



# Centennial Montessori Pandemic Handbook

Opening Guidance Document  
for COVID-19 related policies

August 2020

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Note that this document is a companion to our Parent Handbook, but the policies in this document supersede the Parent Handbook when in conflict. Thank you to Austin Montessori, Bergamo Montessori, and Mission Montessori for sharing resources used in this handbook. Additional resources and links listed at end.

## Table of Contents

<b>OVERVIEW</b> .....	<b>2</b>
<b>HOURS &amp; DAYS</b> .....	<b>3</b>
DISTANCE LEARNING ON FRIDAYS .....	3
IMPORTANT DATES .....	4
<b>COHORT LOCATIONS, HOURS, NUMBERS AND STAFFING</b> .....	<b>4</b>
<b>PARENT CONTACT/COMMUNICATION</b> .....	<b>7</b>
<b>MOVEMENT WITHIN THE SCHOOL</b> .....	<b>7</b>
<b>CHILDREN’S MEALS</b> .....	<b>8</b>
<b>WHAT TO BRING EACH DAY</b> .....	<b>9</b>
<b>ARRIVAL AND DEPARTURE</b> .....	<b>10</b>
<b>COVID-19 SPECIAL PRECAUTIONS, PROCEDURES &amp; PREPARATION</b> .....	<b>12</b>
HEALTH & HYGIENE .....	13
<i>Health and Hygiene Protocols: Daily Hygiene Routines</i> .....	13
<i>Healthy Hand Hygiene</i> .....	13
<i>Health and Hygiene Protocols: Essential Protective Equipment (EPE)</i> .....	14
<i>Cleaning and Disinfecting</i> .....	14
<i>Food Preparation and Serving</i> .....	16
<i>Vulnerable / High-Risk Groups</i> .....	16
<i>Ventilation</i> .....	16
<i>Health Screening</i> .....	17
FACE COVERINGS.....	18
<i>Staff</i> .....	19
<i>Children</i> .....	19
<i>Parents and guests</i> .....	20
PHYSICAL DISTANCING & COHORT STRATEGIES .....	20
LIMITING GATHERINGS .....	21
PLAYDATES, ACTIVITIES, & HOLIDAYS.....	21
MENTAL HEALTH.....	28
<b>COVID-19 SYMPTOMS AND COVID-19 CASES IN SCHOOL</b> .....	<b>30</b>
COVID-19 SYMPTOMS AT SCHOOL - CHILDREN .....	32
COVID-19 SYMPTOMS AT SCHOOL - STAFF .....	33
COVID-19 EXPOSURE - STAFF AND CHILDREN .....	33
POSITIVE CASE OF COVID-19 IN THE CLASS COMMUNITY - CHILDREN OR STAFF .....	34
CONTACT TRACING .....	35
TESTING.....	35
COMMUNICATION .....	36
NOTIFICATION STRUCTURE .....	36
<b>DISTANCE LEARNING</b> .....	<b>37</b>
<b>MONITORING ABSENTEEISM</b> .....	<b>38</b>
<b>STATE MONITORING LIST</b> .....	<b>38</b>
<b>STAFF TRAINING AND FAMILY EDUCATION</b> .....	<b>39</b>
<b>ADDENDUM: SAMPLE SCHOOL LETTERS</b> .....	<b>40</b>
<b>RESOURCES:</b> .....	<b>44</b>

## Overview

After considerable planning and deliberation, Centennial Montessori School decided to reopen our campuses on June 9, 2020. Reopening CMS campuses entails some increased risk of contracting the COVID-19 virus for all concerned, because attending school involves daily human contact among children and staff, who will then be in contact with others in their own homes. Our decision to reopen our campuses recognizes that:

- 1) for CMS families and staff, that risk is balanced against the educational, social, economic and other costs of remaining closed, and that
- 2) child development experts, science and epidemiology supports reopening schools if possible.
- 3) our school must reopen with many new health and safety protocols to do everything we can to responsibly mitigate that risk to the extent possible, and
- 4) each family and staff member must decide how to balance those risks, and whether to return to campus,
- 5) but we feel able to open because:
  - a. Centennial meets CDC guidelines for safe opening of schools, San Mateo County Pandemic Recovery Framework, State of California Childcare licensing regulations.
  - b. We have the ability to create very small contained cohorts which allows for minimal infection spread and increased contact tracing.
  - c. We have the ability to work primarily outdoors.
  - d. Contact tracing and testing seems adequate for our specific population.
  - e. We have all teachers and the vast majority of families (98%) willing and eager to return.

Our classroom environments are designed to harness the developmental forces of each plane of a child's development for the child's own optimal self-construction through experiential interactions with the environment. Our ability to guide that development is significantly challenged in the absence of a face-to-face learning environment. By reopening our campuses, we are aiming to fulfill the mission of Centennial Montessori School, which is to guide the intellectual and character development of each child along a path towards his full and unknown potential, in ways that honor the complementary needs of the individual and the group.

This document explains the policies and procedures we are employing to mitigate COVID-related risks at school. That approach is built around intensive new health monitoring and screening procedures, as well as new classroom/school day procedures designed to reduce the number of contacts during the school day and limit the group size and interactions. These procedures will not require very young children to wear masks in the classroom (though guides will wear masks) or to observe the social distancing rules in the same way expected of older Elementary children and adults. We do not believe it is fully possible to enforce those restrictions with our younger (toddler and young CH) children. Nevertheless, we believe reopening with these new protocols represents an important first step in responsibly living with this virus.

In sum, CMS has concluded that reopening our campuses under these conditions is in the best interest of the community and that each CMS family will make its own decision about the balance of risk, and what is best for their children. The information in this document will provide clarity around the practices and procedures CMS has established to minimize exposure to our community

but in no way warrants that COVID-19 or other communicable disease infection will not occur through participation in our programs.

## Hours & Days

Approximately 1/3 of our school decided to return for summer on June 9 and June 17. We will be taking a planned vacation for staff training, assessment of any effect of summer enrollment, and cleaning of the campus, returning with the full school enrollment in August with a phased start. Full day program hours have been reduced slightly to allow for set up of the outdoor classrooms, clean and disinfect, consult with distance learners, and minimize exposure to staff and children.

Hours: 8:45 am – 2:30pm or 9:00 to 2:45pm depending on cohort (see below)

In addition, all classes will be closed initially on Fridays. Some classes will open for mornings on the following schedule:

YCC: First day of Fridays is September 4th

CH: First day of Fridays (morning only) is September 25<sup>th</sup>

## Distance learning on Fridays

Our Elementary will engage in distance learning on Fridays until further notice and our CH and YCC will have half days on Fridays. This is done for the following reasons:

- 1) To allow for complete cleaning and disinfection of both hard surfaces and laundry.
- 2) To allow for packing up, cleaning and complete storage of outdoor classrooms for the weekend.
- 3) To allow staff training, feedback, discussion and meetings.
- 4) To facilitate conferences and lessons in distance learning for those who are quarantined or on a distance learning model.
- 5) To allow for a maximum amount of time without individuals in the building to clear any possible missed viral load on surfaces (since the virus is unlikely to survive past three days).
- 6) To minimize overall cumulative exposure to children and particularly to staff. If infections levels are low enough and we feel the staff can keep up with the additional responsibilities of the cleaning, laundry, distance learning, training and setting up the outdoor classroom, we will add Friday mornings on the following schedule:
  - a. YCC: Fridays will be added on the week of September 1st (this is very likely and something you can depend on unless there are big surprises in the greater world).
  - b. CH: Friday mornings will be added on the week of September 25<sup>th</sup> (very likely). Elementary.
  - c. As discussed on Thursday, due to the higher risk profiles of this age and the greater ability to work independently at home, we are not currently planning to add Friday until viral levels are substantially lower. We are evaluating if it makes sense to add Lower El before Upper. Please plan though to have your El children learning virtually on Friday until we have more clarity from the county concerning El recommendations. Any CH family who wishes to take off Fridays to minimize overall exposure, is welcome to do so and we will not consider it an absence. Please do

communicate your plans with us and if you choose to take a day off, please use Friday to do so.

## Important Dates

**Upcoming Events**  
(Also on Transparent Classroom-  
download the google one to your phone.)

August 17-21	One-on-One Visits & Reading Assessments (via zoom if needed)
August 20	• Back to School Zoom Night, 7:00 pm
August 30	• <a href="#">Montessori for a Better World for All</a> Conference
August 31	• YCC Students Start (new students will be phased in)
September 1	• All CH Students Start in person, Elementary virtually
Sept. 2	• Tea and Tears on Zoom after drop off
Sept. 7	• Labor Day- no school
Sept. 8	• Hoping EI returns in person! (Waiver Dependent)

Following our break for staff training, we will resume classes for all students on a staggered schedule. Those students who started with our reopening in June 2020 are considered returning students if they attended a cohort at their 2020-2021 academic level.

Please see Centennial Google Calendar for more dates. We will send out sign-ups for individual visits on August 10<sup>th</sup>.

Actual start dates for YCC may be slightly different in order to start no more than two children at a time. All start dates fall between August 24 and September 2. Ms. Laura and Ms. Dania will reach out during the week of August 10 to confirm class visits and start dates.

## Cohort Locations, Hours, Numbers and Staffing

Every cohort has a separate indoor and outdoor space which both allow 6 ft. social distancing for the number of children in the cohort. All classes will be held 100% outdoors while possible. If weather does not allow for this, we will rotate children inside and still use the outdoors as much as possible, but even if all cohorts are inside, there are separate spaces for each cohort with separate entrances.

The children 6 and under are at the 27 Tenth Avenue location (55 children and 9 staff). The Elementary children (6 to 12 years old) are at the 6 Tenth Avenue location (40 children and 5 staff).

**Early Childhood House (Daycare license)**

27 Tenth Avenue  
San Mateo, CA 94401

Cedar Cottage Location 1 – Small Cottage at rear

- Dania Martinez
- Young Children’s Community
- Ages 1.5 to 3 years old
- Spanish Immersion
- Maximum group size: 6- current 6
- Hours: 8:45 – 11:45

Oak Cottage

- Location 2 – Larger Cottage at rear
- Laura Kinzinger and Vivian Santos
- Young Children’s Community
- Ages 1.5 to 3 years old
- English with Spanish exposure
- Maximum group size: 10- current 9
- Hours: 8:45 – 11:45

Redwood Classroom

- Location 3 – Main CH1 classroom (front) & front outdoor classroom
- Gaya Srinivasan
- Children’s House
- Ages 3 to 6 years old
- English
- Maximum group size: 12- current 10
- Hours: 9:00 – 12:00, 12:45, 2:45

Palm Classroom

- Location 4 – Main CH1 classroom (back) & back turf outdoor classroom
- Camille Gallo-Arguello
- Children’s House
- Ages 3 to 6 years old
- English
- Maximum group size: 12- current 7
- Hours: 8:45 – 11:45 or 12:45

Lemon Tree Classroom

- Location 5 – Lower level classroom of CH2 & back brick outdoor classroom
- Bonnie Ma
- Children’s House
- Ages 3 to 6 years old
- Mandarin Immersion
- English reading instruction additionally provided by Alyson Lutz
- Maximum group size: 12- current 10
- Hours: 9:00 – 12:00, 12:45, 2:45

#### Pine Tree Classroom

- Location 6– Upper level classroom of CH2 & front right outdoor classroom
- Fabio Cristallini La Volpe
- Children’s House
- Ages 3 to 6 years old
- English with Spanish exposure
- Maximum group size: 12- current 10
- Hours: 9:00 – 12:00, 12:45, 2:45

#### **Elementary House**

6 Tenth Avenue  
San Mateo, CA 94401

#### Redwood Classroom

Elaine Esperanza

- Cohort 1: Upstairs front classroom & Outside lower back right (woodchips)
- Upper Elementary
- Ages 9-12 years old
- English with Spanish exposure (from Ms. Dania)
- Maximum group size: 14- current 12
- Hours: 9:00 – 2:45

#### Little Redwood

Renee Ohlsen

- Cohort 2: Upstairs back classroom & Back right outdoor classroom
- Lower Elementary
- Ages 6 to 9 years old
- English with Spanish exposure (from Ms. Dania)
- Maximum group size: 14- current 11
- Hours: 9:00 – 2:45

#### Oak Classroom

Jeff Chu

- Cohort 1: Downstairs front classroom & front outdoor classroom
- Lower Elementary
- Ages 6 to 9 years old

- English lead with Mandarin immersion
- Maximum group size: 14- current 9
- Hours: 8:45 – 2:30

Elm Classroom  
Andrea Liu

- Cohort 2: Downstairs back classroom & side outdoor classroom
- Lower Elementary
- Ages 6 to 9 years old
- English lead with Mandarin immersion
- Maximum group size: 14 – current 8
- Hours: 8:45 – 2:30

## Parent Contact/Communication

### Email and phone

Each guide has a school email address for parent communications. Guides will respond to emails within 24 hours during the week. Guides do not respond to phone messages or emails during the day. Time-sensitive contact with guides can be facilitated by calling the main office at 650-340-1230 and/or emailing [info@centennialmontessori.org](mailto:info@centennialmontessori.org).

### Conferences

Conferences will be held by the guide via zoom twice a year (see calendar) and as needed or as requested by the guide or parent.

### Observations

Due to restrictions in place to mitigate the spread of COVID-19, regular parent observations are suspended.

### Parent Gatherings

Back to School Night on August 20th, Coffee Chats, and Parent Nights will continue according to the dates on the school calendar, but will be held via zoom.

Other parent gatherings will occur via zoom and will be communicated to families at least 1 week in advance whenever possible.

## Movement within the School

Because our campus has four buildings to hold ten cohorts, there is very little need for most cohorts to come in contact with each other.



**27 Tenth Avenue (Childcare):** Each cohort has a separate entrance to their indoor space with the exception of two cohorts which must pass through the same 3-foot long entry way when first arriving. We have separated arrival and departure of these cohorts to facilitate entry and exit without coming in contact with each other. Otherwise there are no shared hallways and staggering drop off an pick-up allows entry for all cohorts without mixing.

**6 Tenth Avenue (Elementary):** There are 4 entrances to the building and 4 cohorts. Each cohort will be dropped off at a different location in the car line (staggered arrival and departure with two cohorts per time slot dropped in separate locations.) Thus, cohorts will not mix coming and going from the facility.

There is one shared hallway between each of two cohorts to get to the separate cohort bathrooms. Children will have a pass system to use the bathroom which will ensure only one child is in the hallway at a time. There are sinks in each classroom so use of the bathroom for handwashing alone is not usually needed. In addition, we will indicate direction lines on the hallway downstairs to indicate where to walk just in case there are two children in the hallway.

## Children's Meals

### Snack

Family style snack offerings have been suspended. Please send a snack with your child each morning (unless you are in Oak Cottage with Ms. Laura). Please be mindful of our no sugar policy and pack a healthy snack which your child can eat independently (depending on age).

### Lunch

The children really enjoy their lunch in our environment. At arrival, each child brings their lunch and places it on the shelf as part of his arrival routine. Children will eat lunch outdoors whenever possible, or in their own indoor classroom socially distanced. Their classroom teacher will remain with the group during lunch in order to minimize contact with other adults, as this tends to be a time of greater contact.

Proper handwashing and disinfecting procedures will be used before and after lunch.

For more information regarding lunch policies please refer to CMS Parent Handbook.

## What to bring each day

### CH: Things to bring

Centennial Backpack will be provided on the child visit. Please only use this or similar cloth bag as it fits in our cubbies and is washable.

#### Beginning of the year:

- Complete forms online on Transparent Classroom
- Inside shoes (slippers/washable)
- 1 set of extra clothes
- Comfort kit (food for a day and one set of extra clothes)

#### Each Day in the Centennial Backpack:

- Monday- sweater or jacket & hat to stay at school for the week
- Water bottle
- Lunch in washable lunch containers (think bento box, individual containers, all needed utensils & napkins)
- Snack in washable containers
- New extra clothes in Ziploc bag (for CH only if dirty ones went home)
- NO LUNCH BOXES!

### EL: Things to bring

Centennial Backpack will be provided on the child visit. Please only use this or similar cloth bag as it fits in our cubbies and is washable.

#### Beginning of the year:

- Complete forms online on Transparent Classroom
- Inside shoes (slippers/washable)
- Comfort kit (food for a day and one set of extra clothes)
- Work drawer if not returned yet.

#### Each Day in the Centennial Backpack:

- Wear a CMS uniform (find uniform on Land's End and [here](#)).
- Clean mask (please no gator style) with container to hold it.
- Monday- sweater or jacket & hat to stay at school for the week
- Water bottle
- Lunch in washable lunch containers (think bento box, individual containers, all needed utensils & napkins)
- Snack in washable containers
- NO LUNCH BOXES!

You can find [CMS uniform information here](#).

## Arrival and Departure

Our existing assisted arrival and departure procedures for CH and Elementary levels, with added procedures for health screening and hand hygiene, meet the state guidelines for social distancing and limited contact. Our YCC arrival has been modified to meet these guidelines. All children will be dropped off according to their arrival times in a staggered fashion to minimize interaction between groups.

Siblings: siblings attending the same location (27 or 6<sup>th</sup>) should be dropped off at the earlier arrival time if the times do not match and generally picked up at the earlier time. If you have children at both locations, please take the earlier one first, but you can then drop off the later one at the other location directly after. Elementary children may not be dropped off at the Children's House.

### Assisted Arrival

- Assisted Arrival for all Communities will be from 8:45 to 9:10.
- Staff members will wear gloves and mask. He/she will change gloves or disinfect if arrival is not contactless.
- Walk-up arrivals must wait on the sidewalk off property by the stop sign or social distance sign until a staff member indicates the child can approach.
- Parents must wear a face mask during assisted arrival.
- The same parent or designated person should drop off and pick up the child each day to the extent possible.
- Each child must have a [Health Screening](#) completed and logged by parent/caregiver prior to leaving the car that morning.
- Please place cinch bag or basket with items go on the floorboard of the car below the seat.
- Drive your vehicle parallel to the curb, pulling in as close as you can get.
- Stop at the designated arrival/departure area for your community. There will be several stopping points to maximize separation. Don't worry- we'll help you know where to stop!
- Staff will walk to your car to greet your child. We ask that your child remain seated with his seatbelt on.
- A staff member will show you a QR code for the day. Without touching the code, please scan it using your phone or another device and fill out the sign-in form and screening questions.
- If you mark yes to any screening question, please also tell the staff member verbally. We cannot allow your child entry in this case.
- A staff member will take your child's temperature using a contactless thermometer prior to your child leaving the vehicle and give you a code to enter into the sign-in form.
  - If your child has a temperature of over 100.0°F, the staff member will verify the temperature with another thermometer.
  - A child with a temperature of over 100.0°F will not be admitted. The code given will indicate the child's temperature was over 100.0°F, but we will not record the temperature.
  - If your child's temperature is under 100.0°F, the code given will indicate this and you can submit the form. At this point, your child is signed in.
- Your child will be invited to unbuckle the seat belt or be assisted as needed.
- As soon as your car door closes and your child is safely away from the car, you may pull up to await your turn to enter traffic and proceed toward El Camino (for CH) or turn right towards Palm (for Elementary). Please do not turn left from our Elementary driveway.

- If you do not have a device to use the contactless sign-in, paper and pen will be used and disinfected after each use. If you can use your own pen, we appreciate that.

*Late arrival* - Late arrival must be scheduled in advance with the main office. Please follow this procedure:

- Contact the Main Office and indicate the exact time of your child's late arrival.
- Office Staff will notify the classroom community to make arrangements for receiving the child at the pre-arranged late arrival time.
- At the pre-arranged late arrival time, please pull up to the curb and wait.
- Admin staff will observe the arrival area at the pre-arranged late arrival and will assist with the same procedures above.
- Please call the office if we miss you. Please understand that mornings are very busy, and we will make every attempt to come out promptly, but we may be with children.

### **Assisted Departure**

- Assisted Departure for all Children's House Communities will be from 11:45, 12:00, 12:45, 2:30 and 2:45. Elementary cohorts are dismissed at 2:30 and 2:45.
- Walk-up departures can be facilitated during this time, but may involve waiting until safe to dismiss. Please wait by the social distancing sign until your child is brought to you.
- Parents must wear a face mask during assisted departure.
- Staff will take your child's temperature upon exiting.
- Please pull up and park at the designated arrival/departure location for your community.
- Wait in your car and your child will be walked to you and helped inside the car.
- Staff cannot fasten seatbelts or car seats. Please finalize buckling your child in their car seat.
- We cannot continue until pick up until adults return to the car, so please fasten quickly and park elsewhere if your child needs more attention. Thanks!

*Early Departure* - Early departure must be scheduled in advance with the guide and the main office. Please follow this procedure:

- Notify the office via email that you will need to pick your child up early.
  - Office Staff will notify the classroom community to make arrangements for assisting the child with departure at the pre-arranged early departure time.
  - At the pre-arranged early departure time, please pull up to the curb and wait.
  - Admin staff will observe the departure area at the pre-arranged early departure time and proceed to assist the child with departure following the regular departure procedures.
- Please call the office if we miss you. Please understand that we will make every attempt to come out promptly, but there may be a delay if staffing is short.

## COVID-19 Special Precautions, Procedures & Preparation

In order to reduce the risk of exposure, our program follows the San Mateo guidance concerning the 4 pillars of safety. The following is an excerpt from this document.



Image copied from: [https://www.smcoe.org/assets/files/Alert\\_FIL/Pandemic\\_Recovery\\_Framework.pdf](https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Recovery_Framework.pdf)

The dangers of community spread of COVID-19 cannot be understated. Despite the fact that the U.S. declared a national emergency in mid-March and many Americans have followed strict guidelines including sheltering at home, nearly 100,000 Americans died from COVID-19 in the first five months of 2020. By mid-July, that number had climbed to more than 140,000.

Scientists continue to learn more every day about this virus, but what seems clear at this time is the likelihood of spread increases in accordance with the amount of exposure or the “dose” of the virus. “Dose” is based on *proximity*, or how physically close people are to each other, and *time*, how much time people spend in close proximity. The Four Pillars of the San Mateo County Pandemic Recovery Framework (health and hygiene protocols, face coverings, physical distancing, and limiting gatherings) are intended to work in concert to reduce the likelihood of spread within the school setting

The behaviors and actions included in the Four Pillars are grounded in science and represent best practices in preventing the spread of communicable disease.... Effective implementation of the Four Pillars can significantly reduce community

spread within a school so that in-person learning can be sustained with integrity. And yet, until there is widespread vaccination in the community, some families will choose to protect against illness from COVID-19 by continuing to shelter in place. July 21, 2020 • Pandemic Recovery Framework • p. 11

## Health & Hygiene

Hygiene protocols are essential to avoiding the spread of disease and require careful planning, purchasing of supplies, and training of staff, students, and parents, guardians, and families in order to implement effectively.

### Health and Hygiene Protocols: Daily Hygiene Routines

- Centennial will ensure campus signage and other messages reinforce daily hygiene routines and are widely posted, disseminated, and encouraged through various methods of communication.
- All students and staff will be trained to be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19 (see screening procedures).
- All cohort spaces have at least one separate hand washing sink they can use for their cohort.
- Hand sanitizer is located in each cohort space.

### Healthy Hand Hygiene

Washing hands can keep you healthy and prevent the spread of infections from one person to the next. Each child will receive a hand washing stamp after the first arrival handwashing. The stamp is expected to be gone by the end of the day. All children and staff will engage in hand hygiene at the following times:

- Arrival to the classroom, after breaks, and departing the classroom
- Frequently before and after work choices
- Before and after eating or handling food
- After using the toilet or helping a child use the bathroom
- After coming in contact with bodily fluid
- After playing outdoors or in sand
- After handling garbage
- Before or after touching your eyes, nose, or mouth.

### Follow Five Steps to Wash Your Hands the Right Way

(<https://www.cdc.gov/handwashing/when-how-handwashing.html>) Follow these five steps every time. (Note that we actually teach the longer 40 second WHO method, but insist on at least 20 seconds following the CDC method).

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

After assisting children with handwashing, staff should also wash their own hands.

## **Use Hand Sanitizer When You Can't Use Soap and Water**

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, we do have touchless hand sanitizer at the entry to each cohort space. The alcohol-based hand sanitizer contains at least 60% alcohol. Sanitizers can quickly reduce the number of germs on hands in many situations.

### **How to use hand sanitizer**

1. Apply the gel product to the palm of one hand (read the label to learn the correct amount).
2. Rub your hands together.
3. Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

## **Health and Hygiene Protocols: Essential Protective Equipment (EPE)**

Through a partnership with the San Mateo County Schools Insurance Group (SMCSIG) and the County Office of Education (SMCOE), a bulk purchase of Essential Protective Equipment (EPE) for schools and districts in San Mateo County will ensure adequate supplies are available to safely begin the 2020-21 school year. Childcare supplies are available through the 4Cs. We have not had to purchase supplies through this process, but it helps us ensure we will have enough supplies.

In addition to our current onsite operating supplies, Centennial Maintains a 1-month supply of EPE offsite to allow us to operate in the case of emergency shortage.

1. EPE includes face coverings, hand sanitizer, disinfecting wipes, gloves for specific activities, standards-based cleaning materials, and for staff working with special populations, disposable gowns and face shields.
2. Classrooms and office spaces must be supplied with wastebaskets, tissues, and CDC-approved sanitizer.
3. Extra disposable and cloth face masks and face shields are available onsite in both staff and child sizes and in sufficient quantities.

## **Cleaning and Disinfecting**

Centennial Montessori School follows the national standards for cleaning, sanitizing and disinfection of educational facilities for children provided by [Caring for Our Children \(CFOC\)](#). Centennial Montessori School follows this [Cleaning and Sanitization Practice](#) and has a detailed plan for each community, including staff responsibilities & daily checklists for cleaning each space.

All staff receive training on when and how to properly clean and disinfect their classrooms and workspaces. In addition, all staff undergo the state certified third party training on the safe use of chemicals around children (required for Childcare centers and Elementary staff will complete as well)..

These cleaning efforts include the following:



- Staff will routinely clean, sanitize, and disinfect surfaces and objects that are frequently touched, especially materials. This includes, but is not limited to:
  - Door handles
  - Light switches
  - Sink handles (most have been changed to touchless, but some remain)
  - Bathroom surfaces
  - Tables
  - Student Desks
  - Chairs
- All bathrooms will be cleaned and disinfected regularly throughout the day. At a minimum bathrooms should be cleaned and disinfected three times per day and after each cohort use in a bathroom shared by 2 cohorts.
- Electrostatic Spraying Technology will be used to disinfect and sanitize our environments at the end of each day. The electrostatic charge ensures that even the hard to reach places are coated evenly and effectively.
- Playground equipment at the childcare center is sanitized between cohort use using a fogger with hypochlorous acid-based disinfectant. The elementary does not have any shared spaces between cohorts.
- Tables and chairs are to be cleaned to the extent possible between use and always at the end of the day.

### **Clean and Sanitize Materials**

- Materials that cannot be cleaned and sanitized will not be used.
- Each child will be provided a personalized set of materials to reduce the need to share materials.
- Materials that do need to be shared will be reduced, but if used will be cleaned and sanitized frequently during the school day. We will use a “dirty shelf” to return work to so that it can be cleaned and disinfected.
- Materials that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions will be set aside until they are cleaned by hand by a person wearing gloves. These materials will be disinfected or removed from the environment prior to use by the next person.
- Machine washable cloth materials will be used by one individual at a time and will be laundered before being used by another child.
- Children’s books, like other paper-based materials such as mail or envelopes, are not considered high risk for transmission and do not need additional cleaning or disinfection procedures.

### **Clean and Disinfect Bedding**

Each child’s bedding is kept separate and stored in individually labeled bins. Cots and mats are labeled for each child. Bedding will be sent home to be cleaned at least weekly.

### **Cleaning and Disinfecting Procedures if an infected person (staff or child) has been in a school building:**

Close off areas used by the individuals with COVID-19 and wait 24 hours before beginning cleaning and disinfection to minimize the potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area.



Staff and cleaning crew will clean and disinfect all areas used by the ill persons, focusing especially on frequently touched surfaces. Staff must follow [CDC's guidelines for cleaning and disinfecting](#)

## **Cleaning and Disinfecting Products**

Centennial Montessori School uses disinfecting products that are EPA-approved for use against the virus that causes COVID-19.

## **Food Preparation and Serving**

Centennial Montessori School will not serve family-style snacks or meals and we have temporarily suspended our food preparation activities with the exception of individually prepared snacks in Ms. Laura's YCC cohort. Each child will bring their own snack and lunch from home.

Staff will ensure children wash hands prior to and immediately after eating  
Staff must wash their hands before assisting children and after helping children to eat.

Food serving and preparation equipment, including those items used in individual practical life lessons for children, must be washed and then sanitized in the campus sanitizing dishwasher between uses.

## **Vulnerable / High-Risk Groups**

Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. To protect those at higher risk, it's important that everyone practices healthy hygiene behaviors.

## **Ventilation**

To the extent possible, we will be working outdoors. This has been shown to be the most healthy environment to reduce the risk of exposure to Coronavirus. We have moved materials outdoors and added sinks to reduce the need to enter the buildings. We do realize the children will need to enter the building to get new materials, use the bathroom, or wash hands. The windows will be fully open each day ensuring good airflow and children will be allowed to enter in small numbers or individually.

In the event of inclement weather, we will work indoors with windows open ensuring proper air exchange. If needed, we will use supplemental fans to increase airflow. Unless it is hazardous to the children, we will still rotate outdoors as much as possible to minimize indoor time. While inside, we are lucky to be located in two small homes without a lot of interior indoor spaces. It is quite breezy inside with many windows in most classrooms.

If central heat must be turned on, we will also use air purifiers in each room. Our two YCC cohorts and CH each use separate heating systems (one for each building). Similarly, the two levels of the Elementary use separate systems, so while there is some air circulation between cohorts, it is minimized by being in four separate buildings with five separate contained systems.

Filters in our HV system have been upgraded to MERV-13 filters and treated with Zoono which is a nontoxic product developed in New Zealand to combat Coronavirus. The product lasts 30 days and uses a layer of microscopic mechanical spikes, not chemical methods, to burst virus and has been shown to be 99.9% effective against Coronavirus. We have increased our replacement frequency and filters will be changed monthly.

## Health Screening

Daily employee and child health screenings are important to help reduce the transmission of COVID-19 at school. Signage will be posted to prevent individuals from coming on campus if they respond positively to any of the screening questions.

This section covers the following Health Screening Topics:

- **Health and Temperature Screening Protocol**
- **Staff Self-Screening Prior to Arrival at School**
- **Staff Screening at School**
- **Parent Screening of Child Prior to Arrival at School**

### Staff Screening of Child at School

#### *Health and Temperature Screening Protocol*

All children and staff who meet any of the criteria below will be denied entry:

- Temperature over 100.0°F.
- Ask if medications were used to lower an individual's temperature. Use of medications to lower a child's temperature in order to attend school will be grounds for cancelling the enrollment contract.
- Any of the following symptoms if the symptom is of greater intensity or frequency than what is normally experienced and cannot be explained by a non-infections condition:
  - Cough
  - Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Muscle pain
  - Headache
  - Sore throat
  - Loss of taste or smell
  - Diarrhea
- In the previous 14 days has had contact with someone with a confirmed diagnosis of COVID-19;
- Is under investigation for COVID-19; or
- In the previous 14 days, has traveled to another state or another country with a higher infection rate.

### Staff Self-Screening Prior to Arrival at School

Staff members will conduct [self-screening](#) prior to arrival at school. If a staff member self-identifies as having symptoms listed in the screening criteria above, she/he will contact the

designated administrator, not come into work, and follow the procedures in the section: [COVID-19 Symptoms at School - Staff](#).

### **Staff Screening at School**

A designated Administrative Staff Member will conduct and record Staff Health Screening for each staff member upon arrival at school (see below).

### **Parent Screening of Child Prior to Morning Arrival**

Parents are encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. Parents or representative are required to fill in the pre-screening each day at drop off before child can enter the building.

### **Staff Screening of Child at School**

- Upon arrival, a staff member will take your child's temperature using a contactless thermometer.
- If the child has a temperature of over 100.0°F, the staff member will verify the temperature with another contactless thermometer and oral thermometer as needed.
  - A child with a temperature of over 100.0°F will not be admitted.
  - Staff will conduct and log the temperature checks (not the temperatures themselves, but that it was completed) of each child and adult in the community three times each day. (At arrival, before lunch, prior to departure)
- Staff will make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing, or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. If the child exhibits any of these symptoms at arrival or at any point during the day, the child will be isolated and parents will be required to pick up their child.

See below for COVID-19 case notifications and procedures. Admin will conduct equivalent screenings of staff.

## **Face Coverings**

Face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. It has been shown that Face coverings significantly reduce the risk of transmitting coronavirus in public especially when combined with 6-foot distance and handwashing. The State of California strongly recommends face coverings for children 2 years old to 2<sup>nd</sup> grade if they can be worn properly, and recommends a face shield as an acceptable alternative if they cannot wear a face covering. The state requires face coverings for all children 3<sup>rd</sup> grade and older in both private and public schools.

Face coverings are not surgical masks, respirators, or other medical personal protective equipment. Please note that due to the nature of some of the presentations given in our early childhood programs, staff face coverings may be removed and a shield used instead for part or all of the presentation. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Signage will be posted around campus to remind students, staff and visitors must wear face coverings.

## Staff

We will follow San Mateo County Board of Education & Childcare Licensing requirements & recommendations:

- Adults:
  - masks worn all the time indoors and outdoors with opportunities for breaks
  - breaks may be isolated outside, in a ventilated room used only by one individual, or briefly while watching children outside with more than a 10 ft distance.
  - Shields may be used outside instead of masks when greater than 6 ft distance is maintained (mask must be added if closer than 6 ft.)
  - Clear masks or shields may be used for YCC and language lessons that require clear articulation and visibility of mouth.
  - For instructional purposes, teachers may work with students side by side (within 6 ft) as necessary, as long as both student and teacher are wearing a face covering.

## Children

We will follow San Mateo County Board of Education & Childcare Licensing requirements & recommendations:

- YCC: Not required (and not allowed under 2)
- CH:
  - 1<sup>st</sup> years (not required)
  - 2<sup>nd</sup> years & “K”: expectation is 25% of the time (during lessons and collaborative work)
- Elementary:
  - 1<sup>st</sup> & 2<sup>nd</sup> years, expectation is 75% of the time indoors and outdoors (always during lessons and collaborative work)
  - 3<sup>rd</sup> years and older 100% of time with “mask breaks” available as needed.

Shields may be used instead of masks for all CH children or for El children with diagnosed sensory or respiratory issues. Additionally, CH children may wear shields instead of masks if mask present an issue for them.

Children will be required to keep on extra mask at school to change if staff feels the mask is soiled, wet, or otherwise needs to be changed. We also have a supply of disposable and cloth masks if a child forgets their mask, or needs a change.

If at any time, a teacher requests a masked cohort, we will implement masks with the exception of YCC.

As per state law, we are required to exclude any Elementary child who not exempt from mask wearing and refuses to wear it. All students except YCC students are required to bring a mask. If a child refuses to wear a mask when asked, he/she may not be admitted to school and will be sent home.

According to CDPH, a cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

## Parents and guests

Parents and guests are required to wear a face-covering at the following times and generally should not be on campus except in emergencies.

- Assisted arrival and departure
- When on-campus (emergency only)

## Physical Distancing & Cohort Strategies

Although we practice and enforce social distancing, parents need to be aware that Centennial Montessori School does not expect that very young children will successfully distance themselves from other children or adults at all times while at school. Young children learn by engaging with their environment, which includes the other people in it. However, Centennial Montessori School will employ the following strategies for maintaining distance and limiting the spread of COVID-19 in our communities:

- Signage will be posted to remind students, staff and visitors to socially distance.
- To the extent possible, all classes will be held outdoors and, in inclement weather, will rotate outdoors.
- Communities will consist of bubble groups of no more than 12 children for YCC and Children's House. Bubble groups means that the same 12 or fewer children and their consistent caregiver(s) are in the same group each day in the same location. If another adult is introduced for staff breaks or for specialized lessons, a strict 6 ft distance will be maintained.
- Elementary communities will consist of a stable group of no more than 14 children. Stable groups mean that the children do not mix with other children outside of their cohort and remain in a physically separate space from any other cohort. Two class teachers are assigned to each group, but those two teachers do rotate between the groups daily, or weekly. If another adult is introduced for staff breaks or for specialized lessons, a strict 6 ft distance will be maintained to prevent linking of any groups.
- Children shall not change from one group to another unless it is critical (i.e. newly diagnosed health issue requiring assignment to a more isolated cohort) without a one to two-week period of exclusion at home (subject to health officer recommendation).
- Groups shall not mix with each other.
- The guide will remain with a single group each day. In the case of illness, a designated substitute for the group will assist with caregiving.
- Each child will have a designated work rug and floor space so that children can be spaced as far from each other as possible while engaged in activities at school.
- Tables will be spaced at a distance. Plexiglass screens will be used when tables cannot be spaced further due to collaborative work.
- The physical distance between children will be increased in daily work locations, group gatherings, meals, and snacks.

- At nap time, children’s naptime mats will be spaced out as much as possible, with alternating head to toe arrangements to reduce the distance between children.
- Physical Education will include noncontact activities that do not require shared equipment and can be conducted with recommended physical distancing.

## Limiting Gatherings

Especially with children who cannot social distance reliably (i.e. our children under 6), it is particularly important to focus on limiting gatherings. Centennial Montessori School is committed to maintaining the close connection we have with families, while simultaneously limiting visitors and gatherings to protect our children, families and staff. This is accomplished by:

- Signage will be posted to remind students, staff and visitors to limit gatherings and to make visitors aware the campus is closed to all but staff and children.
- Bubble Cohorts in CH and YCC
- Stable Cohorts in Elementary (Bubble possible with three week rotation of head teacher.)
- Suspension of home visits & classroom observations
- Back to school events will be done individually (classroom visits)
- All school gatherings will be modified where possible or suspended
  - Virtual parent nights
  - Virtual conferences
  - Virtual coffee chats
- Staff meetings will be virtual or held outside. All significant adult staff communication occurs outside in our outdoor staff room.
- No visitors will be allowed on campus except in case of emergency
- Pick up/drop off has been modified to isolate cohort groups and minimize adults on campus.
- All prospective parent tours and open houses will be virtual.

## Playdates, Activities, & Holidays

Given that we are on the watchlist, we request that you adhere to the following guidance:

1. Limit playdates in number and limit them to your cohort to the extent possible. The only playdates allowed by San Mateo County are playdates within an established social bubble. While we will allow these for existing established bubbles, please limit to the extent possible and make sure it is a true bubble based on SMC definitions (see below).
2. Activities are allowed if sanctioned by San Mateo County and if they take place outside, but we ask that you do not start new activities at this point (unless only with your cohort) and that you limit existing activities in number and to those that are truly important and essential.
3. Please take an honest look at the aggregate number of connections you have due to family structure, work connections, activities, and playdates with a bubble and limit it based on the guidance and rationale below.
4. You can choose that any given playdate, visit out of town, or other activity is more important to you for whatever totally valid reason. We get that! It will simply require that your child is quarantined for two weeks to protect the cohort. During this time, your child

can switch to the distance cohort. This is a true option and there may be very valid reasons for doing this.

At all times, we must be guided by the idea that this is not back to business as usual. Unfortunately, attending school has become a privilege and we must all work hard to make it safe and sustainable. On the flip side, attending school will mitigate a lot of the issues you initially may have set up social arrangements to deal with.

### **Details & Rationale:**

As we go back to school, we wanted to pause a moment to address the concept of continuing activities and summer social arrangements once we are back in person. We recognize families have made social plans in order to serve the emotional and mental health of their children during these very unique months and we support that. However, San Mateo is currently on the watchlist in the top tier for California rating system: widespread. We need a waiver to have our Elementary back in person, and we therefore feel it makes sense to be conservative about our exposure. Further, schools must close for two weeks if 5% or more of the staff and children test positive for COVID. Because we are so small, that is just 2 or 3 individuals from either campus or 6 total. This is a number that is low enough that it could come from home transmission, not school spread.

So, just like summer camps and travel end as we go back to school each fall, some changes may be needed as we go back to school this year too. Please use this time to re-evaluate your social arrangements based on the fact that you now will be addressing many of those social emotional needs (and then some) with in person instruction in school. At the same time, you will be increasing your child's contacts and thus exposure.

Just as there tends to be less playdates in the beginning of a normal school year as we all settle in to school, we would ask that this year especially, we limit playdates and activities outside of your cohort to essential socialization only and take precautions including distancing and socializing outdoors. Yes, we have left essential undefined as every situation is unique, but we really ask that you evaluate your connections in the light of both health and safety as well as likelihood to cause a school closure.

Though we did not define essential, at all times, we will only allow activities that are sanctioned by San Mateo County. You can absolutely participate in activities not sanctioned by the county, but in order to attend school, it will require a 2-week quarantine from the date of the violation, during which time, you are very welcome to participate in our distance learning cohort.

So can we do playdates?

In person playdates are not currently allowed in San Mateo unless they are part of a social bubble.

Social bubbles are allowed in San Mateo County, and children can have playdates within an established bubble. But:

- 1) Please make sure your bubble, if you have one, adheres to the definition set out by San Mateo County.
- 2) Please note that the bubble includes the entire family, whether they interact or not. Therefore, the number 12 cited below includes siblings, parents, and household members, and all members must agree to socialize only with members of the bubble. Otherwise, it is not a bubble.

- 3) Bubbles are also stable (i.e. You cannot be part of Debbie & John's bubble and then have John's sister be part of Ian's totally separate bubble). There is only one bubble which includes all members.
- 4) Bubbles should be in contact only in the outdoors.

**For Centennial purposes, bubbles should be pre-established.** Families should not create new bubbles while the county is on the watchlist. We do not want to increasing exposure risk by adding a bubble and starting school at the same time.

**For Centennial purposes, exposure to people in the bubble should be minimized once we start in person learning.** We ask that, unless it is a really compelling reason (i.e. you share a play space and the children interact because of that, or there is a birthday and your child is one of one or two guests because that is all that is in your bubble, etc.), you limit social interactions outside of the cohort especially as we establish a baseline going back to school. If you do interact with individuals in your bubble, we ask that you do so outside only and with masks (for older children) and social distancing. If this is not the way you have been interacting, please feel free to let your bubble know that things need to change due to your child attending school, their own increased exposure, and the risk of closing the school if we have cases pop up.

Although participating in a bubble and attending school at the same time is technically allowed as far as we can determine from the regulations (we are still looking into this), continuing in a bubble does seem to present an issue to the spirit of the law and the spirit of our cohort arrangement.

- The San Mateo regulation states that families should belong to only one bubble. Given the exposure to about twelve individuals in the school cohort, it essentially functions as a second bubble. Two bubbles increase the exposure for the individual child and the likelihood that that child will be home to quarantine due to exposure from some source.
- We are working very hard to separate cohorts in order to minimize transmission risk. It doesn't make a lot of sense to go to these lengths if there are many playdates happening outside of the cohort.

*Can we have playdates with children from our cohort?*

For the purposes of playdates, it does not increase cohort risks to consider your school cohort a bubble, so playdates within a bubble are allowed. However, please be aware that having a playdate increases your individual child's risk substantially, even if it does not increase the cohort risk. In the cohort, your child was not directly exposed to adults in the other child's family. If an adult in that family does test positive for COVID, both their child and your child would be quarantined at home for 2 weeks. If your child was only a class member, but had not had a playdate and been exposed to the adult, they would not need to quarantine unless the child of the individual also tested positive. Confusing, but basically, the more connections you allow your child, the more potential there is for missed school.

San Mateo Press Release re Bubbles:

**SOCIAL BUBBLES:** A social bubble is a group of twelve or fewer people from different households or living units who have agreed to socialize only with members of their group. A social bubble must be maintained for a minimum of three weeks, and people can only be members of one social bubble at a time. While face coverings and social distancing are always recommended, members of a social bubble do not have to adhere to these requirements when they are with members of their social bubble in outdoor settings.

<https://www.smcgov.org/press-release/new-san-mateo-county-health-order-aligns-state>



*Can we participate in classes or outside activities?*

Just like playdates, we ask that you evaluate how important your current outside activities are. If they are not essential, please wait until we are further along in this process.

**For Centennial purposes, activities with participants outside of your cohort should be pre-established.** This is not the time to add new activities and new exposure points.

**For Centennial purposes, activities** should only be done if they can be done outside and are sanctioned by San Mateo Public Health Department.

*What if my child misses his friends?*

There is a lot of this that is unfair and not ideal. We know though that one of the most protective factors for children who go through traumatic events is their ability to go to school regularly. It is why we have worked so hard to bring everyone back in person. This is not forever, but it will be longer if we do not work together to bring the rates down. We also risk not being able to be in school at all. Listen with great empathy to your child. It is hard, but then please make your decision after weighing all of these factors.

*So, sounds like it is ok to do classes and have playdates within my bubble or cohort?*

Please remember an important point: San Mateo Public Health sanctions individual activities. It does not look at the aggregate of all the activities you may be involved in. Only you can do that. It might be fine to be in a bubble playdate or take private lessons or play on a team. Is it ok to do all three? Are two of those fine? If you add school to the mix, maybe just one other thing? It is impossible for us to make this determination for you. One family may be very large and have three children attending in school instruction. Their connections may be quite high even though they do nothing other than school. Another family with one child may do a regular bubbled playdate and take a private violin lesson and have much less exposure than the first family. You know the spirit of what we are trying to do here: we want to keep our children healthy and in school in person. Whatever we can each do to help keep each other safe and in school is what we all need to do.

*Can I travel to see family over the holidays?*

Of course, you can if it is allowed at that time. It is possible that it will require a quarantine before starting school after though. We will make this determination closer to the date. If the travel is important for you though, please feel free to make plans. We will have distance learning available and by going the first week, you may be able to come back only a week late (this is worst case scenario). Depending on the connections you will have during that time and the state of COVID at the time, it may not be needed. We just don't have that information yet.

Let's chat! Join me at tea and tears on Wednesday at 9:30 for a discussion on the start of school and the nuances of playdates, activities, travel and school in the age of COVID.

***Resources to help you discuss & frame exposure risk due to social contacts:***

Though it is from San Francisco County, not San Mateo, this is a helpful article & diagram to determine social risk.

## COVID-19 Tips Safer Social Interactions

### Risk of social interactions with people outside your household:

Outdoor, staying 6 feet apart with face covering <b>on</b>	Outdoor, within 6 feet and/or with face covering <b>off</b>	Indoor staying 6 feet apart with face covering <b>on</b>	Indoor, within 6 feet and/or with face covering <b>off</b>
Permitted. When gathering with people outside of your household, group must be 12 or fewer people.	Permitted for Meal Gatherings. Limit of 6 total people if meal involves those outside of your household.	Not permitted unless everyone is part of the same household.	Not permitted unless everyone is part of the same household.

Lower Risk

Higher Risk



This is a helpful way to look at your family interactions to determine if you are already at higher exposure or risk without even adding new activities/playdates: The next two graphics are from [this article](#).



The following chart was passed on to me by a parent. It is being used to assess risk profiles for inclusion in pods and might help you have a framework for discussion. For Centennial purposes (especially initially while on watchlist and just in the first few weeks of school opening), we should ideally be in category 2 or less, possibly 3 if you have an established bubble or attend in person work. (See next page)



## Very Strict 0

- Stays within container
- Maintains 6 ft distance
- No one outside contact
- Strict infection control protocol
- No contact with outside world

## Strict 1

- Leaves container for essentials
- Maintains 6 ft distance outside of container when leaves for essentials
- Strict etiquette including hand washing, masks and social distancing are used 100% of the time when outside of the container
- No socializing outside of container

## Fairly Strict 2

- Leaves the house only to go to work and for essentials.
- Fairly strict etiquette including hand washing, masks and social distancing used 80-99% of the time when outside of the container.
- Minimizes grocery and other shopping
- Socializes with others outside of the container.

## Somewhat Open 3

- Leaves the container to exercise, go to the store, work and other activities several times a week.
- Etiquette including hand washing, masks and social distancing are used 60-79% of the time when outside of the container.
- Sometimes socializes others who are not in one's container. Tries to maintain social distance with no more than 10 people.

## Moderately Open 4

- Leaves the container to exercise, go to the store, work and other activities multiple times a week.
- Etiquette including hand washing, masks and social distancing are used 20-59% of the time
- Regularly socializes others who are not in one's container
- May not maintain social distance and see more than 10 people.

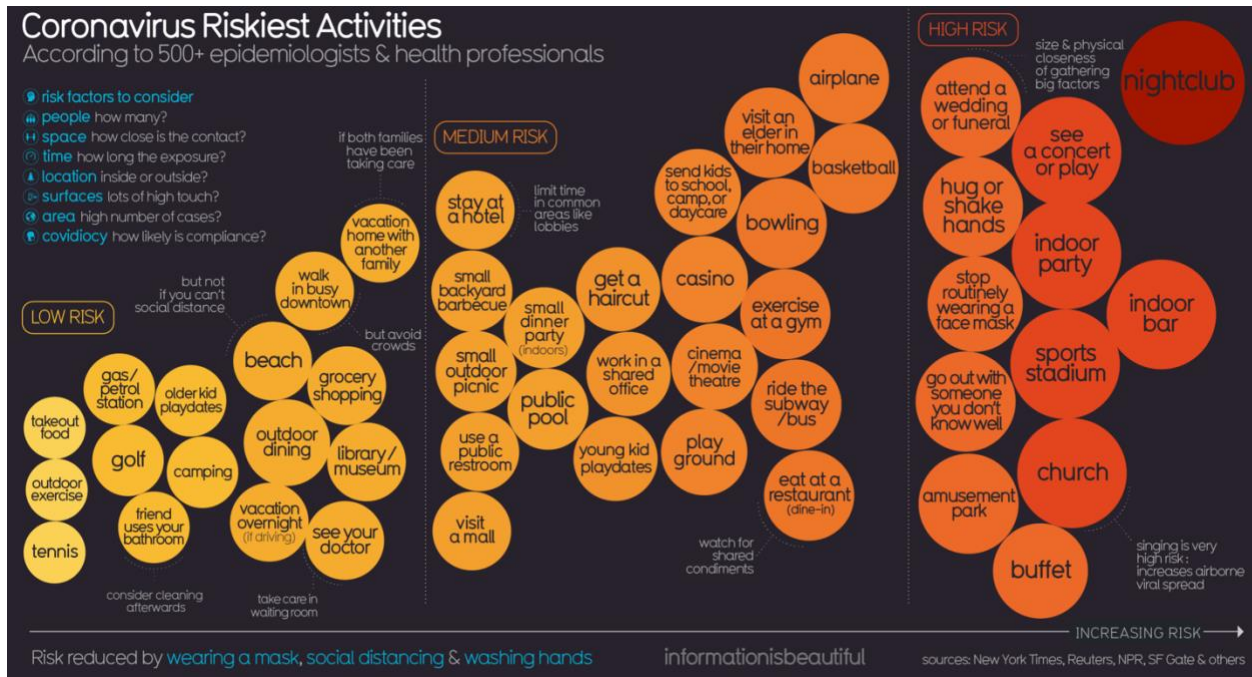
## Very Open 5

- No precautions to protect self from infection
- May desire to get infected
- Actively socializes without regard to social distancing or recommended etiquette

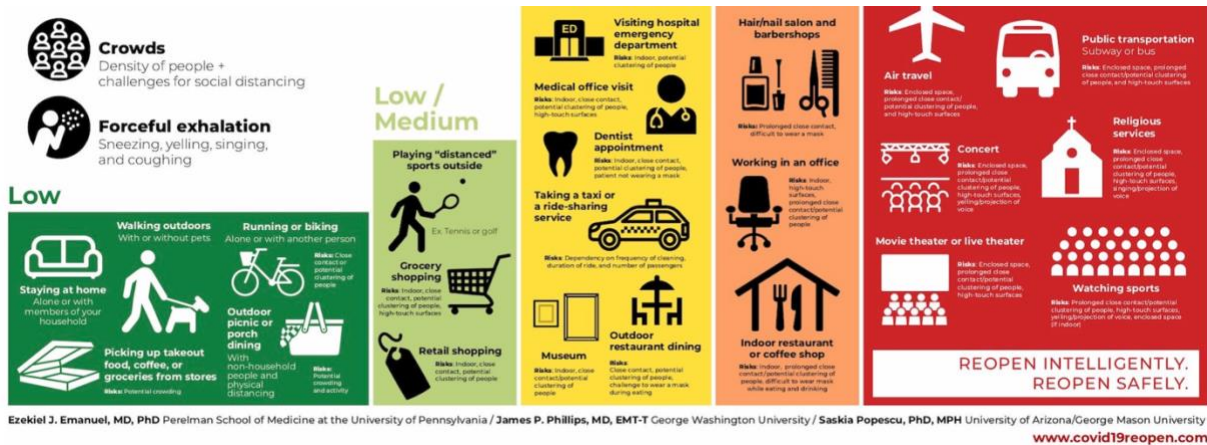
THIS LEVEL MUST TAKE STRONG PRECAUTIONS TO REDUCE RISKS TO OTHERS!

*Activities based on risk:*

I like the second chart because it actually lists the factors involved, rather than just the activity itself. You'll see they do not all agree, but I found it helpful anyway. Since we are adding a risk by attending school (though that is an average school- not an outdoor classrooms etc.), we need to realize our aggregate risk has increased and mitigate that by reducing other risks where possible.



<https://library.stockton.edu/publichealth/COVID-19>



<https://www.businessinsider.com/how-to-decide-when-to-go-out-during-coronavirus-pandemic-2020-7>





## BE INFORMED:

### Know Your Risk During COVID-19

On a scale of 1 to 10, how risky is...

Ranked by physicians from the TMA COVID-19 Task Force and the TMA Committee on Infectious Diseases.

Please assume that participants in these activities are following currently recommended safety protocols when possible.



Texas Medical Association | 401 W. 15th St. | Austin, TX 78701-1680

www.texmed.org @texmed @wearetma

<https://www.texmed.org/TexasMedicineDetail.aspx?Pageid=46106&id=53977>

## Mental Health

The mental health of students is of great concern to us. Students and staff may return to school having experienced some type of loss due to COVID-19 or as a result of sheltering in place. Rest assured that we are focused on this and will be aware of the various types of trauma students and

staff may be experiencing, how that trauma might manifest itself in words or behavior, and how to best support students and other school staff experiencing mental health challenges.

Large scale disasters, such as a global pandemic, can cause trauma in students even if they are not directly affected by a COVID-19 death. The loss of connection with school and peers, for example, can impact a student negatively. Students’ families may have experienced the loss of financial stability or housing during the shelter in place. Even the loss of opportunities for learning may cause students stress and anxiety, resulting in trauma symptoms.

Well-informed teachers and school personnel can be a source of support for students and each other. Recognizing signs of stress in students, colleagues, and one’s self can help facilitate the healing process after a disaster or traumatic event. Below are some signs that parent and teachers can look for, but please partner with us and share your observations. Please see the companion document, [Pandemic Recovery Framework: Mental Health Companion Document](#).

**Examples of Typical Age-Based Behaviors Related to Trauma:**

Age	Behavior
<p><b>Preschool Children</b> Ages 1 through 5</p>	<ul style="list-style-type: none"> <li>• thumb sucking</li> <li>• speech difficulties</li> <li>• bed wetting</li> <li>• decreases or increases in appetite</li> <li>• fear of the dark</li> <li>• clinging and whining</li> <li>• loss of bladder control</li> <li>• separation difficulties</li> </ul>
<p><b>Childhood</b> Ages 5 through 11</p>	<ul style="list-style-type: none"> <li>• sadness &amp; crying</li> <li>• school avoidance</li> <li>• physical complaints (e.g., headaches)</li> <li>• poor concentration</li> <li>• irritability</li> <li>• fear of personal harm</li> <li>• regressive behavior (clinging, whining)</li> <li>• nightmares</li> <li>• aggressive behavior at home or school</li> <li>• bed wetting</li> <li>• anxiety &amp; fears</li> <li>• confusion</li> <li>• eating difficulty</li> <li>• withdrawal/social isolation</li> <li>• attention-seeking behavior</li> </ul>

Age	Behavior
<b>Early Adolescence</b> Ages 11 through 14	<ul style="list-style-type: none"> <li>• sleep disturbance</li> <li>• withdrawal/isolation from peers</li> <li>• increase or decrease in appetite</li> <li>• loss of interest in activities</li> <li>• rebelliousness</li> <li>• generalized anxiety</li> <li>• school difficulty, including fighting</li> <li>• fear of personal harm</li> <li>• physical ailments (e.g., bowel problems)</li> <li>• poor school performance</li> <li>• depression</li> <li>• concentration difficulties</li> </ul>
<b>Adolescence</b> Ages 14 through 18	<ul style="list-style-type: none"> <li>• numbing</li> <li>• intrusive recollections</li> <li>• sleep disturbance</li> <li>• anxiety and feelings of guilt</li> <li>• eating disturbance</li> <li>• poor concentration and distractibility</li> <li>• psychosomatic symptoms (e.g., headaches)</li> <li>• antisocial behavior (e.g., stealing)</li> <li>• apathy</li> <li>• aggressive behavior</li> <li>• agitation or decrease in energy level</li> <li>• poor school performance</li> <li>• depression</li> <li>• peer problems</li> <li>• withdrawal</li> <li>• increased substance abuse</li> </ul>

## COVID-19 Symptoms and COVID-19 Cases in School

“Schools are not expected nor allowed to diagnose or treat students or staff for any medical condition, including COVID-19. Local health officials will provide guidance and support to individuals within a school community who test positive for COVID-19. Additionally, local health officials will conduct contact tracing to help identify individuals who may have been in close contact with a confirmed case, per CDC Guidance.” -San Mateo Pandemic Recovery Framework, 2020 p. 37

This section provides details and procedures for the COVID-19 Symptom, Exposure, and Diagnosis within the school community:

- COVID-19 Symptoms at School - Children
- COVID-19 Symptoms at School - Staff
- COVID-19 Exposure - Staff and Children
- Positive Case of COVID-19 in the Classroom Community - Children or Staff

**Note that these procedures are consistent with the current San Mateo Pandemic plan, but any procedures here will be superseded by new direction of the Public**

**Health Department** either on a particular case, or in subsequent notices. We will update this handbook as new information is sent out. Please see the chart below from the SMCOE Recovery Framework for the responses which will be used in each scenario.

## COVID-19 Response Chart

**When a Student, Teacher, or Staff member Has Symptoms, Is a Close Contact of Someone Infected, or Is Diagnosed with COVID-19**

Student or Staff Who:	Action	Communication
1. Presents with <b>COVID-19 Symptoms</b> Symptom Screening: <b>CDPH, p. 14</b>	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Recommend testing               <ul style="list-style-type: none"> <li>○ if positive, see #3</li> <li>○ if negative, see #4</li> </ul> </li> <li>• School/classroom remain open</li> </ul>	No action needed
2. Is a close contact <sup>1</sup> with a confirmed COVID-19 case	<ul style="list-style-type: none"> <li>• Send home</li> <li>• Quarantine for 14 days from last exposure</li> <li>• Recommend testing (but will not shorten 14-day quarantine)</li> <li>• School/classroom remain open</li> </ul>	<p>Sample message to larger school community</p> <p>Sample message to community member who may be a contact</p>
3. Has a confirmed COVID-19 case infection	<ul style="list-style-type: none"> <li>• Notify the local public health department</li> <li>• Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>• Identify contacts<sup>1</sup>, quarantine, and exclude exposed contacts (likely entire cohort<sup>2</sup>) for 14 days after the last date the case was present at school while infectious</li> <li>• Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine)</li> <li>• Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>• School remains open</li> </ul>	Sample message to whole school community
4. Tests negative after symptoms	<ul style="list-style-type: none"> <li>• May return to school 3 days after symptoms resolve</li> <li>• School/classroom remain open</li> </ul>	No action needed

From California Department of Public Health



## Table Definitions

<sup>1</sup>A **close contact** is defined as a person who was less than 6 feet from a case for more than 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

<sup>2</sup>A **cohort** is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

## Communication Structure

The communication structure in the appendix has been developed with San Mateo County Health to manage communication between schools and the health department concerning cases of COVID-19 in school communities. Please note that due to the volatile nature of COVID-19 and the possibility of community disruption, this reporting structure supersedes the usual protocol for reporting on communicable diseases within the school community.

Sample letters are included in the addendum.

## COVID-19 Symptoms at School - Children

If COVID-19 symptoms begin while at school, the child must be sent home as soon as possible. Sick children will be kept separate from well children and staff contact will be limited as much as reasonably possible, while ensuring the safety and supervision of the child until they leave. Any time a child is sent home, distance learning options will be available either through synchronous lessons, asynchronous recorded lessons, or through independent study packets and conferences with the teacher.

- Classroom staff will follow these isolation procedures:
  - Classroom staff will offer the child a disposable face mask if he does not have one of his own.
  - The classroom staff will inform the office staff of symptoms exhibited and ask for classroom relief from Admin. Children in the cohort, if inside, will be taken to play area.
  - Admin staff will take the child to the Isolation location in the front outdoor area or the office:
    - Isolation location #1: front outdoor area of 27 Tenth or outdoor side area of 6 Tenth
    - Isolation location #2: Main office or back office
  - Office staff will contact parents to come to school to pick up the child.
  - The office staff will supervise the child until the parent arrives.
  - Parents will be provided the [Parent Procedure for Symptoms at School](#) handout and testing is recommended.
  - Once a parent has left with the ill child, the isolation room is cleaned and sanitized by office staff.

- Materials, toys, and furniture touched by the child who is sent home will be thoroughly cleaned and disinfected.
- Families must contact their doctor and coordinate decision-making around the child's care with the family health care provider.
- In the case of a child who has symptoms that could be COVID-19 and does not get tested for COVID-19, the child is assumed to have COVID-19, and cannot return to the community until the individual has met the criteria for return under [Children or Staff with Positive Case of COVID-19 \(see below\)](#). Note: the quarantine period is 10 day from the onset of symptoms and three days fever free without the use of fever reducing medicine. Other symptoms must be improving.
- A child who has exhibited symptoms that could be COVID-19 can return to school three days after symptoms cease if they have chosen to get testing and it is negative.

## COVID-19 Symptoms at School - Staff

Staff is encouraged to monitor their health and required to perform daily health screenings for symptoms of COVID-19. Staff is encouraged to stay home if they are exhibiting symptoms of COVID-19 and to contact their healthcare provider.

Staff exhibiting new or worsening symptoms of possible COVID-19 at school should:

- Put on a disposable face covering
  - Contact the office and wait for relief and then leave the classroom
  - Follow the recommendations of their healthcare provider
  - Testing is recommended.
- In the case of a staff member who has symptoms that could be COVID-19 chooses not to get tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to work until the individual has met the return criteria for [Children or Staff with Positive Case of COVID-19](#). Note: the quarantine period is 10 day from the onset of symptoms, and three days fever free without the use of fever reducing medicine. Other symptoms must be improving.
  - If the staff member has symptoms of COVID-19 and choses to get tested and it is negative, the individual may return to school three days after symptoms cease.

## COVID-19 Exposure - Staff and Children

If a staff member or child has been identified as close contact to someone outside the classroom community who is diagnosed with COVID-19, that staff member or child will be required to self-quarantine for 14 days per the CDC guidelines. Close contact means being closer than 6 feet apart for more than 15 minutes the person was infectious. Obtaining a COVID-19 test will help us trace and isolate contacts if the individual is positive, but does not allow reentry to school before 14 days as the individual could still become positive after the test.

## Positive Case of COVID-19 in the Class Community - Children or Staff

If COVID-19 is confirmed in a child or staff member in a classroom community, all persons regularly in that community will be required to self-quarantine for 14 days per the CDC guidelines. The following actions will be taken by school administration:

- Contact Child Care Licensing to report the presence of COVID-19 our school
- Notify the San Mateo Public Health Department and San Mateo County Office of Education
- Notify staff and parents/caregivers that a member of the classroom community has been diagnosed with COVID-19 using a standard letter (see addendum). Confidentiality will be maintained.
- Using a standard letter, we will notify the school community that a child in the school (not their community) has been diagnosed with COVID-19. Confidentiality will be maintained in accordance with ADA and HIPAA laws.
- Close the specific classroom community for 14 days to allow self-quarantine for all children and staff in the classroom community who have been in close contact with the person diagnosed with COVID-19 (per CDC guidelines) \*
- Complete disinfecting procedures

\*Decisions about extending closure will be made in consultation with the California State Department of Health.

**Children or Staff with Positive Case of COVID-19, who have exhibited symptoms and who have stayed home (home isolated) can return to school/work when the following criteria are met: Please note that this decision will be made primarily by the individual's health care provider and San Mateo public health department.**

- At least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); and
- The child or staff member has improvement in respiratory symptoms (e.g., cough, shortness of breath); and
- At least 10 days have passed since symptoms first appeared.

Note that testing is helpful for contact tracing, but does not shorten the isolation period even if negative.

### Quarantine and Isolation - Definitions

From the CDC:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html>

### Quarantine

Quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

## Isolation

Isolation is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

## Contact Tracing

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus. Those contacts might include family members, co-workers or health care providers. We will follow County Public Health guidelines and recommendations regarding contact tracing, but will also use our own monitoring logs to assist. **Kristi McAlister, Head of School, will be in charge of communicating with the Public Health Department** and maintaining confidentiality outside of what is needed for the Public Health department.

School staff has been asked to keep a daily list of people they are in close contact with. We will log any close contact with children outside our cohorts in order to maximize efficacy and efficiency of contact tracing. We strongly recommend community members who associate outside of school similarly keep a log. Logs will be checked daily by Kristi McAlister and Tricia McNamara to ensure compliance.

A contact is considered an individual who has spent 15 minutes within 6ft of another. For the purposes of quarantine, we will assume cohorts are close contacts even though we intend to maintain 6 ft distances. Even within cohorts, any prolonged contact within 6 ft (i.e. giving comfort and first aid) will be logged so that we can more effectively provide the health department with reliable tracing information.

## Testing

Staff will participate in routine testing subject to test availability. Recommended minimal frequency includes testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time. Additional testing will be required if warranted. Increased testing frequency may be required or recommended by the Public Health Department if the County is put on the watchlist. We will increase testing to monthly subject to testing availability.

Current Testing Protocol: Every two weeks, a nurse will be on site to test all staff (PCR nasal swab). Additionally, optional testing is encouraged (PCR mouth swab) for all children. We will alternate Elementary and YCC/CH children each session. On the weeks a nurse is not present, home kits will be sent home for optional testing at home for students and families. In this way, children are tested every other week and staff is tested weekly.

Testing options outside of school:

Through your doctor's office.

Through Project Baseline: <https://www.projectbaseline.com>

Through mail kits via Labcorp: <https://www.pixel.labcorp.com>

If you live in San Francisco: <https://sf.gov/find-out-how-get-tested-coronavirus>

Testing is recommended and encouraged for children or families who experience COVID-19 symptoms or who are under investigation for COVID exposure. Please consult with your medical professional and follow their instructions.

## Communication

Centennial Montessori School will communicate:

- With families, if their child has been in close contact with someone at school who has then tested positive for COVID-19.
- With staff, if they have been in close contact with someone at school who has tested positive for COVID-19.
- With the entire school community if a classroom community has been closed temporarily due to COVID-19 exposure.

## Notification structure

Notice of confirmed cases within the county will be made by County Health.

- **Confirmed COVID-19 case in the school community**

**County Health initiates.** County Health will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will then communicate with the head of school.

**School initiates.** The school will contact SMCOE's Office of the Superintendent, which will work in collaboration with County Health and the local district or school.

- **Suspected COVID-19 case in the school community**

**County Health initiates.** County Health will follow the Communication Structure by contacting SMCOE's Office of the Superintendent, which will then communicate with the head of school.

**School initiates:** The school will contact SMCOE's Office of the Superintendent, which will work in collaboration with County Health and the local district or school.

**Parent, staff or community member report**

If an individual notifies a school staff member, including the school nurse, that they have or may have COVID-19, that staff member should immediately notify the head of school. The head of school will implement the Communication Structure by notifying SMCOE's Office of

the Superintendent, who will work in collaboration with County Health and the local district.

Note: The healthcare provider of the person who tests positive will notify San Mateo County Health directly of the results.

Section is adapted from the July 21, 2020 • Pandemic Recovery Framework • p. 17

## Distance Learning

Centennial Montessori School will provide distance learning under the following conditions:

- To support families who choose to delay their return to school, but are not home for quarantine, isolation or exposure.
- If our waiver to open is not approved in time to open, or not approved at all.
- If a cohort is sent home for a 2-week quarantine due to exposure.
- If the school is closed due to a positive case count of 5% of staff and children (either across both campuses – 6 cases, or each individual campus (3 for Elementary and 4 for Children’s House).
- If individual children are quarantined due to exposure.
- Additionally, if a child at home due to being mildly ill, they may choose to participate in distance learning, but in this case are not required to.

Distance learning at Centennial takes several forms:

- 1) Parent Consultation: Parents may be counseled by teachers on creating a Montessori Home environment. This is particularly applicable to our children under 4.
- 2) Children who choose distance learning may also choose to come in on a reduced schedule with their cohort or on Fridays for one on one lessons with teachers (this is not available for children home due to exposure concerns or if the cohort including the teacher is home. This is available for families who choose distance learning and whose teacher is at school.)
- 3) Access to our Learning at Home website, which posts rotating activities in each curricular domain. Every level has a separate page so that activities are specific to age groups. Additionally, there are school wide activity pages. Activities include:
  - Recorded lessons
  - Recorded story times by teachers
  - Recorded songs by teachers
  - Spanish Lessons
  - Mandarin Lessons
  - Literacy page with instructional videos for parents
  - Numeracy page with instructional videos for parents
  - Activities descriptions and printables.
  - Montessori Materials that can be made for the home



- 4) Synchronous lessons (for Elementary) via our “Zoom Robot”, George. These are individual Ipads on stands which can be wheeled around the room to participate in collaborative work and lessons in real time.
- 5) One on one teacher consultations on Fridays with the children via zoom.
- 6) Reading lessons with our reading specialist via zoom.
- 7) Recorded lessons for the Elementary.
- 8) Prepared packets which can be picked up at school.
- 9) Independent study projects started at school with the purpose of being worked on if child is at home.

## Monitoring Absenteeism

Centennial Montessori School administrative staff will monitor absenteeism among children and staff using Transparent Classroom. Any unusual patterns will be considered when evaluating the need for temporary or long-term building or campus closure. Decisions about extending closure will be made in consultation with the California State Department of Health.

Children will not be held to the standard truancy policies this year. It is important that each family have leeway to make appropriate attendance choices for themselves.

According to the recently released budget legislation in SB98, accountability for meeting instructional minutes can be met in any combination of in-person, live synchronous, and independent asynchronous work. Per Education Code 3501, for the 2020–21 school year, the minimum school day for a local educational agency is as follows:

- (a) 180 instructional minutes in kindergarten.
- (b) 230 instructional minutes in grades 1 to 3, inclusive.
- (c) 240 instructional minutes in grades 4 to 12, inclusive

Students and staff who become infected with COVID-19 and those who are directly exposed may miss two or more weeks of school during the required quarantine and recovery. In some households, children may miss school for an extended period if the virus spreads through the family household. Appropriate accommodations for distance learning will be implemented.

### Procedure for Recording Community Attendance

Cohort lead teacher records attendance in Transparent Classroom.

This in-classroom record is checked daily by 9:15 against the sign-on record by office staff, who also verify and update the health screening log for the community.

Any absences with reported symptoms of illnesses are logged and we will contact a parent if the child is not present.

## State Monitoring List

Additional guidance (copied directly from Pandemic Recovery Document)

On July 17, 2020, Governor Newsom provided an updated direction about the reopening of schools. This new direction is driven by whether or not the county is placed on a **State monitoring list** due to concerns about the spread of COVID-19 and the county's ability to address that spread should it continue to grow.

This monitoring list tracks the following measures:

- Elevated Disease Transmission
  - Case rate per 100,000
  - Positivity rate
  - Increasing Hospitalization
- Percentage change in 3-day average COVID-positive hospitalized patients
  - Limited Hospital Capacity
    - Percentage of ICU beds currently available
    - Percentage of ventilators currently available

If a school or school district reopens to in-person instruction, but the county is later placed on the state monitoring list, the school or district is not required to close. However, it should begin testing staff, or increase the frequency of staff testing.

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

The decision to close an individual school will be based on the number of cases in the school 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/student/ 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

In the case of Centennial Montessori School, 5% would be 6 cases over the entire school (2 campuses- childcare campus (serving 18 months to 6 years old) & elementary (6-12 years old)). We could also close one location only if there are 3 cases at the Elementary (5% of children and staff) or 4 cases in the childcare campus.

## **Staff Training and Family Education**



Our success depends on the adults in our community! We must work together as a community to stay safe, limit contact, and practice handwashing. Also, the amount your child is out of school due to exposure will depend on us and you. By strictly following county guidelines on masks, social distancing, limiting gatherings (completely, ideally), and using good hygiene, we will keep each other safe.

### **Staff Training:**

For our part, our staff is using the August 10-17 week after our first six weeks back in the summer to review and train on:

- Cleaning procedures
- Screening and wellness checks
- Hygiene protocols and education
- Distancing procedures

Our staff will also renew their IPM Healthy Schools Act training in the use of disinfectants and all staff are First Aid and CPR certified.

In addition, we have set aside Fridays this year for additional staff trainings and discussion on issues that come up. We understand that having Fridays off is inconvenient for families, but hope it minimizes any possible virus spread and provides critical time for us to review procedures and conduct trainings.

### **Family Education:**

We are so grateful to all of our families who have participated in our weekly coffee chats and biweekly Opening Forums over the past few months. Thank you also for all of your efforts in reading and following the guidelines and in participating in discussions and education around healthy procedures. We will continue to use these meetings to for family education and our focus at our August meeting will be on healthy procedures. Monthly parent nights will also reinforce these policies.

## **Addendum: Sample School Letters**

### **Message to School Community When a Student or Staff Member is a **Close Contact****

This letter goes to the whole school community

*Note: Every situation is unique, and this template is only provided as a guide. The template will be updated as public health guidance changes and should be customized to meet unique needs.*

Dear Centennial Montessori Parents/Guardians and Staff:

The health and safety of our students and staff is our top priority. This letter is to inform you that a member of your child's [class/cohort] has been in close contact with a person who has tested positive for COVID-19.

Consistent with the California Department of Public Health's and our protocols, the community member is in quarantine, monitoring symptoms, and working with their healthcare provider to identify additional steps, including testing if advised. We have also conducted a thorough cleaning of the [school/classroom]. [School/the program] will be open on [Monday?] as planned.

As part of its contact tracing, you should be notified by Public Health. In the meantime, San Mateo County Health advises that [you/your child] immediately quarantine to the greatest extent possible, even if [you/they] are asymptomatic. In addition, please work with your healthcare provider to schedule testing as soon as possible. Be sure to let the provider know that [you/your child] has had a direct exposure through this cohort. Information and [links to testing sites](#) are available from the County of San Mateo.

At this point in time, there is no laboratory-confirmed case in your child's [class/cohort]. We will update you with any additional pertinent information when we receive it. Please continue to monitor [yourself/child] for symptoms and keep them home if they or someone in your household is experiencing influenza-like illness. Please contact your healthcare provider if you have any additional questions or concerns.

Consistent with privacy laws and our own policies, we are not able to share more specific information concerning the community member. As members of a compassionate and caring community, I ask everyone to respect each other's privacy, especially around health information.

Finally, there are concrete things we all can do to keep ourselves and families healthy and safe: practice good hygiene, wear face coverings and practice social distancing when outside of your home, and avoid public gatherings.

Thank you for your continued support.

Sincerely,  
Kristi McAlister  
Head of School

**COVID-19 Resources:**

- [San Mateo County Health's website includes information about COVID-19](#)
- [Testing sites in San Mateo County](#)
- [CDC Exposure Risk](#)
- [CDC Symptoms](#)

**Message to School Community When a Student or Staff Member is a Case**  
This letter goes to the whole school community

*Note: Every situation is unique, and this template is only provided as a guide. The template will be updated as public health guidance changes and should be customized to meet unique needs.*

Dear [XXX School/Classroom] Parents/Guardians and Staff:

The health and safety of our students and staff is our top priority. This letter is to inform you that a member of our school community has tested positive for COVID-19.

Consistent with Centers for Disease Control and Prevention (CDC), California Department of Public Health, and our protocols, the community member is self-quarantining, monitoring symptoms, and working with their healthcare provider to identify additional steps.

We will also reach out to staff members and families who might be considered a *close contact*. (Close contacts are individuals who were in proximity to the person who tested positive, less than 6 feet, for more than 15 minutes). If you do not receive a separate notice, you can consider your [self/child] an indirect contact, and no further action is required on your part.

We will update you with any additional pertinent information when we receive it. Please continue to monitor [your self/child] for symptoms and keep them home if they or someone in your household is experiencing influenza-like illness. Please contact your healthcare provider if you have any additional questions or concerns.

Consistent with privacy laws and our own policies, we are not able to share more specific information concerning the community member. As members of a compassionate and caring community, I ask everyone to respect each other's privacy, especially around health information.

Finally, there are concrete things we all can do to keep ourselves and families healthy and safe: practice good hygiene, wear face coverings and practice social distancing when outside of your home, and avoid public gatherings.

Thank you for your continued support.

Sincerely,

xxxxx

**COVID-19 Resources:**

- [San Mateo County Health's website includes information about COVID-19](#)
- [Testing sites in San Mateo County](#)
- [CDC Exposure Risk](#)
- [CDC Symptoms](#)

**Message to Those Who May Be a Close Contact in the School**

This letter goes only to specific families and staff - not the whole school

•  
*Note: Every situation is unique, and this template is only provided as a guide. The template will be updated as public health guidance changes and should be customized.*

Dear [XXX School/Classroom] Parents/Guardians and Staff:

The health and safety of our students and staff is our top priority. This letter is to inform you that [you or your child are/is] a likely contact of a member of our school community who has tested positive for COVID-19. That person is considered a *Case* and [you/your child are/is] considered a *Close Contact*.

The school community member who is a *Case* is in quarantine and working with their healthcare provider to identify additional steps. We have also conducted a thorough cleaning of the [school/classroom]. [School/the program] will be open on [Monday?]. As part of its contact tracing, you should be notified by Public Health. In the meantime, San Mateo County Health advises that [you/your child] immediately quarantine to the greatest extent possible, even if [you/they] do not have any symptoms. In addition, please work with your healthcare provider to schedule testing as soon as possible. Be sure to let the provider know that [you/your child] has had a direct exposure through this cohort. Information and [links to testing sites](#) are available from the County of San Mateo.

We will update you with any additional pertinent information when we receive it. Please continue to monitor [your self/child] for symptoms and keep them home if they or someone in your household is experiencing influenza-like illness. Please contact your healthcare provider if you have any additional questions or concerns.

Consistent with privacy laws and our own policies, we are not able to share more specific information concerning the community member. As members of a compassionate and caring community, I ask everyone to respect each other's privacy, especially around health information.

Thank you for your continued support.

Sincerely,  
xxxxx

## Resources:

Please excuse the simplified reference notation, but the full resource can be found at the links below.

### **Federal, State and Local Reopening Guidance Documents:**

CDC Updated Guidance for Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

CDC Updated Guidance for Childcare Centers

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

CDC Considerations for Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year July 17, 2020

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

COVID-19 Industry Guidelines: Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

COVID-19 Industry Guidelines: Childcare Programs & Providers

<https://files.covid19.ca.gov/pdf/guidance-childcare.pdf>

San Mateo County Coalition for Safe Schools and Communities Pandemic Recovery Framework, July 21, 2020

[https://www.smcoe.org/assets/files/Alert\\_FIL/Pandemic\\_Recovery\\_Framework.pdf](https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Recovery_Framework.pdf)

San Mateo County Childcare Companion Guidance

[https://www.smcoe.org/assets/files/Alert\\_FIL/Pandemic\\_Framework\\_ELSS\\_Companion\\_Document.pdf](https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Framework_ELSS_Companion_Document.pdf)

Caring for our Children

[https://nrkids.org/files/cfoc3\\_updated\\_final.pdf](https://nrkids.org/files/cfoc3_updated_final.pdf)

Reopening Guidance for Santa Clara Schools

<https://www.sccgov.org/sites/covid19/Documents/ReopeningofSantaClaraCountyK12Schools.pdf>

Pandemic Recovery Framework: Mental Health Companion Document

[https://www.smcoe.org/assets/files/Alert\\_FIL/Pandemic Recovery Framework Mental Health Companion Document.pdf](https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Recovery_Framework_Mental_Health_Companion_Document.pdf)

American Association of Pediatrics COVID Planning Considerations for Reopening Schools  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

National Academies of Sciences, Engineering and Medicine  
<https://www.nationalacademies.org/news/2020/07/schools-should-prioritize-reopening-in-fall-2020-especially-for-grades-k-5-while-weighing-risks-and-benefits>

Austin Montessori School Reopening Guidance (privately shared)

Bergamo Montessori School Reopening Guidance (privately shared)

### **Face Coverings:**

California Department of Health Guidance for Face Coverings  
[https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings\\_06-18-2020.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Guidance-for-Face-Coverings_06-18-2020.pdf)

Masking Requirements for Child Care: COVID-19  
<https://www.health.state.mn.us/diseases/coronavirus/schools/masks.html>

### **Cleaning and Disinfection:**

CDC Guidance on Cleaning and Disinfection for Community Facilities  
<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

San Mateo Office of Education Guidance on Cleaning and Disinfection  
[https://docs.google.com/document/d/1rUNapy\\_2Iyb-mwEmlUuwUVW5xEoxAb5/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1rUNapy_2Iyb-mwEmlUuwUVW5xEoxAb5/edit#heading=h.gjdgxs)