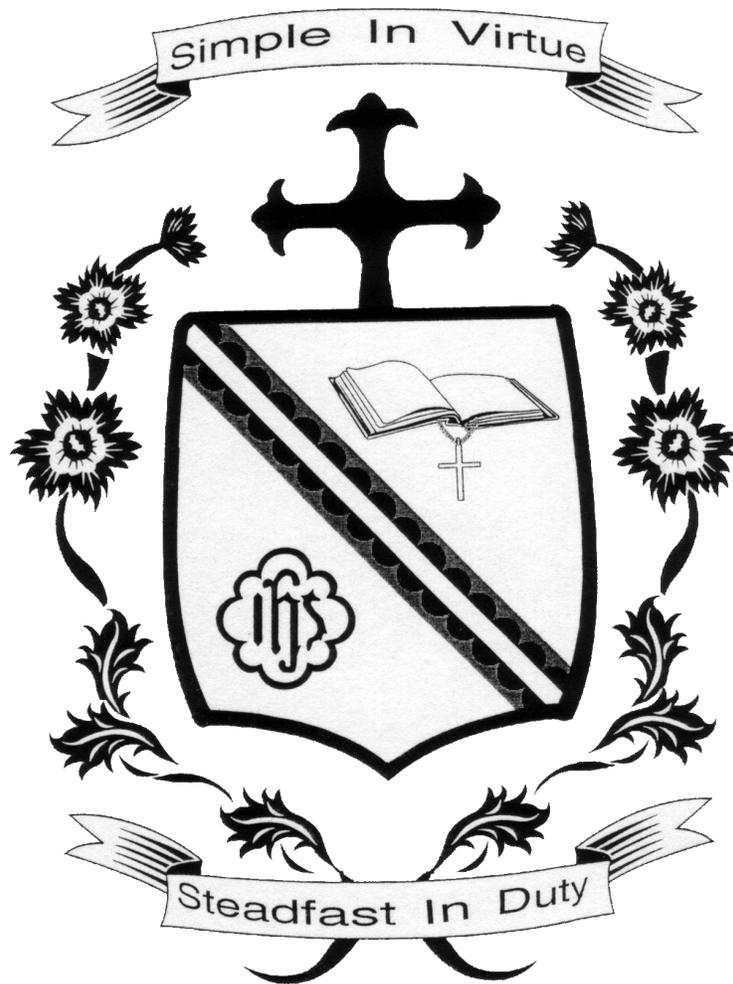


# Holy Angels School

# Infection Mitigation Plan



20 Reiner St., Colma CA  
[www.holyangelscolma.com](http://www.holyangelscolma.com)

## PHILOSOPHY

Holy Angels School is a vital part of the Holy Angels Parish community. We recognize parents and guardians as the primary educators. Parents, students and teachers collaborate to model respect, compassion and responsibility through a 21st Century curriculum that incorporates Catholic Gospel values. We are committed to the development of the whole child.

## MISSION STATEMENT

As a parish school community, we challenge all students to strive for academic excellence through a progressive curriculum that embodies Catholic values and tradition.

## STUDENT LEARNING EXPECTATIONS

Holy Angels School based the profile of its students on a comprehensive understanding of curriculum, which includes the spiritual, intellectual, social, psychological and physical experiences of all students. This statement represents what we consider the important characteristics of an ideal student.

<b>Be Like Jesus</b> <ul style="list-style-type: none"><li>• Pray, attend mass, and receive the sacraments on a regular basis</li><li>• Share time and talents within the local community</li><li>• Respect and celebrate cultural diversity</li><li>• Make wise choices based on the teachings of Jesus</li></ul>	<b>Be the Best You Can Be</b> <ul style="list-style-type: none"><li>• Listen, read, write, and speak clearly</li><li>• Meet the academic standards of the school</li><li>• Celebrate strengths and strive to meet challenges</li></ul>	<b>Be Responsible Citizens</b> <ul style="list-style-type: none"><li>• Follow directions and school rules</li><li>• Use technology ethically</li><li>• Stop, think, pray, and choose before acting</li></ul>
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## SAN MATEO COUNTY DIRECTIVES

The Department of Catholic Schools, along with the SMCPH health officials have been very supportive in providing valuable information and guidelines. As directed by San Mateo County and the state of California, the following guidelines will be adhered by Holy Angels School.

### FACULTY AND STUDENTS MUST:

- ❖ Wear facial masks
- ❖ Receive temperature checks upon entering campus
- ❖ Encourage hand washing/sanitizing and good hygiene practices
- ❖ Practice 'physical' distancing by maintaining 6 feet apart
- ❖ Self-report when we (or someone in the same household) experience any symptoms
- ❖ Stay home when we have any flu-like symptoms
- ❖ Report our (or someone in the same household) positive COVID-19 diagnosis
- ❖ Assist SMCPH in contact tracing when necessary
- ❖ Self-quarantine 14 days when positive or have been in close contact with someone who tested positive with COVID-19 symptoms

## Phased Reopening

The plans outlined in this document are for Phase 1 of the Holy Angels School reopening plan. Further guidelines regarding next Phases will be dependent on County guidelines and restrictions, and will therefore be disclosed at a later date.

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# LOGISTICS AND PLANNING REOPENING

## ENTRANCE PROTOCOLS

### Self Health Check Screenings

Everyone entering the school will perform a daily self health screening prior to entering the school.

	<b>SAN MATEO COUNTY HEALTH PUBLIC HEALTH, POLICY &amp; PLANNING</b>	<p>Dr. Scott Morrow, Health Officer Cassius Lockett, PhD, Director</p> <p>Public Health, Policy &amp; Planning 225 37th Avenue San Mateo, CA 94403 smchealth.org</p>
<b>Sample COVID-19 Health Screening Questionnaire</b>		
A person who answers "Yes" to any one of the following questions <u>cannot</u> enter the school facility.		
<b>1. Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?</b>		
Yes – STAY HOME and seek medical care as needed.		
<b>2. Within the past 14 days did you live in the same household as, or did you have close contact with, someone who tested positive for COVID-19 and/or someone who has been in <u>isolation</u> for COVID-19? Close contact is less than 6 feet for 15 minutes or more regardless of whether masks were worn or not.</b>		
Yes – STAY HOME and consult with your medical provider as needed.		
<b>3. Have you had any new or unexplained symptoms since the last symptom check?</b>		
<b>In the absence of a more likely diagnosis:</b>		
<b>At least 1</b> of the following:		
<ul style="list-style-type: none"><li>• Fever (temperature <math>\geq 100.4^{\circ}</math> F /<math>38^{\circ}</math> C or subjective fever)</li><li>• Vomiting</li><li>• Diarrhea</li><li>• Conjunctivitis or "pink eye"</li><li>• Rash</li><li>• New loss of taste or smell (i.e., new olfactory or taste disorder)</li><li>• Painful purple or red lesions on the feet or swelling of the toes ("COVID Toes")</li></ul>		
<b>OR At least 2</b> of the following:		
<ul style="list-style-type: none"><li>• Chills</li><li>• Repeated shaking with chills (rigors)</li><li>• Cough (new or change in baseline)</li><li>• Shortness of breath or difficulty breathing (new or change in baseline)</li><li>• Chest pain with deep breathing</li><li>• Sore throat</li><li>• Hoarseness</li><li>• Muscle pain (myalgias)</li><li>• Malaise or severe fatigue</li><li>• Abdominal pain</li><li>• Loss of appetite</li><li>• Nausea</li><li>• Headache</li></ul>		
Yes – STAY HOME and seek medical care/testing.		
As of September 8, 2020	11	

Daily Wellness Online Forms

[Daily Wellness Check Online Form for Parents](#)

[Faculty and Staff Sign In/Out Online Form with integrated Daily Wellness Check](#)

\*Note: Faculty and Staff will undergo routine monthly testing through either their private health insurance or community testing site.



Students with health check cleared will proceed to the Drop Off and Temperature Check points.

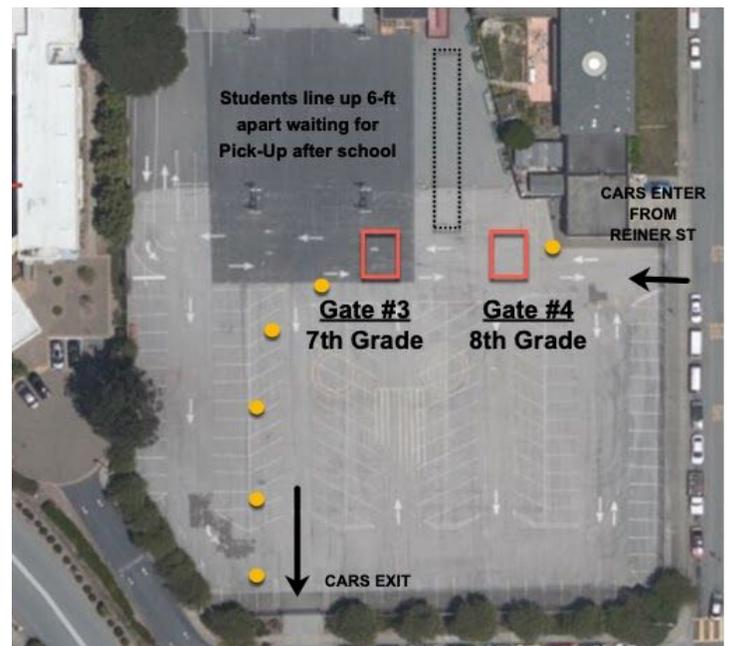
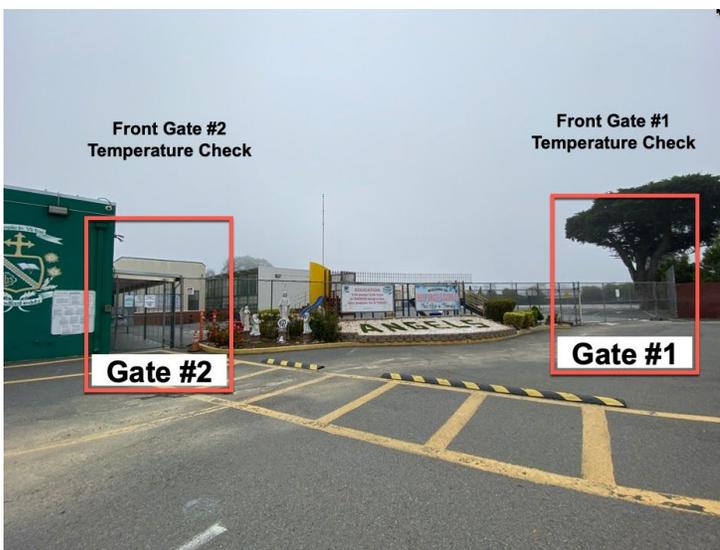
Faculty and staff will conduct a temperature check before arriving on campus everyday.

**Drop-off/Pick-up Map Reflecting Distancing Guidelines**

There will be five (5) Drop-off/Pick-up and Temperature Check Points.

- Preschool: Preschool Gate on Reiner Street
- Kindergarten: Gate #1 on San Pedro Road at 7:45am/12:15 pm
- 1st and 2nd: Gate #1 on San Pedro Road at 8:00am/12:30 pm
- 5th and 6th: Gate #2 on San Pedro Road at 7:45am/12:15 pm
- 3rd and 4th: Gate #2 on San Pedro Road at 8:00am/12:30 pm
- 7th: Gate #3 Reiner St. Parking Lot at 8:00am/12:30 pm
- 8th: Gate #4 Reiner St. Parking Lot at 7:45am/12:15 pm

Time:	Gate #1 San Pedro Road	Gate #2 San Pedro Road	Gate #3 Reiner St. Parking Lot	Gate #4 Reiner St. Parking Lot
7:45am/12:15 pm	Kindergarten	5th and 6th Gr		8th Gr
8:00am/12:30 pm	1st and 2nd Gr	3rd and 4th Gr	7th Gr	



\*Note: Families with more than one child will be asked to drop off all children at the earlier drop-off time and pick up at the later pick-up time. For example, a family with a kindergartener and a seventh grader will drop off both children at the kindergartener's time of 7:45am and pick up both children at the seventh grader's time of 12:30 pm. Students will line up following social distancing requirements and will proceed to the gate when their names are called.

## Drop-Off Hours Published

Schedules will be distributed to families, in addition to an email sent to all participating families and will be posted on SchoolSpeak homepage.

- Emails sent to all participating families
- eNews via SchoolSpeak
- Schedule posted on SchoolSpeak homepage

On the morning of, signages will be posted at every temperature check point.



**HOLY ANGELS SCHOOL**  
20 Reimer St. Colma, CA 94014 \* Phone (650) 755-0220 \* Fax: (650) 755-0258  
 Website: <http://www.holyangelscolma.com>

**POST THIS SIDE ON YOUR WINDSHILED  
 (PASSENGER SIDE) FOR FACULTY TO SEE  
 FOR DROP-OFF AND PICK-UP**



Holy Angels School  
Student Wellness Check

**KINDERGARTEN**  
**GATE #1**  
**MAX ADAMS**



**HOLY ANGELS SCHOOL**  
20 Reimer St. Colma, CA 94014 \* Phone (650) 755-0220 \* Fax: (650) 755-0258  
 Website: <http://www.holyangelscolma.com>

**PLEASE HAVE THIS NOTICE ON YOUR WINDSHIELD**

**IMPORTANT REMINDERS FOR YOU TO KNOW:**

1. Daily Health Screening must be completed prior to driving up to gate for temperature check. Please check schoolspeak or scan the QR code to complete the form.
2. Make sure this sheet is visibly seen by faculty and placed on the Passenger side.
3. It is important to arrive at your assigned time to prevent traffic back-up.
4. Proceed driving to assigned gate and as per directed by faculty during traffic control.
5. Student and parent DO NOT get out of the car.
6. After temperature check clearance, student will then proceed to his/her respective classroom.

**YOUR SCHEDULE IS AS FOLLOWS FOR KINDERGARTEN:**

**DROP-OFF**      **8:15am**    **GATE #1 from San Pedro Road entrance**

**PICK-UP**      **12:30pm**   **GATE #1 from San Pedro Road entrance**

Participating families will have their “signs” on their windshield to be visibly seen by faculty. This will assist with traffic control and directing to the appropriate gate.

## Temperature Checks

- All students will be administered a temperature check prior to entering the school campus. Temperature readings of 100.4 degrees and above will be verified by a second faculty member; students will not be

allowed to enter school campus. Students must be fever-free without medication before returning back to school.

- Two (2) faculty members will be stationed at each temperature check point.
  - Faculty performing temperature checks will wear orange vests as safety apparel, face shields, gloves, and facial masks.
- A designated staff will be directing traffic outside our campus parking lot area.

### **Record keeping of refusal of Admission (per county guidelines)**

The [Refusal of Admittance form](#) will be completed by faculty when:

- A student's temperature is 100.4 or higher.
- A student refuses to receive a temperature reading before entering the school campus.

### **Going in the Classroom**

- Students will be given hand sanitizer by the teacher before entering the classroom.
- Students arriving after their assigned gate is closed will need to enter through the main entrance, Reiner Street. Students will receive a temperature check and will be escorted to their respective classrooms.

# HEALTH AND SAFETY

To support the well-being of our community, Holy Angels School has made many adaptations to procedures on campus. In all situations, the School's approach will be in compliance with Archdiocesan, city, county, state, and federal guidelines.

Appendix A has been posted and distributed as required by law and can be reviewed [here](#).

A signed [Agreement to Abide by All Covid 19 Protocols](#) and [Community Health Pledge](#) must be on file for each student prior to returning to campus.

## TRAINING

Maintain training for staff to recognize signs and symptoms of student illness  
[COVID Symptoms Link](#)

Teachers, students, and parents will receive training on all plans prior to reopening/returning to campus. Understanding will be confirmed via Formative Assessment and follow-up meetings will be conducted as necessary. Training dates will be published when a reopening date is made available.

### Promote Healthy Hygiene and Social Distancing

Promote and practice preventive actions and healthy hygiene daily on Morning Broadcast

- Reminders to students:
  - Handwashing
  - Cover coughs and sneezes
  - Social distancing
  - Wear facial mask
  - Clean and disinfect
  - Stay home when feeling sick
- Handwashing - informational video will be viewed in all classrooms, and handwashing posters around school campus.
- Use visuals for educational video:
  - Animation from San Mateo County Office of Education and CDC
  - Posters from San Mateo County Office of Education and CDC
  - Show 6-foot distance with a tape measure

### Sneeze and Cough protocols for students (including no touching of eyes and face)

Remind students to "COVER COUGH AND SNEEZES"

[CDC Website: Cough and Sneezing](#)

[Cover Cough and Sneezes Poster from CDC](#)

**Health Check Information For Parents** (See [Appendix A](#))

## FACIAL MASKS

All students and faculty must wear a facial mask when on school property (unless otherwise directed by the teacher when in the classroom).

- Instructions on how to wear masks properly will be sent to all families.
- Instructional video provided to families before students return to campus for in-person instruction, and will be shown during the beginning of the day.
- Types of facial mask allowed on school property worn by students
  - Cloth mask
  - Disposable mask
  - Bandanas, scarves and DIY sock masks are NOT allowed
- Remind students to “PROTECT YOURSELF, PROTECT OTHERS”  
CDC and Archdiocesan templates will be posted around the school campus.  
[Use Cloth Face Coverings to Help Slow the Spread](#)  
[SMCOE: How to Wear a Face Mask](#)  
[CDC: How to Wash Cloth Face Coverings](#)

## ILLNESS IN SCHOOL

If a student or staff becomes ill during the school day, they will be sent directly to the isolation room. A sick student or staff member will be required to be picked up or leave campus immediately. Designated staff members will monitor the isolation room during the school day as necessary.

The [Symptoms Report](#) form will be completed for a student who is sent home from complaints of feeling ill or has a temperature reading of 100.4 degrees or higher during school hours. The [Covid 19 Employee Health Screening](#) form will be used for staff members who get sick and need to leave the school.

If possible and safe, when parents or guardians arrive to pick up a sick student, have the student meet them outside instead of allowing the parents or guardians into the building.

See also [Preparing for When Someone Gets Sick](#), page 21

## HANDWASHING STATIONS

Seven handwashing stations are placed around the school campus. Each station needs a water source so they are located near external water sources. Students will use only for washing hands with social distancing protocols.

Per guidelines every student must frequently wash their hands at least every two hours.

Handwashing General Hygiene policies and procedures:

[Handwashing](#)  
[CDC: Handwashing Video](#)

Remind students that “LIFE IS BETTER WITH CLEAN HANDS”

CDC templates will be posted around the school campus.

[CDC Website](#)

[CDC Hand Hygiene Recommendation](#)

Map of Handwashing Stations (See [Appendix B](#))

## **HAND SANITIZERS**

Eight hand sanitizing dispensers are placed around the school campus. Each student will also have their own hand sanitizer to use.

Map of Hand Sanitizing Dispenser Stations (See [Appendix C](#))

## **PURCHASE HEALTH CHECK AND ESSENTIAL PROTECTIVE EQUIPMENT**

- Five (5) infrared digital thermometers purchased through the San Mateo County Office of Education.
- Three (3) infrared digital thermometers purchased through WYZE Labs, Google Inc.
- Purchased Essential Protective Equipment (EPE) and social distancing floor decal
- Classrooms outfitted with protective equipment for use and distribution as needed:
  - Purchased protective shields/sneeze guard for student and teacher desks.
  - Purchased air/hepa purifiers for some classrooms for additional ventilation.
  - Purchased face shields for teachers.
  - Disposable and cloth face masks for students and staff are available as needed.
  - Protective clothing is available for staff as needed.

## **STUDENT SCHOOL HEALTH SUPPLIES LIST**

- Respective to each class, students will provide:
  - 5 additional face masks
  - Paper towels
  - Hand sanitizers
  - Disinfectant wipes
  - Baby wipes
  - Kleenex boxes

*\*quantities vary per classroom*

## DISCIPLINE POLICY FOR MISUSE OF PROTECTIVE EQUIPMENT AND VIOLATION OF SOCIAL DISTANCING PROTOCOLS

	Accidental Damage			Intentional Misuse Examples	Intentional Misuse	
Facial Masks	Replace product	Verbal warning and provide education on proper usage protocols	Based on case-by-case incidents. Principal and Vice Principal will be immediately notified	Ex: twirling, playing with bands, taking it off during improper times, placing mask on another student/peer, throwing, sharing	Verbal warning and provided education on proper protocols  Principal will speak with student and a notice will be sent to parent(s)  At some point, if a student not wearing mask intentionally he must be excluded from the campus (Pandemic Framework page 30)	Based on case-by-case incidents. Principal and Vice Principal will be immediately notified
Sneeze Guards				Ex: writing or vandalizing guards, destroying effectiveness, ripping or tearing		
Lysol Wipes				Ex: Taking or using another peer's wipes, using without permission		
Hand Sanitizers in the classroom				Ex: Overuse, playing with it, throwing it around, taking another peer's hand sanitizer		
Kleenex wipes and Paper towels				Ex: Taking or using another peer's products, tearing up and throwing around		
Touchless Hand Sanitizers around campus				Ex: Overuse, playing with it, property destruction		
Infrared Thermometer	<i>Students are not to handle thermometers at any time</i>					

## SHARED USE OF ELECTRONICS AND INSTRUCTIONAL DEVICES

- Teachers will clean shared equipment after each use: copy machine, document reader, classroom projectors, etc.
- Students doing In-Person learning will bring their own device
- Schedule use of shared equipment to allow enough time for cleaning in between use
- A UV Sanitizing Wand is available for sanitizing electronics
- Guidelines for [Sanitizing electronic devices](#)

## **WATER BOTTLE POLICY**

- Students bring their own water supply in a water bottle.
- Water bottles must not be shared.
- Water bottles should be washed daily in warm soapy water, rinsed, and left to air dry upside down.
- Nozzles of a sports cap should be opened and flushed through during cleaning.
- Bottles can also be washed in a dishwasher, with bottle and cap separated.
- A sterilizing agent can also be used to clean drinking vessels and bottles.

At School:

- Water bottles must be filled prior to coming to school.
- All water bottles must clearly be labeled with the student's name and grade.

## **VOLUNTEERS AND VISITORS**

In order to minimize risk and maintain a healthy environment for our students and staff, we will begin the school year by strictly limiting access to campus buildings to students, staff and essential personnel.

- All meetings will be done remotely.
- All deliveries will be dropped off at the Reiner St. door or convent mailbox.
- If necessary, only people with scheduled appointments will be allowed inside the school grounds and will enter through Reiner Street entrance. A health screening check with integrated waiver form using a QR code must first be completed. A temperature check will be conducted at the door before being allowed to go inside the school.
- New students tours will be online; phone calls will be given with the school principal.
- No volunteers at this time (gate duty, traffic duty, birthday classroom parties, etc).
- No hot lunch program at this time.
- When school transitions to full day, NO lunch drop-off. All lunches must be with students in the morning.

# CLEANING AND DISINFECTING

## General Cleaning Procedures, Disinfectants and Forms

Cleaning and Disinfecting must be stored away from the students.

### [General Cleaning Procedures](#)

Staff should clean and disinfect frequently-touched surfaces at school at least twice daily. Frequently-touched surfaces in the school include, but are not limited to:

- Door handles
- Light switches
- Sink handles
- Bathroom surfaces
- Student tables
- Desks and chairs

Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows and doors where practicable. When cleaning and disinfecting, air out the space before children arrive; plan to do thorough cleaning when children are not present.

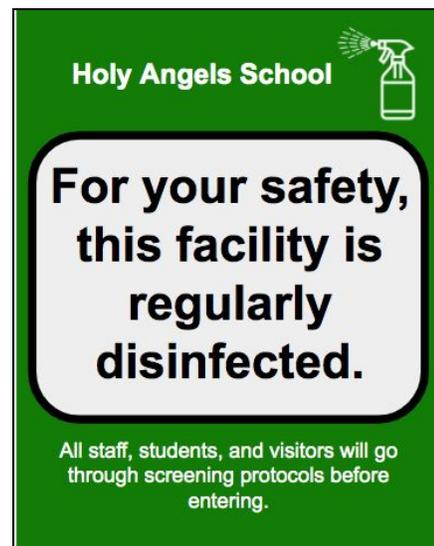
### [Classroom Cleaning Checklist](#) ([Appendix D](#))

### [Bathroom/General Cleaning Checklist](#) ([Appendix E](#))

### [EPA criteria for disinfectants](#)

Follow [CDC guidance](#) about cleaning and disinfection after persons suspected/confirmed with COVID-19 have been in the school

Cleaning and disinfecting procedures for after use of instructional areas and following snacks/lunch:



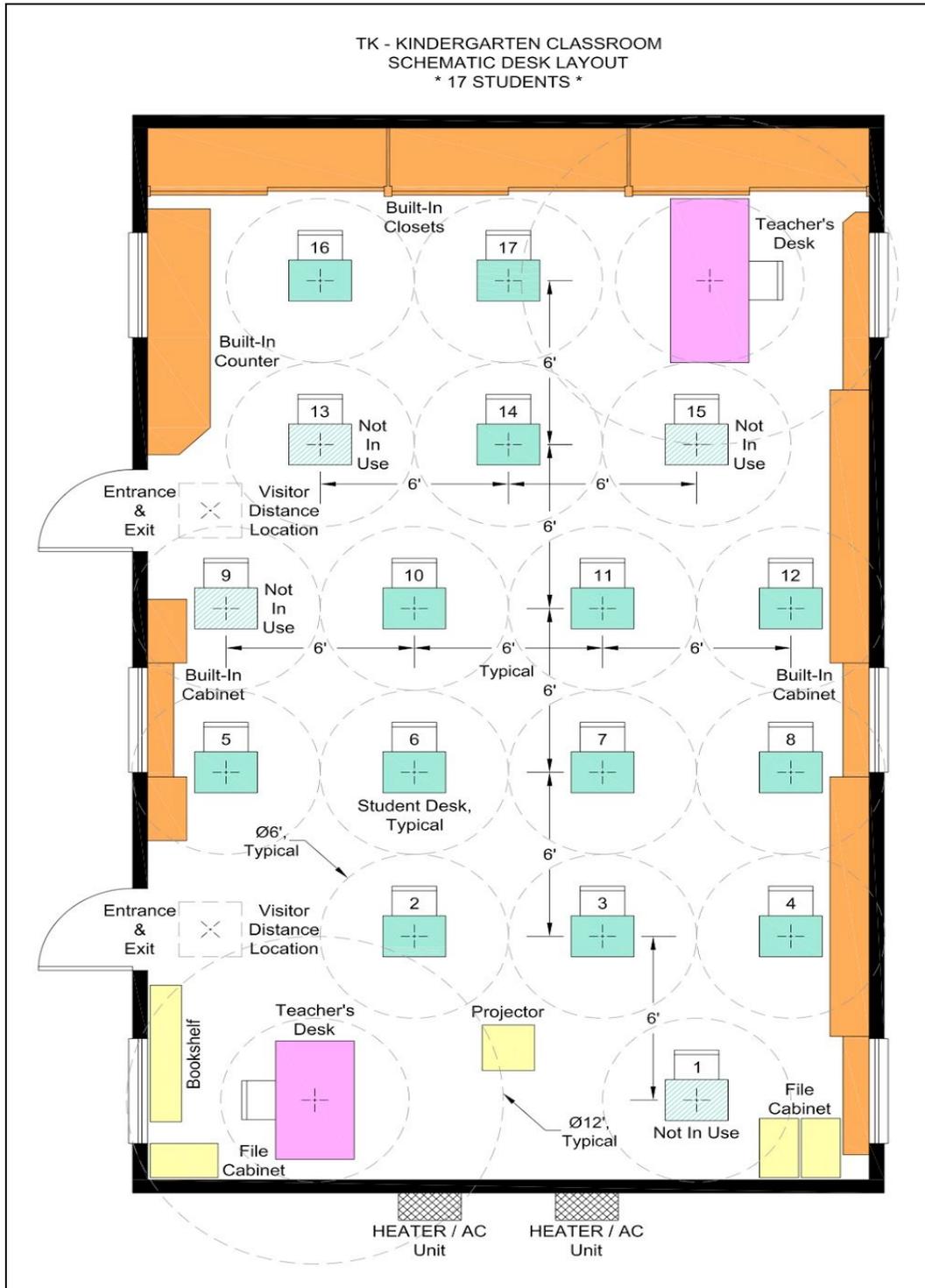


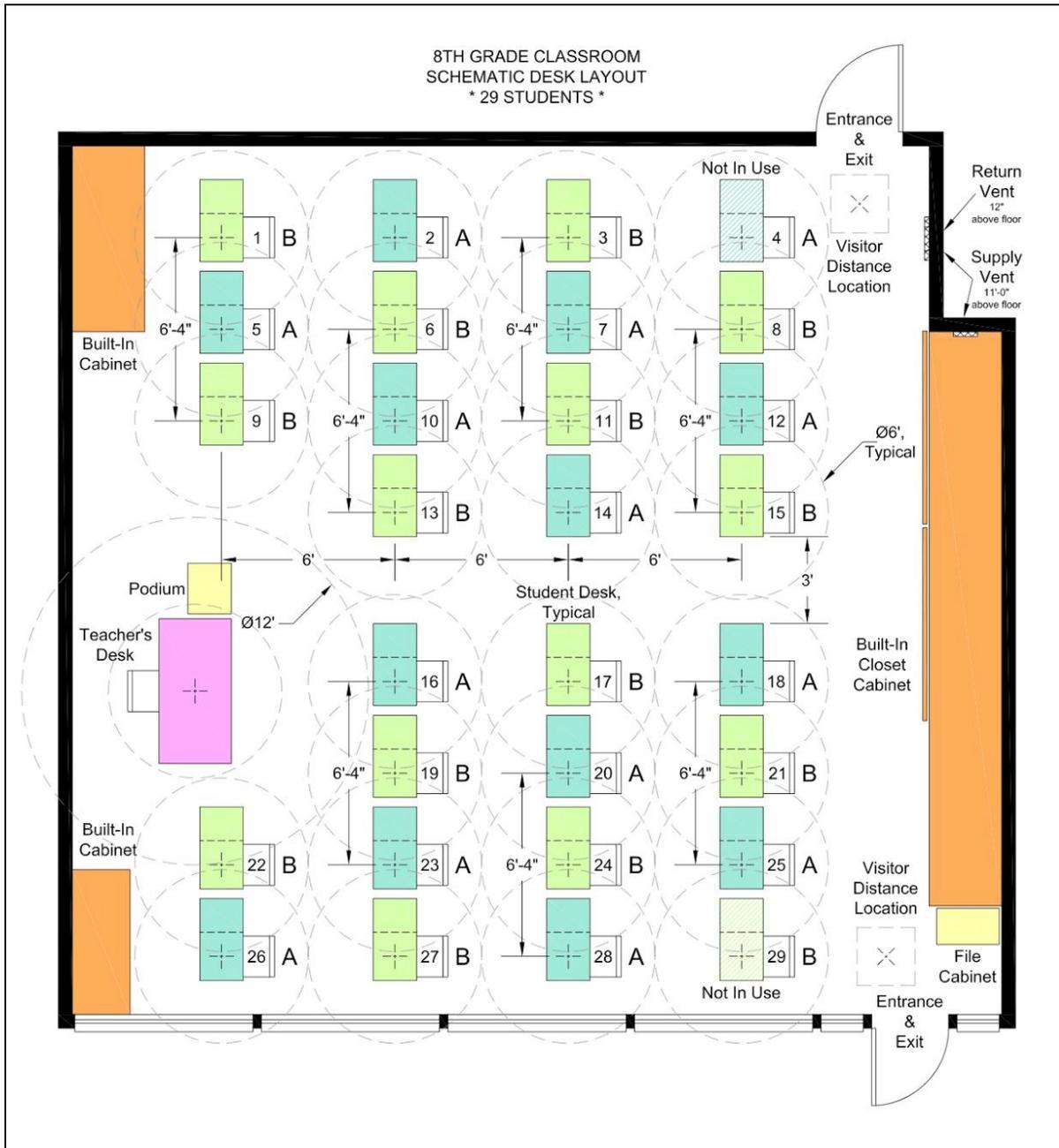
### Campus Maintenance Procedures Guide

Category	Campus Location	Frequency
Workspace	Classrooms, laboratories, Teachers' lounge, Offices	Noon time (Offices) and at the end of each use day
General Used objects	Handles, light switches, doors, chairs	At least three times a day
Restrooms/Bathrooms	Students, Teachers and Offices	Three times a day
Sinks and Hand Sanitizer Stations	3 sinks near the science laboratory, 3 sinks at the side of the Preschool, Hand Sanitizers' location: near the seventh grade room, Science lab, Office lobby, between the First and Second grades room, Preschool area and Kinder area	At least four times a day
Common Areas	Science laboratory, Principal/Secretary's Offices	At the end of each use day

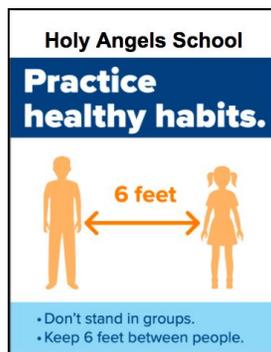
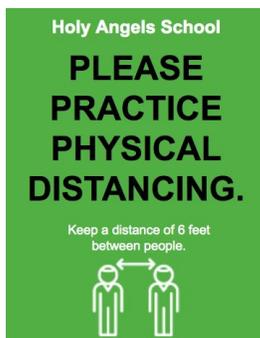
# Social Distancing in the Classrooms and Physical Design

Map of classroom space and placement of desks, including orientation to instructional space(s):  
 Below the diagram shows the maximum number of 17 seats in the classroom; no more than the number of students in the classroom





Post [signage](#) and [posters](#), as well as student-made posters in the classrooms and around the school to remind students to practice social distancing:



Use floor markers and guidance on the floors so students and staff have an understanding of spacing between one another in the classrooms, around the school, including the bathroom area:



Desk barriers will be provided for teachers and students:



Proper ventilation will be ensured for each classroom, by keeping the doors, windows open and/or by providing air purifiers.

See information about [Stable Cohort](#) on page 29

## Social Distancing Outside of the Classroom

### Recess Guidelines

Recess time and restroom times will be staggered. Assign faculty and staff to supervise the yard to make sure social distancing is followed. Use Slack/Zello to inform teachers about bathroom traffic (if a student is in the bathroom) to avoid sending too many students at the same time.

#### Proposed Snack and Lunch Recess, Bathroom Schedule

The map below shows 4 sections in which the school yard will be divided for recess:



Area 1 will be reserved for Kindergarten.

**SCHEDULE:**

<b>Snack Recess and Bathroom Schedule</b>			
<b>Grade</b>	<b>PHASE 1</b>		<b>PHASE 2 AND 3 (subject to change)</b>
	<b>AM Bathroom (Phase 1)</b>	<b>Snack recess/yard time (Phase 1)</b>	<b>PM Bathroom</b>
Kinder	9:30, 11 am	10:30 am	12:45, 2 pm
1 and 2	10:00-10:15 am	10:15 to 10:30 Assign areas where each grade stays in the yard.	1 pm
3 and 4	10:15 - 10:30	10:30-10:45 Assign areas where each grade stays in the yard.	1:15 pm
5 and 6	10:30 - 10:45	10:45-11:00 Assign areas where each grade stays in the yard.	1:30 pm
7 and 8	10:45 -11	11-11:15 Assign areas where each grade stays in the yard.	1:45 pm

<b>PHASE 2 AND PHASE 3 Lunch and Lunch Recess Schedule (subject to change)</b>		
<b>Grade</b>	<b>Lunch</b>	<b>Lunch recess out in the yard (Students may use bathroom too, following social distancing)</b>
Kinder	12:00 pm	12:30 pm
1, 2, 3	11:20 am - 11:30 in classroom	11:30 to 11:50 am Grade 1 will use area 2 Grade 2 - area 3 Grade 3 - area 4
4, 5, 6	11:50 am - 12:00 pm in classroom	12 to 12:20 Grade 4 will use area 2 Grade 5 - area 3 Grade 6 - area 4
7 and 8	12:20 pm - 12:30 pm in classroom	12:30 to 12:50 pm  (can use bathroom between 12:30 to 12:45 only, kinder scheduled to use bathroom at 12:45)  Grade 7 may use area 3  Grade 8 use area 4

## Limiting Gatherings

Because COVID-19 is primarily spread from person to person:

- Consider ways that technology can be utilized to support drama, music, and other performance-based activities
- Plan for staff and other meetings to be held remotely
- Until County guidelines allow, large-scale events, extracurricular and athletic activities will not be permitted
  - Communal Places That Remain Closed for School Use
    1. Teachers Lounge
    2. Parish Hall
    3. Church
    4. Temporarily NO Extended Care
- Limit Physical Education to noncontact activities that do not require shared equipment and can be conducted with required physical distancing

## Notice of Infection and Confidentiality Regulations

Holy Angels School will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. ([Student Privacy & FERPA](#))

Non-identifiable COVID-19 exposure notification form provided by the Department of Catholic Schools

- Forms for Notification from the Archdiocese of San Francisco
  - [Student](#)
  - [Employee](#)
- Notifications for the school community for identified case or close contact
  - [Sample letter to the school community when a student, teacher, or staff member has been identified as a case](#)
  - [Sample letter to the school community when a student or staff member is a close contact](#)
  - [Sample letter to those who may be a close contact in the school](#)

### Notification plan for applicable internal community regarding exposure(s)

#### Preparing for When Someone Gets Sick

- Students, teachers, and staff with fever, respiratory infection, or other COVID-19 symptoms, will be sent home immediately. They will be separated from others in an isolation room established on campus until they go home.
- For serious illness, call 9-1-1 without delay
- Keep students who are waiting to be picked up in a designated isolation room in an area that others do not enter or pass through. Make sure that students keep their face coverings on.
- If possible and safe, when parents or guardians arrive to pick up a sick student, have the student meet them outside instead of allowing the parents or guardians into the building.
- Recommend students and staff to get tested as soon as possible after they develop one or more COVID-19 symptoms. Require that parents/guardians and staff notify the Principal/school administration immediately if the student or staff tests positive for COVID-19.
- Close off areas used by any sick person and do not use before thoroughly cleaning and disinfecting. To reduce the risk of exposure, ideally wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants with proper PPE and ventilation.
- Find alternative locations for students and teachers whose regular classroom is being cleaned or disinfected.
- The [Symptoms Report](#) form will be completed for a student/staff who is sent home from complaints of feeling ill or has a temperature reading of 100.4 during school hours. The [Covid 19 Employee Health Screening](#) form will be used for staff members who get sick and need to leave the school.
- 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.

Information about **Case, Close Contact and Indirect Contact** may be found on pages 40 to 45 of [Pandemic Recovery Framework, published September 15, 2020](#)

**Case:** A Case refers to a person who tests positive



### Cases and Contact Tracing in the School Community

**Table 1: Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts to Known COVID-19 Cases**

Scenario	Immediate Actions
<p><b>Scenario 1:</b> A student or staff member either exhibits COVID-19 <b>symptoms</b>, answers “yes” to a <b>health screening question</b>, or has a temperature of 100.4°F or above</p>	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Recommend testing (If positive, see Scenario 3; if negative, see Table 2)</li> <li>• School/classroom remain open</li> </ul>
<p><b>Scenario 2:</b> A family member of a student or staff member OR someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Contacts should be quarantined for 14 days from the last exposure to the case</li> <li>• Testing can be considered but will not shorten 14-day quarantine. <i>One cannot test out of quarantine.</i></li> <li>• School/classroom remain open</li> </ul>

**Close Contact:** A Close Contact refers to a person who is within 6 feet of a confirmed case for more than 15 minutes, regardless of face covering use.

**Indirect Contact:** Indirect Contacts are people who may have been in proximity to a Close Contact

Scenario	Immediate Actions
<p><b>Scenario 3:</b> A student or staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• <b>The school Principal or designee must immediately notify SMC CD Control</b></li> <li>• Case should be isolated and excluded from school for at least 10 days after symptoms first appeared and at least 3 days (72 hours) after recovery, or date of positive test if case is asymptomatic</li> <li>• <b>Quarantine and exclude the affected cohort/pod</b> for 14 days after the last day the case was present at school while infectious. Specific questions should be directed to SMC CD Control.</li> <li>• Testing of contacts can be considered. Symptomatic contacts should be prioritized for testing (but a negative test will not shorten 14-day quarantine)</li> <li>• Thorough cleaning and disinfecting of classroom and primary spaces where case spent significant time</li> <li>• Other cohorts/pods continue in-person instruction. I.e., <b>the entire school does not need to close.</b></li> <li>• Send notification to affected cohort/pod</li> </ul>

**Table 2: Steps to Take in Response to Negative Test Results**

Scenario	Immediate Actions
<p>A <b>symptomatic</b> student or staff member tests negative for COVID-19 and was a <b>household contact</b> to a case</p>	<ul style="list-style-type: none"> <li>• Student/staff must remain in quarantine for a full 14 days after the COVID-19 positive household member completes his/her isolation. One cannot test out of quarantine.</li> </ul>
<p>A <b>symptomatic</b> student or staff member tests negative for COVID-19 and was a <b>non-household close contact</b> to a case</p>	<ul style="list-style-type: none"> <li>• Student/staff must remain in quarantine for a full 14 days after the date of last exposure. One cannot test out of quarantine.</li> </ul>
<p>A <b>symptomatic</b> student or staff member tests negative for COVID-19 <b>without close contact</b> to a case</p>	<ul style="list-style-type: none"> <li>• Student/staff may return to school 72 hours after resolution of symptoms</li> </ul>

Scenario	Immediate Actions
An <b>asymptomatic</b> student or staff member tests negative for COVID-19 and was a <b>household contact</b> to a case	<ul style="list-style-type: none"> <li>Student/staff must remain in quarantine for a full 14 days after the COVID-19 positive household member completes his/her isolation. One cannot test out of quarantine.</li> </ul>
An <b>asymptomatic</b> student or staff member tests negative for COVID-19 and was a <b>non-household close contact</b> to a case	<ul style="list-style-type: none"> <li>Student/staff must remain in quarantine for a full 14 days after the date of last exposure. One cannot test out of quarantine.</li> </ul>
An <b>asymptomatic</b> student or staff member tests negative for COVID-19 <b>without close contact</b> to a case	<ul style="list-style-type: none"> <li>Can return to school/work immediately.</li> </ul>

Scenario	Immediate Actions
A symptomatic student or staff member who is <b>not a close contact</b> to a known COVID-19 case tests negative for COVID-19 after <b>Scenario 1</b>	<ul style="list-style-type: none"> <li>Student/staff may return to school 72 hours after resolution of symptoms</li> </ul>
A symptomatic or asymptomatic student or staff member who is a <b>close contact</b> to a known COVID-19 case tests negative after <b>Scenario 2</b>	<ul style="list-style-type: none"> <li>Student/staff must remain in quarantine for a full 14 days after: <ol style="list-style-type: none"> <li>date of last exposure to COVID-19 positive non-household close contact OR</li> <li>date that COVID-19 positive household member completes his/her isolation. One cannot test out of quarantine.</li> </ol> </li> </ul>
A staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	<ul style="list-style-type: none"> <li>Can return to school/work immediately.</li> </ul>

## **Trigger for Transitioning to Full Distance Learning**

### **General Planning Assumptions**

After delivering at-home or distance learning since March 16, 2020, in adherence with health orders aimed to slow the spread of COVID-19, San Mateo County schools and districts are now planning and preparing various scenarios to reopen school campuses for the start of the 2020-21 school year.

It has become increasingly clear that the 2020-21 school year isn't likely to resemble school as we knew it last year or any year prior. With the promise of a COVID-19 vaccine still 12 to 18 months away, San Mateo County health and education leaders will be working in close collaboration to bring students back to school with modifications that implement the Four Pillars described in this Framework proceeding in a slow and gradual return to in-person, on-campus learning.

Governor Newsom has made it clear that, as long as public health data continue to reflect a flattening in the number of COVID-19 cases, he wants schools to open. Of the six criteria included in California's Pandemic Roadmap, three are especially relevant to schools. These three criteria are:

- testing, contact tracing, isolating, and supporting those who test positive or are exposed
- ability of businesses, schools, and child care to support physical distancing
- ability to determine when to reinstitute certain measures such as Shelter in Place if necessary

### **State Four-Tiered Color System for Monitoring**

On August 28, 2020, Governor Newsom provided an updated direction about the reopening protocols for businesses. This system was not directly aimed at campus reopening, but school decision-making was folded into the model.

This monitoring list narrows the metrics to two measures:

- Elevated Disease Transmission
  - Case rate per 100,000
  - Positivity rate

### **State's Criteria for Closing a School Campus Once it is Open**

The decision to close an individual school will be based on the number of cases in the General Planning Assumptions September 15, 2020 • Pandemic Recovery Framework • 21 schools and the percentage of the teacher/students/staff who are positive for COVID-19. It will be made following consultation with San Mateo County Health.

The closure of a school may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers, students, and staff are identified as cases within a 14-day period, depending on the size and physical layout of the school. San Mateo County Health may also determine whether school closure is warranted for other reasons, including results from a public health investigation or other local epidemiological data.

Once closed, a school may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with San Mateo County Health

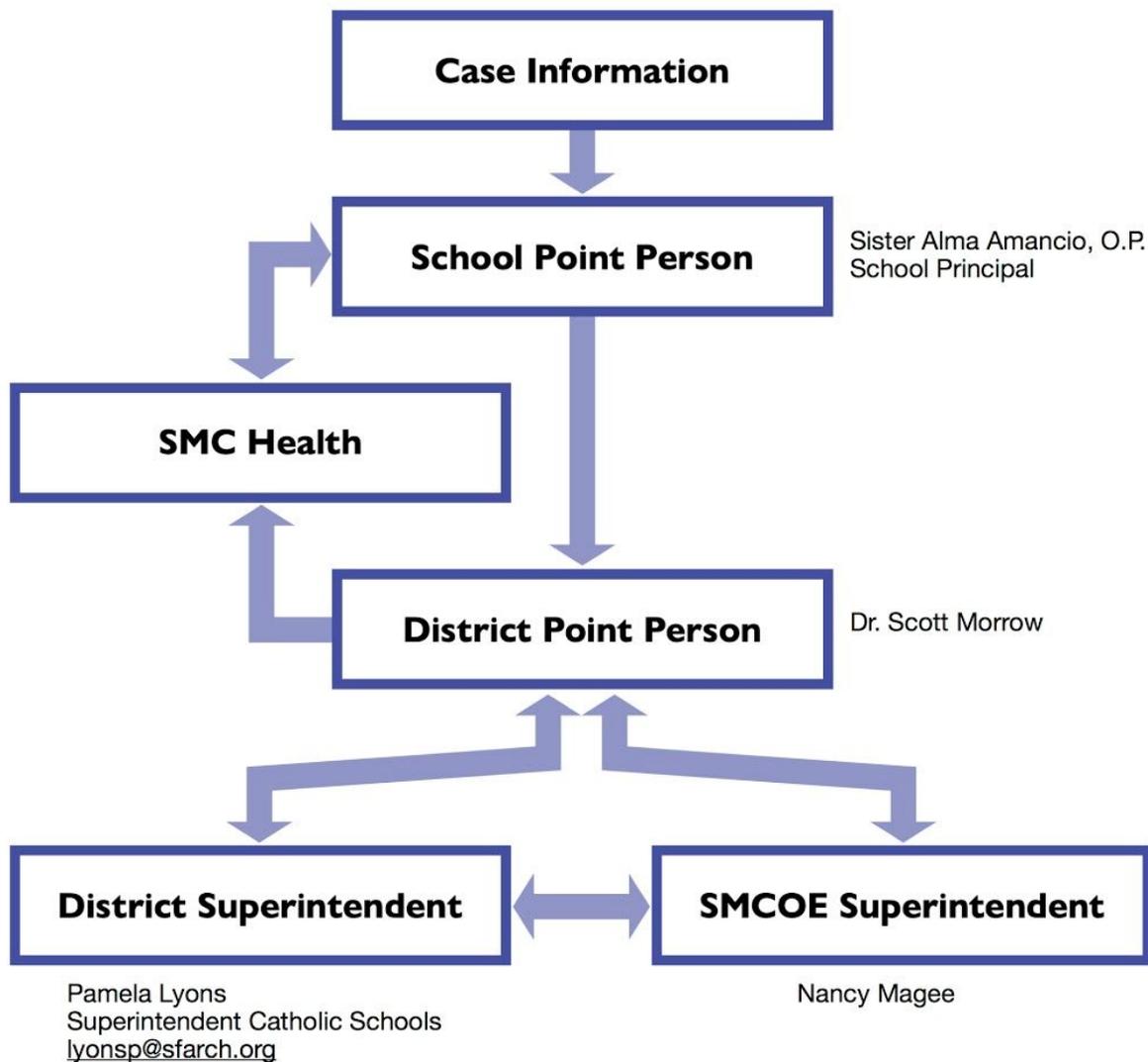
## **State's Criteria for Closing School District Campuses Once Open**

The superintendent should close a school district if 25 percent or more of the schools in the district have closed due to COVID-19 within 14 days. This decision should be made in consultation with San Mateo County Health. The district may typically reopen after 14 days, but again, in consultation with San Mateo County Health.

Whether or not a school is open to on-campus learning, the Governor made it clear that the education of students is non-negotiable and schools would have to provide that education through whatever means available.

## Contact information for local health department officials

### Contact Tracing and Communication Protocol Updated by SMCOE on September 15, 2020 “Pandemic Recovery Framework”; Page 73



Information below as of August 5, 2020  
San Mateo County Health Service Department

225 37Th Ave Rm 178  
San Mateo, CA 94403-4324  
Phone: (650) 573-2519  
Email Department: [smorrow@smcgov.org](mailto:smorrow@smcgov.org)  
Visit Website: <http://www.smhealth.org/>

Click the link below to view updated information

[San Mateo Health Department info](#)

# Curriculum and Instruction

## Instruction Models

### Types of Learning

- Distance Learning - All students are learning remotely from home and will follow the schedule provided by each grade level teacher. Schedules will include synchronous and asynchronous instruction throughout the school day.
- Hybrid Learning - Some students learn at home and some students learn from school
- In-Person Learning - All students are on campus to learn

We respect parents as the primary caregivers of children. We will honor decisions by parents to keep their children at home for 100% Distance Learning rather than on-campus, In-Person learning.

Parents were asked to choose and commit to an instructional model for their child(ren) at the beginning of the academic year for the duration of Phase 1 (or until directed by the principal). If San Mateo County guidelines improve, and subject to availability of space in the classroom, consideration will be made for a student who wishes to switch to In-Person instruction on campus at that time.

If a student chooses to switch from In-Person to Distance Learning model, 2-days written notice must be given to the teacher and office administrator.

School opening will be dependent on the approval by The San Mateo County Department of Public Health. If and when we are approved, we will follow the following staggered schedule of the various grade levels to return to school campus:

TK-2: Monday, November 2, 2020

Grades 3-6: Monday, Nov. 16, 2020

Grades 7-8: Monday, Nov. 30, 2020

Tuition is the same for families who choose in-school learning or distance learning instruction for their child.

Reopening school plans are subject to change, as we consider community feedback, receive more guidance from the city and state, and continue to monitor COVID-19 trends.

## HYBRID LEARNING

- Implement a **Stable Cohort** that adheres to the Four Pillars of the [Pandemic Recovery Framework](#). The consistency of the Stable Cohort will assist with necessary contact tracing.
  - Create cohort rosters with reduced class size to be able to implement physical distancing within the classroom
  - Cohort list will be accessible to faculty and staff online. Cohort online list will reflect all assigned staff in every cohort list and will be used for record keeping and contact tracing.
  - Limit staff rotation between cohorts and mixing with other groups
- Schedule:
  - Phase 1

Larger In-Person Cohort groups will alternate days:

- Cohort A - Tuesdays and Thursdays
- Cohort B - Wednesdays and Fridays
- Cohort C - Tuesdays - Fridays (4 days a week)
- Mondays - Distance Learning for all students

Classes will be in session from 8:15 AM to 12:30 PM

Students will be picked up from school for lunch break

Students will resume class at 2:00 PM through Distance Learning until 3:00 PM

## Class Cohort

### GROUP A - B - C CHART

CLASSROOMS	GROUP A # OF STUDENTS IN-PERSON	GROUP B # OF STUDENTS IN-PERSON	GROUP C # OF STUDENTS IN-PERSON	DISTANCE LEARNING # OF STUDENTS
TK Kindergarten			5	10
1st Grade			13	4
2nd Grade			10	11
3rd Grade			3	5
4th Grade			7	6
5th Grade			13	9
6th Grade			4	8
7th Grade			11	7
8th Grade	8	8		13

*Total number of students does not include Preschool enrollment.*

- Follow the CDC tracking procedures: **Cases and Contact Tracing in the School Community** (page 40-42) CASE / CONTACT / CONTACTS TO CONTACT

Refer to **PAGES 40-42** [Pandemic Recovery Framework, published September 15, 2020](#)

# Distance Learning Guidelines for Teachers

## 2020-2021 School Year

“Distance Learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with the teacher. Distance Learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of printed materials incorporating assignments that are the subject of written or oral feedback.<sup>1</sup>

Teachers will choose a home base to deliver content and instruction: Google Classroom, Seesaw, class website or other similar applications. Teachers will create a digital space where parents and students can access class schedules, assignments and all learning materials in one place. (Use Hyperdocs, virtual classrooms) [Example](#)

Teachers will use online applications to develop lessons that involve a combination of independent and engaging learning experiences. (Strategies: blended learning, flipped classroom, project based learning) [Worksheet](#)

Teachers must use applications and online resources that are compatible with devices students are using.

Teachers will make provisions for students who do not have access to devices and the Internet.

Teachers will make sure students have parental consent before participating in Zoom meetings. [Video Conferencing Consent Form](#)

Teachers will deliver content asynchronously and synchronously.

- Synchronous: Teachers will use Zoom or Google Meet and provide at least an hour a day for synchronous learning. [Guidelines for Synchronous Teaching](#)

[Synchronous Online Classes: 10 Tips for Engaging Students](#)

- Asynchronous - Teachers will design self-guided activities and lessons using Loom or similar apps to create video tutorials. Lessons done synchronously must be available for students not able to join. [Guidelines for Asynchronous Teaching](#)

[Five Tips for Designing Remote or Asynchronous Learning](#)

Teachers will observe established work hours during the regularly scheduled school day from 7:45 am to 3:30 pm.

Teachers will post grades and missing work in SchoolSpeak regularly.

Teachers will not post pictures of their virtual class on social media or elsewhere online. This is an important recommendation for teachers from Zoom.

[See Zoom Guidelines for Teachers under Technology](#)

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<sup>1</sup> Distance Learning Considerations, <https://www.cde.ca.gov/ci/cr/dl/dlconsiderations.asp>, July 28, 2020

## Distance Learning Guidelines for Students and Parents 2020-2021 School Year

In an effort to provide quality education during this period of Distance Learning, it is important for students to abide by specific guidelines.

Parents will be asked to complete a survey regarding technology available to students. If there is difficulty with Distance Learning because of an issue with device access and Internet connectivity, students and parents must communicate this with the teacher promptly.

Holy Angels School teachers utilize Zoom for the purpose of meeting with students. **Parental consent is required before students can participate in Zoom meetings.**

Students are to refer to the class schedule posted online to access times and links to their meetings.

### **Distance Learning Expectations for Students**

Students must conduct themselves in accordance with the Holy Angels School Code of Conduct and the policies in the School Handbook.

Students must submit assignments on time. If there are any issues with submitting work, the teacher needs to be notified before the due date.

Any form of cheating takes away from the learning process and will not be tolerated. If help is needed, please communicate with the teacher.

Keep a positive attitude and remember, with God, all things are possible.

[See Zoom Guidelines for Students under Technology](#)

### **Distance Learning Expectations for Parents**

Our focus is on building up our students into independent life-long learners. As we partner with parents to support the education of each child, we ask the following of our parents:

- In an effort to mirror a classroom session, Zoom class sessions are for students only. If possible, step away when students are participating in online learning - promote the development of responsibility and independence.
- An exception to the above will be if a parent requests a necessary one-on-one tutoring session for a child. If one-on-one tutoring is deemed necessary, the parent or other supervising adult from the child's household, must attend the meeting and be visible and behind the child during the Zoom meeting. If the parent is unable to attend the meeting, the parent must fill out a consent form, allowing the teacher to conduct the meeting. All one-on-one Zoom meetings will be recorded for documentation purposes.
- Designate an area in your home as the Learning Hub - similar to a shared space in a library.
- Minimize distractions for your student - just turning a desk or chair toward a wall limits diversions.
- Technology and materials should be readily available each morning for online learning.

### **Communication with Teacher(s) during Distance Learning**

The faculty realizes that Distance Learning can be challenging. It is important for students and parents to communicate with the teacher when there are issues regarding assignments and grades. Grades will continue to be posted on SchoolSpeak and should be checked regularly. Issues can be discussed via email, phone calls, Remind app or pre-arranged Zoom meetings with both parent and student, based on the availability of the teacher.

## Social and Emotional Learning School Counselor - Holy Angels School



The California Department of Education defines social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

[CLICK TO VIEW: SOCIAL AND EMOTIONAL LEARNING GUIDING PRINCIPLES - FULL PDF VERSION](#)



In-Person Learning		
Emotion Management	Situational Awareness	Academic Achievement
<p>School counselor is on campus 3 days a week to provide individual, group and classroom edu-therapy.</p> <ul style="list-style-type: none"> <li>❖ Identify achievable goals.</li> <li>❖ Age appropriate activities and media for emotion regulation, peer management and relationship building.</li> <li>❖ Self journaling helps with self-discovery and builds confidence.</li> <li>❖ Mindfulness &amp; Breathing Meditation</li> <li>❖ Kindness Program</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encompass the Safe and Caring School guidelines - “Stop, Think, Pray and Choose.”</li> <li>❖ Each student completes Virtus (Kindergarten - 8th).</li> <li>❖ Monthly religious class retreats with the principal.</li> <li>❖ Daily gospel and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers are accessible by email for parent conferences.</li> <li>❖ Annual school-wide parent/teacher conference.</li> <li>❖ Resource Program available for students who require learning modifications.</li> </ul>

**Distance Learning**  
*Providing support in a time of uncertainty*

<b>Emotion Management</b>	<b>Situational Awareness</b>	<b>Academic Achievement</b>
<p>School counselor is available as needed for student and parent consult.</p> <ul style="list-style-type: none"> <li>❖ Classroom Zoom for well being check-in and “Brain Breaks.”</li> <li>❖ In collaboration with the Student Council, encourage physical activities.</li> <li>❖ “Walk &amp; Talk” - individual counseling in an outdoor environment to maintain ‘partial’ confidentiality.</li> <li>❖ “Parent-to-Parent” forum for parents.</li> <li>❖ Mindfulness &amp; Breathing Meditation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encompass the Safe and Caring School guidelines - “Stop, Think, Pray and Choose.”</li> <li>❖ Each student completes Virtus (Kindergarten - 8th).</li> <li>❖ Daily gospel and reflection (also used as our method to take attendance via online).</li> </ul>	<ul style="list-style-type: none"> <li>❖ “Parent-to-Parent” forum included parent consult regarding teacher conferences and tech/app support.</li> <li>❖ Teachers are accessible by email for parent check-ins.</li> <li>❖ Teachers will have weekly office hours.</li> <li>❖ Resource Program available for students who require learning modifications.</li> </ul>

Resources and information during the COVID-19 pandemic is sent to school families through eNews, SchoolSpeak and counselor’s website.

[CLICK TO VIEW: HOW TO EASE CHILDREN’S ANXIETY ABOUT COVID](#)  
NATIONAL ALLIANCE ON MENTAL ILLNESS

- Step 1:** Know the facts
- Step 2:** Establish a routine
- Step 3:** Engage in self-care
- Step 4:** Stay connected
- Step 5:** Focus on the positive



**Additional Resources (click to view links)**

<p>EDUCATIONAL BRAIN BREAKS IDEAS</p> 	<p>SKILL BUILDING ACTIVITIES</p> 	<p>GOALS LESSONS</p> 
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MINDFULNESS



TIPS FOR DISTANCE LEARNING



Institute for Social and Emotional Learning

RESOURCES FOR SEL



# Learning Resource Program (Title I)

The Learning Resource Program is committed to ensure students have continuous access to special accommodations, interventions and other needed support that were provided during typical in person operations. The resource teacher, homeroom teachers, and administrators who have identified their priority standards and skills for each course/grade level will continue to use the curriculum and resources along with technology-based applications during Distance Learning.

During the duration of Distance Learning, students in the Learning Resource Program will continue to meet with the Resource Specialist via Zoom Meetings twice a week, 30 minutes per session. **Parental consent is required before students can participate in Zoom meetings.**

- [Learning Resource Program 2020-2021](#)
- [One-on-One Video Conferencing Consent Form](#)
- [Video Conference \(Zoom\) Consent Form](#)
- [Media and Student Work Release](#)

## Response To Interventions (RTIs) and Individualized Educational Plans (IEPs):

In order to meet individual needs and to respond to updated information as it becomes available, guidance documents on programs, staff responsibilities, (and IDEIA compliance) are continually updated. Procedures will be implemented to ensure that interventions are provided and IEPs are followed.

The Resource Specialist will be collaborating with families to review and revise (as needed) the student's Individual Education Plan (IEP) and to create Contingency Learning Plans. Plans will outline how services will be provided during distance learning as well as any other necessary accommodations, assistive technology needs, and available resources that will be provided to families. While the Contingency Learning Plan is utilized during school closures, the student's IEP will remain in place and services defined in that document will be resumed once students return to school.

- IEP meetings and other meetings will be hosted through phone or video technology/ZOOM meetings.
- Resource teacher will continue collaborating with general education teachers to ensure scaffolding and other accommodations are in place for general education instruction.
- Individualized lessons will focus explicitly on student goals as outlined by students' IEPs / Response To Interventions (RTI) / identified needs. Those lessons will be conducted individually or in small groups synchronously or asynchronously to meet required minutes.
- Additional services may be considered for students who continue to struggle during Distance Learning. The need for additional services would be determined by the student's Individual Education Plan (IEP) team through review of data collected during the distance learning period and in light of the student's unique circumstances.
- Assistive materials that are documented on a student's IEP for learning will be provided to the student. Examples include pencil grips, adaptive scissors, Lexia worksheets, etc.
- Ensure differentiation / modifications are made for students:
  - ❖ Consider creating video tutorials students can reference to review a specific skill or concept,
  - ❖ Consider individual tutorials via Zoom or Google Meet, phone, etc.,
  - ❖ Consider electronic read and write programs, resources that allow content modifications by Lexile level, pictorial supplements, etc.,

- ❖ The Resource Specialist will continue working on students' IEP goals and follow through with students' Response to Intervention (RTIs) provided during the previous year/s until updates are made.

**During school shutdowns, SST meetings will be held virtually via Zoom.**

- [Student Success Team - Consent Letter](#)

# Technology

School population (students, parents, teachers and office) was surveyed to determine what equity and access to technology exists. Included are questions about volunteer services. The following are the surveys in Google Form.

[Technology Survey for Distance Learning](#)

[Technology Survey for In Person Learning](#)

Students and parents are asked to sign the updated Responsible Use Policy (RUP) from the Archdiocese of San Francisco. The [updated RUP](#) as well as the updated [Media and Student Work Release Agreement](#) are posted in the online handbook. Other forms that need to be completed:

- [G Suite Consent Form for New Students](#)
- [Video Conference \(Zoom\) Consent Form](#)

Students doing In-Person Learning who are bringing their own devices must have a [Bring Your Own Device Policy](#) signed by both parent and student.

All school policies are enforced whether in school or at home. Parents are responsible for monitoring a student's behavior when a student accesses programs from home.

Digital signatures for important documents will be collected using SchoolSpeak forms.

## ZOOM Meetings: Guidelines for Teachers

- Teachers will set Zoom time availability for students and parents who may need assistance and have questions.
- Teachers **will not** conduct Zoom sessions with one student at a time. Teachers must meet with an entire class, or a small group. An exception to this would be two teachers attending a Zoom session to assist an individual student in the Learning Resource Program. A parent requesting a Zoom session to assist a struggling student must be present during the Zoom conference. If the parent is not able to attend the meeting, the teacher must obtain parental consent to conduct the meeting. All one-on-one meetings will be recorded whether a parent is present or not. [One-on-One Video Conferencing Consent Form](#)
- Teachers will share the "URL join link" to scheduled Zoom meetings to parents and students. Students do not need to create a Zoom account to join.
- The "URL join link" should be shared through a learning management system, an existing school-managed communication tool, a private class webpage or another secure portal (but never publicly).
- As an additional layer of privacy, students do not need to provide their full names upon entering a room. However, students should provide their first name and not any nicknames or initials.
- Check that the Waiting Room setting is enabled to avoid allowing students entering the room without a teacher present.
- Share links with Principal, Learning Support Teachers, Classroom Aides, and Technology Teacher.

- Once all students are present, teachers can lock the meeting.
- Use the **Report** a user in the Security icon on the meeting taskbar if an unwelcome participant joins the meeting.
- For classroom management and security, limit the time length of continuous large group sessions (recommend using chunking instruction and/or smaller purposeful grouping of students).
- Default screen sharing to teacher only. Teachers may change screen sharing as needed (i.e., student presentations)
- Mute the microphone for students upon joining a Zoom conference.
- Teachers can remove participants from class.
- Consider turning off the chat feature for students to message the whole group; only allow students to send a message to the “host.” Teachers may integrate the chat feature in a lesson.
- Teachers may record class time and archive for internal use/documentation.
- Do not allow students or parents to record the class meeting or other online engagements. All class meetings are the intellectual property of the school.
- At the end of the Zoom meeting, make sure to wait until all students have left and then click “End Meeting for All.”
- Breakout Rooms allow teachers to create small groups during Zoom meetings for collaboration and discussions. When students are in Breakout Rooms, they are expected to:
  - Stay focused on the task/role assigned or given to them
  - Cooperate with group members in completing the task(s)
  - Behave according to guidelines in school handbook and Responsible Use Policy

Teachers will be able to move in and out of breakout groups to check on discussions or progress on tasks.

- In the event that the Zoom host teacher unexpectedly loses internet connection and gets dropped from the Zoom meeting, students are expected to leave the meeting immediately and await further instructions from the teacher via their Learning Management System (LMS), i.e. Google Classroom or SeeSaw. Teachers may assign a student to be responsible for ensuring all students leave the Zoom meeting, and will be the last to leave the meeting.

### **Zoom Meeting: Guidelines for Students**

**Recording class sessions:** Students and parents are prohibited from recording, sharing or public posting of class sessions or other online engagements. All class meetings are the intellectual property of the school.

When joining a meeting, a student will use his/her first name only. Nicknames or initials are not acceptable.

Students are to wear one of the following uniform items while meeting: school sweater, PE sweatshirt, white polo shirt OR white button shirt. No hats, hoods, makeup (includes false eyelashes) are to be worn while meeting. Hair and appearance should be neat and tidy.

Headset with microphone is optional.

A student should be seated in a chair located at a desk or table and be prepared with all necessary materials, including work due. Learning area should be as quiet as possible.

**Distractions** during sessions should be minimized. No eating, video games, television, or other disruptive activities are allowed. As in the classroom, cell phones should be off and not nearby.

If a student needs to leave a meeting, please notify the teacher immediately before doing so.

A student needs to be on time for meetings, otherwise a teacher may not admit the student. As a result, class attendance and grade for the day could be affected.

Links to Zoom meetings should not be shared with people outside of the class.

If a student is experiencing technical difficulties, the teacher should be informed promptly. Zoom works best when using the app. Connecting to Zoom using a browser is not recommended as many Zoom features will not work. The Zoom app is free and available for download for most devices.

Be respectful and polite towards the teacher and classmates at all times. Students should follow online [netiquette guidelines](#).

Video should be on at all times. A student's full head/shoulders should be visible during the meeting. Strong lighting is necessary.

Raise a hand to ask a question or make a comment.

Once connected to the session, students will mute their microphones to help the teacher retain group attention during the lesson. Microphones will remain muted until it is one's turn to speak.

Teachers may disable the "chat" feature to prevent side bar/off topic chatting.

Teachers may ask students to change their background if the background is distracting. This includes virtual backgrounds, symbols, posters, or anything the teacher deems distracting for the learning environment of the students.

Failure to follow the guidelines will result in the student being removed from future Zoom sessions for the class. Attendance and grades can be affected.

Breakout Rooms allow teachers to create small groups during Zoom meetings for collaboration and discussions. When students are in Breakout Rooms, they are expected to:

- Stay focused on the task/role assigned or given to them
- Cooperate with group members in completing the task(s)
- Behave according to guidelines in school handbook and Responsible Use Policy

Teachers will be able to move in and out of breakout groups to check on discussions or progress on tasks.

In the event that the Zoom host teacher unexpectedly loses internet connection and gets dropped from the Zoom meeting, students are expected to leave the meeting immediately and await further instructions from the teacher via their Learning Management System (LMS), i.e. Google Classroom or SeeSaw. Teachers may

assign a student to be responsible for ensuring all students leave the Zoom meeting, and will be the last to leave the meeting.

# APPENDIX

## APPENDIX A: Health Check Information For Parents

### STEP 1: SYMPTOM CHECK

You will need to answer the following question.

In the last 24 hours, has your child had any of these symptoms, new or different from what they usually have, and not explained by another reason?

Fever or chills  
Cough  
Sore throat  
Shortness of breath or trouble breathing  
New loss of taste or smell  
Seems sick or like they are starting to get sick

Answer yes if the symptom is NEW / DIFFERENT / UNEXPLAINED from how your child usually is. **Here are some examples.**

- Your child has asthma. Your child often coughs with exercise or when experiencing allergies.
  - NO, the cough is not new or different. My child has their usual cough due to exercise or allergies.
  - YES, his/her cough is worse than usual or sounds different than usual.
- Your child complains that his/her muscles hurt all over.
  - NO, a day or two after exercising or doing more physical activity than usual. My child looks well except for muscle soreness.
  - YES, they haven't done any unusual physical activity, and my child is experiencing muscle aches..
- Your child has a sore throat.
  - NO, his/her sore throat is not new or different.
  - YES, my child has a sudden sore throat for no clear reason.

**Trust your judgment. You know best how your child looks and acts when they are getting sick.**



### STEP 2: FEVER CHECK

If your child does not have symptoms, the program will take your child's temperature to check for fever. Some programs may ask you to take your child's temperature with a thermometer yourself instead.

A fever is a temperature over 100.4°F when you take your child's temperature at home. When programs take temperatures, a temperature over 100 °F is considered a fever. This is because programs use a special "no-touch" thermometer that may read slightly lower, especially when used outside



## IF OUR CHILD HAS SYMPTOMS OR A FEVER

Stay home. Your child cannot attend the program that day. Contact your child's regular doctor or clinic for advice. Your child should also stay home until they meet the conditions to return to childcare or camp.

## RETURNING TO CHILDCARE OR CAMP AFTER A FEVER OR SYMPTOMS OF COVID-19



**If your child gets tested, they can return after**

- A negative COVID-19 test and
- 3 days with no fever, without taking medicines to lower a fever, like acetaminophen (Tylenol) or ibuprofen (Advil, Motrin), and
- 3 days since symptoms have improved. The symptoms do not have to be completely better.

You must show proof of your child's negative test, for example, the test result or a message from your clinic or test site that the test was negative. When your child gets tested, let the clinic or test site know that you will need this. This is usually the fastest way for your child to return to their program.



**If your child is not tested, they can return after**

- 10 days have passed since symptoms first appeared and
- 3 days since symptoms improved and
- 3 days with no fever, without taking medicines to lower a fever, like acetaminophen (Tylenol) or ibuprofen (Advil or Motrin).

### *Exceptions: Doctor's Note or Clinic Note*

Sometimes a child's symptoms are clearly due to another cause, such as strep throat or hand-foot-and-mouth disease. This is not common, but in this situation, your provider may choose to give you a note saying that your child can return to their program. This does not mean that your child does not have COVID-19. Many children with COVID-19 do not have any symptoms. It only means that a definitive cause has been found for the symptoms that kept your child out of their program. The note may be an email, electronic message or part of an after-visit summary.

### **How to get your child tested for COVID-19 if they don't have a regular doctor or clinic**

- Contact the clinic on your child's health insurance card. If your child has Medi-Cal, call the clinic on their SFHP or Anthem Blue Cross card. Tell them your child is assigned to the clinic, and they need a COVID-19 test to return to childcare or camp.
- If your child does not have health insurance or a regular doctor, call
  - SFDPH New Patient Appointment Call Center for COVID-19 at 415-682-1740
  - Mission Neighborhood Health Center at 415-552-3870 x2217
  - If you also need a clinic that can see low-income children for a free well-child check and enroll them in temporary Medi-Cal (CHDP Gateway), see [https://www.sfdph.org/dph/files/MCHdocs/CHDP/CHDP\\_Provider\\_List\\_2020.pdf](https://www.sfdph.org/dph/files/MCHdocs/CHDP/CHDP_Provider_List_2020.pdf)

## Appendix B: Handwashing Stations



**2 stations on the other side of Science Lab**



**3 stations on wall across Kindergarten**

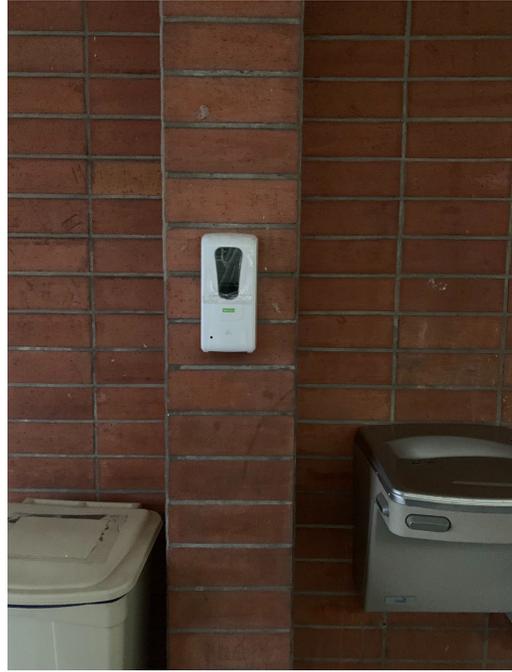


**1 station on this side of Science Lab**

## Appendix C: Hand Sanitizing Stations



Outside CCD Office



Between 4th/5th grade



Outside the office



Outside Girls' Bathroom



Between first and second grade



Outside boys' bathroom



Outside CCD office

## Appendix D: Classroom Cleaning Checklist

Classroom Cleaning Checklist

Classroom: \_\_\_\_\_

Keep all cleaning materials secure and out of reach of children and ensure that there is adequate ventilation when using these products to keep children and staff from inhaling toxic fumes.

Monday: \_\_\_\_\_

Area to Clean	Before Recess	After Recess	Before Lunch	After Lunch	As needed	End of Day
Student Desk						
Student Chair						
Door Handle						
Light Switch						
White Board						
Projector/Document camera						

Tuesday: \_\_\_\_\_

Area to Clean	Before Recess	After Recess	Before Lunch	After Lunch	As needed
Student Desk					
Student Chair					
Door Handle					
Light Switch					
White Board					
Projector/Document camera					

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Wednesday: \_\_\_\_\_

Area to Clean	Before Recess	After Recess	Before Lunch	After Lunch	As needed
Student Desk					
Student Chair					
Door Handle					
Light Switch					
White Board					
Projector/Document camera					

Thursday: \_\_\_\_\_

Area to Clean	Before Recess	After Recess	Before Lunch	After Lunch	As needed
Student Desk					
Student Chair					
Door Handle					
Light Switch					
White Board					
Projector/Document camera					

Friday: \_\_\_\_\_

Area to Clean	Before Recess	After Recess	Before Lunch	After Lunch	As needed
Student Desk					
Student Chair					
Door Handle					
Light Switch					
White Board					
Projector/Document camera					

**\*Cleaning Procedures**

Always clean surfaces prior to the use of disinfectants in order to reduce soil and remove germs. Dirt and other materials on surfaces can reduce the effectiveness of disinfectants. For combination products that can both clean and disinfect, always follow the instructions on the specific product label to ensure effective use.

## Appendix E

### RESTROOM CLEANING INSPECTION CHECKLIST

Building: \_\_\_\_\_

ROOM NUMBER: \_\_\_\_\_

Direction: Please initial and date any of the tasks you have completed in this room. Note floor cleaning and finishing is on the other side of the checklist.

Task	Initial	Date
1. Dust and clean ceiling and corners		
2. Replace burned out light bulbs		
3. Submit work orders for ballasts that need replacing		
4. Wash light covers/grates		
5. Wash and clean exhaust and intake vents – remove grates		
6. Clean and disinfect walls / shelves		
7. Clean blinds – take down and wash		
8. Wash, clean and disinfect countertops sink / faucet		
9. Wash and clean windows (inside/outside)		
10. Clean and disinfect soap, paper towel and toilet paper dispensers		
11. Clean and disinfect partition doors		
12. Clean and sanitize trash cans / re-line with new trash liner		
13. Clean blinds / shades		
14. Dust / sweep floor		
15. Clean mirrors; chrome and glass		
16. Clean floor drains – refill with water		
17. Clean baseboards / corners		
18. Wash doors completely; (frame jams, tops, sides, glass inside and out, hinges, knobs)		
19. Clean and disinfect toilets; valves (change batteries if need be)		
20. Clean and disinfect urinals; valves (change batteries if need be)		
21. Dust and wash ledges and all horizontal surfaces		
22. Clean and disinfect sanitary dispensers		

23. Clean floors with bristle brush, pad or mop; follow up with a rinse		
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**Ladder Safety Tips**

- 1. Never use a damaged ladder.
- 2. Always face the ladder when working on the same side.
- 3. Do not lean over the side of the ladder to overreach.
- 4. Never stand above the third rung from the top.
- 5. Do not allow more than one person on a ladder at a time unless designed for two people.
- 6. Do not use a ladder if you are tired, dizzy, or fatigued.
- 7. Do not reach beyond a safe comfort zone.



Supervisor/Principal or Designee Signature \_\_\_\_\_ Date \_\_\_\_\_