



San Diego & Imperial Valley CATHOLIC SCHOOLS

Pandemic Response Reference Planner Office for Schools 2019-2020 School Year

Intro

This reference planner is intended as a practical “road-map” for Catholic schools in the Diocese of San Diego to navigate the remainder of the 2019-2020 school year amid the coronavirus pandemic. The information contained herein does not represent diocesan policy, and it is fluid insofar as the information available to us from health experts and public authorities during the crisis has been similarly fluid. It is also not intended to be a comprehensive pandemic response plan, as we have learned very quickly how to adapt and pivot as needed. We will update this document based on any updates from these same public authorities and diocesan offices. We also look to you, our principals, to assist in building an information base of best practices that can be shared across our Catholic schools. The Office for Schools offers this resource to our Catholic schools with the hope that it will help light the path in your next steps forward.

Operative Mission: Our Catholic schools are committed to keeping its children in community, on track, and prepared for promotion, spiritually and academically. We are uniquely prepared to own and deliver on our diocesan Catholic educational values of *Christ-centeredness*, *student-focus*, and *forward-thinking* -- all in the context of community.

This document is organized according to current needs expressed from our Catholic schools:

- I. Educational Delivery**
- II. Communications**
- III. Marketing & Enrollment**
- IV. Budgets**
- V. Tuition**
- VI. Employees**
- VII. School Support**
- VIII. Family Support**
- IX. Health & Well-Being**
- X. End-of-Year Events**
- XI. Accreditation**
- XII. Summer 2020**
- **Appendix:**
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I. Educational Delivery

What are the things we need to consider at this moment in our delivery of distance learning?

- **Resources:** Utilize the OFS Temporary Distance Learning [website](#) for general resources, lesson plans, and links to support distance learning. Consult the *phases of implementation* and other administrator resources in the Appendix at the end of this document.
- **Value:** Educational value does not mean MORE. Prioritize academic content standards into core areas. Choices must be made between “must dos” and opt-in “enrichment” for more accelerated students.
- **Assessment & Grading:** Assessment is essential to the learning process, grading is not. There is nothing in the Education Code which governs whether a class can be offered as credit/no credit, pass/fail or a modified A–D. Given the circumstances of COVID-19, districts are considering a variety of options. Assigning a grade in a distance learning context will require teachers to reconsider the kinds of assessment. (CA Department of Education)
 - **Recommended reporting on student progress can be accessed via this [live document](#).** The purpose of this document is to provide SD Catholic school leaders with a matrix of grading options (both traditional and standards-referenced) for the final term of the school year. Since schools are not uniform in their grading policies and procedures, the decision for how to report on student learning during the final term needs to be made at the school level. Please reach out to Dr. Julie Cantillon with any questions.
 - Align assessments with your core academic standards (focus on major clusters/concepts). See assessment folder [here](#).

Mathematics Instructional Planning Options:

1. Examine your grade-level [framework chapter](#) and identify the major and supporting clusters (usually about page 4). Given what is left to teach, emphasize the major clusters. Collaborate on this with the next grade-level teacher as these clusters will need additional reinforcement when students return.
- OR
2. Examine the major clusters for the whole year (concepts already taught and/or not taught yet). Provide opportunities for learning that would emphasize these concepts or a deeper understanding of them if previously taught (this would help students to prepare for the next grade if students/parents wonder why a topic is reappearing). Collaborate on this with the next grade-level teacher to ensure vertical alignment.

ELA Instructional Planning Options:

1. Examine your grade-level [critical concept scales](#) and identify the 2-4 major critical concepts that would yield the most leverage for increasing student achievement. Use the remaining weeks to focus only on elements in these identified scales. Collaborate on this with the next grade-level teacher as these concepts will need additional reinforcement when students return.
- OR
2. Examine the critical concepts for the whole year (concepts already taught and/or not taught yet). Provide opportunities for learning that would emphasize these concepts or a deeper understanding of them if previously taught (this would help students to prepare for the next grade if students/parents wonder why a concept is reappearing). Collaborate on this with the next grade-level teacher to ensure vertical alignment.

- In consideration of the circumstances created by this pandemic, under which all are affected, consider offering no “zeros,” and ultimately, no holding back students from grade-level promotion if they can demonstrate proficiency in core standards.

II. Communications

Communication is critical in times of crisis. People need information and they need reassurance from their leaders. What are the communication elements we need to consider?

- Regular Outreach: An expectation of principals is to be in regular communication with faculty and staff beyond email, especially if they are working remotely. A quick phone call or a zoom meeting to check in at multiple touch-points during the week would provide: 1) support and encouragement for teachers, 2) important data for principals for decision-making (e.g., work load, meeting expectations, etc.). Principals should also be gathering any feedback they have received from families.
- Message with Value: In your written communications to the community, it is good to acknowledge the sentiments of the current moment without being heavy-handed. In fact, it is not always necessary to mention COVID-19 anywhere, but it is necessary to keep our essential message of *faith* at the forefront. This, ultimately, is our differentiator.

III. Marketing & Enrollment

With families under economic duress, how do we market for 2020-2021 in the midst of a pandemic?

- Leading by Example: Thanks to your hard work and ingenuity, distance learning is happening and our schools are in session. As we lead by example, we can and will bring new families into the fold as well. We can leverage our values of *Christ-centeredness*, *student-focus*, and *forward-thinking* to attract the next generation of students and their families. A modified recruitment process will meet the current times that we are in.
- Retention of students: Regular outreach to families at this time is critical. Think about the Nordstrom customer service approach to families. It’s a matter of marketing to the ones you already have. Every conversation we have with a current parent or student is a retention conversation. We know that we serve their children and families better than anyone. Objections are problems to be solved. We need to spend the coming weeks making sure they stay with us as we move beyond this pandemic, and it’s not too soon to start asking. As a refresher, here are the [presentations from Partners in Mission](#) to support your efforts.
- School Tours: We are limited in our ability to offer classroom visits and school tours, and most of us don’t have high-quality video ads of school in session to push out to parents. Creating a video “school tour” using existing footage or still photographs of the campus is fine (think of a montage with plenty of the “Ken Burns effect”).
- Parent Ambassadors: Instead of a school tour, have any interested prospective families talk to current families. That way they can hear about the experience first hand. This can be in the form of a normal call or a zoom call so that students can be involved.
- Recruitment: Right now is an excellent time to use our Distance Learning experience to get into contact with mothers of preschoolers. Think of “mom and me” or digital happy hour events to engage parents and toddlers. If you have not already, this is a great time to reach out to parish families whose kids aren’t at our school (e.g., newly baptized, CCD students, etc.).

- Social Media Leverage: Using social media is crucial during this time. Host contests with your current families having them say why they love your school or virtual family spirit weeks can be a great way of showing your community.
- Get Back: Please make sure that your office staff is checking and returning calls in a timely manner.

IV. Budgets

With the country's economics in a flux, how do we best anticipate our year-end cash flow and prepare for next year's budget?

- Cash Flow: Locations recently received updated cash flow projection templates. The tool is intended to help you through the month of June. For example, you can begin tracking your trends to prepare for a worst case scenario (20% drop in tuition, 50%, 80%, etc.). Some highlights to consider in your process:
 - Ensure February cash is reconciled.
 - Enter projections for the entire month of March (at this point you can use mostly actuals).
 - Use your TMS reports to project estimated remittances (adjust for delinquency trends).
 - Use a critical eye to identify fixed expenses vs. those not needed due to distance learning.
 - Consider applying any refunds generated by COVID-19 to outstanding balances.
 - Analyze your Student Activities to identify what refunds, if any, need to be addressed.

Once finalized, review the results to strategize efforts to address any potential shortfall in advance. Please reach out to Lisa Allen at llallen@sdccatholic.org for consultation as needed.

- Budget Preparation: Budget preparation for 2020-2021 should include a conservative enrollment projection based on analysis of your recent trends and the impact of the current pandemic on families. Your projected enrollment should also determine your staffing needs. These can be hard decisions to make. The Offices for Schools, Finance, and HR can assist in your analysis. The deadline for 2020-2021 school budgets is due April 30.

V. Tuition

How do we work with families who have become financially strapped?

- Don't Let 'Em Walk: It is better to work with families in the short term than lose them forever. If they have lost their jobs, work with them on staying enrolled through the end of the year, even if it means a temporary loss of income for the school. Let them know that we can re-evaluate in the summer regarding tuition for next year once they better understand how long the duration of their change in employment might last.
- Registration Fees: Registration deposits from families at this time act as a commitment on their part for the upcoming school year. We also know that families might be fearful that they won't get a refund if their circumstances change and their child can't attend. In consultation with your pastor, you have discretion to work with these families and assure them a return of their deposits if circumstances don't change. Yes, they should offer some sort of earnest money, but we do not want them to walk away over this issue. Because registration fees typically fund startup costs for the new school year, it is possible to roll registration into tuition for a family who is financially strapped.

- Alternative Tuition Schedules: Schools should not create unilateral discounts or suspend tuition across the board. This can and does have a detrimental impact on other Catholic schools in the diocese. It is possible to creatively consider alternative tuition schedules for *some families* based on circumstance in order to meet their temporary needs for 2019-2020 and to set them up to return in 2020-2021. Please consult diocesan offices prior to making any final determinations here.
- The Importance of Tuition: A final note here underscores the fact that a family's financial commitment for this year has been budgeted to meet the school's operating expenses. You want to keep your 2019-2020 income and expenses within the current fiscal year. If anything, prepaid money can be refunded to families experiencing hardship, given they do not owe the school, and the school has the means. Again, this should be exercised on a case-by-case basis. Options will give our families relief. You can access John's tuition letter to families [here](#).

VI. Employees

What do we do with our employees as work and income shrinks?

- Teacher agreements: We maintain that you do not distribute employment agreements nor make verbal offers at this time. There remain too many unanswered variables to make these determinations with great assurance. Bishop McElroy has directed that principals are not to extend any written or verbal offers for next year until the end of April once budgets are complete. The hard reality is that we do not know what the state of our schools will be once this crisis is over.
- Staffers: The information for how to best treat our employees during this crisis has been regularly changing. As the situation continues to evolve, consult the Office for Human Resources to understand your options and their implications. The plan is to maintain our school employees with assistance from the federal stimulus package, which is being processed this week (April 8).
- Teacher Wellness: Take care of your teachers. Provide messaging and resources to support their great work. USD and Cigna provide great resources.
- Teacher Absences: It is likely that you will have teachers who will be absent for a host of reasons, including health reasons. We need to be prepared. Create a work schedule for teachers that is truly manageable. 10-15 hours days are not sustainable, as reported by some. At most, students should only be carrying half of their normal workload with a focus on core standards. Ask: *What is absolutely essential at this time?* Ideally, our teachers should be preparing their lessons at least 2-3 weeks in advance of delivery, then should they need to be out for any time, another teacher can deliver the materials. Any alternative arrangement would need principal oversight. Keeping in mind that we are living in a "new normal," possible substitutes could include:
 - Teachers from another grade: This would necessitate some level of collaboration among teachers in a vertical alignment.
 - Specials: Your "special" teachers could jump in at this juncture (e.g., P.E., Art, etc.).
 - Aides and Hourlys: These members could pull the trigger on delivery and receiving completed student work, but any assessment would have to be coordinated with another teacher with principal supervision.
 - Teachers from another school: The systemic PLC model we've adopted has served us well so far. If your teachers are already working closely in a network with other diocesan teachers, connect with your fellow principal and see whether you can form a contingency plan between schools.

VII. School Support

Who do I call when I've got a specific question?!!!

- Diocesan Contacts: To expedite a quick Pastoral Center response to your questions, it is important to channel your questions to right diocesan offices:
 - Catholic Mutual Group:
 - Robert Blodgett, LPCS, Claims/Risk Manager - 858-490-8285
 - Human Resources:
 - Bobbie Espinosa, Director - 858-490-8380
 - Finance:
 - Shirley Pajanor, Chief Financial Officer - 858-490-8207
 - Lisa Allen, Diocesan Schools Business Manager - 858-490-8231
 - Civil Affairs:
 - Bill Nolan, J.D., General Counsel - 858-490-8277
 - Schools:
 - John Galvan, Director - 858-490-8245
 - Julie Cantillon, Associate Director - 858-490-8244
 - Matthew Cordes, Associate Director - 858-490-8243
 - Anne Noya, Administrative Assistant - 858-490-8241
 - Kristy Tarantino, Administrative Assistant - 858-490-8240

VIII. Family Support

How do we best support our families when they are under all sorts of stress?

- Maintain Community: Our schools are communities, and the more the parents feel in community with us and each other, the more families we will retain. Parents will stay when we assure a sense of safety, a sense of belonging, and sense of continuity. By investing in the school, parents are investing in the future of that unique community. Maintaining community traditions socially will remind families of this community.
- Connect: Remain in constant communication with families. Parents and students must feel supported and properly engaged by staff. Supportive schools demonstrate an ability to adapt, differentiate, and meet the needs of their students as they engage and support them. This includes supporting parents with teaching and motivating students.
- Survey: Keep taking the temperature of your school community--both parents and students--to gauge how they are doing, and then...
- Adapt: Adapt and differentiate to meet the complex needs of students and parents. Adapt because community and belonging is most important.
- Build Virtual Community: Students, parents, and educators alike crave contact with their peer communities. Be creative in creating Peer Support Groups for these same members:
 - Kids need their community. Parents cannot be the sole source of socialization. Taking age, maturity, and proper supervision into consideration, encourage online chats, gameplay, emails, etc.
 - Encourage retaining strong bonds with friends to show the value of school-based peer socialization.
 - "Parking lot talk" makes educators cringe, but the parking lot is where parents connect and build community. Here are some specific examples of how we can facilitate a virtual parking lot:

- Social media: Most schools have vibrant parent groups on Facebook or other platforms.
- Start new groups (Instagram for the class or the school, for example)
- Private Facebook Groups, specifically for parents
- Start a Zoom/Google Meet hangout for parents (“Virtual Happy Hour”)
- Keep your parent/community groups meeting regularly
- Start an online game
- Host hangouts with experts (e.g., on prayer, coping, stress management, helping kids with homework, supporting kids with learning differences, etc.)
- Online Safety: With an entire educational delivery being moved online, safety remains of paramount importance. An *Internet Safety Tips and Best Practices for Online Ministry* guide, as well as a guide for students and families, was developed in collaboration with Pastoral Ministry Offices to assist parishes in their ministry efforts remotely and virtually. There is good, concise guidance information for schools here. These materials are available in both English and Spanish, and they can be accessed via the [Safe in Our Diocese](#) webpage.
- Monitoring: Preview lessons, especially in subjects parents aren’t comfortable with.
- Modelling: Model the relationship God has with us as a community through shared prayer, online faith events, parish efforts to support the community, and the like.
- Love: Above all else, love them to death!

IX. Health & Well-Being

How do we best promote health and well-being with our members? What happens if a teacher or staff member contracts CV-19?

The San Diego Health & Human Services Agency (SDHSA) website continues to update its information on the COVID-19 virus. The following information was posted March 3, 2020:

Patients infected with the COVID-19 virus have reported mild to severe respiratory illness with symptoms that include:

- Fever
- Cough
- Difficulty Breathing

Patients are diagnosed by approved laboratories who test throat and nose swab samples sent in by healthcare providers. Currently the County of San Diego Public Health Lab as well as a growing number of additional laboratories in San Diego county have the ability to perform local testing for the COVID-19 virus.

If you are sick with COVID-19 or think you might have it, follow the steps below to help protect other people in your home and community:

- Stay home unless you are having a medical emergency. People who are mildly ill with COVID-19 are able to recover at home. Do not leave, except to get medical care. Do not visit public areas.
- Call a healthcare provider and seek medical advice—It is important that you call ahead before going to a doctor’s office or emergency room and tell them about your symptoms, which will allow the healthcare facility staff to take steps to keep other people from getting infected.
- If you do not have a healthcare provider or health insurance, call 2-1-1 to see if you are eligible for Medi-Cal or be referred to a local Community Health Center.

Your healthcare provider will do a risk assessment, using [CDC testing criteria](#), to determine if you should get tested.

If you are sick with COVID-19 or think you might have it, follow the steps below to help protect other people in your home and community:

- Stay home unless you are having a medical emergency. People who are mildly ill with COVID-19 are able to recover at home. Do not leave, except to get medical care. Do not visit public areas.
- Call a healthcare provider and seek medical advice—It is important that you call ahead before going to a doctor's office or emergency room and tell them about your symptoms, which will allow the healthcare facility staff to take steps to keep other people from getting infected.
- If you do not have a healthcare provider or health insurance, call 2-1-1 to see if you are eligible for Medi-Cal or be referred to a local Community Health Center.

What do I do when a confirmed case has entered a school, regardless of community transmission?

CDC recommends the following procedures regardless of the level of community spread:

Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.

Communicate with staff, parents, and students. Coordinate with local health officials to communicate the possible COVID-19 exposure.*

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential [stigma](#) and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

During the COVID-19 Outbreak:

- Follow the [Public Health Orders](#) and stay at home to stop the spread of COVID-19, except to take care of essential needs or if you are considered an essential worker. If you do go out, make sure you practice social distancing.
- Stay informed but limit the amount of news you take in if it becomes too stressful.
- Stay in touch with family, neighbors, and friends. For resources to help you stay fit and feel socially connected, visit our [Live Well @ Home](#) page.
- Take care of your mental health. [Tips to Maintain Mental Health and Wellness](#).

***Note:** Given the fact that our campuses have been closed for three weeks means it is unlikely that an infected member has exposed other members of the school community.

Clean and disinfect thoroughly.

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection most common EPA-registered household disinfectants should be effective.

For more information, please see the [CDC website](#).

X. End-of-Year Events

What happens to end-of-year celebrations like graduation, prom, May crowning, etc.?

- Going Virtual: It is probable that this year's graduating classes will experience a "virtual" graduation. Our ability to reconvene in large groups depends on public health guidance for crowd limits. If we receive clearance from public health, it is possible to postpone some events. If/when clearance comes this summer, schools should consider both a virtual event and a supplemental in-person event for graduations to allow final year students to meet with their classmates.
- Awards Banquet: In general, award banquets can be held virtually or rescheduled for a later date. OFS is planning to reschedule the Annual Catholic Educators' Banquet as our "welcome back" event. Beyond individual recognitions, it is important that we honor our pastors, principals, teachers and staff once this crisis has ended. More to come.
- End-of-Year Checklists: OFS will evaluate whether there is anything needed to be added (or subtracted) from this year's end-of-year checklist.

XI. Accreditation

Does this situation affect my accreditation cycle or the current work my school is doing toward this end?

- Flexibility: Because of postponements and rescheduled visits, we will work with those of you affected, including any additional data or evidence needed depending on the length of our school closures. Please consult your Diocesan WCEA Commissioners for any questions you may have: Julie for elementary schools, and John for high schools.
- Elementary Schools
 - Schools in year 1 are in their writing year, so drafts are still due, but please let Julie know if you need an extension.
 - Schools in year 2 have completed all requirements for this year.
 - Schools in year 3-6 only have to submit the WCEA Annual Update.
 - See updated 2019-2020 requirements [here](#).
- High Schools
 - With the exception of Cathedral Catholic High School, all other high schools need to complete their WCEA E3 Annual Reports by mid-June. Please let John know if you need an extension for any reason. The E3 Annual Report Template can be found [here](#).

XII. Summer 2020

Will school extend into summer? Do we make summer plans?

- Keeping to the Plan: Because our students are receiving instruction and engaged in distance learning, and with a collective goal of readiness for promotion to the next grade, we will not

have a mandatory summer school, an extended school year, nor a shortened year (thereby adding instructional days to the 2020-2021 academic calendar).

- **Summer Activities:** Summer activities may be subject to continued social distance restrictions. This is not to say that you shouldn't be planning; however, it is prudent to inform parents of the current realities (i.e., these plans are subject to change depending on our guidance from public health).

Appendix I:



Administrator Resources

Resource	Link
SD Catholic Resources	
Phase 1 Information - Getting Your House in Order	https://docs.google.com/document/d/1dlpWvs8bbi9DbpjpkFZaWnrCeRrlaifgh8UJzoaLRqk/edit?usp=sharing
Phase 2 Information - Connection & Relationship-Building	https://docs.google.com/document/d/1NME0auTTCC2_sCUFW8dBSI7ABx8j4uYiWCZ_m9uxm_M/edit?usp=sharing
Phase 3 Information - Establishing Routines & Structures	https://docs.google.com/document/d/17eZcV91UrCTFeejTGq2c3YvbWV9U8Gq3BkbAVtapLzQ/edit?usp=sharing
FAQs	https://docs.google.com/document/d/1PzKQCoE43F_7txscYV_3aYG3GDx0xCRqUzrUzeW_JZc/edit?usp=sharing
TK-12 Communication	https://drive.google.com/drive/folders/1eRqeAL-NT79-Jgyd0gFX3XRwPFnElnGV?usp=sharing
Advocacy Group COVID-19 Updates	
Council for American Private Education (CAPE)	April 2020
Shared Resources from Other Sources	

FAQs on Grading & Graduation (CDE)	<a href="https://www.cde.ca.gov/ls/he/hn/gradegraduatio
nfaq.asp">https://www.cde.ca.gov/ls/he/hn/gradegraduatio nfaq.asp
School Leaders Say Plan for Remote Teaching. But Take Care of Students First	https://bit.ly/3aOPNzT
Corwin's Toolkit for School Leaders	https://bit.ly/2UDEa8U
University of Notre Dame McGrath Institute - Catholic School Administrator Covid-19 Crisis Planning Worksheet	<a href="https://docs.google.com/document/d/1wjlysV6UA
A_oguju3fmNo2oxoRRsgKZt0UKU6elsnRII/edit?us
p=sharing">https://docs.google.com/document/d/1wjlysV6UA A_oguju3fmNo2oxoRRsgKZt0UKU6elsnRII/edit?us p=sharing
Leading in Disruptive Times (The Main Idea)	Calm and Comfort
Resources to Strengthen Your Leadership (The Main Idea)	https://www.themainidea.net/get-inspired/
Need Catholic Social Media Post Ideas During this Time? Free ideas and links available through the Center for Creative Engagement	<a href="https://drive.google.com/file/d/1buoJolkBVL1pkB
qftNYylwRG7ippiZdM/view?usp=sharing">https://drive.google.com/file/d/1buoJolkBVL1pkB qftNYylwRG7ippiZdM/view?usp=sharing
From Your SD Catholic Colleagues	
Kelly Bonde, principal from St. Katharine Drexel, shares additional ways she is continuing to engage with her community	<p>1. Virtual PTG Meeting- I was supposed to have a PTG meeting on 4/2, so instead, I am filming a Google Hangout of myself and sharing the screen so they can see my slides.</p> <p>2. Virtual TK/K Info Session- We are also filming a Google hangout with TK/K teacher and myself going over our info session slides and making it public.</p> <p>3. Virtual SLCs- We have moved our student-led conferences to be virtual google hangouts with parents, child and homeroom teacher for after Easter break. We scaled down our expectations and parents will sign up for their time slot during the week.</p>
Distance Learning Plan - Successes, Challenges, & Pivots - 3 Weeks In - Our Lady of Grace	<a href="https://docs.google.com/document/d/1CngWLi0
mYQyU9w9ofODZv6KBvmrz9Lnqne1WLIg4cXo/ed
it">https://docs.google.com/document/d/1CngWLi0 mYQyU9w9ofODZv6KBvmrz9Lnqne1WLIg4cXo/ed it

