



## **St. Columbkille Reopening Plan**

### **Starting the School Year Smart**

**Spring 2021**



## **St. Columbkille Reopening Plan**

### **Introduction**

February 2021

Dear St. Columbkille School Families,

In following the guidance from the Archdiocese of Los Angeles, California Department of Education, and public health officials, St. Columbkille School seeks to lower the risk of viral contagion from COVID-19, while promoting the development of our students academically, emotionally, socially, and, most importantly, spiritually. We recognize that we cannot completely eliminate that risk, but we can make every effort to pursue prudent measures on campus to minimize the spread of COVID-19 and other diseases. We are eager to partner with our families in order to ensure that we can safely pursue on-campus instruction.

The Department of Catholic Schools has issued guidelines outlining ways to modify our school environment and procedures to meet the directives set forth by state and local officials. We are currently working to make the necessary adjustments at our school by following the guidelines, so we are able to safely pursue on-campus instruction.

We believe the benefits of in-person school support the social, emotional, physical, spiritual and academic development of our students. We also understand the situation can change daily and will continue to monitor and make necessary adjustments for the safety and well-being of all students and our families. Please know that students and families who do not wish to return to in-person instruction at this time will still be able to participate in distance learning.

Below, we have outlined the measures and precautions we are planning to ensure we can provide a safe environment for students, staff, and families and reduce the potential spread of the virus. The faculty and staff will be trained on all of the procedures and protocols as well as recognizing symptoms of student illness.

## **Familial Adjustments**

- Students and adults with COVID-19 symptoms should not come to campus for 14 days from the end of symptoms or until proof is provided of a passed COVID-19 test. Exposure to COVID-19 should be communicated to the school office as soon as possible via phone and email.
- Students and adults with a fever (100.4 or higher) should not come to campus for 72 hours.
- Students failing the symptom check must be picked up immediately.
- Families are encouraged to practice social distancing, mask-wearing, and all other appropriate and recommended behaviors. Doing so enables our school to remain open, our students and their families to stay safe, and our growth to continue in a more optimal environment. Repeated disregarding of these expectations may jeopardize our community and require measures to be taken by the administration of the school and parish.
- Lastly, we encourage our families to set a positive and spiritual example for our students! If you have concerns, please bring them to our administration, rather than vent in front of your children. By working together in communion, we can ensure the best possible outcome for all.

## **COVID-19 Compliance Team**

Responsible for establishing and enforcing all COVID-19 protocols. The team will consist of the following:

- Principal, Ms. Reyes
- Office Manager/Bookkeeper, Erika Espinoza
- Custodial Staff, Ana Fanny Acosta Colmenares
- Secretary, Susana Enriquez

## **Mission**

*This guide is adapted and modified from the "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA ([tinyurl.com/instructionalcontinuity](http://tinyurl.com/instructionalcontinuity)), in addition to St. Mary School's (Escondido) Initial Distance Learning Plan . Guidance from the Archdiocese of Los Angeles for On-Campus Instruction for 2020-2021 School Year, "Starting the School Year Smart"*

Our mission is to educate the whole student, guiding each one, by modeling the Gospel values, to understand who they are as God's children and citizens of the world. Our goal is to create leaders of tomorrow by challenging students to excel in all aspects of education.

### **Philosophy**

We, the St. Columbkille School community, provide a safe, nurturing environment conducive to learning. We affirm the importance of the school, home, and community working together focused on the overall success of each student. We strive to teach Catholic truths and values, educate toward peace and justice, and prepare students to become life-long learners.

We instill the value of respect in each student at St. Columbkille School. We hold the expectation that all students will respect themselves and others through their words and actions, as well as, be respectful of God's creation. We maintain an environment that fosters academic success, where students set goals, strive to achieve them, and continually evaluate their progress. Students are encouraged to be responsible citizens to the immediate and global community by participating in civic activities and being catalysts for positive change.

We teach students to communicate effectively, critically, and empathetically. We educate students to identify, analyze, and find solutions to problems. We prepare students to adapt to changing conditions. The St. Columbkille community stimulates each child's curiosity and enthusiasm for learning.

### **School Wide Learning Expectations**

*This guide is adapted and modified from the "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA ([tinyurl.com/instructionalcontinuity](http://tinyurl.com/instructionalcontinuity)), in addition to St. Mary School's (Escondido) Initial Distance Learning Plan . Guidance from the Archdiocese of Los Angeles for On-Campus Instruction for 2020-2021 School Year, "Starting the School Year Smart"*

### A Catholic Learner

- I follow in Jesus' footsteps and serve others.
- I respect all people, religions, cultures, and God's creation.
- I make moral choices based on the Gospel values – compassion, justice, and respect for the dignity of life.

### A Communicator

- I read, speak, and write effectively.
- I listen actively and provide constructive feedback.
- I ask for and accept help when I need it.
- I demonstrate confidence and respect through my actions.

### A Problem Solver

- I think critically.
- I adapt to changing conditions.
- I identify problems, brainstorm, and implement effective solutions.
- I collaborate with others to find peaceful solutions.

### A Responsible Life- Long Learner

- I nurture my curiosity, set goals, and am responsible for achieving them.
- I take responsibility for initiating, completing assignments, and evaluating my academic progress.
- I use technology responsibly and ethically as a learning tool.
- I participate in community and global concerns responsibly through compassion and service.

### **Prayer**

*God, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference. Living one day at a time, enjoying one moment at a time; accepting hardship as a pathway to peace; taking, as Jesus did, this sinful world as it is, not as I would have it; trusting that You will make all things right if I surrender to Your will; so that I may be reasonably happy in this life and supremely happy with You forever in the next.*

*Amen.*

*Reinhold Niebuhr*

## Hybrid Learning

### **What is hybrid learning?**

This model is a way of combining traditional classroom experiences, learning objectives, and digital course delivery that emphasizes using the best option for each learning objective.

### **How will hybrid learning work?**

A hybrid learning plan will be provided to meet the needs of students in each grade level. Instruction will include a combination of both asynchronous and synchronous lessons, teacher-led small group instruction, independent work and daily office hours for students to receive support, as needed. Students will be divided into cohort A and cohort B. Cohort A will have in-person instruction on Tuesday and Wednesday and at home independent work on Thursday and Friday. Cohort B will have in-person instruction on Thursday and Friday and at home independent work on Tuesday and Wednesday. Mondays will be Specials day for both Cohorts at home.

### **Key Terminology for Hybrid Learning**

**Hybrid Learning:** Any type of instruction which involves the creation of content by using online and physical face-to-face tools.

**Traditional Classroom:** Typical face to face interaction between the teacher and students. The model may be augmented by digital/technological means but most if not all of the instruction and learning is done in the classroom by the teacher.

**Asynchronous:** Class interactions happen via Learning Management System (Google Classroom) without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement.

**Synchronous:** Class interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. Most online courses are a blend of synchronous contact and asynchronous study/work.

**Screencast:** A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video.

**Video Conference:** A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We would use Zoom or Google Hangouts for this function.

**Blog:** A digital entry platform for recording thoughts, assignments, digital content, etc. Can be used as a tool for reflection or logging, with text or video, the experiences of the individual. Blogs usually have a specific topic that they always touch upon and are updated within a certain frequency.

**Collaborative Tools:** Usually referring to collaboration software such as collaboration of PDFs, spreadsheets, presentations, drawings, or text documents. Collaborative tools are usually implemented within the learning management systems

**Discussion Forum:** An online place of meeting for discussion of class content. Usually the content is separated out into categories and users discuss on which topics interest them or are assigned to.

**Flipped Classroom:** A type of teaching which involves placing the classic in class activities, i.e. lectures, online and assigning them as homework; while having discussions and going over problems in class.

## Parent Communication

### Administration:

- The principal will send a Remind message or email on Gradelink at least one time per week (or more as needed) updating the parents on any changes and sending out reminders regarding distance learning.
- The school will send you a reminder message or email on Gradelink .
- The principal will join classroom Zoom .
- The principal will be available to meet with parents at the school headquarters by appointment, to discuss issues of importance to them and their children. Please contact the school office to schedule the appointment.
- Any questions or suggestions can also be done through the principal's email at [jreyes@columbkillle.org](mailto:jreyes@columbkillle.org). Remember that the success of our children and school depends on all of us.

### Teachers will:

- Post a message/parent letter on Remind or Class Dojo (Weekly) to parents every Monday morning by 9:00am to give them an overview of the week and post any important information. Junior High will inform parents by subject.
- Contact parents in a timely manner if students are not submitting their assignments to determine reasons why and help troubleshoot (within 24 hours).
- Hold office hours for families one time a week between the hours of 5-6pm to meet the needs of working parents. Parents can make an appointment with the teacher for a Zoom meeting. Zoom meeting is optional and parents can request a meeting.
- Answer emails, Remind, or Class Dojo messages as quickly as possible (and definitely within 24 hours). It is more imperative than ever that parents feel you are present and working with & for their child.

## Communication with Stakeholders

Clearly communicate to all staff your plan for returning to in-person instruction and all protocols for maintaining health and safety of all adults and students.

- Schools should communicate preventive and precautionary measures with parents and community stakeholders in writing. Staff should gather for a formal review of that final plan prior to opening school. Consider creative ways to ensure that parents are familiar with the plan and that they are informed of all the great work you are doing to maintain the health and safety of all.
- Utilize the school website, social media, and other methods to communicate health and safety protocols and reminders in both English and Spanish, where necessary.
- Schools should consider ways to engage parents prior to the return to school to help them prepare their children for the return to school, including videos, songs, and other ways to communicate messages in a fun way.

## Attendance Policy

Attendance is very important to the academic success of our children. Parents must make sure that the child has access to the internet and a device in order to participate fully when completing independent work at home.

### **Students must be present on Cohort days unless there is an illness or excused absence.**

- Teachers will take attendance at the start of each day. If a student is not present he/she will be marked absent for that class.
- If students are not present, the parent must notify the teacher via Remind or Email of the absence.
- Parents must provide the teacher with a doctor's note if the student will be out for morning or afternoon absence.

## Student Communication

Administration and Teachers will communicate with students regarding assignments and will be available between 8:00-3:00 Monday-Friday.

### **Administration:**

- The principal will be available to meet with students by appointment M-Th from 12:00- 2:00pm & Fridays from 8:00-11:00 am via Zoom or Google Hangouts. Teachers can also request that the principal meet with a student.
- The principal will have a Zoom (30 minutes) with the students each week to find out about their progress and how it can help them make their training process more effective and excellent. (A special program divided by grade will govern)

### **Teachers:**

Teachers will communicate with students through the following ways:

- Messages home and assignments communicated via Google Classroom
- In person--small group instruction will take place M-Th 12:45- 1:45pm via Zoom or Google Hangouts

### **Check in points:**

Teacher will be checking in with students. Attending in person classes, posting to discussion boards, email, submitting assignments, etc., all constitute check-ins. If a child is not completing work or has not logged onto Zoom or Google Hangouts, the teacher will reach out to their parents individually.

### **Both:**

Both administrators and teachers will follow all rules regarding the Archdiocese of Los Angeles guidelines for interacting with minors.

## Assignment Delivery



**Student Assignments: How & Where:**

Teachers will utilize Google Classroom or Seesaw to communicate assignments and work, lessons will be delivered via Zoom or Google Hangouts.

**How Often:**

Synchronous lessons will be delivered Tuesday-Friday between the hours of 8:00 am 3:00 pm. See schedules for more detail.

Daily assignments will be due by 5:00pm . For longer assignments, they will have multiple days to complete with 8:00pm as the time it's due by on the last day. If a student is not able to submit an assignment, the parent and student must inform the teacher.

**What:**

Work will be both synchronous and asynchronous.

## Hybrid Learning Schedule

**Daily Assignment Allotment:**

Content Area	TK-1st	2nd-4th	5th-8th
<b>Religion</b>	30 minutes	30 minutes	30 minutes
<b>Math</b>	60 minutes	60 minutes	90 minutes
<b>ELA</b>	60 minutes	60 minutes	90 minutes
<b>Science</b>	30 minutes	30 minutes	90 minutes
<b>Social Studies</b>	30 minutes	30 minutes	90 minutes

## Daily Schedule for TK-2nd

TK-2nd	Tuesday-Friday
8:00am	Morning Meeting (Check-in, Attendance, Reminders and Positivity Project Activity)
8:30-9:00am	LIVE Religion Lesson
9:00-9:20am	Snack/Recess
9:20-9:45am	LIVE Lesson for Math
9:45-10:30am	Math Asynchronous/Independent Work Time
10:30-11:00am	LIVE Lesson for ELA
11:00-11:45am	Lunch
11:45am - 12:35pm	ELA Asynchronous /Independent Work Time
12:35-12:45pm	Break
12:45-1:15pm	GROUP A Small Group Instruction
1:15-1:45pm	GROUP B Small Group Instruction
1:45-1:55pm	Break
1:55-2:30pm	Asynchronous Social Studies (Monday & Wednesday) Asynchronous Science (Tuesdays and Thursdays)

TK-2nd	Mondays
8am - 12 pm Break/Snack 10-10:15am	Specials: Mass/prayer service, Art, Music, PE + Missing Assignments OR Asynchronous Day

*This guide is adapted and modified from the "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA ([tinyuri.com/instructionalcontinuity](http://tinyuri.com/instructionalcontinuity)), in addition to St. Mary School's (Escondido) Initial Distance Learning Plan . Guidance from the Archdiocese of Los Angeles for On-Campus Instruction for 2020-2021 School Year, "Starting the School Year Smart"*

## Daily Schedule 3rd-5th

3rd-5th	Tuesday-Friday
8:00am	Morning Meeting (Check-in, Attendance, Reminders and Positivity Project Activity)
8:30-9:00am	LIVE Religion Lesson
9:00-9:30am	LIVE Lesson for Math
9:30-9:50am	Snack/ Recess
9:50-10:30am	Math Asynchronous/Independent Work Time
10:30-11:15am	LIVE Lesson for ELA
11:15-11:50am	ELA Asynchronous /Independent Work Time
11:50-12:25pm	Lunch
12:25-12:45pm	LIVE Lesson for ELA
12:45-1:15pm	GROUP A Small Group Instruction
1:15-1:45pm	GROUP B Small Group Instruction
1:45-1:55pm	Break
1:55-2:30pm	Asynchronous Social Studies (Monday & Wednesday) Asynchronous Science (Tuesdays and Thursdays)

3rd-5th	Mondays
8am - 12 pm Break/Snack 10-10:15am	Specials: Mass/prayer service, Art, Music, PE + Missing Assignments OR Asynchronous Day

## Daily Schedule for Junior High

Junior High	Tuesday-Friday
<b>8:00-8:30am</b>	<b>Morning Meeting Homeroom</b>
<b>Session One 8:30-10:00am</b>	<b>8th Grade Social Studies &amp; Religion</b> <b>7<sup>th</sup> Grade ELA</b>

*This guide is adapted and modified from the "Flexible Plan for Instructional Continuity" from Sacred Heart Preparatory, Atherton, CA ([tinyuri.com/instructionalcontinuity](http://tinyuri.com/instructionalcontinuity)), in addition to St. Mary School's (Escondido) Initial Distance Learning Plan . Guidance from the Archdiocese of Los Angeles for On-Campus Instruction for 2020-2021 School Year, "Starting the School Year Smart"*

	<b>6<sup>th</sup> Grade Math/Science</b>
<b>10:00-10:20am</b>	<b>Snack/Recess</b>
<b>Session Two 10:20-11:50am</b>	<b>8<sup>th</sup> Grade ELA</b> <b>7<sup>th</sup> Grade Math/ Science</b> <b>6<sup>th</sup> Grade Social Studies &amp; Religion</b>
<b>11:50-12:30</b>	<b>Small Group Instruction</b>
<b>12:30-1:15pm</b>	<b>Lunch</b>
<b>Session Three 1:15-2:30pm</b>	<b>8<sup>th</sup> Grade Math/ Science</b> <b>7<sup>th</sup> Grade Social Studies &amp; Religion</b> <b>6<sup>th</sup> Grade ELA</b>

<b>Junior High</b>	<b>Mondays</b>
8am - 12 pm Break/Snack 10-10:15am	Specials: Mass/prayer service, Art, Music, PE + Missing Assignments OR Asynchronous Day

### Teachers' Availability

How	How Often
Small Group Instruction	Tuesday-Friday
Virtual Weekly Office Hours via Zoom or Google Hangouts 5-6pm	Weekly Evening Office Hour for families to check-in with teachers regarding attendance, assignments, or well-being check-in. Teachers will inform parents what day office hours will be. <i>*Parents/students or teachers can request additional time to meet virtually outside of standard office hours with advance notice.</i>

### Teacher Lesson Plans

Lesson Plans

- Will be due every Monday at 8:00am
- Must include standards and SLE's
- Must follow the CIP Model (objective, I do, We do, Two do, Formative Assessment)

## Grading Policies

**Communicating progress:** ALL parents in grades TK-8th will have access to Gradelink to view and monitor their child's progress.

### Teachers

- Grades will be posted on a bi-weekly basis
- A minimum of 3 assignments per category will be imputed to the gradebook
- Will be available to meet with parents to discuss academic progress

### Parents

- Must ensure they have access to Gradelink and they know how to navigate it
- Must monitor their child's progress thru Gradelink

### Student

- Must turn in all assignments
- Communicate with parents and teachers of missing assignments
- Meet with teacher to discuss progress or assignments

### Administration

- Principal will plan a parent meeting to be held in August to teach parents how to access and navigate Gradelink
- Principal will check grades on a bi-weekly basis
- Principal will meet with teachers to discuss academic progress
- 

## Missing or Late Assignments Policy

St. Columbkille teachers will make accommodations to missing or late assignments. The parent or student will inform the teacher of missing or late assignments. There will be a grace period of one week to turn in assignments approved by the teacher.

### Junior High

St. Columbkille teachers will make accommodations to missing or late assignments. The parent or student will inform the teacher of missing or late assignments. There will be a grace period of one week to turn in assignments approved by the teacher. Junior High teachers will accept missing or late work, but points will be deducted at the time of submission.

## Assessing Student Progress

Students will be assessed by their teacher using a variety of assessment tools at any time during the unit. Teachers will inform parents on Remind, Class Dojo, Google Classroom, or Newsletter of assessments.

### Assessment Recommendations

- Multiple, short, low-stakes assessments
- Ask questions that are open-ended
- Use [performance tasks](#) as summative assessment
- Make all assessments open book/resource - you can't control what they may access when completing assessments, so change the design of your assessments to open book/resource
- Focus on formative assessments to inform the teaching process
- Shift thinking to reviewing evidence of student learning, rather than tests/quizzes

## Teacher Support

### Administration:

The principal will

- be available to meet with teachers via Zoom or Google Hangouts and phone to provide support as needed.
- conduct daily virtual walk-throughs to observe lessons and provide feedback
- schedule PLC time every Friday from 2:00-3:00pm via Zoom breakout rooms
- facilitate faculty meetings every 1st and 3rd Friday of the month from 1-3pm. During this time teachers will reflect on the current practices, seek help and solutions from their peers, and will evaluate the school's distance learning program as a whole so that the school can refine the program as needed to meet the needs of their students.

## Technology

St. Columbkille School will send all students home with the tools they will need to be successful with distance learning.

### **Students:**

During this time, students (with the help from their parents) will set up a workspace that will be conducive to learning and will make sure they can properly login to everything they need access to.

### **Devices:**

Students in Grades TK-8 will be provided with a school device which they can use at home. Students and parents must sign a **User Certification for Students & Parents/Guardians** before taking the device home.

## Wearing Face Coverings

### **Students:**

CDPH guidance on face coverings for students uses flexible language and states that, *“Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses or other settings where space may be insufficient”* (p. 6). Thus, the general expectation is to teach and communicate that students should wear masks and keep them on to the degree that it makes sense in a given setting. We anticipate that for some students, wearing a mask consistently will be an issue of practicality. Students in early childhood and primary grade levels will likely have a hard time keeping face coverings on their face, as well as keeping them clean. In addition, students with asthma or other health challenges may not be able to wear a face covering. It is acceptable if the face coverings come off in a given setting so long as additional measures to maintain adequate physical distancing are in place. Face shields are also appropriate alternatives if a mask cannot be worn.

### **Staff:**

For staff, the CDPH guidelines use more specific language stating that, *“All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection). Teachers can use face shields, if available, which enable younger students to see their teachers’ faces and to avoid potential barriers to phonological instruction”* (p. 6). Thus, staff are required to wear face coverings.

### **Visitors:**

Visitors and all other adults must wear face coverings on campus at all times.

## Physical/ Social Distancing

### **Physical Distancing in the Classroom:**

CDPH guidance on physical distancing states, “*Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact*” (p. 9).

**Distancing between the teacher desk and students must be at least six feet. Distancing between student desks should be six feet to the extent possible.** If six feet is not possible, then the minimum distance must be no less than four feet. Classrooms with less than six feet between desks must use other mitigation techniques such as partitions or screens between desks. Additional functions of the classroom environment should include:

- Markings (i.e., masking or painters tape) on classroom floors to promote distancing
- Desk arrangements to minimize contact (i.e., configuration of desks in a checkerboard style and facing the same direction)
- Increased ventilation (i.e., opening windows and doors)

Catholic schools do not want to undo 30 years of progress in moving away from lecture models of education toward student-centered, collaborative learning. However, restrictions for in-person instruction in the classroom make the latter a challenge. Schools should consider ways that students can collaborate digitally, whether in the classroom or at home.

To accommodate physical distancing requirements, some schools may need to consider creative approaches to allow for a smaller number of students in a classroom at a given time. This may include the flexible use of staff, rotations, and non- classroom spaces.

### **Use of Other Spaces for Instruction:**

To maximize physical distance, schools should consider how outdoor spaces can be utilized as classrooms (i.e., fields, lunch tables) as well as building spaces that are not typically used for classroom instruction (i.e., parish centers, convents, churches, auditoriums, gyms, multi-purpose rooms). For outdoor spaces, ensure that necessary precautions such as shading and sunscreen are put into place to avoid prolonged exposure to sun and heat.

### **Physical Distancing Outside the Classroom:**

Schools must make plans to reduce congregating of students, especially in hallways, recess and lunch areas, and outside the classrooms. This includes before and after school, recess, lunch, and other transitions. Procedures need to be established and communicated to parents and students. Floor markings and signage should also be used.

High schools should eliminate the use of lockers to avoid congregating and close contact of students. Depending on how cohorts are created, this may also be applicable for some junior-high grade-levels in terms of the retrieval of materials from homerooms in between schedule blocks.

At this time, outdoor assemblies and large gatherings of any type are not allowed (including weekly student assemblies). Schools will be informed if this changes.

### **Physical Alterations to Campus:**

Schools should make physical alterations to classrooms, hallways, pathways, and common spaces as appropriate to



support physical distancing. These are temporary alterations that include signage, taping pathways, clear plastic barriers, etc. Please reference the checklists linked in Appendix B.

## Entrance, Exit, and Movement Within the School

*Describe how movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.*

We have one entrance that is open at drop off and pick up time. Students will be dropped off at the car line. Parents are not allowed to enter the classrooms or the office building. Physical distancing markers will be placed in the playground six feet apart for parents and students to know where to line up each morning.

Drop off time is between 7:30 am and 8:00 am allowing for ample time to keep people physically distanced. The playground area has ample space and physical distancing markers throughout the area. In case of a rainy day, the students will proceed to their classrooms upon arrival.

## Cohorting Students

CDPH guidance states that, *“Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable”* (p. 9).

Schools must cohort students into smaller groups and keep them together to the extent possible. In addition to limiting the spread of the coronavirus, the point of cohorting students is to make contact tracing easier in case a student or teacher tests positive for COVID-19. By cohorting students, schools might be able to limit the impact on in-person instruction by only quarantining the cohort, rather than the entire school.

For elementary schools, self-contained grade levels make for natural cohort groupings. Elementary leaders may wish to consider whether an entire junior high makes up a cohort (typically grades 6, 7 and 8); however, keep in mind that should a positive case be identified and quarantine be mandated by public health officials, it would affect that larger group of students.

Specialty teachers may travel to and from classrooms to teach various cohorts or grade levels of students. In such cases, these educators should be particularly mindful of modeling and ensuring healthy hygiene practices.

Students will be in their grade level cohorts. All students will remain with their grade level classmates and practice physical distancing. Recess and lunch times will be staggered. Students will eat lunch in the classroom to minimize the shared common areas. Classroom desks will be cleaned and disinfected after lunch. Stable groups will go to recess together but will be assigned specific play

areas on the campus to play far away from other groups ensuring that the groups do not mix. Play spaces will rotate each week. Primary grades will have an instructional assistant that will help split the class into smaller groups for instruction both inside as well as outside learning time and play time.

## Recess Play and Handwashing Schedule

All grades will eat in their classrooms and they will be supervised by teachers, aides, administration.

### 1st Recess and Lunch

Grade	TK/K	1	2
Handwashing	Before snack/lunch	Before snack/lunch	Before snack/lunch
Snack	Classroom	Classroom	Classroom
Assigned Play Area	Softball Area	Map Area	Basketball Area
Assigned Restroom	TK Restroom	TK Restroom	TK Restroom

### 2nd Recess and Lunch

Grade	3	4	5
Handwashing	Before snack/lunch	Before snack/lunch	Before snack/lunch
Snack	Classroom	Classroom	Classroom
Assigned Play Area	Softball Area	Map Area	Basketball Area
Assigned Restroom	Main Restroom	Main Restroom	Main Restroom

### 3rd Recess and Lunch

Grade	6	7	8
Handwashing	Before snack/lunch	Before snack/lunch	Before snack/lunch
Snack	Classroom	Classroom	Classroom
Assigned Play Area	Softball Area	Map Area	Basketball Area
Assigned Restroom	Main Restroom	Main Restroom	Main Restroom

## Supervision Schedule

Grade	Time	Line up Area	Supervisor/Area	Time	Supervisor/Area
TK/K	9:00-9:20	Kinder Door	Ms V/Soft Ball Area	11:00-11:45	Ms V
1	9:00-9:20	Driveway Stairs/Rail	Ms Rivas/Map Area	11:00-11:45	Ms Rivas
2	9:00-9:20	Girls Restroom Rail	Bertha/Basketball Area	11:00-11:45	Bertha

Grade	Time	Line up Area	Supervisor/Area	Time	Supervisor/Area
3	9:30-9:50	In front of Kinder	Ms V/Soft Ball Area	11:50-12:25	Ms Rivas
4	9:30-9:50	Driveway Stairs/Rail	Ms Rivas/Map Area	11:50-12:25	Ms V
5	9:30-9:50	Girls Restroom Rail	Bertha/Basketball Area	11:50-12:25	Bertha

Grade	Time	Line up Area	Supervisor/Area	Time	Supervisor/Area
6	10:00-10:20	In front of Kinder	Ms V/Soft Ball Area	12:30-1:15	Ms V
7	10:00-10:20	Driveway Stairs/Rail	Ms Rivas/Map Area	12:30-1:15	Ms Rivas
8	10:00-10:20	Girls Restroom Rail	Bertha/Basketball Area	12:30-1:15	Bertha

## Healthy Hygiene Practices

*Describe the availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.*

Students and staff will be given frequent opportunities to wash their hands for a minimum of 20 seconds with soap, rubbing thoroughly after application and using paper towels to dry hands thoroughly.

Frequently scheduled mandatory handwashing breaks or opportunities (especially for younger students) will occur at a minimum: before and after eating, after using the restroom, after outdoor play and before and after any group activities.

The school will always maintain sufficient protective equipment on hand to comply with the California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.

The school will have a sufficient supply of Personal Protective Equipment (PPE) including hand sanitizers, soap, handwashing stations, tissues, paper towels, gloves masks and shields.

## Maintaining a Healthy Environment

### **Health Screening (at home):**

Parents are strongly advised to monitor for symptoms at home and must be reminded to keep children who are sick at home until they are fever and vomit free (without medication) for 24 hours. Daily health checks will be performed on-site consisting of temperature check and health screening and students will be monitored for signs of illness throughout the day.

### **Health Checks (at school):**

Before entering campus, all students (or guardians on behalf of students) must respond to a brief health screening. If a student (or guardian on behalf of the student) responds with an affirmative to any of the screening questions, he/she must not enter the school building. Screening must include questions concerning cough, shortness of breath, fever, and any other abnormal symptoms the student may be experiencing.

These questions should be laminated on a card for staff to use daily. To facilitate expeditious entry to campus in the morning, schools are advised to stagger the start day allowing for ample time to conduct screenings and temperature checks upon campus entry, including planning for multiple entrances to campus where possible. Schools may also consider using screening apps or Google Forms that students/parents can complete prior to arriving on campus.

### **Temperature Checks:**

Before entering campus, all students must have their temperature checked via no-touch thermal scan thermometers. If a student has a fever, he/she must not enter the school building. Temperature checks should be included with health screenings (see prior statement).

### **Immunizations:**

The State of California has not changed its requirements for childhood immunizations. As a result, all schools must continue to require vaccination records from parents or guardians. Please visit <https://www.shotsforschool.org> for more information. In addition, the CDPH strongly recommends faculty, staff, and students get their influenza immunizations in the autumn. This helps to decrease the occurrence of illnesses with symptoms similar to COVID-19.

## When a Staff Member, Student, or Visitor Becomes Sick or Presents Symptoms

Monitor faculty, staff, and students throughout the day for signs of illness. Students, faculty, and staff with a fever of 100.4 degrees or higher, who show coughing, fatigue or shortness of breath, or who display other COVID-19 symptoms should be sent home.

Any students, faculty, or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.

Schools should work with nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.

Schools should revise handbook policies regarding absences to be more flexible and forgivable under COVID-19.

Schools are encouraged to have contingency plans for multiple teachers and/or staff who may be absent at the same time due to personal illness, illness in the household, self-isolation, etc.

### **Handling a Positive Case of COVID-19:**

Each school must assign a COVID-19 point person who is responsible for:

- establishing and enforcing all COVID-19 safety protocols,
- ensuring that staff and students receive education about COVID-19, and
- serving as a liaison to the Department of Public Health in the event of an outbreak on campus.

As stated above, schools must have a plan in place for isolating a student or employee if they exhibit symptoms. A plan must also be in place for disinfecting all affected areas afterwards. Local public health agencies will provide more specific protocols and sample communications in the coming weeks.

If you have a positive case of COVID-19, please follow all county public health procedures and complete the ADLA COVID-19 Report Form & Instructions to report it to the Archdiocese. Schools located in Los Angeles County must follow the County's Exposure Management Plan

If you are contacted by the health department or any other entity with the directive to partially or completely close, please contact your Assistant Superintendent for guidance and support.

### **Considerations for Partial or Full School Closure:**

In the instance that a school experiences multiple positive cases in a 14-day period, they made need to, in consultation with the Archdiocese and local health officials, consider a partial or full school closure. Please refer to the COVID-19 and Reopening Framework from K-12 Schools in California document for additional details.

## Hygiene, Cleaning, and Disinfection

Students and staff should be trained and reminded on a frequent basis on proper hygiene, cleaning, physical distancing protocols, etc. Schools may want to consider ways for students to have a leadership role in compliance and educating

the community about healthy practices. To ensure student compliance to all health and safety requirements, schools should consider including them in the school handbook along with graduated consequences for failure to adhere to rules.

### **Ensuring Proper Hygiene:**

Schools must develop a clear plan and schedule to ensure that students and staff wash their hands and wipe down high use items and areas at regular intervals. The plan should include the use of restrooms at designated times, including that no more students will be admitted into a restroom at a time than there are sinks in the restrooms.

Students and staff must be given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application and using paper towels (or single-use cloth towels) to dry hands thoroughly. Hand dryers should not be used. Frequently scheduled mandatory handwashing breaks or opportunities (especially for younger students) should occur at minimum:

- before and after eating
- after using the restroom
- after outdoor play
- before and after any group activity.

Staff are instructed to model and monitor frequent and proper handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits.

Staff are instructed to model and monitor frequent and proper handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits. Handwashing is the preferred method for maintaining proper hygiene.

Approved hand sanitizers can be used as a substitute when hand washing is not possible. Please note that the FDA has published a List of Harmful Hand Sanitizers that should not be used, as they contain dangerous ingredients. Schools must avoid using hand sanitizers that appear on this list.

### **Cleaning & Disinfecting:**

Prior to reopening campus, schools must have been completely cleaned and disinfected. Upon reopening, schools are required to maintain safety by continuously cleaning and disinfecting per the chart below. These cleaning steps are to protect students and staff and reduce the risk of the spread of infection. Schools are expected to create a plan to ensure these maintenance expectations are being met. The plan should include back-up persons in the case of an absence. This written plan should be shared with parents and community stakeholders.

All cleaning supplies must be in compliance with the approved disinfectants.

## Campus Maintenance Procedures, Administrator Reference Guide

Category	Frequency
Workspace (i.e., classrooms, office)	At the end of each use and day
Appliances (i.e., refrigerators, microwaves)	Daily
Electronic Equipment (i.e., copy machines, shared computers/devices, printers, telephones)	At the end of each use and day
General Used Objects (i.e., handles, light switches)	At least 4 times a day
Student and Teacher Restrooms	Twice a day
Faucets	Twice a day
Common Areas (i.e., Cafeteria, Library, Conference Rooms)	At the end of each use and day

## Personal Protective Equipment and Other Supplies

### Equipment Availability:

Prior to opening, a school must have sufficient protective equipment and keep sufficient stock on hand to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements. Schools need to:

- Have a plan for an ongoing supply of protective equipment.
- Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).

### Cleaning Supplies Availability:

A school must also have sufficient cleaning supplies on hand to continuously disinfect the school site in accordance with CDPH guidance. This includes a sufficient supply of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.

Any school that purchases PPE, cleaning supplies, and other supplies necessary to meet the public health requirements for opening under COVID-19 should keep detailed records and accounting of purchases in the event that schools can be reimbursed using CARES Act funds.

### Other Protective Equipment as Appropriate for Work Assignments:

For employees engaging in symptom screening, the school should provide surgical masks, face shields, and disposable gloves. For front office and food service employees, the school should provide face coverings and disposable gloves. Schools must ensure that food service providers have health and safety plans in place and are

following all public health orders regarding food preparation, disinfecting, hygiene, and food distribution. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.

Classified/Custodial staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.

For regular surface cleaning, schools should provide gloves appropriate for all cleaning and disinfecting.

In order to safely reopen for on-campus instruction, school must have secured the following protective equipment and supplies:

**Required:**

- Hand sanitizer with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
- Tissues
- Disinfectant and cleaning supplies
- Gloves
- Soap
- Single use paper towels
- No-touch trash cans
- No-touch thermal thermometers
- Cloth face masks
- Face shields for teacher and young students

## Limit Sharing

**Limit Sharing of Supplies & Materials:**

Please consider the following recommendations and examples to limit sharing:

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.
- Particularly for C3 Ignite Schools, please specifically plan for the regular cleaning of shared iPads and other similar electronic devices in between student use.
- Whenever possible, schools should try to be "paperless" and submit assignments and work digitally to reduce contact exposure.

**Limit Sharing of Facilities:**

Facilities rentals must be limited in the 2020-2021 school year. Los Angeles County specifically forbids the use of school facilities by outside organizations for non-school functions. This includes all buildings and in-door spaces.



Outdoor fields can be rented as long as the third party follows all public health orders and schools use the Revised Outdoor User Agreement. If indoor spaces are used by the parish or any outside organizations, ensure that all public health guidance is followed regarding physical distancing, hygiene, and cleaning and disinfecting. Schools should develop a checklist for the parish and organizations to follow before and after use of facilities. Schools should engage with the parish regarding use of school facilities for Mass overflow or back up for parishioners.

Religious Education programs will operate at the discretion of the pastor. We strongly encourage principals to coordinate with pastors as soon as possible on their plans for the resumption of Religious Education programs for the coming school year. Religious Education coordinators should coordinate with the principal and pastor to ensure clear communication and planning for when Religious Education classes are to resume. In-person instruction and use of classroom space protocols outlined in this document apply to Religious Education classes as well.

Schools should ensure that they maintain a master list of all external / third party partners that operate on school grounds. Schools should connect with each partner to ensure that it is safe to continue those endeavors. Examples include but are not limited to: food service providers, boy and girl scouts, local Catholic high schools who use Catholic elementary school facilities, external after school programs that operate on school grounds (i.e. chess club, karate, robotics), Knights of Columbus, CYO, etc.

## Communication With Stakeholders

Clearly communicate to all staff your plan for returning to in-person instruction and all protocols for maintaining health and safety of all adults and students.

- Schools should communicate preventive and precautionary measures with parents and community stakeholders in writing. Staff should gather for a formal review of that final plan prior to opening school. Consider creative ways to ensure that parents are familiar with the plan and that they are informed of all the great work you are doing to maintain the health and safety of all.
- Utilize the school website, social media, and other methods to communicate health and safety protocols and reminders in both English and Spanish, where necessary.
- Schools should consider ways to engage parents prior to the return to school to help them prepare their children for the return to school, including videos, songs, and other ways to communicate messages in a fun way.

The Appendices includes resources from the CDC regarding messaging and printable signage to display on campus.

### **Maintain Confidentiality:**

During the initial stages of the pandemic, some schools displayed pictures of students on various social media platforms, in an effort to acknowledge the “all for one” attitude and recognize the heroic efforts to support students. However, it is important to remember, even if the intentions are laudable, that student confidentiality should not be jeopardized. To this end, confidentiality will be even more important in whatever school configuration is used this fall. Schools should review and update as necessary confidentiality and media release policies and procedures to reflect the new realities.

Staff should be reminded of confidentiality policies, especially as it relates to student and faculty health status to ensure that this is not inadvertently released.

## School Finances and Tuition

As the economy continues to recover, finance issues will present challenges for Catholic schools. Explicit responses to a variety of scenarios will be needed.

- Schools will need to review tuition collection procedures so that they reflect the current realities of the local schools. Payment due dates may need to be reviewed to be sensitive to family situations.
- Tuition assistance procedures will need to be adjusted to address the reality that some families that have never had to access this service may now be asking for assistance. Additional support may need to be provided to help families access and navigate the process. Along with this, staff reminders for adopting a ministerial approach can be helpful.
- Creative approaches to traditional fundraising activities (like galas, trivia nights, golf tournaments, Bingo, etc.) will need to be utilized if in-person approaches are limited because of local governmental regulations or archdiocesan guidance.

### **Important Note on Tuition:**

As instruction, services, and activities traditionally offered in Catholic schools are modified and limited as schools seek to meet all public health requirements, some parents may seek discounts on tuition. Although it is understandable that a parent perceives that they are receiving less for the same amount of tuition, it is important for school leaders to provide tuition assistance rather than tuition discounting and have clear messaging, including the following:

- Tuition is already substantially less than the actual cost to educate.
- There are increased costs of operating due to the health and safety requirements.
- Traditional fundraising that helps make up the gap between tuition and actual cost will be limited due to physical distancing and other public health orders.
- For high schools, auxiliary activities such as retreats, athletics, etc. are often not part of tuition and fees but are funded through additional participation fees. As such, if those activities are not offered or are limited, participation fees will not be charged.

### **Development & Fundraising:**

While the economic impact of COVID-19 has affected many, the mission of our schools to support students from all backgrounds remains as important as ever. As with previous economic downturns, a decrease in fundraising revenue from some sources can be anticipated. However, schools should take advantage of new opportunities to cultivate existing and new constituents and be creative in planning as they continue to solicit support. While health guidelines may restrict some traditional events, the use of online giving and virtual meeting platforms have enabled many schools to bring in similar or higher net income due to reduction of some associated costs. Rather than waiting for an indefinite period of time for things to return to "normal," schools should adjust strategies to continue development work in the present while social distancing and other guidelines remain in place.

## Athletics and Co-Curricular Activities

As of June 15, 2020, all ADLA schools, including CYO, may resume athletic physical training and conditioning on campus immediately provided schools develop and implement plans that strictly adhere to the guidance from the California Interscholastic Federation (CIF) linked below. As such, activity will resume in CIF PHASE I ONLY at this time. Any deviation above and beyond PHASE I activity, or non-compliance of required modifications will come with restrictions including and up to an immediate shutdown of activity. PHASE I activity in no way extends permission for competition play. The state has not released guidance on the resumption of competitive athletic programs as of this time. We will update you as to when we can move to PHASE II. Anticipate this decision to come on or after July 20, 2020.

The CIF guidance document refers to incorporating state and local health orders where applicable. Because the archdiocese spans three different counties, we have linked below the guidance from the California Department of Public Health (CDPH) and LA County Department of Public Health (LACDPH). Santa Barbara and Ventura Counties have elected to use the CDPH guidance and did not include additional modifications, while the LACDPH added protocols to the state guidance. While the CIF guidance is developed specifically with high schools in mind, the state and county guidance is designed for public commercial gym and fitness facilities. As a result, please consider the applicability of certain patron and operational requirements, such as the need for a reservation system – this does not apply to schools. You should see the state guidance and county orders as a necessary complement to the CIF guidance, particularly related to health and safety protocols.

Please see the following documents for your reference and planning:

CIF guidelines for return to physical activity/training.

State of California Guidance – Fitness Facilities Los Angeles County Reopening Protocol for Gyms and Fitness Establishments Applicable to Los Angeles County).

Choir, band, and music practices or performances are not permitted on campus.

Schools should refer to the August 3 CDPH Guidance (p. 13) for additional information on Sports & Extracurricular Activities, as well guidance updates from the local county Schools should also reference their local county's guidance regarding physical distancing and infection control practices for extra-curricular activities, which are forthcoming.

**Please note that this plan is subject to change as needed during the hybrid learning process.**

