



La Cima School Reconnection Plan Fall 20-21

Introduction

The welcome news of the decreasing numbers in new COVID-19 cases in New York City cleared the way to consider options for returning to teaching and learning at some degree of normalcy. However, while there is some security in the fact that we have overcome the worst, the threat of the virus impacting students and by extension the immediate community continues to loom over us. It is for this reason among others that we have decided to continue our instructional program remotely. The option of remaining remote shores up the achievement of our first goal in working with our children, families and staff- their personal safety, health and well-being.

La Cima pivoted to remote learning with extraordinary success when the state ordered school closures due to COVID-19 concerns. Given our success, we will maintain and expand upon the tenets, program and processes that supported our success.

With more time to gather information and to vet online teaching products offered by curricular vendors who have adapted their products and tools to the season, we believe we have outlined a plan for a robust remote learning program. Although, we will not be able to replicate the in-person teaching and learning experience, our plan is focused on increasing the virtual face-time students have with teachers while providing a high quality and meaningful academic experience.

Our guiding principles from the first transition served us well and will, therefore, continue to guide us. We established an additional guiding principle to ensure that the social-emotional needs and well-being of all stakeholders will be met.

1. Ensure the safety, social emotional health and well-being of all stakeholders
2. Keep it simple.
3. Ensure continued engagement and stay connected to each other and to our families.
4. Create clear expectations for stakeholders.
5. Be flexible and prepared for change.

The Reconnection plan has three (3) components: **Social Emotional Wellness and Support**, **Delivery of High-Quality Instruction for All** and **Ongoing Engagement and Communication**. Social Emotional Wellness is of primary focus for us. Relevant informal data let us know we needed to pay closer attention to the wellness needs of our instructional team and staff. Several team members suffered loss and were challenged with coping with this while negotiating work-related responsibilities. The instructional plan incorporates resources that are completely available online and increase in the instructional time with scholars. Communication explains the way we stay connected to each other and hold stakeholders accountable. The plan features the remote learning plan from August through early-November and the in-person plan from mid-November through June.



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August-November: Remote Instruction

PARENTAL INPUT

The plan was created with the feedback of input of our core stakeholders- our families.

This survey was electronically delivered to all families via the website and School Messenger system. Parents were asked a number of questions about their level of comfort in sending their learner back to school, as well as interest in virtual learning. The vast majority of the parents responded to indicate they would like a full reopening of school. Parents responses regarding caregiver challenges was inconclusive and we will follow up to qualify this question post the announcement of the intent to remain remote. Responses were split down the middle in our School Reopening Survey, with a little over half indicating they would be comfortable sending students back to traditional face-to-face instruction in the fall.

While the survey sampling was comparatively small (71 responses out of 317), it was an integral part of our schools' planning process as we proactively developed safety protocols for each instructional model. The survey was important in understanding stakeholders' attitudes and beliefs about COVID-19, which will allow the school to better align with stakeholders' needs and expectations. Parents indicated their most important concerns regarding their child's education was: *their child's health (including social-emotional health) and continued learning and skill acquisition.*

The time line below includes information about how planning was approached for remote learning.

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June 3rd & 4th

Online assessment administered to scholars to inform intervention needs for the fall.

June 19th, 2020:

Family survey distributed to inform plan for the fall.

July 13th, 2020

Parent survey results reviewed and analyzed for its impact on school reopening.

July 15th, 2020

Cabinet meeting held to make a final and informed decision about school reopening. Decision made to stay remote.

July 15th, 2020

The NYSED shares a lengthy reopening guidance document with schools.

July 21st, 2020

Executive Director, Guerschmid Saint-Ange presents intent to remain remote to the School Board at Task Force Meeting.

July 27th, 2020

Communicate the intent to remain remote for the first trimester to stakeholders: teachers & families.

August 1st, 2020

Await receipt of communication from the Governor regarding NYC reopening status based on COVID-19 infection rates.

August 3rd & 4th 2020

Host new parent orientation and technology training.

August 5th & 6th, 2020

Host New student orientation and technology training.

Early to Mid-June
Informing the Plan



Mid-July
Decision Making



Late July
Communication



Early August
Planning

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I. SOCIAL EMOTIONAL WELLNESS

We remain committed to ensuring we teach the whole child so that each student feels supported, healthy, engaged and capable. The circumstances we find ourselves in also dictates that we extend these supports to our staff and families more intentionally. To that end, we have devised several programmatic components to attend to the social emotional needs of all stakeholders. **Please see the SEL plan on page ____.** In addition to the SEL plan components outlined in the plan, we have included virtual home visits and staff training on trauma-informed leading and teaching.

VIRTUAL HOME VISITS

La Cima will conduct virtual home visits prior to the start of the school year. The purpose of a home visit is to have an opportunity to learn more about our scholars in their home environment and to bridge the home-school connection. By meeting the family in their home space, we will be able to develop a rapport with both the family and the scholar. Dr. James Comer of the Yale Child Study Program said that, “No significant learning occurs without a significant relationship.” The statistics are clear about the positive impact home visits have on academic performance. We learn about our children, their families their strengths and their areas in need of development in order to build meaningful relationships with them.

WHO IS INVOLVED:

During home visits, teachers, family caregivers, scholars, and occasionally members of the Instructional Leadership Team will attend. Depending on services the scholar is mandated to receive, the English as a New Language Teacher, SETSS Provider, Guidance Counselor, or School Psychologist may attend. Make sure introductions take place at the beginning of the meeting for both the staff and all family members participating.

WHEN THE VISITS WILL TAKE PLACE:

Home visits will occur the weeks of August 10th and August 17th and will last for approximately 30 minutes. Teacher’s schedules have been created to account for the time needed to conduct virtual home visits. This gives new families an opportunity to share important information and to also learn more about La Cima staff and our expectations. The meeting will take place via Zoom, so families have the opportunity to become familiar with and practice the platform we will be using for our live lessons.

Teachers will be provided with a script on how to open and close the visit. The script includes the questions they must ask and those they may ask. Must ask questions include:

- What are your hopes and dreams for your scholar?
- Did your child attend pre-K for any time in the past?
- Is there anything that you think we should know about your child?
- Did you have to make any adjustments with your family since the COVID-19 pandemic?



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They will also share expectations about the La Cima instructional program. All of the information from the visits will be captured in the Home Visit tracker. The operations team will work with each family to schedule the meetings at a time that is convenient for our families.

TRAUMA-INFORMED LEADING AND TEACHING

The research is clear that childhood trauma affects many young children and has a devastating impact on their functioning, well-being, and overall academic performance. The COVID-19 pandemic left many children and their families in a space of uncertainty, loss and disequilibrium. In some instances, a death in the family, sudden job loss or homelessness have further devastated some families. These experiences, if not dealt with, can impede cognitive, social, and emotional development in childhood, which can impair our scholars' academic achievement, behavior, interpersonal skills, and general success in school. It is for this reason La Cima is emphasizing the need for learning about and incorporating trauma-informed educational practices in our daily work. In doing so we will provide much needed support to our students, improving their projected academic success and future life outcomes.

☐ LEADER AND TEACHER TRAINING

- La Cima staff including school leaders; teachers and support staff will receive training prior to the start of the year and throughout the year on trauma-informed practices. The Urban Assembly is being vetted as a possible source for this training and support.
- Resources from [CASEL](#) (The Collaborative for Academic, Social and Emotional Learning) will also be utilized to foster this work. CASEL is an organization committed to advancing equity and excellence in education through social and emotional learning.

☐ ANTIRACISM TRAINING

- Many La Cima community members were dealt an emotional blow after witnessing the senseless death of George Floyd. Scholars had questions and wanted answers to better understand what happened and what the protests meant.
- La Cima took the proactive step of closing the school year with a conversation about racism in America that was facilitated by our external partner [Point Made Learning](#). Point Made Learning will continue to work with La Cima on having these difficult conversations intended to do away with inequity in our school and society.
- Teachers were asked to read: "The Case for Reparations" by Ta-Nehisi Coates for the summer. The reading will serve as a springboard for the next conversation about race and education in America.
- An Anti-racism Committee will create and implement ideas to help scholars and staff learn, process and take action on issues of racism in America.



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II. DELIVERY OF HIGH-QUALITY INSTRUCTION

As with our first continuing education plan, this plan is fluid and may be adapted in response to the needs of our students and community; as well as in consideration of guidance provided by the New York State Education Department.

READINESS FOR REMOTE LEARNING

☐ TECHNOLOGY:

- Assessing Needs: Family technology needs are currently being assessed to ensure ALL families have a chrome book and working Wi-Fi. Parents can expect a phone call the week of July 13 to assess needs, and family. Our goal is for every student to be engaged in scheduled, planned remote learning activities and classes starting the week of August 24th.
- Tech Distributions: For students in need of a laptop, a Chromebook will be assigned distributed to families during the week of 7/27 and 8/3. In addition, each scholar will be provided with
- Tech Support & Training:
 - a. Members of the operations team will continue in the role of Technology Support and will be assigned to the Class Team. Class Teams will consist of: the classroom teacher; a specials teacher and operations tech support. Charter Technology, Inc. will be also be available to assist with more involved technology challenges.
 - b. New Parent Technology Training will take place on August 4th with AM and PM sessions in English and Spanish.
 - c. Kindergarten Technology Training (occurring on August 5th and 6th) will be included in the two-day New Student Orientation. This will take place virtually to familiarize new scholars with the computer keyboard but most importantly the mouse.

☐ ONLINE CURRICULAR RESOURCES

- The ILT has worked to ensure the following instructional resources are available electronically:

English Language Arts	Mathematics	ELL
CKLA Traditional	Math In Focus	Teams
Amplify Reading	DreamBox	Finish Line
Reading A-Z	Eureka Math	

- In addition to the curricular tools, teachers will us [Kami](#) to make relevant pdfs interactive on Google Classroom.

☐ SCHOOL-PROVIDED MATERIALS

- Scholars will be provided with hard copies of relevant student workbooks. Teachers will be provided with hard copies of teacher’s editions.



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- Families will be scheduled for staggered in-person pick up of necessary instructional material and supplies. Supplies will include: math manipulatives; notebooks; dry erase markers & boards; signage to designate the learning space at home; headphones

❑ ONLINE LEARNING PLATFORM

- Google Classroom will be the primary platform for synchronous instruction. Teachers are able to upload documents through *Kami* and interact with scholars to review their work and offer support.
- Zoom will be the primary tool for interfacing with students and families as necessary. New parents will be trained on the use of the tool on August 4th in AM and PM sessions. The operations team is working to ensure families have the necessary Chromebooks and Wi-Fi to move forward.

❑ TEACHER TRAINING

LA CIMA SUMMER INSTITUTE

- Ensure our teachers are trained on how to incorporate trauma-informed practices
- Ensure our teachers are trained on the curricular resources and how to access them online
- Train teachers on how to conduct a successful home visit
- Distribute step-by-step documents, videos, virtual support to help all our teachers become familiar with using and uploading assignments and instruction on Google Classroom, Kami and other approved platforms.
- Share instructional schedules that include expectations for the work day
- Provide teachers with the time and opportunity to plan using the *Lesson Planning: Intellectual Preparation* document
- Train teachers on gathering data; analyzing it and using it to inform next steps

❑ DAILY SCHEDULE

- Teachers will create a learning and review plan in accordance with their schedule. See the following sample 3rd grade schedule.
- The schedule reflects a full day of teaching and learning (4.5 hours) with built in brain breaks-movement; snack and restroom breaks. Kindergarten scholars will be *eased into* the full day schedule.
- It includes a one-hour intervention block for all scholars. 4th and 5th grade scholars are scheduled to receive more support in a smaller teacher: student ratio setting. This decision was based on data gathered from the end-of-year assessment that indicated these cohorts had greater deficiencies than other groups.



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Sample Schedule:

Student 3 rd Grade Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Morning Meeting	SEL Lesson	Morning Meeting	Morning Meeting	Community Circle
9:00-10:30	Literacy – Know. & Skills				
10:30-11:00	Literacy – Close Reading				
11:00-12:00	Lunch	Lunch	Lunch	Lunch	Math Lesson
12:00-1:00	Math Lesson	Math Lesson	Math Lesson	Math Lesson	Specials:
1:00-2:00	Small Group Intervention	Small Group Intervention	Small Group Intervention	Science	Homework Time
2:00-3:00	Homework Time	Homework Time	Homework Time	Homework Time	
3:00-4:00					
Teacher 3 rd Grade Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	Professional Preparation				
8:30-9:00	Morning Meeting				
9:00-10:30	Literacy – Know. & Skills				
10:30-11:00	Literacy – Close Reading				
11:00-12:00	Teacher Lunch	Teacher Lunch	Teacher Lunch	Teacher Lunch	Math Lesson
12:00-1:00	Math Lesson	Math Lesson	Math Lesson	Math Lesson	Teacher Lunch
1:00-2:00	Small Group Intervention	Small Group Intervention	Small Group Intervention	Science	Friday Professional Huddle
2:00-3:00	Grade Level Meeting	Professional Preparation	Grade Level Meeting	Instructional Coaching	
3:00-4:00	Student Contact	Professional Preparation	Student Contact	Professional Preparation	

☐ ATTENDANCE

- Student attendance will be taken each morning by the classroom teacher and entered in the Attendance Tracker. That information will then be reviewed and entered by the receptionist in ATS. Expectations for attendance will be communicated in divisional parent meetings; new Parent Orientation; the school website; School Messenger; and by student Gmail accounts.
- Students are expected to attend all classes every day for the full duration of the school day. Partial attendance will not be permitted. Students are also expected to complete all of the classwork and home learning assignments in order to have their attendance entered as present.
- If a parent has not communicated that a student will be absent, the Tech member of the Classroom Team will contact that parent to inquire about the reason for the absence.
- Any attendance concerns that are raised due to chronic absence or chronic tardiness will be address by the Attendance Support team member, Mr. Juan Cruz. Meetings will be held in accordance with our attendance plan. **See attached.**

SPECIAL POPULATIONS:

The Scholar Support Team works together to ensure needs are being met for all learners, including our scholars with disabilities and multilingual learners. Families receive communication from all providers to ensure understanding of how services will be implemented virtually. All communication is through families’ preferred language of communication as well as any documentation provided. Each provider’s roles and responsibilities are outlined below.



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IEP IMPLEMENTATION:

There are no changes to the delivery of services in the remote setting. IEP meetings will continue to be held via telephone or video conference (using Microsoft Teams Conferencing) with parents, related service providers, special education teachers, counselors, and school psychologists to ensure appropriate services are provided for scholars. Parent meetings are held through video sessions with all providers weekly, to provide families with ways to support their scholar at home and to share techniques providers use.

PROVISION OF SERVICES:

- Integrated Co-Teaching (ICT) services will continue to take place with two teachers during Zoom live learning sessions. SETSS sessions will continue to be delivered by our SETSS provider through Zoom live learning sessions as well.
- At-risk psychotherapy, occurs weekly to address trauma, anger management, and social skills with scholars individually, while providing and connecting families to resources that will support the family as a whole.
 - o Interborough Developmental and Consultation Center's therapy and counseling sessions are being held this week via Zoom and Teams
- Scholars will receive Speech, Physical Therapy and Occupational Therapy services via Google Hangouts and Teams.
- Documentation is collected by all providers to monitor progress on IEP goals to ensure scholars are receiving education in their Least Restrictive Environment.
- During assessments, testing accommodations are provided for scholars as mandated by their IEP and also for English Learners, such as separate locations through breakout virtual rooms and focusing prompts, to ensure equity and access.

CHILD FIND & REFERRALS

We have updated our Child Find Process to be more proactive in identifying scholars who need more support, also taking into consideration any factors that may have impacted progress due to school closure. Our Child Study Team is a combination of our Scholar Support Team, Instructional Leadership Team, and past and present teachers of the scholar. After a Child Study referral is received, a meeting is held via Zoom to identify strategies that will support the scholar. Ways to differentiate, accommodate, and modify lesson plans to support the student are documented to monitor progress.

- Prior to referring a child to receive special education services, the Child Find Process is completed.
- If scholars do not make progress in our RTI program through intervention, scholars will be recommended for an initial evaluation.
- Parents who are interested in special education services will receive support from our Special Populations Coordinator on how to electronically submit their requests.

ENGLISH LANGUAGE LEARNERS

- Students will have access to relevant technology and have the support of a Spanish-speaking team member



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- Instruction for English learners will continue remotely using the Teams and Finish Line curriculum through live lessons on Zoom.
- Live instruction groupings are determined by scholar's language proficiency level to maximize learning time.
- All curriculum and resources are also offered electronically to support with remote instruction.
- Additional support will be offered to English learners by way of a part-time teacher who will work with Kindergarten performing at the Entering level.
- The ELL identification process is completed remotely by trained staff with families.
- At-risk and mandated social emotional services, such as counseling, are provided in the scholar's preferred language.

III. CONTINUING COMMUNICATION & CONNECTION

Communication is critical in ensuring our team and families receive clear and timely information about what is happening with our remote learning experience in the context of the COVID-19 pandemic. Communication will be occurring on several levels in order to maintain a sense of community and connectedness. Attendance at every meeting is documented via an attendance tracker.

- Each week Monday Messages will be emailed to the entire team. The message will include updates and areas of focus for the week.
- GLC meetings will be arranged once the school year is underway to determine what will work best for participants.
- Teachers contact each student in their class 3x per week.
- Parents receive updates by way of School Messenger.
- The La Cima website is undergoing major changes and updates to make it more user-friendly
- All communication will be shared in the preferred language of La Cima families.

November-June: In-Person Hybrid

IN-PERSON INSTRUCTION PLAN

At the conclusion of the first trimester (early-November), La Cima leadership will use relevant data to determine whether it is safe to host in-person instruction. This assumes that we will have collaborated with our co-located partners to arrange for safer environmental logistics. Students and staff will return to school with increased health and safety measures in order to combat the effects of COVID-19 in our schools.

WHAT RETURNING TO SCHOOL WILL LOOK LIKE FOR STUDENTS AND STAFF: At-a-Glance

POSSIBLE IN-PERSON HYBRID SCHEDULES

Instructional Priorities

- ELA Instruction for 4th and 5th graders: CKLA + Guided Reading + Small Group Reading Intervention

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- Small Group Reading Intervention will be informed by class level data (in regards to groupings)

A / B Groupings

- In this scenario the students within the school are divided into two groupings to reduce the number of students within a school each day.
- The students in both groups will attend school within the building for a total of 2 consecutive days out of 5-day week

	Mon	Tues	Wed	Thu	Fri
Group A	In Person	In Person	Remote	Remote	Remote
Group B	Remote	Remote	In Person	In Person	Remote

Alternate Weeks (or 2 weeks)

- In this scenario the students within the school are divided into two groupings to reduce the number of students within a school each day.
- The students in both groups rotate in terms of their presence within the building (week by week or every two weeks)

Week # 1						
	Mon	Tues	Wed	Thu	Fri	
Group A	In Person	In Person	In Person	In Person	Remote	
Group B	Remote	Remote	Remote	Remote	Remote	
Week # 2						
Group A	Remote	Remote	Remote	Remote	Remote - Specials	
Group B	In Person	In Person	In Person	In Person	Remote - Specials	

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Alternate Months

- In this scenario the students within the school are divided into two groupings to reduce the number of students within a school each day.
- The students in both groups rotate in terms of their presence within the building for half of the year

		Mon	Tues	Wed	Thu	Fri
Group A	November- June	Remote	Remote	Remote	Remote	Remote Specials
Group B		In Person				

FACE COVERINGS

Social distancing is not always possible in school settings, therefore, students and staff will be required to and whenever possible, provided with reusable masks and expected to wear them while in the building where social distancing is not possible and when exemptions do not apply.

SOCIAL DISTANCING

Students will practice social distancing from the arrival on school grounds & premises through departure. Students will load on school buses from back to front, increasing social distancing and limiting exposure to others. Grab-and-go breakfasts will be distributed with distancing in mind and eaten in classrooms. Staggered release schedules will be utilized in an effort to decrease crowding during arrival.

LIMITED ACCESS TO VISITORS

It is essential to create a healthy and safe environment by limiting potential COVID-19 exposure whenever possible. We will be limiting access to visitors so that meetings will be held via telephone conference. If an in-person meeting is an absolute necessity such meetings will be had by appointment only. A request must be made 24 hours in advance. La Cima ILT will establish protocols for greeting visitors and the use of screenings and temperature checks.

ADDITIONAL HAND SANITATION STATIONS

Each classroom will be outfitted with additional sanitation stations with a variety of supplies to encourage proper cleaning practices. Each station will include gloves and disinfectant wipes for spot



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cleaning, along with hand sanitizer. Students and staff will work together to ensure everyone is contributing to a healthy environment by wiping surfaces after classroom instruction is complete.

CLASSROOM MODIFICATIONS

- ❑ Student desks will be spaced six feet apart possible. Extraneous furniture will be removed from each classroom as much as possible for proper social distancing practices. Administrators will view and approve classroom designs prior to the transition from remote learning.
- ❑ Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. ILT will preview and approve classroom designs prior to the start of school, and throughout the school year as adjustments are required.
- ❑ Students will be required to take hand-washing breaks throughout the day, in addition to washing hands before and after eating. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.
- ❑ Teachers will ensure items are not shared in the classroom, including learning tools, pencils and other items shared in a group setting. If any group activities occur, students will wear masks.
- ❑ Child-friendly signage will be posted throughout the building in order to ensure procedures are clear in the classroom and common areas. ILT and teachers will teach and implement these procedures for these areas in classroom visits.

CONTROLLED MOVEMENT PATTERNS

To limit COVID-19 exposure and promote social distancing, students will move in cohorts where possible throughout the day, utilizing controlled movement patterns based on signage throughout building. Staggered dismissal patterns will be devised, with designated drop-off and pick-up areas for walkers and bussers in collaboration with our co-located schools.

COMMON AREA MODIFICATIONS

Students will be monitored in all common area locations to encourage social distancing practices. Specials classes such as Physical Education, Art, African Dance & Drumming and Music will adhere to social distancing while limiting collaborative activity and shared resources.

MEAL SERVICE

Students will receive meals in a grab-and-go style in the morning and will be asked to eat in their classrooms. Students will be distanced in the lunch line. Lunch will include pre-packaged items that can be picked up quickly to reduce time waiting in line. Lunch arrival and dismissal will be staggered.

MASS GATHERINGS

For the safety of staff and students, assemblies and other large gatherings will not be permitted until further notice.

ARRIVAL AND DISMISSAL



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- Arrival and dismissal will be staggered by grade level. The procedures will minimize crowding and transmission of COVID-19, including drop-off and pick-up points for walkers. Special education students and bus riders will be prioritized to decrease foot traffic.
- Dismissal procedures will include transition directives and pathways that limit the mixing of cohorts of students of co-located schools. Signage will be provided to remind students and parents of the traffic flow pattern upon entrance and exit of school grounds.
- Students will be supervised by staff throughout arrival and dismissal. Students will always be required to wear their face covering when arriving and during dismissal.
- La Cima will provide clear messaging to families regarding times when supervision is available and when students are permitted on campus.
- Administrators will create site-based protocols for all late arrival and early pickup. Parents/guardians picking students up will have to wait in the designated area, with face covering, and student will be escorted to them.

AFTER SCHOOL PROGRAMS

We will not host any after school programs or extra-curricular activities including field lessons.

HEALTH AND WELLNESS PROCESSES

- Screenings: Plans are underway to possibly engage an external partner to support screening staff, students and visitors to the school building.
- Students should be self-screened at home with parents or guardians to ensure absence of symptoms.
- Teachers and staff will evaluate students throughout the day, including asking students how they are feeling and observing general wellness.
- There is a full-time nurse available to help create a safe and healthy environment. There will be two separate rooms for students with basic first aid situations, and students exhibiting symptoms of COVID-19.
- Students exhibiting possible COVID-19 symptoms will be isolated from others within the clinic area and a parent called to take the child home.

POSITIVE COVID-19 CASE CONFIRMATION

- Communication: Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the Executive Director. We will also contact the Department of Health to ensure compliance with their procedures regarding school closure and deep cleaning.

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