THE LIGHT OF CHRIST GUIDES US
OC CATHOLIC SCHOOLS:
OUR JOURNEY BACK

COVID-19 Safety Plan

(Formerly Guidelines for Re-Opening Catholic Schools)

UPDATED 04.21.2021

"I wish to thank everyone for their sacrifices over these last weeks to benefit the common good. It has been a time of reflection, prayer, and growth in faith for many of us. We will continue to take one day at a time and walk in faith together."

Bishop Kevin Vann, May 22, 2020

OC CATHOLIC SCHOOLS: OUR JOURNEY BACK

January 29, 2021

Dear OC Catholic School Community,

Five months ago we celebrated that our schools were able to reopen for in-person instruction for the 2020-2021 school year. Through the faith-filled and courageous leadership and service of our Catholic school leaders, teachers, and staff, we have experienced many successes this year. However, we acknowledge the challenges we continue to face due to COVID-19. Throughout this pandemic, our schools have become adept to overcoming obstacles and remaining strong in the face of adversity.

We remain committed to transparency and compliance with our state and county health agencies. As such, this Reopening Plan has been updated to reflect the State of California's *COVID-19 Reopening In-Person Instruction Framework and Public Health Guidance for K-12 Schools in California, 2020-2021 School Year* issued on January 14, 2021. This guidance is a public health directive that applies to all public and private schools operating in California. Under operative executive orders and provisions of the California Health and Safety Code, schools must comply with orders and guidance issued by the California Department of Public Health and relevant local health departments to limit the spread of COVID-19 and protect public health.

As required, each school has posted a COVID-19 Safety Plan (CSP) on the homepage of the school's website. The CSP includes the school's Cal/OSHA COVID-19 Prevention Program (CPP) and the COVID-19 School Guidance Checklist. The general CSP for all schools has been posted on the Diocesan website: www.occatholicschools.org.

We remain incredibly grateful for the gift of our teachers and staff who have been stretched in mind, body, and spirit. Because of their great sacrifices and love for your children, we have been able to maintain in-person instruction. We are also grateful to our parents for respecting the important role they play in ensuring the health and safety of our students. Together we are building a stronger future for our children.

Thank you for your partnership on our journey!

In mission,

Erin C.O. Barisano, Ed.D.
Superintendent of Schools
Diocese of Orange

OC CATHOLIC SCHOOLS: OUR JOURNEY BACK

Dear OC Catholic School Principals, Teachers, Staff, Parents, and Students,

Thank you for your attention, partnership and patience over the last few months as we have all navigated the constantly changing realities within our community and our schools. From the beginning of this pandemic, our schools have served as sources of hope; they have been places where students continue to grow in faith and academic excellence even through a virtual platform. As we plan to re-open our campuses in August, we want to continue to be that message of hope and share with you our plans on the current realities and the beginning of the school year.

We remain committed to following the advice of health experts throughout this planning process. None of the guidelines we are working from are self-generated; we are relying on the guidance and expertise of the Center for Disease Control and Prevention, the California State and the Orange County Department of Education Guidelines and Orange County Health Agency. We are grateful to our parents who completed the Diocesan Parent Survey for additional input on implementation of guidelines. As we plan for re-opening our schools, we will continue to respond to guidance from the governor and state and local governments, so all of this planning is based on the best information that we currently have.

As of now, based on the CDC checklist for reopening schools we believe that we can open all schools in person in the fall and maintain a robust system of monitoring and response. Our plans to meet these guidelines are based around four foundations: monitoring and responding to student and faculty health; limiting and eliminating unnecessary or risky activities; revising cleaning and disinfection protocols; and finally, having additional blended learning and virtual learning options available for planned or unplanned shutdowns.

The guidelines include consistent requirements across the diocese to achieve a safe environment, but also allow for specific implementation to be handled at the school level. All schools will:

- Develop a daily temperature check system for all persons coming onto campus
- Increase healthy hygiene practices such as hand washing, deeper cleaning, disinfection, and ventilation
- Require faculty/staff/parents/school visitors to wear face coverings on campus.
- Develop social distancing protocols in all areas and for all gatherings where possible/feasible.
- Establish a plan to close school, if necessary, and quickly implement a Distance Learning program should a student, teacher, staff member, visitor, or member of the household test positive for COVID-19 in consultation with local public health officials.

We remain incredibly grateful to you, our parents and students, and all of our principals, teachers, and staff in the Diocese of Orange who remain committed to excellence in education and faith formation. I pray that you remain safe and healthy throughout the summer months; we are overjoyed about being able to see you in-person very soon.

Thank you for your partnership on our journey back!

In mission,

Erin C.O. Barisano, Ed.D.
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OUR JOURNEY BACK

PARENT SURVEY SUMMARY

In May 2020, a survey was distributed to parents of elementary and high school students. Nearly 4,500 responses were submitted. Survey questions were specific to reopening in the fall and what parents value the most in the way of health factors and educational models as well as challenges faced during distance learning. The survey also included two open ended questions, which allowed parents the opportunity to offer specific feedback and input.

A strong majority of parents (83%) highly preferred or preferred returning to the traditional school-day model and indicated they would like schools to consider enhanced cleaning as the top priority when planning for reopening. Additional factors parents would like considered are increased spacing in the classroom and regularly scheduled hand washing.

Parents affirmed, through their open ended comments, their desire to return to campus in the fall. A challenge they recognized during distance learning was the toll it took on their children both socially and emotionally and returning to campus would restore the sense of community and personal connections that their children are missing. Our schools will place additional focus on meeting the social and emotional needs of their students as they return to campus.

The data gathered from this survey played an integral role in the decision making process for reopening our schools in the fall. While the safety of our students is of primary importance, we also want to best meet the spiritual, academic, social, and emotional needs of our students. We recognize that parents are the primary educators and we value our partnership with our parents; as such, we place high value on input and feedback from parents and have taken all data provided by this survey into consideration.

OVERVIEW & PROCESS

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. As campuses reopen, schools will need to establish clear plans and protocols to ensure the safety of students and staff. Knowing that there is not a "one-size-fits-all" solution for opening schools across our Diocese, schools should adhere to the comprehensive Health and Safety Checklist to guide their decision making (see Appendix).

The following guidelines and recommendations are intended to assist OC Catholic Schools with reopening in the fall. All information provided is based on a number of guidelines developed by the Center for Disease Control, California Department of Education, and the California Department of Health. These guidelines are subject to change based on future conditions and/or recommendations by various governmental and health agencies. Specific reopening decisions will be made at the local school level based on these state and local agencies with consultation and approval from the Diocese of Orange, the parish pastor and/or the Diocese of Orange Department of Catholic Schools. School plans must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.

Note: Revisions have been made to this plan, which reflect the State of California's *COVID-19 Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year* issued on January 14, 2021.

*Denotes revision according to the recent State of California's *COVID-19 Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year* issued on January 14, 2021.

GUIDELINES FOR RE-OPENING

General

- Seek approval from Pastor or Department of Catholic Schools for Reopening Plan
- Communicate Reopening Plan and health/safety protocols with all stakeholders including a dedicated place on website
- Communicate COVID-19 Safety Plan (CSP) and Cal/OSHA Prevention Program (CPP) to all stakeholders and post it on website (revised 1/25/21)*

Health and Safety

- Create a local COVID-19 Health & Safety committee which will meet during Summer 2020 and throughout the school year.
- Students in all grade levels K-12 (K is inclusive of TK) are required to wear face coverings at all times, while at school, unless exempted. *
- Require faculty/staff/parents/school visitors wear face coverings on campus in accordance with CDPH guidelines
  - For staff, bandanas, gaiters, and similar face coverings are no longer acceptable*
  - In limited situations where a face covering cannot be used for pedagogical or developmental reasons, a face shield with a drape can be used as long as the wearer maintains physical distance from others*
- Develop social distancing protocols in all areas and for all gatherings
  - Distance teacher and other staff desks feet away from student and other staff desks*
  - Distance student chairs at least 6 feet away from one another, except where 6 feet of distance is not possible after a good-faith effort has been made*
  - If 6 feet of distance is not possible, optimize ventilation, use desk partitions, or arrange desks to minimize face-to-face contact*
- Develop a daily temperature check system for all persons coming onto campus
- Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers
- Create a comprehensive plan to address personal hygiene practices to ensure personal health and safety in school facilities (frequent hand-washing, availability of hygiene supplies such as soap, hand sanitizer, tissues, disinfectant wipes etc.)
- Create a plan to meet cleanliness and disinfecting standards in school facilities. Hand sanitizer should be readily available throughout the building and in each classroom. Classrooms, restrooms and touched surfaces as well as shared objects should be cleaned thoroughly each day and frequently throughout the day with EPA approved disinfectants

Instructional

- Decide on one of three suggested Instructional Models (see appendix) which can include a full-day traditional model if all requirements are met
- Develop and implement a Social-Emotional Wellness program (see appendix) for students and faculty/staff
- Establish a plan to close school, if necessary, and quickly implement a Distance Learning program should a student, teacher staff member, visitor, or member of the household tests positive for COVID-19 in consultation with local public health officials

ALL SCHOOLS ARE ENCOURAGED TO ADOPT THE FOLLOWING:

Health and Safety

- To the extent possible, ensure social distancing on school campuses and adapt traditional activities to minimize mixing and movement of students, faculty, staff
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- The CDC's criteria in the following links should be considered when a sick staff member, student or volunteer should return to work/school https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html and/or https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html
- Consider posting signs in highly visible locations (i.e., at entrances and in restrooms) that promote proper hand washing and other protective measures that describe how to stop the spread of germs
- Playgrounds and gyms should only be used by one group at a time and cleaned after each use. Limit free play to ensure safe distancing
- Student sick absences should not require a doctor's note to return as medical facilities are under increased strain. Consider a communication system for staff and or student parent/guardian to self-report to the school if they have tested positive or were exposed to someone with COVID-19 within the last 14 days
- Ensure that ventilation systems are operating properly and that there is increased circulation of outdoor air as much as possible. If practical based on weather, consider keeping windows open for increased ventilation. While fresh air is encouraged for ventilation, it should not interfere with maintaining adequate security for the building
- Consider eliminating the use of drinking fountains and encouraging staff and students to bring their own water to minimize use and touching of water fountains
- In a circumstance where sufficient physical distancing is difficult or impossible, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible
- Shared spaces such as communal spaces and break rooms should be closed or consider staggering the use of these spaces
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable
- Establish curbside drop-off and pick-up to limit direct contact between parents and staff members and adhere to social distancing recommendations. If children are met outside, an assigned staff member from the child's static group should escort the child into the facility when they arrive. Consider staggering arrival and drop -off times to manage the flow of students into and out of the facility
- Designate a staff person(s) for various shifts throughout the day to be responsible for COVID-19 concerns (i.e., school nurse/secretary). All school staff and families should know who this person is and how to contact them
- Cafeteria may not be able to accommodate social distancing recommendations. May want to consider having students bring their own meals or serving individually plated meals in classrooms instead of the Cafeteria
- How to maintain social distancing on school buses needs to be considered. Ensure that transportation staff are following safety and hygiene protocols according to the CDC's guidance for bus operators
- Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation
- If an employee has tested positive for COVID-19, you should notify staff of their possible exposure but maintain confidentiality whenever possible about the employee as required by the Americans with

Disabilities Act. Please refer to the Appendix for instructions from Diocese of Orange Department of Human Resources

Instructional

- Endeavor to work with families who wish to have their child/ren remain at home rather than return to school or assist families to identify alternative temporary programs which could transfer back to the original school
- Develop contingency plans for teachers or students who may need to remain at home due to illness for an extended period of time
- Consideration should be given to how students and staff that are considered "high risk" and more vulnerable to the virus can continue participating in virtual classes, activities and events
- Student sick absences should not require a doctor's note to return as medical facilities are under increased strain. Consider a communication system for staff and or student parent/guardian to self-report to the school if they have tested positive or were exposed to someone with COVID-19 within the last 14 days. Please refer to the Appendix for instructions from Diocese of Orange Department of Human Resources

APPENDIX

The following documents were used in developing the OC Catholic Schools Reopening Guidelines and provide detailed information, checklists, guidance etc.:

COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year:
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf

OC Health Care Agency *Investigation and Contact Tracing Processes and Guidance for OC Schools:*
OC Health Care Agency PDF

CDC Considerations for Schools: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

CDC FAQs for Schools:
 https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html

Center for Disease Control "Schools Decision-Making Tree"

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf

California Department of Education – "Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools"

https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

California Department of Health – "COVID 19 Industry Guidance: Schools and School-Based Programs"

https://covid19.ca.gov/pdf/guidance-schools.pdf

CDC "Cleaning and Disinfecting Your Facility"

https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html

1. Campus Access
2. Hygiene
3. Protective Equipment
4. Physical Distancing
5. Cleaning and Disinfecting
6. Employee Issues
7. Communication with Students, Parents, Employees, Public Health and Community
8. Identification, Tracing of Contacts, and Testing
9. Travel Guidelines

1. Campus Access

Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.

Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures:

- Students—Entering Campuses
  - *Passive Screening*. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19
  - *Active Screening*. Engage in symptom screening as students enter campus , consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100 .4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test
    - Thermometers must be properly cleaned and disinfected after each use
  - All students must wash or sanitize hands as they enter campuses
  - Provide supervised, sufficient points of access to avoid large gatherings
  - Use privacy boards or clear screens when practicable
  - If a student is symptomatic while entering campus or during the school day:
    - Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing
    - Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility
    - Students should remain in isolation with continued supervision and care until picked up by an authorized adult
    - Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related
    - Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation
  - Protect and support students who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study

- Staff—Entering Campuses
  - ***Passive Screening***. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100 .4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19
  - ***Active Screening***. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100 .4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test
    - Thermometers must be properly cleaned and disinfected after each use
  - All staff must wash or sanitize hands as they enter worksites
  - For employees who are exhibiting symptoms from the workplace, please refer to the appendix for instructions from Diocese of Orange Dept. of Human Resources
- **Outside Visitors and Groups**
  - Limit access to campus for parents and other visitors
  - Establish protocol for accepting deliveries safely

2. <u>Hygiene</u>

Plan to address hygiene practices to ensure personal health and safety in school facilities:

- Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
  - Providing opportunities for students and staff to meet handwashing frequency guidance
  - Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible
  - Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. *Note: Frequent handwashing is more effective than the use of hand sanitizers*
- Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
  - Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
  - Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods .
  - CDC guidance on proper PPE use
- Teach staff and students to:
  - Use tissue to wipe the nose and cough and sneeze inside the tissue
  - Not touch the face or face covering

3. <u>Protective Equipment</u>

Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles

- According to CDC guidance:
  - Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings

- Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Schools should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.
  - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

- Staff Protective Equipment
  - As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction
  - Provide masks if the employee does not have a clean face covering
  - Provide other protective equipment, as appropriate for work assignments
    - For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves
    - For front office and food service employees, provide face coverings and disposable gloves.
    - For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
      - For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting
      - Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access
      - Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals
- Student Protective Equipment
  - Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. Consider how to address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:
    - While waiting to enter the school campus
    - While on school grounds (except when eating or drinking)
    - While leaving school

4. **Physical Distancing**

Plan to meet physical distancing standards in school facilities. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs. In a circumstance where sufficient physical distancing is difficult or impossible, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

- Plan to limit the number of people on all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet distance between individuals. *(NB: 6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)*

- To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of students throughout the day. Minimize movement of students, educators, and staff as much as possible.
- Limit the number of students physically reporting to school, if needed to maintain physical distancing. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.
- The CDC recommends virtual activities in lieu of field trips and intergroup events.
- Post signage and install barriers to direct traffic around campus.
- Playgrounds/Outside Spaces/Athletics
    - Increase supervision to ensure physical distancing.
    - Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Classrooms
    - Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.
    - In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
    - If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
    - If necessary, broadcast to other classrooms and students distance learning from home.
    - Increase staffing to ensure physical distancing for younger students and students with special needs.
    - Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
    - Address physical distancing objectives as students move between classrooms.
    - Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.
    - Maximize space between seating and desks. Distance teacher and other staff desks at least 6 feet away from student and other staff desks. Maintaining a minimum of 3 feet between student chairs is strongly recommended. A range of physical distancing recommendations have been made nationally and internationally, from 3 feet to 6 feet. Considerations for schools implementing a shorter physical distancing policy between students: focus on high mask adherence—if there are doubts about mask adherence, consider more robust physical distancing practices; consider enhancing other mitigation layers, such as stable groups or ventilation; maintain 6 feet of distancing as much as possible during times when students or staff are not masked (e.g., due to eating or drinking). **Update as of 3/20/2021**
- Staff
    - Develop a plan that ensures physical distancing among staff in their work environment to reduce the spread of the virus that includes:
        - Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
        - Avoid grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
    - Adjust staff schedules to accommodate new student schedules and physical distancing strategies.

- In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
  - Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
  - If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.

5. **Cleaning and Disinfecting**

Plan to meet cleanliness and disinfecting standards in school facilities and vehicles
- Overall Cleanliness Standards
- Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year
- In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids
- Limit stuffed animals and any other toys that are difficult to clean and sanitize
- In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:
  - Safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning
  - Disinfecting surfaces between uses, such as:
    - Desks and tables
    - Chairs
    - Keyboards, phones, headsets, copy machines
  - Disinfecting frequently—at least daily—high-touch surfaces, such as:
    - Door handles
    - Handrails
    - Drinking fountains
    - Sink handles
    - Restroom surfaces
    - Toys, games, art supplies, instructional materials
    - Playground equipment
  - When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and follow product instruction
    - To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid)
    - Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma
    - Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times
  - When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present
  - Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible

- Make a Plan for Adequate Outdoor Air Circulation
  - In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms) . Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13)
- Take steps to ensure that all water systems and features (e.g. drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water
- Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned. Schools should consider not using lockers.

6. **Employee Issues**
   Engage employees on COVID-19 plans and provide necessary training and accommodations.

- Staffing Ratios
  - Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
  - Consider rolling staff cohorts to meet needs and avoid overwork.
- Develop and provide staff training or utilize state-providing training on:
  - Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.
  - Physical distancing of staff and students.
  - Symptom screening, including temperature checks.
  - Updates to the Injury and Illness Prevention Program (IIPP).
  - State and local health standards and recommendations, including, but not limited to, the following:
    - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
    - Cough and sneeze etiquette.
    - Keeping one's hands away from one's face.
    - Frequent handwashing and proper technique.
    - Confidentiality around health recording and reporting.
- Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.
- Training on trauma-informed practices and suicide prevention.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- Reasonable Accommodations
  - Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk

by providing options such as telework or change in classification or duties.

7. **Communication with Students, Parents, Employees, Public Health Officials, and the Community**

   Plan a process for communicating updates to the community.

- School leaders should engage stakeholders, including families, staff, and partners in the school community, to formulate and implement the plans in this checklist.

- Communicate to staff, students, and parents about new, COVID-19-related protocols, including:
    o Proper use of PPE/EPG.
    o Cleanliness and disinfection.
    o Transmission prevention.
    o Guidelines for families about when to keep students home from school.
    o Systems for self-reporting symptoms.
    o Criteria and plan to close schools again for physical attendance of students.

- Target communication for vulnerable members of the school community.

- Create a communications plan for if a school has a positive COVID-19 case.
    o In the event of a positive case, the school will: *
        ▪ Schools must adhere to required reporting requirements and notify, as describe below, the Local Health Department (LHD) of any newly reported case of COVID-19 in a student or staff member if the LHD has not yet contacted them about the case*
        ▪ If the case is present at school at the time the school is notified, the case must go home and be excluded from school for at least 10 days from symptom onset date or, if asymptomatic, 10 days from the date the specimen was collected for the positive test. *
        ▪ Assist LHD in identifying close contacts of the case. Send a notice, developed in collaboration with the LHD, to parents and staff to inform them that a case of COVID-19 in a student or staff member has been reported and that the school will work with the LHD to notify exposed people. *
        ▪ Arrange for cleaning and disinfection of the classroom and primary spaces where case spent significant time. This does not need to be done until students and staff in the area have left for the day. *
        ▪ Implement online/distance learning for student cases if they are well enough to participate. *

- Individual school closure, in which all students and staff are not on campus, is recommended based on the number of cases and stable groups impacted, which suggest that active in-school transmission is occurring. Closure should be done in consultation with the LHO. Situations that may indicate the need for school closure: *
    - Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school. *
    - Within a 14-day period, at least three outbreaks have occurred in the school AND more than 5% of the school population is infected. *
    - The LHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data. *

   Length of closure: 14 days, or according to a decision made in consultation with the LHO. *

8. **Identification, Tracing of Contacts, and Testing**

- If a student or staff member is confirmed to have COVID-19, the school will immediately notify local health officials. These officials will help administrators determine a course of action. The school will likely dismiss the exposed students and staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facilities. The school will work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further the spread of COVID-19.

- When either a school or LHD is aware that an outbreak may be underway, the LHD should investigate, in collaboration with the school, to determine whether these cases had a common exposure at school (e.g., a common class or staff member, bus ride, or other common exposures outside of school). CDPH defines a school outbreak as 3 or more confirmed or probable cases of staff or students occurring within a 14-day period who are epidemiologically linked in the school, are from different households and are not contacts of each other in any other investigation cases (e.g., transmission likely occurred in the school setting). *

- An infected employee should consult with their health care provider immediately and follow the directives provided to them by their health care provider. The infected employee should follow CDC recommended steps, and not return to work until the criteria to discontinue home isolation are met, in consultation with healthcare providers and state and local health departments. Currently, the CDC's criteria for discontinuing home isolation require that the employee experience all of the following: (1) 3 days with no fever, (2) respiratory systems have improved (e.g. cough, shortness of breath), and (3) 10 days have passed since his/her symptoms first appeared.

- The school will review symptoms with employees and parents of students. Employees who have symptoms (i.e., fever, cough, or shortness of breath) should notify their supervisor and be sent home as soon as possible. Students who have symptoms should be kept home. Anyone who experiences these symptoms at school will be separated from well students and staff until the sick person can be sent home.

- Employees and students with an underlying medical condition, and who are concerned, should consult their health care provider.

- When a student or staff exhibits COVID-19 symptoms, the student or staff member will be sent home and testing will be recommended. School employees and students who need testing should either go to their health care provider or a state-operated or other community testing site. **Testing information and test centers in Orange County may be found here: https://occovid19.ochealthinfo.com/covid-19-testing**. * The Department of Managed Health Care has filed an emergency regulation to require health plans to pay for COVID-19 testing for all essential workers, including school staff. In addition, tests are available at community testing sites throughout the state.

9. **Travel Guidelines**
- According to the most recent travel advisory (January 6, 2021), Californians should avoid non-essential travel to any part of California more than 120 miles from one's place of residence, or to other states or countries. Avoiding travel reduces the risk of virus transmission, including by reducing the risk that new sources of infection and, potentially, new virus strains will be introduced to California. *
- All persons arriving in or returning to California from other states or countries, should self-quarantine for 10 days. *

Schools should be considering three different models for re-opening:
- Traditional
- Hybrid (Examples A & B)
- Distance Learning

Example A: Two-Day Rotation Blended Learning Model. Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels TK–4, Tuesday/Thursday for grade levels 5–8). On the other days, students are engaged in distance learning. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student–teacher ratios.

Example B: Early/Late Staggered Schedules. Grade level bands would have staggered start and dismissal times, such as AM/PM rotations (for example, TK–2, 3–5, 6–8). The bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

Consider the following when deciding on an instructional model:
- Parent survey data
- Access to technology (devices as well as connectivity)
    - Technology policies in place to protect private and sensitive student information to be compliant with CA data privacy laws
- Physical building and space restrictions should inform the instructional model choice
- Appropriate training for all staff
- The instructional and social-emotional supports that the students and their families will need.
- How to measure success and effectiveness of the model.
- What models other schools in the area are choosing to help with consistent and coherent approaches to support families.
- Communicate what instructional model will be implemented
    - Consider how to improve the efficacy of the communication by identifying and addressing potential language barriers, cultural barriers, and disability accommodations or supports necessary for communicating to families and other audiences.

Consider the following when intentionally planning for instruction:
- Resources that staff will need to work together to design and lead changes in their classrooms
- Best method for collecting and responding to student feedback
- How to support students with learning differences
- Implement Universal Design for Learning (UDL)
- Process for identifying essential standards and skills for student mastery at each grade level
- Structures in place to support the social-emotional and instructional needs of students

Collaboration & Assessment

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments and to ensure that all curriculum maps are current. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies.

Initial Screening/Diagnostic Assessments
Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

We recommend schools administer the STAR Math, Reading, and STAR Early Literacy the first week students return to campus. These tests will give you baseline data to support instruction.

For schools that purchased **Freckle Math**:
- Data from the STAR Math assessment will integrate with Freckle and set adaptive practice starting points.
- Administer the Benchmark Assessment on domains that coincide with the 3rd trimester of the previous year.
  - Example: if you teach 4th grade, you would administer Benchmark Assessments in Freckle Math that coincide with the last trimester of 3rd grade.
    - A video on how to use Benchmark Assessments is on www.techoc.org under the Renaissance tab
    - For this reason, grade level meetings prior to school opening should take place.
    - Data from these assessments will inform instruction and groupings within the classroom and support individualized learning through the adaptive practice function of Freckle Math.

For schools that purchased **STAR 360**:
- 360 Implementation Guide
- Ready to use STAR Custom Skills Checks will give you data on how students are performing in relation to targeted skills and standards.
- Tentative training set for 7/17/20 (details to follow).

For Schools that have the **basic Renaissance package**:
- Assess with STAR Math and Reading the first week students return to campus.
  - Use the Instructional Planning Report data to inform your instruction.

Formative Assessments/Progress Monitoring
Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.

- Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. As students are given opportunities to participate in engaging activities, be sure to provide students with ample time to think and develop a solid response, as appropriate.

Consider the following when planning for assessment and instruction:
- When reviewing all assessment data, focus on a continuous improvement learning model.
- Consider developing a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data.
- Learning goals should be clearly established and explicitly communicated to students. Providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal, provides transparency for students. In a virtual environment, this can include prominently posting the learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities. *ƒ*
- Consider using choice boards, which provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after re-teaching or receiving feedback.
- Feedback should be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.

A-4: SOCIAL-EMOTIONAL WELLNESS AND LEARNING

During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with Social-Emotional Learning (SEL) is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

Stress has a major impact on the developing brain. The Science of Learning and Development Alliance is a great resource for teachers, administrators, and LEAs to understand how stress affects students (see its research at https://www.soldalliance.org/resources). In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members' health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional supports to rebalance their limbic systems and refocus on the task of learning and being productive in a school community .

As the possibility of a virus resurgence exists, so does the possibility of alternating between virtual learning and in-person classroom activities. The CDE has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and families/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at https://www.cde.ca.gov/ci/se/seldistance.asp . Many of these resources can be used inside and outside the classroom.

The CDE is committed to helping educators learn more about SEL and how to infuse social and emotional supports into every child's school experience. The CDE convened a group of experts from different sectors of the education system to advise the best ways to support SEL implementation. The team developed California's Social and Emotional Learning Guiding Principles (full version and summary) and a social and emotional learning resource guide. To learn more about this work, visit the CDE SEL web page at https://www.cde.ca.gov/eo/in/socialemotionallearning.asp .

A-5: DIOCESE OF ORANGE-DEPARTMENT OF HUMAN RESOURCES

MANAGING COVID-19 CASES

As events are changing daily and more testing becomes available for COVID-19, the new reality is that more and more individuals around us may be testing positive for COVID-19, including employees, and parishioners.

Our hope is that by providing you with the guidelines below you will be able to mitigate fear and anxiety, remain calm, and effectively communicate the guidelines below to everyone involved in these circumstances whether you are in a parish, school, office setting, etc. These guidelines are for employees but may be used interchangeably for parishioners.

EMPLOYEE/STUDENT:

- Testing is available to all employees at any of the Orange County testing sites.

- If a student or staff member is confirmed to have COVID-19, you must immediately notify local health officials. These officials will help administrators determine a course of action for their school. You will likely dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facilities. Work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- An infected employee should consult with their health care provider immediately and follow the directives provided to them by their health care provider. The infected employee should follow CDC recommended steps, and not return to work until the criteria to discontinue home isolation are met, in consultation with healthcare providers and state and local health departments. Currently, the CDC's criteria for discontinuing home isolation require that the employee experience all of the following: (1) 3 days with no fever, (2) respiratory systems have improved (e.g. cough, shortness of breath), and (3) 10 days have passed since his/her symptoms first appeared.

- Review symptoms with employees. Employees who have symptoms (i.e., fever, cough, or shortness of breath) should notify their supervisor and be sent home as soon as possible. Keep anyone sick separate from well students and staff until the sick person can be sent home.

- Employees with an underlying medical condition, and who are concerned, should consult their health care provider.

PARISHIONER:

- If a parishioner reports they recently attended Mass and then reported testing positive for COVID-19 conduct a thorough hazard assessment of the church and any other church facilities the parishioner may have accessed, including asking where they were seated in church. If it has been less than seven days since the sick parishioner has been in the church or church facilities, then the church should close off any areas used for prolonged periods of time by the parishioner. Then, the church should wait 24 hours before cleaning and disinfecting those areas, following CDC cleaning and disinfection recommendations. During this period, the church should open outside doors and windows to increase air circulation to these areas. If it has been seven days or more since the parishioner used the facility, additional cleaning and disinfection is not necessary. The church should determine which employees may have been exposed to the virus and may need to take additional precautions, including informing employees of their possible exposure to COVID-19 and quarantining potentially exposed employees.

- The parishioner should be asked not to attend Mass until after they meet the CDC criteria for discontinuing home isolation. Currently, those criteria require that the parishioner experiences: (1) 3 days with no fever, (2) respiratory systems have improved (e.g. cough, shortness of breath); and (3) 10 days have passed since his/her symptoms first appeared. If students and/or school staff may have been exposed to the parishioner, you must immediately notify health officials. The officials will help administrators determine a course of action for the school.

Further to limit the transmission of COVID-19 always encourage staff to wear masks. Parishioners are all urged, out of regard for others, to always wear a mask while attending Mass. To the extent federal, state or local law requires employees and/or parishioners to wear masks, we will comply with any such law.

APPENDIX: UPDATES

Updated April 2, 2021 – [Travel Advisory Guidelines](#)

Updated April 15, 2021 – [CDC Guidance Documents for Schools](#)

                       [COVID-19 Guidance for Schools – Google Docs](#)