



SAINT JOACHIM

Catholic School

REOPENING PLANS

2020-2021

The faculty and staff of St. Joachim School have been working diligently throughout the summer months to develop plans for reopening school in the fall. In this document you will find three components of our opening plan. The first is our on-campus plan, which includes a copy of the instructional waiver we have filed with the California Department of Public Health, in conjunction with the Diocese of Orange. The second component is our refined Distance Learning Plan. This plan was developed by our teachers who met in grade level cohorts as follows: TK-2; 3-5; and 6-8. The final component is what we are calling our Dedicated Distance Learning Program, which is a program designed for our students who will be remaining at home by necessity while the majority of students return to campus.

I. ON-CAMPUS OVERVIEW

In order to ensure the health and safety of our students, teachers, and staff while on campus, we have implemented the following steps:

- Excess furniture in classrooms removed and stored to allow for students' desks to be six feet apart
- Three sided plexi-glass shields ordered for every student and teacher desk in the school
- Classes will be split whenever possible to ensure smaller groups in the classroom at one time
- UV filters will be installed in the air ducts to filter out germs and bacteria
- Every classroom equipped with a touchless thermometer
- Recess and lunch periods will be staggered to ensure social distancing
- Children will be taught games to be played which minimize physical contact, but still allow for important socialization
- Teachers supplied with face-shields
- Masks ordered for students and employees
- Weekly Mass will be livestreamed into the classroom for students to experience from a distance
- Access to school building and campus will be limited to students, staff, authorized guests and volunteers
- Adults on campus will teach, model and practice physical distancing
- Limit shared objects and materials used at school, belongings kept separated
- Temperature checks for staff, students, and visitors on campus
- Encourage students and staff to bring water in reusable containers

- Use the bottle refilling stations when necessary
- Water bottles must go home daily to be cleaned
- Student belongings will be kept separated and sent home for daily cleaning
- Windows and doors kept open when practical
- Lunches ordered from Choice Lunch will be delivered pre-packaged, lunches brought from home must be in a disposable paper bag
- Moratorium on student travel and field trips for the 22020-2021 school year
- Review of COVID-19 plan by faculty, staff, and administration during the school year to monitor effectiveness

II. PROMOTING A HEALTHY SCHOOL ENVIRONMENT

Enhanced Cleaning and Disinfecting Measures: Our third party cleaning crew, in conjunction with our faculty, will implement new, daily cleaning protocols. Routine cleaning and disinfecting frequently touched surfaces within school buildings throughout the day.

- Cleaning regimen using CDC compliant, EPA approved cleaning products, disinfectant and equipment to fight against viral pathogens including COVID-19 during the school day. Classrooms and other areas on campus will be sanitized every night. Payne Janitorial will supply hand sanitizer for every classroom and ensure that bottles and stationary dispensers are refilled frequently. (Please note: The classrooms ***will not be used*** by church ministries in the evenings. Only school teachers and students will have access to the classrooms.)
- Ensure that all ventilation systems are clean and operating properly
- Regular disinfecting of playground equipment and PE equipment
- Protocol for intensive cleaning and disinfecting if the school needs to be closed temporarily due to health concerns
- Passive temperature checks - Parents screen students before departing home for school. Students should stay at home if any of the following symptoms are displayed: a temperature 100.4 or higher, substantial congestion (not caused by allergies), cough, sore throat, nausea, stomach ache, ear ache; symptoms consistent with COVID-19 OR, if they have had close contact with a person diagnosed with COVID-19.
- Upon entering classrooms, students' temperatures will be checked at the door before coming in contact with other students.
- Temperatures may be screened periodically during the day.
- Students and staff must be symptom free, without medication for a minimum of 24 hours before returning to campus. Students and staff are required to stay home when ill; absolutely no exception.
- Temperature checks for all staff, visitors, and guests prior to coming on campus to ensure temperature does not exceed 100.4
- Protocols for handling students/staff who become ill at school include the student being sent to the office. For students, contact will be made with a parent by phone. Students who are ill will wait in the nurse's office until a parent arrives to pick them up. Staff who are ill will be asked to go home. Please note: **ALL CONTACT PHONE NUMBERS NEED TO BE CURRENT**

III. BEST PRACTICES AND TESTING PROTOCOL

To ensure maintain a healthy environment, periodic testing of staff will be implemented, as testing capacity permits and as practicable. If 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. (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.)

- Daily routines will allow for students and staff to regularly wash hands and use hand sanitizer. Practices that ensure personal health and safety including: hand washing techniques, avoiding contact with one's eyes, nose and mouth, and covering coughs and sneezes will be protocols reinforced with students and staff.
- Portable hand washing stations, in addition to sinks in restrooms, and hand sanitizer stations (with CDC recommended sanitizer) will be available throughout the campus. Handwashing is recommended for 20 seconds to kill bacteria.
- Students in grades third grade and up are required to wear face covering. Younger students are strongly encouraged to wear face coverings. Face coverings are particularly helpful when physical distancing is not feasible.
- Parents of children who wear a face covering are responsible for teaching their children how to properly wear and care for their face covering. This will be reinforced by teachers.
- Per the Diocese of Orange, all staff are required to wear face coverings and/or face shields when in the presence of other staff, students, parents or volunteers.
- Guests and visitors who enter the campus are required to wear a face covering and to have their temperature checked by an employee.

IV. PHYSICAL DISTANCING

To the extent possible and to the best of our ability, we will practice physical distancing in classrooms, gym, hallways, in the quad area, bathrooms, and on the playground. To promote physical distancing, the following measures will be taken:

- Teach and monitor physical distancing practices
- Reduction of items and furniture in the classroom to allow for more space
- Place between student desks six feet apart
- Install clear, plastic desk barriers (sneeze guards) in all classrooms and offices
- Discontinue use of student lockers and cubbies. Use outside hooks for backpacks.
- Avoiding congestion when students use bathrooms
- Designate hallway patterns throughout the school to avoid congestion (i.e., one-way hallways, designated entry and exit points, etc.)
- Stagger recess/lunch and designating play areas by grade
- Limit the number of students sitting at each lunch table
- Repurpose communal spaces as needed
- Limiting direct contact and gathering during drop-off and pick-up procedures
- Adults practice and promote physical distancing in offices and common areas

V. ACTION PLAN FOR CONFIRMED CASES OF COVID-19

Any member of the St. Joachim School community, whether student, parent, teacher, or staff, who has tested positive for COVID-19 or who has been exposed to someone with COVID-19 within the last fourteen days is required to self-report to the designated on-campus point person, Ms. Davis, for COVID-19 contact tracing. Strict adherence to FERPA and HIPAA privacy laws will be enforced to protect confidentiality.

- 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 to determine a course of action. The school will likely dismiss the exposed student and/or staff for 2-5 days. This initial short-term dismissal allows time for 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.
- 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.) Three days with no fever, (2.) Marked improvement of respiratory systems (e.g. cough, shortness of breath), and (3.) Ten 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.
- As health protocols are updated, communication will be shared with school families

VI. ACADEMIC INSTRUCTION

Our primary objective is to provide a learning environment that supports the St. Joachim School school mission and is grounded in our Catholic faith. Our outstanding faculty is prepared to provide a quality education that facilitates mastery of all California and Diocesan Grade Level Standards. Should it be deemed necessary at any point in time to transition to Distance Learning, our team of professionals is prepared to provide both asynchronous (independent) and synchronous (live, guided) learning.

Classrooms

While on campus, and to the extent possible, we will minimize mixing cohorts of students in classrooms, hallways, bathrooms, the playground, the lunch tables, the daycare house, and all other areas on campus. To achieve this goal, the following measures will be taken:

- Grades TK – 5 will be in Self-Contained Classrooms. Students will remain with their homeroom teacher in a self-contained class throughout the day. Specials' classes will be conducted in the homeroom classroom
- Minimize sharing materials and supplies
- Individually assigned school-issued devices remain with students 24/7
- Materials go home with students or remain in their desks
- Parents, guests, and volunteers will not be allowed in the classroom
- Students will go outside with classmates for recess and lunch in designated areas

The Before and After School Extended Day Program will adhere to the same safety protocols that the regular classrooms will be following. In addition, the following measures will be put in place:

- Students temperature checked upon sign-in
- Snacks individually packaged
- Extra time outdoors and the use of Nevin Hall for overflow of students
- Student belongings kept separated
- Minimize sharing materials and supplies and sanitized after use

VII. DISTANCE LEARNING

Should there be a need to implement a Distance Learning program due to an excessive number of site-based COVID-19 cases or a mandatory county-wide closure, St. Joachim School is prepared to deliver quality remote instruction. On August 3, 2020, the teachers and I met to discuss the possibility of Distance Learning at some point in the future. Following our meeting, I sent out the following letter to teachers to use as their planning guide for Distance Learning during their grade level meetings:

{August 3, 2020

Dear Teachers,

As discussed in our meeting this morning, I am requesting that you meet in grade level groups to formulate a consistent plan for Distance Learning for your particular grades. For this purpose, the breakdown of grades is as follows:

- ❖ *TK-3*
- ❖ *4 & 5*
- ❖ *6-8*
- ❖ *Specials*

Please consider the following topics when you meet:

- ***Platform to be used:*** *It's understood that the lower elementary grades will use a different format than the upper or middle school grades. That being said, keep in mind ease of use for students and parents- especially parents! Parents understandably feel that they are*

“homeschooling” and they are looking for the easiest way to access assignments. Whatever platform you all agree on using, please embed live links into your landing page so that parents can go directly to them.

- **Daily Schedule:** *Please collaborate with your grade level partners to create a daily schedule. Incorporate as much face time as possible. I would like you to begin the day with a morning meeting type of exercise, including morning prayers and petitions, as well as any other morning ritual or routine that you would do if we were on campus. Also, in addition to teaching throughout the day, please reconvene with your students at the end of the day to close out the day. (I realize that this will look different for Jr. High, as your students rotate throughout the day. For Jr. High, you will need to keep to the on-campus schedule as much as possible.) Factor in your specials periods as you are planning. Please adhere to the Diocesan minutes per subject as much as possible: You can count non-face time in these minutes if you provide a recording of your lesson in flip classroom fashion.*
- **Expectations:** *Provide a clear set of expectations for Distance Learning. Some things to consider are attendance, tardiness, how to address device issues, communication between teacher and students and teacher and parents, digital literacy of students, how to turn in assignments, etc. I know that each teacher has his or her own style or preference for doing things, but as much as we can be on the same page, the better.*
- **Online Tools:** *Discuss which online sites you will be using for Language Arts, Math, etc. Again, try to be consistent within grade level groups.*
- **Interaction:** *Build in time for students to interact with one another. Likewise, try to incorporate social activities throughout the week so students have something to look forward to.*

Essential Questions to Discuss in your Meetings:

1. *How will you support your students and ensure that they are engaged in this remote environment?*
2. *What, if anything, can you improve upon from your Distant Learning experience last spring?*
3. *How will you balance the Diocese’s call for “compassionate grading” while still maintaining high standards and providing academic rigor.*
4. *How will you address the social and emotional needs of students?*
5. *What kinds of service projects can you do remotely?*

Thank you in advance for your work on this. I’m looking forward to meeting with you next week to hear your ideas. Feel free to reach out if you have any questions.

Best,

Lisa}

In response to the letter above, teachers met in grade level groups and crafted the following plans for Distance Learning. Please note that this is a working document and is subject to change as deemed necessary. It is primarily provided here as a reference for families to be made aware of the thoughtful planning process that has gone into our plan for Distance Learning. When and if the time comes that we need to switch to full Distance Learning mode, communication from teachers to families will be forthcoming to explain all practices, resources, and expectations per grade/subject. You will note that we have tried to be consistent regarding platforms used whenever possible for the ease of use.

Grades TK-2

Platform to be used:

Class Dojo for posting curriculum and information for parents.
o Online Tools - Seesaw, Google Classroom

Daily Schedule:

Morning meeting. Everyone is on board with having a live Morning Meeting – attendances, class jobs, review of rules, schedule for the day– stick to on-site class schedule, calendar, small class discussion and prayer to start the day.

Online Tools:

ConnectED for Wonders, Think Central for Math, Elevate for Science, Brain Pop, Spelling City, RCL Benzinger online for Religion, Flipgrid, Seesaw, Scholastic, AR, Kahoot, Social Studies online CA My World Interactive, YouTube, ScreenCastify, can also record videos in Class Dojo, GoNoodle.

Interaction:

Games, Scavenger Hunts, Bingo, Share Time, Fun Friday, videos, Kahoot, GoNoodle,

Essential Questions to Discuss in your Meetings:

- 1. How will you support your students and ensure that they are engaged in this remote environment?** Be enthusiastic, TPR (Total Physical Response), Random Act of Kindness, positive incentives.
- 2. What, if anything, can you improve upon from your Distant Learning experience last spring?** Prepare parents with instructions and communication. Keep students accountable with the work and actions. Pre-record videos for parents and students with protocol for using online programs. Provide tech support info to parents.
- 3. How will you balance the Diocese’s call for “compassionate grading” while still maintaining high standards and providing academic rigor?** Work needs to be neat or legible, give the students feedback on how they are doing, rewards for attendance, have assessments proctored so students can ask questions and make sure parents aren’t helping with tests or work.
- 4. How will you address the social and emotional needs of students?** Class Dojo has tools to address SEL, games, songs, telling students we care, YouTube videos, read a-louds specifically about DL, be encouraging, faith, make SEL a part of morning meetings, schedule days of the week for SEL. Sesame workshop has SEL competencies embedded into Wonders
- 5. What kinds of service projects can you do remotely?** Writing letters to Senior citizens, can still donate, reaching out to the community with drawings, letters, still practice good habits of taking care of God’s creation. Make cards for newly baptized, communion, confirmation – being a part of the church community.

Grades 3-5

Platforms/Online Tools: Website for Landing Page (Weebly or Google Sites), Google Classroom, ConnectEd (ELA), ThinkCentral (Math), Savvas (Science & Social Studies. XtraMath, Flipgrid, Padlet, Boom Learning. ClassDojo

Schedule: Daily Zoom, small groups twice a week (split class), daily office hrs via Zoom for 1:1 help.

Expectations: Zoom rules, tech rules, using ClassDojo for behavior points to stay accountable and for communication with families. Attendance taken on Zoom.

Interaction: Social/Emotional learning, Fun Fridays, breakout groups, daily check ins/share time, brain breaks and group work.

1. How will you support your students and ensure that they are engaged in this remote environment?

We will be doing daily zooms as a whole group. In addition, we will be having small groups (ELA split twice a week & Math split twice a week (Monday-Thursday). Also, we will have office hours as needed for 1:1 help, questions, etc.

Whole Group AM

- Morning prayer
- Daily check in (emotional/social learning)
- Agenda check in (quick and fast)
- Instructional Time
- Recap

2. What, if anything, can you improve upon from your Distant Learning experience last spring?

Our plan is more small group time/ differentiation. We will use pre recorded videos and the new online components for the science and social studies curriculum.

3. How will you balance the Diocese's call for "compassionate grading" while still maintaining high standards and providing academic rigor?

We will send reminders (email or Dojo) to parents for late work. We will give the students a one week grace period.

For grading, any paper based work will be sent to the teacher through class dojo using the portfolio option. For any electronic work, it will be sent to the teacher through the selected portal.

4. How will you address the social and emotional needs of students?

We plan on using shared google documents, small group projects, daily check ins, small breakout rooms, etc. We can use flipgrid and padlet to have students upload projects and leave comments for their peers.
(Fun Friday)

5. What kinds of service projects can you do remotely?

Ideas for pandemic- friendly projects:

- Beach clean ups
- Pen pals (elderly, hospital workers, etc.)
- Food Drive
- Food pantry
- Book donations
- Video recordings of stories

Questions

- Weekly post on landing page of all work for the week on a weekly calendar or update daily? TK-8? Per grade?
- Landing Pages? Do we all need the same platform? A website? - Weebly, Google Sites etc.
- Zoom small groups - how many each day? Split class in half & take 2 groups M-Th or half M/T for ELA, half W/Th Math

Grades 6-8

Platform	<p>Google Classroom</p> <p>Send email with all class codes and resources</p>
Daily Schedule	<p><i>*Keep to daily class schedule as much as possible</i></p> <p>Monday- Thursday</p> <p>Students will attend 6 Zoom classes per day</p> <p>Friday</p> <p>Up to each teacher whether to offer Office Hours, give an assessment, or just have a quick c</p>
Expectations	<p><u>Attendance</u></p> <p>Take 5 points off of their Responsibility grades for each Zoom meeting missed</p> <p>Make Zoom Participation an Assignment and take points off when students don't attend a Z meeting</p> <p><u>Tardiness</u></p> <p>Take points from the above pool depending on degree of tardiness/leaving early</p> <p><u>Device Issues</u></p> <p>Communicate with parents first before docking points</p> <p><u>Communication</u></p> <p>Email once a week for parents and students</p>

	<p><u>Digital Literacy</u></p> <p>Mrs. Cavanaugh will work on email etiquette Ms. Mendenhall will address citing sources and research skills</p> <p><u>Turning in Assignments</u></p> <p>Students have the same number of days that they were absent to turn in make-up work. Daily Work: The highest grade possible on late work will be 75% and scaled down from that for less than perfect work. Projects: 10% off per day for late assignments, with a floor of 50% If students communicate need for extra time <i>before</i> the due date, the teacher can extend at discretion.</p>
<p>Online Tools</p>	<p>Turn-it-in</p> <ul style="list-style-type: none"> - Flipgrid - Padlet - Google Forms - Educreations for teacher video lessons - Curriculum specific websites - Quill.org - Commonlit.org - membean
<p>Interaction</p>	<p><i>Peer-to-peer and social activities</i></p> <p>Breakout groups in Zoom</p> <p>Check-in time for whole class during weekly zooms</p> <p>Zoom games</p>
<p>Essential Questions:</p> <p>1. How will you support your students and ensure that they are engaged in this remote environment?</p> <ul style="list-style-type: none"> - Breakout rooms in Zoom - Requiring punctual attendance - Make the lesson engaging and not too long on Zoom <p>2. What, if anything, can you improve upon from your Distant Learning experience</p>	

last spring?

- Weekly email if not more often
- Do not take the entire Zoom time

3. How will you balance the Diocese's call for "compassionate grading" while still maintaining high standards and providing academic rigor.

- More summative assessments/weighted less
- Clear expectations for assignments and late work/extensions
- Look at students individually, taking into consideration work ethic and learning needs
- More love but be more responsible
- Give lots of opportunities for success

4. How will you address the social and emotional needs of students?

- Emphasize the open lines of communication
- Grace and love during Zoom calls
- Prayer intentions either live during Zoom or posted on google classroom

5. What kinds of service projects can you do remotely?

- To be determined

While the content and digital platforms used for Distance Learning will vary by grade level, all teachers will adhere to the following policies:

- Expectations will be clearly defined for students, parents, and teachers.
- Teachers will receive specialized advanced training from Beyond Technology and the Diocese of Orange in Distance Learning
- Face time with teachers and classmates will occur every day. A combination of live instruction via Zoom, pre-recorded lessons, and teacher office hours will comprise the entire school day from 8 am to 3 pm.
- Teacher/student conferences will be scheduled readily when needed
- Opportunities for social and emotional support will occur during weekly virtual social hours
- Monday morning assemblies will be conducted virtually
- Weekly Mass on Tuesdays will be livestreamed for viewers at home to attend virtually

VIII. DEDICATED DISTANCE LEARNING PROGRAM

We recognize that there are various reasons which would preclude some students from attending school on campus while the COVID-19 pandemic is still in our midst. Compromised immune systems of students or family members, exposure to someone who has been diagnosed with COVID-19, or other mitigating factors may prohibit some children from coming to campus. For this reason, we have contracted with Beyond Technology to provide a dedicated Distance Learning teacher who will teach those students who cannot be on campus. This teacher will be a fully credentialed teacher who is certified to teach grade levels TK-8 and who will interface with the classroom teacher to obtain lessons, assignments, and other pertinent information to provide online instruction. Care will be given to ensure that the homebound student will have opportunities to interact with classmates throughout the week. In this way, students who opt for the Dedicated Distance Learning Program will stay in touch with their classmates and homeroom teacher and remain connected to our school community.

IX. COMMUNICATION AND MISSION

As is our practice, we continue to commit to providing our school families with up-to-date information as it becomes available to us. Families will continue to receive ongoing communication from the school via email. Communication will also be uploaded to our website and app, as well. We believe open and transparent communication are the hallmarks of an effective school. We partner with our families in our endeavor to educate children for their place in a global society. Open communication is a vehicle by which we work together. As such, families are always welcome to reach out to our school office with any questions or concerns.

At St. Joachim School, we understand the complexity of the current situation. We seek to stay on course with our educational offerings throughout the ever-changing landscape of COVID-19. Most importantly, we are committed to our stated Mission:

“Saint Joachim Catholic School integrates strong Catholic values into all aspects of school life, and collaborates with parents to educate and develop the whole child; mind and body, heart and soul.”

The educators of St. Joachim School educate for today and tomorrow. We provide education for life, in all its fullness.

Submitted by:

Lisa Gilbert
Principal
St. Joachim Catholic School
Costa Mesa, CA

August, 2020