2020-2021 Operations Plan
Old Mission School

Updated August 4, 2020

Diocese of Monterey

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Purpose

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

The COVID-19 pandemic and the resulting shelter-in-place have taken a toll on the social, emotional, and educational needs of students and staff. The virus will stay in circulation until a vaccine is developed, widely available and utilized. A vaccine is not likely to be in use during the next 18 months. A second wave of infections is expected, possibly coinciding with flu season in October or November 2020. The second wave may result in returning to school closures. Plans developed must be flexible and able to tighten and relax restrictions as the data at the local level changes over time.

The CDC tool to guide schools to reopen is provided on page two. Governor Gavin Newsom's California's Roadmap to Modify the Stay-at-Home Order describes six indicators that must be met in order for his executive order to be relaxed. He also outlines the requirements that local jurisdictions must meet to relax shelter-in-place orders. The Governor noted in his plan that schools may reopen during phase 2 of the California Roadmap.

While most schools established their new school year calendar prior to the pandemic, schools must stand ready to revise start dates if needed depending upon what is allowed by our state and local health officials. This plan describes what protocols will be followed in order to open our school during the COVID-19 pandemic. When schools will open will be communicated at a later date.

Public Health Guidance - Resources and Documents

The development of the school's Operations Plan is based on and consistent with the following public health guidance:

> **Centers for Disease Control and Prevention**
> https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
> https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/schools.html
>
> **California Department of Public Health**
> Industry Guidance for Schools and School Based Programs (7-17-2020)
> https://files.covid19.ca.gov/pdf/guidance-schools.pdf
>
> Industry Guidance for Office Workspaces (7-29-2020)
> https://files.covid19.ca.gov/pdf/guidance-office-workspaces.pdf
> **Here is the Ready SLO resource page.**
> https://www.emergencyslo.org/en/reopening.aspx#22-Schools

Schools will complete the CDC's *Considerations for K-12 Schools: Readiness and Planning Tool*
https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf

In-Person Re-Opening Criteria

On July 17, 2020, the California Department of Public Health released criteria for opening schools to in-person instruction. COVID-19 and Reopening In-Person Learning Framework https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf (7-17-2020)

> **In-Person Re-Opening Criteria**
> Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days.
>
> If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.

The County was placed on the State of California's monitoring list on July 13th, 2020.

Until the County is off the monitoring list for 14 days, or unless an elementary school waiver is granted from the County Public Health Officer, the school will offer a **distance learning program**.

CDC Considerations for Schools (*Updated May 19, 2020*)

SCHOOLS DURING THE COVID-19 PANDEMIC

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?
- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY **NO** → **DO NOT OPEN**

ALL **YES** →

Are recommended health and safety actions in place?
- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY **NO** → **MEET SAFEGUARDS FIRST**

ALL **YES** →

Is ongoing monitoring in place?
- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY **NO** → **MEET SAFEGUARDS FIRST**

ALL **YES** → **OPEN AND MONITOR**

cdc.gov/coronavirus

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:
- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain 6 feet apart or as far apart as possible and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes may be employed).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Promoting Behaviors that Reduce Spread

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.
- Staying Home when Appropriate
- Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
  - Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
  - Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
  - Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.
- CDC's criteria can help inform when employees should return to work:
  - If they have been sick with COVID-19
  - If they have recently had close contact with a person with COVID-19
- Hand Hygiene and Respiratory Etiquette
  - Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Cloth Face Coverings
  - Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. In the updated guidance (7/17/2020), all staff and students in 3rd grade and above will be required to wear a mask or face covering. Students in

2nd grade and below are strongly encouraged to wear a face covering. Students should be provided a face covering if they do not have one. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
- Note: Cloth face coverings should not be placed on:
  - Children younger than 2 years old
  - Anyone who has trouble breathing or is unconscious
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
  - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Adequate Supplies
  - Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Signs and Messages
  - Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering.
  - Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
  - Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
  - Find free CDC print and digital resources on CDC's communications resources main page.

Maintaining Healthy Environments

Schools may consider implementing several strategies to maintain healthy environments.
- Cleaning and Disinfection
  - Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
  - If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.
  - Develop a schedule for increased, routine cleaning and disinfection.

- ○ Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children. Use products that meet [EPA disinfection criteria](#)
  - ○ Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- **Shared Objects**
  - ○ Discourage sharing of items that are difficult to clean or disinfect.
  - ○ Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
  - ○ Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
  - ○ Avoid sharing electronic devices, toys, books, and other games or learning aids.
- **Ventilation**
  - ○ Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- **Water Systems**
  - ○ To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- **Modified Layouts**
  - ○ Space seating/desks at least 6 feet apart when feasible.
  - ○ Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
  - ○ Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.
- **Physical Barriers and Guides**
  - ○ Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
  - ○ Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).
- **Communal Spaces**
  - ○ Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
  - ○ Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- **Food Service**

- ○ Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- ○ Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- ○ If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.

Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.
- ● Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19
  - ○ Offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).
  - ○ Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).
  - ○ Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.
- ● Regulatory Awareness
  - ○ Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- ● Gatherings, Visitors, and Field Trips
  - ○ Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
  - ○ Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
  - ○ Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
  - ○ Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- ● Identifying Small Groups and Keeping Them Together (Cohorting)
  - ○ Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
  - ○ Limit mixing between groups if possible.
- ● Staggered Scheduling

- ○ Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
  - ○ When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.
- ● Designated COVID-19 Point of Contact
  - ○ Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- ● Participation in Community Response Efforts
  - ○ Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).
- ● Communication Systems
  - ○ Put systems in place for:
    - ■ Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 (e.g. see "Notify Health Officials and Close Contacts" in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
    - ■ Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- ● Leave (Time Off) Policies and Excused Absence Policies
  - ○ Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
    - ■ Examine and revise policies for leave, telework, and employee compensation.
    - ■ Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
  - ○ Develop policies for return-to-school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.
- ● Back-Up Staffing Plan
  - ○ Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- ● Staff Training
  - ○ Train staff on all safety protocols.
  - ○ Conduct training virtually or ensure that social distancing is maintained during training.

- Recognize Signs and Symptoms
  - If feasible, conduct daily health checks (e.g., temperature screening and/or or symptom checking) of staff and students.
  - Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.
- Sharing Facilities
  - Encourage any organizations that share or use the school facilities to also follow these considerations.
- Support Coping and Resilience
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.
- Advise Staff and Families of Sick Students of Home Isolation Criteria
  - Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.
- Isolate and Transport Those Who are Sick
  - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
  - Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
  - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people. See: What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.

- ○ Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

- Clean and Disinfect
  - ○ Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
  - ○ Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children.
- Notify Health Officials and Close Contacts
  - ○ In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act (ADA)](#)
  - ○ Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

California Department of Public Health General Measures

Planning and Collaboration
- The school will consult with its county health officer and county health department to monitor and provide advice on local health conditions.
- The school collaborates with the Diocese of Monterey Department of Catholic schools and other Catholic schools in development and implementation of its school site operations plan.
- The school collaborates with the County Office of Education and other schools in the county.

Repeated Closures of classes, groups or facilities
- In the event that a class, group or the facility is closed for a period of time due to COVID-19 exposure, teachers and students will engage in a distance learning program.
- Appropriate measures will be taken to ensure thorough cleaning and disinfecting of any locations that were close contact with an individual as outlined in CDC guidance.

Use of Facility by External Community Organizations
- Upon evaluation of the facility, the school will not allow for the use of the site by external community organizations such as parish religious education, recreational sports, etc.
- (If the site is in use) External organizations will be required to follow the health, safety and cleaning protocols as outlined in this operations plan.
- The cost of maintenance will be paid for by the external organization.

Students with Access/Functional Needs
- California Office of Emergency Services defines "Access and Functional Needs"

(https://www.caloes.ca.gov/cal-oes-divisions/access-functional-needs)
- Access and functional needs (AFN) refers to individuals who are or have:
  - Physical, developmental or intellectual disabilities
  - Chronic conditions or injuries
  - Limited English proficiency
  - Older adults
  - Children
  - Low income, homeless and/or transportation disadvantaged (i.e., dependent on public transit)
  - Pregnant women

- The principal will identify any employees and/or students who fall under this category and will develop a support plan in consultation with the Diocese of Monterey Superintendent and Director of Human Resources.

Goal for Old Mission School:

Bring students and staff back to school safely following all health and safety protocols to ensure all students receive a high-quality Catholic education and continue to prevent the spread of COVID-19 in the community and on school campuses.

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

This plan was developed in consultation with school and program leaders, Diocesan leadership and the San Luis Obispo County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

Reopen Planning Team members include:
1. *Shirley Gray, Principal*
2. *Tess Barket, Vice Principal*
3. *Brittany Enamorado, ET Lead*
4. *Lyndsey Weisenberg, MST Lead*
5. *School Advisory Board--approval by SA*
6. *Richie Gill, Mission Floor Care/custodial*
7. *BJ Woods, Administrative Assistant*

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

The state shelter in place orders were lifted on _____<date>.
The local shelter in place orders were lifted on May 16, 2020.

HEALTH AND SAFETY

Required Health and Safety Actions

- How will you monitor symptoms of all students and staff upon entry?
  Persons who have a Temp $\geq$ 100.4 F alone, or any symptom suspicious for COVID-19 should result in sending the student home. All employees and parents of students will be instructed to be on the alert for signs of illness and to stay home when they are sick.
  - Employees upon arrival
    - Entry location: Mill Street
    - Temperature taken by: Administrator
    - Screening of symptoms conducted by: Administrator
  - Students
    - Entry locations: Mill Street, Peach Street, Palm Street
    - Temperature taken by: Administrators, Teachers, and Aides
    - Screening of symptoms conducted by: Administrators, Teachers, and Aides

- What are your health and safety protocols for all students and staff?
  - Training provided for students and staff on hygiene and social distancing
  - Training provided to staff for disinfecting frequently touched surfaces
  - Washing hands frequently and using hand sanitizer
  - Appropriate personal protective equipment including face coverings, face shields, and gloves when necessary
  - Daily temperature and symptom screening
  - Cover coughs and sneezes
  - Clean and disinfect frequently touched surfaces daily
    - door knobs, bathrooms, drinking fountains - after each break, end of day
    - tables, desks, chairs, benches - end of day
    - play structure and equipment (restricted use by cohort) - end of week
  - Remain home when feeling symptomatic
- What are the protocols in the classroom and in other spaces on the campus?
  - Frequent hand washing, hand sanitizer at entry to rooms and at each desk
  - Spacing of student desks
  - No shared supplies
  - Cohorting/limit exposures
  - one to one technology devices
  - face coverings if physical distancing is not practicable in classroom activities
- What are your protocols for student drop off and pick up?
  - Drop off 7:45-8:00
    - Main Campus students alphabetical to Mill Street and Peach Street entrances
      - Peach Street - Last names: A-M
      - Mill Street - Last names: N-Z
    - Annex students to Palm Street entrance
  - Pick up beginning at 1:45
    - Normal staggered schedule by grade
      - TK: 12:00pm
      - K: 1:45pm
      - 1-2: 2:00pm
      - 3-4: 2:10pm
      - 5-6: 2:20pm
      - 7-8: 2:30pm
    - Older siblings join the youngest sibling to wait for pick up
    - Students not picked up by 2:30 will be checked into extended care

- What are your health and safety protocols for visitors and deliveries?
  - Entry at office
  - Front desk screen
  - Limit visitors
  - Restrict non-essential adult visitors/volunteers
- How will you handle students or staff who become sick while on campus?
  - Isolate in nurse's office until pick up, face coverings required
  - Back up staff will take over in case of teacher illness
  - Students should be pick up within 20 minutes of phone contact
  - Distance Learning protocols will be communicated for students home due to illness
  - Teachers quarantined to home may teach remotely if practicable
- How will you inform/teach/train these expectations prior to staff and student return?
  - Plan to be published
  - Train staff in August work week
  - Parent/guardian signed acknowledgement/document
  - Training tools for parents to use with their children will be sent home prior to first day of school

Teacher and Staff Safety

- Ensuring staff maintain physical distancing from each other is critical to reducing transmission between adults.
- Requests for accommodations for staff who are at higher risk for severe illness may be provided after consultation with the Diocese of Monterey Human Resources.
- Conduct all staff meetings, professional development training with physical distancing in place, or virtually.
- Minimize the use of and congregation of adults in staff rooms, teacher work rooms, lunch rooms, etc.

Health Hygiene Practices

- How will you implement disease prevention behaviors into the culture of the school?
  - All employees will be trained prior to the first day of school
  - Posted signage through the school will remind students and staff of healthy hygiene practices
  - Installed two additional hand washing stations, scheduled hand washing and sanitizer

- How will you teach refresher lessons to keep knowledge of disease prevention behaviors in the forefront?
  - Monthly staff and student refreshers
  - Visual reminders/signage at entrances, restrooms, eating/drinking areas
  - Publish reminders and practices in school communications to families
- How will you continue to reinforce strategies with students who are following the health and safety protocols?
  - Daily morning reminders and scheduled hand washing
  - Visual reminders/signage at entrances, restrooms, eating/drinking areas

Required PPE Use

- What PPE is required for students and staff and under what circumstances?

Face Coverings: Students

STUDENTS

Age	Face Covering Requirement
Under 2 years old	No
2 years old – 2nd grade	Strongly encouraged**
3rd grade – High School	Yes, unless exempt

- Face coverings are strongly encouraged for young children between two years old and second grade.
- A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced.
- When a cloth face covering is temporarily removed, it should be placed in a clean paper bag.
- **In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.**
- To prevent unnecessary exclusions, a disposable mask will be provided to a student who forgets to bring a face covering to school.

Face Coverings and Gloves: Staff
- All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face coverings cannot be used (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom if the wearer maintains physical distance from others.
- Workers or other persons handling or serving food must use gloves in addition to face coverings.
- Employers should consider disposable glove use to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.
  -
- What training is needed for PPE?

            Training on required PPE, proper use and procedures
- How will changes in PPE be communicated to all stakeholders?
  - School-wide announcements
  - Posted with handbook and Operations Plan on website

Cleaning Procedures and Schedules to Prevent Disease Transmission

- How will you promote frequent hand washing and prevent overcrowding at handwashing locations?
  - Schedule class handwashing (attached)
    - Rooms 1, 2, 7, 10: handwashing in classrooms
    - All others, staggered: bathrooms, pavilion, handwashing stations
    - Signage will serve as reminders for frequency and proper method
- What are the routine cleaning and disinfection procedures and their frequency?
  - Spray sanitize bathrooms: after morning recess and lunch
  - Cleaning and sanitizing full facility: evenings
  - Teachers sanitize frequently used surfaces/door knobs etc. throughout the day
  - Items that must be shared will be sanitized between use by different groups
- What are the classroom procedures for teachers and staff to clean desktops and doorknobs at the start of each new class if a student must change rooms?
  - Teachers sanitize frequently used surfaces/door knobs etc. throughout the day
- What cleaning supplies will be provided and how will teachers and staff obtain these cleaning supplies?
  - Spray bottles of sanitizer provided to each teacher by cleaning service, restocked daily and kept restricted from students
- What is the schedule for campus staff to disinfect touch points and surfaces regularly?
  - Morning, mid-day breaks and after student use/movement
- What are the procedures for immediate disinfection of rooms where people with respiratory symptoms or fever have been?
  - Facilities team to use appropriate misting product same day, upon arrival after student dismissal (room restricted until disinfection is possible)
- Who will conduct routine cleaning if a custodian is absent?
  - Contracted service, always staffed
  - Administration and staff will clean in absence of custodial support
- How will touch free soap dispensers be maintained?
  - Not able to find touch free dispensers, soap dispensers disinfected frequently and training provided to students
  - Hand sanitizer dispensers with bacteria resistant surfaces in each classroom
- How will you train custodial staff to safely use disinfectants and sanitizers?
  - Contracted Custodial service to provide industry and CDC approved trainings

- Have you recently changed air conditioning/heater filters? How will you ensure adequate ventilation?
  - Window and/or door in each room will remain open during school day

Required Physical Distancing

	High Restriction	Medium Restriction	Low Restriction
	- Class size limited to 25, cohort model to isolate groups, desks spaced to provide distance as practicable (If class size isrestricted by county authorities to 50%, then rotating schedule or resume Distance Learning) - Social Distancing: No Large gatherings - Protocols to minimize transmission (i.e. handwashing, minimizing contact) - PPE for all Staff and students - Testing of Staff w/symptoms	- Class size limited to 25, cohort model to isolate groups, desks spaced to provide distance as practicable - Protocols for Large Groups and transitions - Protocols to minimize transmission (i.e. handwashing, minimizing contact) - PPE for all Staff - PPE for students when social distancing is not possible - Testing of staff w/symptoms	- No limits to Class size - Protocols to minimize transmission (i.e. handwashing, minimizing contact) - Protocols for Large gatherings - PPE for all Staff when social distancing is not possible
	- students rotate ½ class Mon/Thur and ½ Tues/Fri - Wednesday virtual "office hours" for students' questions - home study days for completing assigned work **OR** - Resume distance learning if above is not practicable	- All students attend 5 days/week - Students in cohort groups for class, recess, lunch, etc. staggered schedules to prevent interactions of groups	- All students attend 5 days each week - Classes are in their regularly assigned classrooms

- How will you ensure social distancing in classrooms, locker rooms, cafeterias, assemblies, lining up?
  - Distancing as practicable by marked spacing for common areas, desks spaced in classrooms
  - No use of lockers by middle schoolers
  - Students spaced at benches and lunch tables outside for lunch and snack time or in classrooms
  - PE and recess activities will be restricted to non-contact activities
  - Teachers and staff will monitor spacing for lining up, restrooms, etc.

- What commonly shared spaces will be closed? Libraries? Staff lounges?
  - Staff lounges/work rooms open for classroom prep only, no gatherings
- Will offices and classrooms need to be rearranged to accommodate physical distancing of 6 feet?
  - Offices currently provide 6ft distancing
  - Classrooms do not provide for 6ft distance, distancing as practicable with desk placement
- Are you able to stagger times when students and staff are moving outside their classrooms/work areas to reduce the number of potential contacts and require students to stay six feet apart when transitioning from one space to another?
  - Staggered schedule, spacing as practicable
- How will you ensure cohorts of students do not mix?
  - Staggered schedule (recess, lunch, pick up) and assigned outdoor spaces
- Will foreign exchange students be allowed at schools?
  - N/A
- What meetings will be held virtually rather than in person?
  - All meetings can be held virtually as necessary including faculty, Parent Club, School Advisory Board, etc.
- Will any employees who don't work directly with students continue working from home rather than at the school site?
  - Employees who don't work directly with students will work from school unless otherwise directed by administration
- Will employees need to work alternating shifts to avoid having too many employees in a particular space like shared offices?
  - No

Classroom Space
- To reduce possibilities for infection, students will remain in the same space (i.e. their assigned classroom) and in cohorts as small and consistent as practicable, including for recess and lunch.
- The school will keep the same students and teacher or staff with each group, to the greatest extent practicable.
- The movement of students and teachers or staff will be minimized as much as practicable. In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
- Activities that involve singing will only take place outdoors and students will be physically distanced to the greatest extent practicable.

Non-Classroom Space
HALLWAYS/ PASSING TIMES
- The school will minimize congregate movement through hallways as much as practicable by creating staggered passing times when necessary or when students cannot stay in one room
- The school will place guidelines on the floor that students can follow to enable physical distancing while passing.
- The use of lockers will be staggered and minimized.

MEALTIMES
- Meals will be served outdoors or in classrooms instead of cafeterias or group dining rooms where practicable.
- Where cafeterias or group dining rooms must be used, students will be kept together in their cohort groups, ensuring physical distancing, and assigned seating.
- Meals will be served individually plated or bagged. Sharing of foods and utensils and buffet or family-style meals will be avoided.

Attendance and Health Policies

- What is your attendance policy?
  - Will follow California's attendance and truancy policies
  - Absences due to illness will not impact participation grades during this public health emergency
- What is your system for updating all internal and external stakeholders (families, students, employees, contracted providers and vendors on changes in the exclusion criteria as new information develops?
  - Student Information System, weekly letters and announcements, emails and website
- What is your policy/guidance on self-screening and exclusion policy for volunteers and contracted providers?
  - All staff, students, and volunteers entering campus will be screened
  - If allowed, volunteers will be limited and screened on arrival
- What is your guidance for leave options and continuance of any remote work options and where will employees find this information?
  - Guidance needed from HR
  - Diocesan Employee Handbook
  - Remote work allowed for employees not working directly with students if office is in a shared space
- How will supervisors handle concerns about a volunteer or contracted employee who displays respiratory symptoms and those who resist leaving work?
  - Guidance needed from Diocesan HR

Plans for Situational Awareness and Consultation with Local Health Authorities

- Who will monitor and share updates from California Public Health?
  - Principal, Shirley Gray- administration, and marketing
- Who will monitor and share updates from CDC?
  - Principal, Shirley Gray-- administration, and marketing
- Who will monitor and share updates from Diocesan Office?
  - Principal, Shirley Gray
- Who will monitor and share updates from the San Luis Obispo County Office of Education?
  - Principal, Shirley Gray
- Who will monitor and share updates from San Luis Obispo County Health Department?
  - Principal, Shirley Gray

Procedures for Communicating Confirmed Cases

State of California—Health and Human Services Agency
California Department of Public Health

CDPH

SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

GAVIN NEWSOM
Governor

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	• Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open	• No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	• Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open	• Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	• Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open	• School community notification of a known case
4.	Tests negative after symptoms	• May return to school 3 days after symptoms resolve • School/classroom remain open	• Consider school community notification if prior awareness of testing

Case Follow Up Checklist
https://drive.google.com/file/d/1evm1MaM7Buz6i0M2lUd

Note: The following parts of the plan will be reviewed by the Diocesan Department of Catholic Schools, not the County Health Department

INSTRUCTIONAL PROGRAMS

Instructional Model/Models

- Describe your instructional model in detail. (Traditional, blended/hybrid, distance learning, etc.)
  - Traditional as practicable in cohort model
  - If necessary to limit class size, will rotate ½ class 2 days/week with mid-week virtual "office hours" for questions. Students will complete assigned class work on home days
  - Distance learning will be employed if shelter-at-home is required, or if rotating schedule is not practicable for families
  - For families uncomfortable sending child to school, independent study option available with weekly teacher conference for questions/progress monitoring
- Include the logic for choosing a particular model.
  - County health authority is very understanding of the need to get back to school and recognizes we can only do our best within our populations, facilities, and budgets
  - SLO County metrics will be considered (currently <1% infection rate)
- Will students return to their classrooms in a normal scenario because space and class size already allow for physical distancing? Will the instructional program be the same as it was prior to the pandemic?
  - Cohort scenario with distancing as able.
  - Similar instructional program with readiness to go digital/distance at a moment's notice
- Will you continue with a distance learning model? If so, what type and for which grade levels or programs?
  - Only if required by shelter-at-home order
  - Will resume effective distance learning model conducted in spring 2019 for all grade levels (TK/K-1 hr synchronous/day plus recorded instruction, 1st-8th, 3hrs synchronous/day with 1 hour tutoring/teacher office hours available)
- Will you use a hybrid model (in person and distance learning)? Synchronous and asynchronous?
  - If required to limit class size to 50%, in-person two days/week with class work in between and synchronous office hours mid-week
  - Only considered if a less restrictive model is not practicable
- Will you use an online distance learning model and if so, what platform will you use and what devices and connectivity is still needed?
  - Google Classroom and Zoom
  - Wi-fi update this summer
  - Devices are already one-to-one
- What platform will you use?
  - Google Classroom and Zoom
- What permissions do you need? From whom?
  - Local information technology team
- Will you be using a phased opening?
  - No
- How will you measure and address learning loss?
  - Ongoing assessment
  - Small group and individual tutoring
  - Begin school year assessing existing areas of need

○ Ongoing teacher collaboration regarding standards in need of review

Technology and Infrastructure

- What are your network and infrastructure needs to support your instructional plan?
  - Wi-fi update this summer
- How to plan to address the digital divide for your student population?
  - Devices are already one-to-one
- What processes have you implemented or developed to safeguard the devices and to make sure that they are appropriately used?
  - Google safety features embedded in Chromebooks
  - GoGuardian oversight software
  - Provisions for device access are grade-specific
  - Zoom safety features (waiting rooms, password-protected meetings, etc.)

Early Learning and Childcare

- Are there any current unmet needs for providing childcare to families of essential workers?
  - After School Activities (ASA) childcare currently provided w/limited sized groups and limited space
- Do we have fiscal models that reflect Licensing requirements that limit the number of children in a classroom?
  - N/A for all remaining questions
- Do we need to modify classrooms to assist preschool children with physical distancing?
- Do all childcare classrooms have appropriate cleaning supplies and any necessary PPE?
- Do preschools open when schools open?
- Do we have a plan for a hybrid model of preschool due to physical distancing limitations?
- Do we need to increase our full day/child care spaces to support essential workers?

CATHOLIC IDENTITY

Celebration of Catholic Rituals and School Traditions

- What health and safety protocols will be used when Mass is celebrated?
  - Limit class attendance by rotation schedule
  - Follow Parish protocols in place
- What health and safety protocols will be used when holding prayer services?
  - Spacing and/or digital streamed or recorded services
- What adjustments need to be made for major school events such as Grandparents' Day, Christmas program, Catholic Schools Week, etc.?
  - Follow county and state guidelines
  - If we can't have gatherings, we will continue use of creative recorded options

PERSONNEL

General Personnel

- How might evaluation timelines shift?
  - If not in-person, online evaluations will still take place on similar timeline
- Have we prepared employees to return? Have we identified all their concerns and are we prepared with responses?
  - Yes - debriefed distance learning, discussed what worked and changes necessary for in-person instructions
- Do we need to consider any staffing changes to support operational changes?
  - Possible addition of support staff as necessary
- Should we use job-alike groups to examine routines used to prepare for next year and develop alternatives for accomplishing those needs (ie. student enrollment, distribution of books, etc)
  - Yes
- Should we modify schedules for staff?
  - Possible addition of support staff as necessary
- How might you hold all staff meetings virtually?
  - Zoom staff meetings to continue

Professional Development

- How are we monitoring and supporting teacher growth in regards to technology and distance learning?
  - Continued teacher collaboration and communication
  - Support staff assistance
  - Shared resources for distance learning with teachers and families
  - Surveying families
- Do we need to train staff on updated COVID risk factors and protective measures?
  - Yes
- Are we providing collaboration and PLC time for teachers and staff?
  - Yes
- Do we need PD on how to support students who have fallen behind?
  - Will assess needs in Fall, and throughout school year
- Do we have coaching support for teachers?
  - Yes

Family Engagement and Support

- How will you engage families in this plan?
  - School Advisory representation on planning committee
  - Family survey
  - Plan communicated to community once approved and posted to website
- What two-way communication channels do you have in place to share information about plan changes and to receive feedback?
  - Marketing personnel to be point of contact for families
  - All plans, once approved, to be posted to school website

Social and Emotional Well-Being

- What access do students have to 1:1 interaction with adults?
  - Daily through tutoring/office hours (in-person or through Zoom)
- What systems do we have for reaching out to students to identify and assess needs?
  - Teacher observation
  - Weekly/bi-weekly check-ins (Google Forms, etc.)
- Do we have a system for checking in with parents on a regular basis to offer support and resources?
  - Student-led Parent Teacher Conferences
  - Progress Reports
  - COVID Resource page on school website
  - Email/phone/round table communication as needed
- Are we connecting families to crisis supports such as food pantries, rent/mortgage/utility assistance, unemployment benefits, etc.?
  - To provide through COVID resource page on school website as needed
- How will we engage families that are not participating in distance learning activities outside of the physical classroom?
  - Email/phone communication
  - Modification of curriculum based on student/family needs
- How do we partner with community partners to provide support?
  - SLO County Office of Education
  - COVID resource page on school website, updated as needed
  - Continued communication and collaboration with other Catholic schools
- Will we implement social-emotional learning lessons to develop strong coping skills?
  - Yes
- Do we have a plan for supporting "re-entry"?
  - TK-2nd grade, plus any new students, orientation in August, staggered for distancing
  - Increased staff awareness of social emotional needs of students, staff, and community
- How can we provide students and families access to mental and emotional support such as online therapy, meditation, relaxation, arts, and recreation?
  - Share links for online resources (Transitions SLO Mental Health resources)
  - Incorporated into curriculum

Mental Health Supports

- Are staff equipped to respond to students in crisis?
  - Yes
- Are supports available for students who have known challenges?
  - Yes
- Do we have a process for triaging students that are more at risk for having experienced trauma as a result of COVID-19 (those students with preexisting MH conditions and those that were directly impacted by the pandemic)?
  - Observations communicated to families
- Do we have a way to assess and identify students struggling with trauma?
  - Yes
- Do we need additional counselors, social workers, school psychologists?
  - Yes, but there are no plans to implement at this time due to budget restrictions.
- To what extent are staff comfortable with responding to students exhibiting mental health needs?
  - There are varying levels of comfort. Staff work as a team in responding to student mental health needs.

- Which staff have participated in basic mental health trainings? Which staff do we need to prioritize to get this training?
    - Becky Stevens, Kathleen Cirillo, Brittany Enamorado, Susie Lock, and Lyndsey Weisenberg have received mental health training
    - Administrative staff would be the priority for training.

Communications

- Describe your communications plan in detail.
    - Defer to: MCOE COVID-19 Communications Plan?
    - SLOCOE Communications Plan?

This plan was developed in consultation with school and program leaders, Diocesan leadership and the Monterey County Public Health Officer. It takes into account the feedback from students, families, staff, and administrator feedback collected through survey data.

This plan was approved by our local board on June 29, 2020.
This plan was approved/reviewed by the San Luis Obispo County Public Health Officer on June 26, 2020.

Revised August 5, 2020

Appendix of Resources

- [AFT: A Plan to Safely Re Open](#)
- [American Academy of Pediatrics: Covid 19 Planning Considerations](#)
- [Bellwether: Covid-19 Strategic Planning Toolkit](#)
- [CDC Considerations for Schools](#)
- [CDC Get Your School Ready for Pandemic Flu](#)
- [Getting Smart: How to Re Open Schools](#)
- [Hanover Research: Learning Loss Discovery Guide](#)
- [Hanover Research: Strategies for Maintaining Student Engagement During Remote Learning](#)
- [John Hopkins Center for Health Security: A Plan for a Phased Reopening Guided by Public Health Principles](#)
- [McKinsey & Company: Coronavirus COVID 19: Considerations for Reopening Schools](#)
- [NPR: What it Might Look Like to Safety Reopen Schools](#)
- [PACE Policy Brief: What Does Research Say About Staggered School Calendars?](#)
- [WHO: Considerations for school-related public health measures in the context of COVID-19](#)
- [Unicef Framework for Reopening Schools](#)

	MS BELL SCHEDULE
7:45-8:00	**Gates open - Check-in**
8:00-8:10	**Schoolwide Prayer & Announcements**
8:10-8:55	Period 1
8:50-9:40	Period 2
9:40-10:25	Period 3
10:25-10:45	**Break**
10:45-11:30	Period 4
11:30-12:15	Period 5 ET **Lunch**
12:15-1:00	Period 6 6-7 **Lunch** (6th eats first then play/7th opposite)
1:00-1:45	Period 7 8th **Lunch**
1:45-2:30	Period 8
Staggered Dismissal	12:00 TK 1:45 K 2:00 1st/2nd 2:10-2:20 3rd/4th 2:20-2:30 5th/6th 2:30-2:40 7th/8th

What will tutoring look like?
Same 30minutes; Zoom from homeroom

Water fill-up stations - teacher or aide controlled

Meetings?
Consider adding RET agendas to weekly ET/MST & Faculty Meetings
MST Meeting 1/week in lieu of tutoring

Shortened day - Why? No traveling between classes

	MS HAND WASHING SCHEDULE
7:45-8:00	**Hand sanitize upon entry**
10:25	Hand sanitize before break
10:25-10:45 Bell rings at 10:40	**Break** **OMS Campus** Hand wash before reentering rooms (Students going into Rm 7 will wash in there.) **Annex** **Handwashing - Consider ½ washing before and sanitizing after** 10:40 7th 10:45 8b 10:50 8G
12:15	6-7 Hand sanitize before lunch
12:55	6-7 Handwashing
1:00	8 Hand sanitize
1:40-1:45	8 Handwashing - Consider boys exiting door by boys' restroom and girls by girls' restroom

	ET HAND WASHING SCHEDULE
7:45-8:00	**Hand sanitize upon entry**
11:00-11:30	Aide break
9:45	**TK - 2 Hand sanitize before break**
10:00-10:05 12:10-12:15 (at end of lunch break)	**Handwashing** TK-K Sinks in front of room 1 and in Rm 10 1st - Sinks in front of room 6 and in Rm 1 2nd - Pavilion and Rm 2
10:20	**3rd-5th - Hand sanitize before break**
10:20-10:25 (after break) 11:50:11:55 (before eating)	**Handwashing** 3rd - Sinks in front of room 1 4th - Sinks in front of room 6 5th - Pavilion
12:10-12:15 (after lunch)	3-5 Hand sanitizing