraday; surfaces that will be cleaned include, but are not limited to, door handles; light switches; sink handles; tables; desks; chairs
- Ensure adequate supplies of disinfecting wipes and other approved cleaning products, sanitizing stations and sanitizer, touchless thermometers
- Limit/suspend use of shared playground equipment; implement plan for physical fitness that requires little or no contact with surfaces that would otherwise be touched frequently
- Limit sharing of objects/equipment such as toys, games, art supplies, and shared touch screen devices to the extent practicable; when shared items are used, clean and disinfect between uses
- Establish a cleaning and disinfecting schedule
- Ensure proper ventilation:
 - Ventilate classrooms by keeping windows and doors open as practicable; install door kick stands where safe, or provide effective door stops
 - Turn on HVAC prior to start of school each morning to increase filtration of air
- Replace and check air filters and filtration systems to ensure air quality:
 - Run central HVAC throughout the day to increase filtration of air; install and maintain MERV-13-level filtration

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PROMOTE HEALTHY HYGIENE PRACTICES



- Teach and reinforce for students and staff the following practices: hand washing, avoiding contact with eyes, nose, and mouth, and covering coughs and sneezes
- Develop routines for personal sanitation upon entry to school
- Develop routines for regular hand washing
 - Students and staff will wash hands before and after eating, after coughing or sneezing, after being outside, and before and after using the restroom
 - Students age 9 and above should use hand sanitizer after washing hands with soap and water
 - In addition, students and staff will wash hands at regular, staggered intervals
- Develop a mask policy for all faculty/staff/students/community members based on current guidance from the CDC and local health authorities
 - Teach mask-wearing protocol; teach and reinforce the use of face coverings or masks, and proper care and cleaning of masks
 - Require use of face coverings in settings where physical distancing cannot be maintained
 - Require faculty/staff to use either clear face coverings or face shields; the transparency of face shields enable younger students and DHH students to see their teachers' faces/mouths, which reduces barriers to phonological instruction
- Ensure adequate supplies to support healthy hygiene behaviors; in addition to supplies previously discussed, we will provide no-touch trash cans
- Establish bathroom use protocol to ensure handwashing and appropriate distancing

SAFE CAMPUS ENVIRONMENT AND CHECKING FOR SIGNS AND SYMPTOMS



- Ask staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home; develop policies that allow and encourage symptomatic staff and students to stay home
- Implement procedures for staff and students entering the facility
 - Confirmation by parent of child's health status at drop off
 - Visual and verbal checks of all students; no-touch temperature measurement
 - Document/track incidents of possible exposure and notify health officials, staff, and families as appropriate of possible or known cases of infection while maintaining confidentiality
- Ask staff to remain vigilant throughout the day for signs and symptoms of illness
- Stagger/lengthen arrival and departure times and spaces to allow ample time for assessing students and reducing queuing congestion; do the same for lunch and recess times
- Assess entrances and other high-flow areas on campus to minimize congestion of students; implement one-way flow of traffic in narrow spaces and for staircases
- Ensure distancing in bathrooms by limiting simultaneous use and by blocking off center stalls and sinks in communal restrooms
- Prioritize the emotional wellbeing of students
 - Through frequent meetings with Leadership, Student Support, and Faculty/Staff, monitor the emotional wellbeing of our students as they re-enter school after an extended absence and with new guidelines and rules in place
 - Dedicate morning meetings for the first six weeks of school to timely topics planned in collaboration with our licensed counselors, addressing emotional well-being, questions, and personal experiences

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PLANNING FOR WHEN SOMEONE BECOMES SICK



- Designate a quarantine room to isolate anyone who exhibits symptoms; any student or staff member exhibiting symptoms will be required to remain in this area until picked up or transported
- Notify as appropriate health officials, staff, and families about cases of COVID-19 while maintaining confidentiality and privacy
- Block off areas used by a symptomatic person; wait 24 hours before thoroughly cleaning and disinfecting

IMPLEMENTING DISTANCING INSIDE AND OUTSIDE THE CLASSROOM



ARRIVAL AND DEPARTURE

- Stagger/lengthen arrival and departure times and spaces to allow ample time for assessing student health and to prevent queuing congestion; do the same for lunch and recess times and spaces
- Open windows, doors, and turn on HVAC prior to school each morning for increased filtration of air
- Designate routes for entry and exit, using as many entrances as practical
- Create outdoor waiting areas that allow for appropriate levels of social distancing

CLASSROOM SPACES

- Create a plan to fit students into available spaces with ample square footage for social distancing
- Rearrange furniture and desks to meet the six-foot social distancing requirements; remove bulky furniture to increase flexibility for social distancing

- Assess materials, toys, and communal equipment in classrooms and remove items that cannot be cleaned and sanitized
- Consider redesigning activities and play spaces to maintain separation and minimize contact with surfaces that would otherwise be frequently touched
- Leave doors open when possible for additional air flow
- Have students keep personal classroom supplies and belongings in clear pouches to minimize sharing; create cleaning protocols for student supplies at the end of each day
- Create small cohorts of students with fixed constituencies; keep these fixed groups of students and teachers together to the extent possible
 - Grades PreK, K, and 1 will be in “bubble cohorts” (see definition)
 - Grades 2-6 will be in “stable cohorts” (see definition)
 - Minimize movement of students; for example, as practicable, have Specialists travel to classrooms rather than moving students to Specialist spaces

NON-CLASSROOM SPACES

- Close shared spaces that are not necessary
- Limit nonessential visitors, volunteers, and activities involving outside groups
- Eliminate big group/all-school in-person activities and move them to Zoom or live streaming
- Consider use of non-classroom space for instruction, including use of outdoor spaces
- Minimize congregation in hallways; establish more ways to enter and exit campus and stagger passing times
- Serve meals in classrooms or outdoors; prohibit sharing of food; meals purchased through Fresh Lunches will be single serve/plated
- Separate lunch and recess by grade level
- Determine which extracurricular and athletics activities will be permitted in the fall
- Postpone fall retreats until 2021

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PHYSICAL DISTANCING: Cohort Model Definitions

(Developed with reference to the guidelines from San Mateo Health Authorities)

Bubble Cohort

The Bubble Cohort follows the current state and county guidelines for emergency child care, which requires that a group of approximately 12 children, plus classroom teachers and assistants, exists within a defined location with no mixing between any other groups or individuals for a period of three weeks. Teachers and staff must remain solely with their Bubble Cohort. If a bubble is intact, then children do not need to practice physical distancing and children may engage with each other as in typical play. The Bubble Cohort is most readily applicable to early learning and childcare settings. Smaller personalized settings and instructional support teams can function as a Bubble Cohort with reduced risk of infection.

Stable Cohort

A Stable Cohort refers to a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting. Like a Bubble Cohort, a Stable Cohort aims to minimize mixing of the group members with others, but allows for necessary and practical considerations in a student's educational program. A Stable Cohort may have more than one teacher during the instructional day, and students, though assigned to a particular area of campus, may move to classrooms as necessary to access required courses. School leaders might consider assigning students in a Stable Cohort to use a specific restroom facility that may also be shared with a limited number of other stable groups. In the Stable Cohort model, service providers and specialists may be able to use outdoor learning spaces for one-on-one or small group work, or implement a strict cleaning protocol between sessions in order to work with students in designated learning spaces.

SCHOOL ENTRY POLICIES FOR ADULTS



PARENT ENTRY POLICIES

- Minimize entry of parents into the building when non-essential
- Require hand washing and masks when entering
- When small groups of parents need to meet in the building, prior permission will be required

PARENT AND FACULTY MEETINGS AND EVENTS

- Establish reception space to handle interactions and meetings outdoors
- Establish social distancing protocols for events and meetings
 - Postpone or cancel non-critical gatherings
 - Identify events and meetings that can be conducted virtually

VISITOR/VENDOR POLICIES

- Outside guests, visitors, or vendors will generally not be allowed past the front desk during the school day
- Establish an outdoor reception space to handle needs outside of the building
- Visitors allowed to enter must use face masks and sanitize their hands prior to approaching reception; face masks and gloves will be available at the Front Desk, if needed
- Schedule vendors to arrive before or after school hours to the extent possible



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