



FRENCH AMERICAN
INTERNATIONAL SCHOOL

INTERNATIONAL
HIGH SCHOOL

Better Together

Campus Reopening | 2020-2021



Updated September 30, 2020

All aspects of this plan are subject to change based on local and state directives.

Table of Contents

Our Guiding Principles and Context

Welcome from the Head of School

French American + International

Mission, Values, and Commitment to Equity

Principles for our Planning

Three Modes of Learning

COVID-19 Prevention and Mitigation

Overview

Authorities Guiding our Planning and Decisions

Mitigating COVID-19 Droplet Transmission

Signage

Risk Acknowledgement Form

Preparing Our Buildings for Reopening

Ventilation, Windows, and Outdoor Spaces

Preventing COVID-19 from Entering the School

Restricting Non-essential Visitors

Self Screening Before Leaving Home

Stable Cohorts of Staff and Students

Arrival and Dismissal: Entry/Egress

Face Coverings and Other Essential Protective Gear

Healthy Hygiene Practices

Limiting Sharing

Adult Physical Distancing and Work Rooms

Student Physical Distancing and Movement within the School

Cleaning and Disinfection

Transportation
Meals and Snacks
Commitment to Equity
Students Receiving Special Services
Health Screenings for Students and Staff
Asymptomatic Testing of Students and Staff
Strategy for Simultaneous Distance Learning:
our At Home Learning program
Triggers for Switching to Distance Learning
Identification and Contact Tracing
Data Evaluation and Case Documentation
Staff Training and Family Education

Community Commitment

Preamble to our Health Pledge
Community Commitment

Our Guiding Principles and Context

Welcome from the Head of School

I am proud to share Better Together: Campus Reopening 2020-2021, our guide to campus reopening and school this year. Along with our webpage [Back to School 2020-2021: Plans for welcoming students and teachers in August](#), this provides you with a comprehensive overview of our procedures for mitigating risk for our entire community, educating our students, and implementing our return to campus. It also contains our [Community Commitment](#), outlining the role that all of us play in ensuring the health and well being of all the stakeholders in our school community — students and families, faculty and staff.

Throughout the summer, we worked extensively on complex scenario planning to continue to offer our exceptional bilingual and international education experience this fall, regardless of where classes take place. By planning for several scenarios, we are positioned to transition between different learning modes as needed, ensuring that our teachers can continue to provide innovative and rigorous teaching and learning that develops each student's potential and ignites the joy of learning, whether on-campus or off.



As with all plans during this pandemic, details and dates are subject to change as new local and state directives are announced. When we make updates, we will always communicate this to you with an email, but you may also wish to bookmark [Back to School 2020-2021](#) for easy access to resources.

Under current regulations, we began our school year with Pre-K3 and Pre-K4 on campus. We received approval to welcome our lower school and middle school students on campus, with Grades K-2 on campus October 1, Grades 3-5 October 14, and Grades 6-8 October 29. We will be submitting our application for our high school students soon, and hope to have Grades 9-12 back on campus later this fall.

We also know that, as we return to campus, some families may have to make the difficult decision to keep their children at home. Should students not be able to attend in-person classes, our at-home and hybrid learning models will support their continued learning. For students in the Maternelle and Lower School, at-home learning will include morning and closing circle with the class on campus, periods of synchronous instruction on line, and asynchronous activities. All grade-level activities will continue to be posted on PowerSchool. Attention will be paid to students' social integration into the learning community as well as to their academic progress.

Middle and High School students at home and on campus will continue to have access to the full program through PowerSchool materials. To connect students working from home to their on-campus classmates, live streaming of all synchronous learning activities will be available from each classroom. Teachers will continue to leverage technology to foster student collaboration across physical distances and will monitor students' progress at home as they do on campus.

We know that this time of uncertainty is extremely difficult for many of you. Know that your school is here for you and your children, regardless of what comes. As we make our way through this year together, support is available from our principals and section teams, from our counselors and learning specialists, and from our Business and Financial Aid offices. We are your partners and allies in taking care of your children and families, now and always.

Warmly,



Melinda Bihn, Ed. D.
Head of School

French American + International

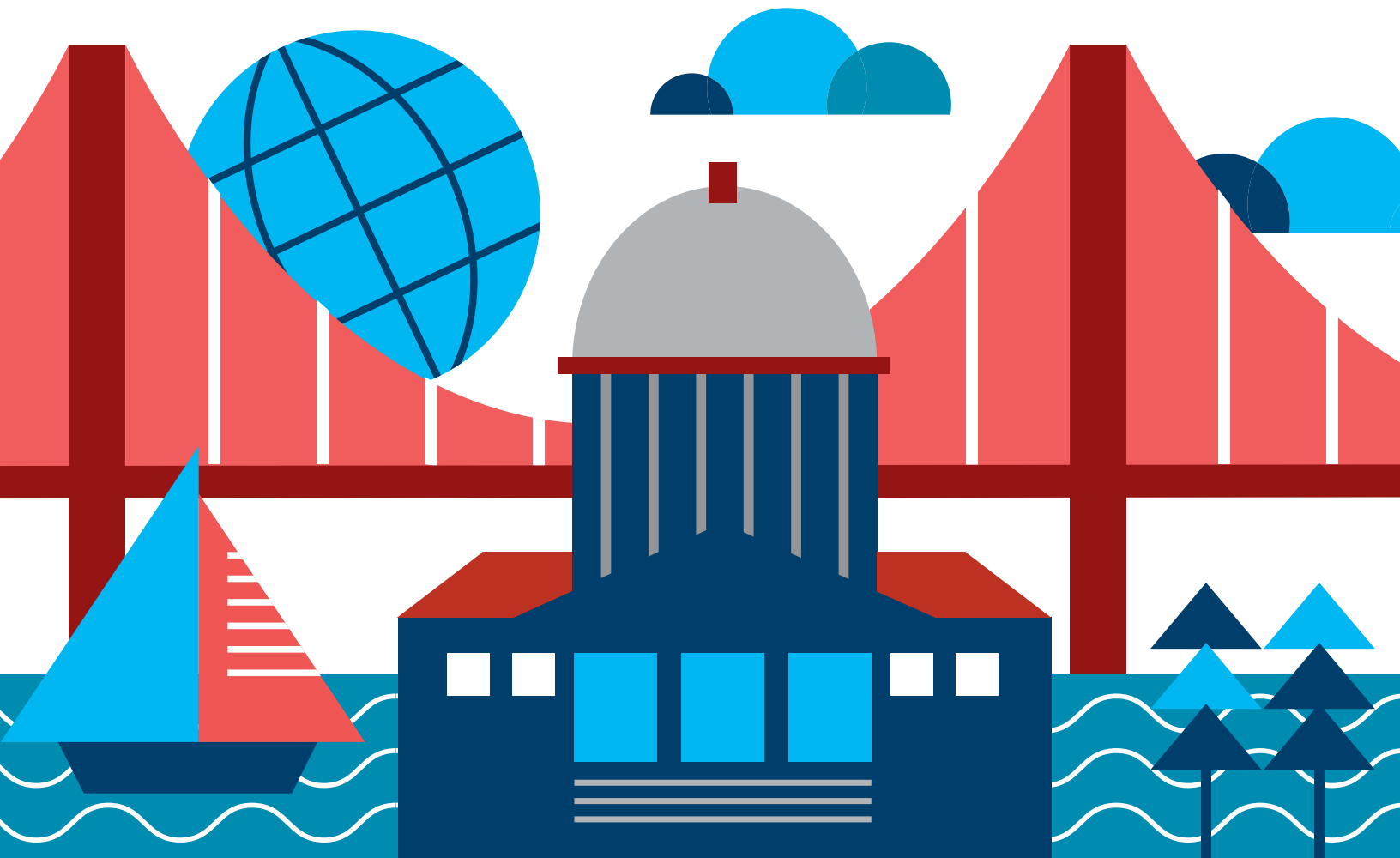
Located in the cultural hub of urban San Francisco, French American and International is an independent PK3 through Grade 12, co-educational, non-profit, college preparatory school. Our 2020-2021 student population is approximately 1070.

Since our founding in 1963 our community has prepared students to navigate the world with confidence and command, empathy and joy. We achieve this through rigorous bilingual, French, and International Baccalaureate education programs and a vibrant school culture strengthened by multilingual, multinational educators and families. We inspire students to discover their individualities, pursue their passions, and think internationally.

We are accredited by the French Ministry of Education, WASC/CAIS, and the Council of International Schools and are an authorized International Baccalaureate World School.

Four school sections

The school consists of four sections: Maternelle (Early childhood and Kindergarten), Lower School (Grades 1-5), Middle School (Grades 6-8), and High School (Grades 9-12).



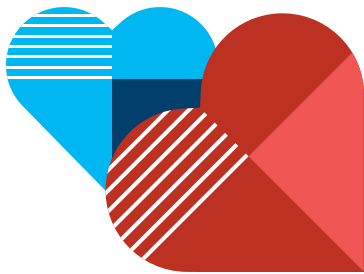
Mission, Values, and Commitment to Equity

Mission

Guided by the principles of academic rigor and diversity, French American and International offers programs of study in French and English to prepare its graduates for a world in which the ability to think critically and to communicate across cultures is of paramount importance.

Values

Our international community brings together people from many backgrounds. Together we strive to create a shared culture that develops compassionate, confident, and principled people who will make the world better. We base our community on these values:



Respect

We celebrate the dignity, shared humanity, and potential in everyone. We listen attentively, speak thoughtfully, and act with courtesy and kindness. We take care of ourselves, our community, and our environment.



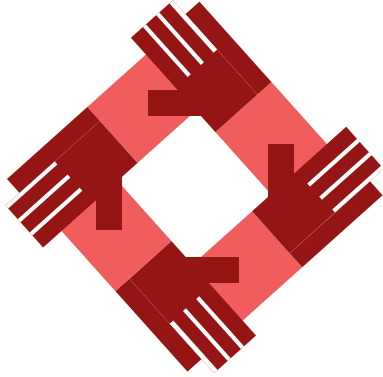
Integrity

We speak and act with honesty. We take responsibility for our actions and we meet our commitments.



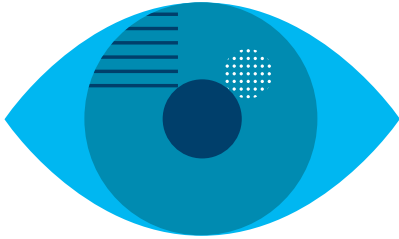
Inclusion

We celebrate the diversity that defines our school, our community, and the world. We seek to understand one another and to appreciate differing perspectives. We act with empathy and compassion.



Collaboration

We prize the benefits of working and learning together. We succeed through shared effort and by seeking excellence in ourselves and one another.



Curiosity

We are inquisitive about the world and our place in it, about ourselves, and about one another. We ask questions, take risks, and delight in discovery.

Commitment to Equity

We commit to advancing equity and social justice in our diverse, urban community. We fulfill this promise through our programs and practices, and we inspire and equip our students to live in this commitment locally and internationally.



Principles for our Planning

All of our planning for the return to campus is guided by these principles:

- We are committed to the well-being and learning of our students, families, faculty, and staff, and to the long-term strength and advancement of our school
- We recognize the importance of the on-campus experience, especially for our youngest students and their families
- We therefore aim to have our youngest students on campus as much as possible while providing all our students with regular on-campus time with their teachers
- As we implement measures to reopen school while mitigating the spread of COVID-19 and promoting the health of all, we commit to advancing equity and social justice in our diverse, urban community.



Three Modes of Learning

Scenario 1:

Campus open, physical distancing not required

Scenario 2:

Campus open, physical distancing and smaller groups required, Hybrid Learning in upper grades

Scenario 3:

Campus closure, Remote Learning



COVID-19 Prevention and Mitigation

Overview

In designing our COVID-19 precautions and protocols, we are relying on information from national and local health and education authorities, as well as our international and independent school networks.

We acknowledge that success in slowing and limiting the spread of the virus will depend on all of us. We can do our part to reconfigure spaces, to accommodate physical distancing, and to install new handwashing stations. But we must also recognize that safety is a shared responsibility—a social contract we make with each other. Therefore, we ask all members of our community to partner with us, both on and off campus, to do their part in support of our collective health and safety. In particular, we ask families to be especially careful during the two weeks prior to our return to campus; please minimize contact outside of your immediate family and limit travel.

It is our conviction that education is an essential function in society and that if we can do it in-person with a reasonable level of safety then we should do our utmost to try. The alternatives to in-person education are also high risk. As a longstanding independent San Francisco school with 800 families, over 1,000 students, and 220 faculty and staff members on three vibrant campuses, we are resourced to address the challenges we face. We are ready, and we are proudly in compliance with the California and San Francisco regulatory environment.

Authorities Guiding our Planning and Decisions

Schoolwide

California Department of Public Health: [COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#) (July 17, 2020)

California Department of Public Health and CAL/OSHA Department of Industrial Relations: [COVID-19 Industry Guidance: Schools and school-based programs](#). (August 3, 2020)

San Francisco Department of Public Health: [Reopening TK-12 Schools for In-Person, On-Site Instruction Preliminary Guidance for School Year 2020-2021](#). August 10, 2020)

San Francisco Department of Public Health: [Schools Best Practices Directive](#) (September 18, 2020)

San Francisco Department of Public Health [Interim Guidance: Ventilation for Non-Healthcare Organizations During the COVID-19 Pandemic](#) (September 12, 2020)

San Francisco Department of Public Health Frequently Asked Questions (FAQ): [COVID-19 Contact Tracing At Schools, Childcares, and Programs for Children and Youth](#) (August 4, 2020)

San Francisco Department of Public Health [For Non-Healthcare Businesses & Community Organizations: What to do if Someone at the Workplace Has COVID-19](#) (August 17, 2020)

San Francisco Department of Public Health [When someone has suspected or confirmed COVID-19: Quick Guide for Schools, Childcares, and Programs for Children and Youth](#) (August 17, 2020)

San Francisco Department of Public Health [Interim Guidance: Ending Isolation or Returning to Work for Those Who Have Confirmed or Suspected COVID-19](#) (August 6, 2020)

San Francisco Department of Public Health [For Parents and Guardians: COVID-19 Health Checks at Schools, Childcares, and Programs for Children and Youth](#) (August 10, 2020)

San Francisco Department of Public Health [Risk Acknowledgement by Parent/Legal Guardian](#) (September 11, 2020)

San Francisco Department of Public Health Health [Officer Order No. C19-07j and Appendix A: Social Distancing Protocol](#) (September 30, 2020)

California Department of Education [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) (June, 16, 2020)



Maternelle at 1155 Page Street

California Code of Regulation; Child Care Center General Licensing Requirements; Continuing Requirements: [§ 101216.3. Teacher-Child Ratio](#) (July 15, 2020)

California Department of Public Health and CAL/OSHA Department of Industrial Relations: [Covid-19 Updated Guidance: Child Care Programs And Providers](#) (July 17, 2020)

San Francisco Human Services Agency; The Office of Early Care and Education: [Guidance For Reopening Child Care Programs In San Francisco](#) (June 26, 2020)

San Francisco Department of Public Health: [Directive of the Health Officer of the City and County of San Francisco regarding Best Practices for Childcare Providers](#) (September 11, 2020)

California Department of Public Health and CAL/OSHA Department of Industrial Relations: [COVID-19 General Checklist for Child Care Programs and Providers](#) (July 17, 2020)

Mitigating COVID-19 Droplet Transmission

Our COVID-19 Prevention and Mitigation practices align with the science-based recommendations arising from state and city mandates. We acknowledge that we should place particular emphasis on adult-to-adult transmission and adults as sources of infection. We know from child care settings and summer camps that staff, not children, are most often the source of COVID-19 exposure in a facility.

Since COVID-19 mainly spreads from person-to-person via respiratory droplets, the prevention of direct respiratory droplet transmission is even more important than frequent cleaning and disinfection. The virus must get into a person's nose, mouth or eyes to cause infection. (To get COVID-19 from touching a contaminated surface, a person must first get the virus on their hands, and then touch their eyes, nose or mouth with their hands.) Frequent hand washing for at least 20 seconds breaks the chain of transmission. Most household cleaning products are effective at killing the virus.

The use of Personal Protective Equipment (PPE) has not eliminated our need for physical distancing, portable barriers/partitions and universal face coverings. PPE can give people a false sense of security. We recognise that physical distancing, barriers and face coverings are generally more important in preventing the spread of COVID-19 in schools.

Exposure risk is a gradient, rather than an all-or-nothing condition. A rule of thumb is that a person must spend at least 10-15 minutes within 6 feet of someone with COVID-19 to be at risk of infection.

Signage

All areas of our campus, including 150 Oak St., 151 Oak St., 66 Page St., and 1155 Page St., have extensive signage reminding community members about social distancing and hygiene protocols. In particular, the entrances have postings complying with Appendix A of the Social Distancing Protocol for the Shelter In Place order; the signage is regularly updated as the health orders and directives are updated. Additionally, many areas have signage directing the flow of traffic and where to sit or stand to maintain distance while waiting; each room and hallway has a reminder about distancing and other protocols. Bathrooms, faculty workrooms, and many other areas have posted occupancy limits.

Risk Acknowledgement Form

We require a signed copy of the [SFDPH Risk Acknowledgement Form](#) for all families who wish to return to campus. This requirement will be communicated electronically in our reopening communication. We will offer families the option to return the form itself or to acknowledge their agreement online. In either case we will maintain records of this response in the same secure manner that we store all enrollment material.

Preparing Our Buildings for Reopening

The school has allocated generous funding for preparing our campuses for our safe return to campus. At our 150 Oak Street building, we have temporarily separated from the Chinese American International School, with whom we share our main campus, in order to limit contact and facilitate any necessary tracing. We have established separate entrances, play yards, stairs and elevators, and we have clear separation marked by signage and some barriers on each floor. We have constructed a separate Health Care Center supervised by our own Health Aide on the 1st floor. Elevator access on the west side of the building is now limited to the 5th and 6th



floors only. The two schools are sharing plans with one another extensively, but we may have slightly different operational protocols to accommodate our different school days and cultures.

We are using larger spaces and rooms as well as outdoor spaces creatively to form new learning spaces that allow us to accommodate small, physically distanced student cohorts. This will be paramount when the local regulations allow us to bring students back to the Oak Street Campus. We have installed new sinks in several locations, including two large banks in our outdoor areas facing 150 Oak St., to facilitate frequent handwashing. Water fountains and bottle fillers inside our buildings have been replaced with sinks that can be used for handwashing as well as filling personal water bottles.

Ventilation, Windows, and Outdoor Spaces

We recognize that increasing outdoor air circulation lowers the risk of infection by “diluting” any infectious respiratory droplets with outdoor air. Being outside is even lower risk. On our three campuses we consider ourselves fortunate in having operable windows and outdoor spaces in multiple locations.

In order to reduce potential virus load in the indoor air, we have installed an entirely new air treatment known as bipolar ionization, which is commonly installed in hospitals, airports, and airplanes. Bipolar ionization technology releases charged atoms that attach to and deactivate harmful substances like bacteria, mold, allergens, and viruses. It was first developed in the US in the 1970s as a tool to control pathogens in food manufacturing. More recently bipolar ionization has proven effective against SARS, norovirus, and several influenza strains.

We have installed bipolar ionization units at 150 Oak, in the Dennis Gallagher Arts Pavilion at 66 Page Street, and in each room at the Maternelle campus at 1155 Page Street. At the Maternelle campus we have floor to ceiling sliding windows opening to the play yards, providing excellent ventilation. While we will keep windows and doors open as much as possible to increase circulation of outdoor air, we are mindful of the need to be vigilant with regard to the risk of exacerbating individuals’ allergies or asthma.



For an urban campus, we have fairly extensive outdoor space, including the 150 Oak play yard and the picnic tables near the Cafe entrance, the blacktop at 151 Oak, and 84 Page; we are leveraging those as much as possible. Although we initially considered holding some academic classes outside, the urban nature of our campus makes those spaces suboptimal for academic instruction due to noise and other constraints. Furthermore, we would have had to significantly restrict student recreation activities, which we know are critical for student well-being and readiness to learn. We have therefore decided to prioritize recess, lunch, and PE uses for our outdoor spaces. This choice allows us to provide significant access to wellness-promoting recreation and physical activity to all our students.

Preventing COVID-19 from Entering the School

No one with symptoms or exposure to COVID-19 is allowed on campus. Students or adults with symptoms will be isolated immediately and sent home as soon as possible.

We have implemented strict entrance and exit procedures in order to prevent COVID-19 from entering the school. Persons entering the building or campus must line up 6 feet apart (by households) guided by floor markings. are asked about symptoms and exposure to COVID-19, including all faculty, staff, and students. Guidelines are prominently posted. Every staff person, guest, contractor, janitor (everyone except students), is health screened by security at the door. Each guard has a laminated sheet with the questions. The guard will ask the person entering, “Do you answer Yes, to any of these questions?”

Here is the protocol:

1. In the last 10 days, have you been diagnosed with COVID-19 or had a test confirming you have the virus?
2. In the past 14 days, have you had “Close Contact” with someone who was diagnosed with COVID-19 or had a test confirming they have the virus while they were contagious‡?

† “Close Contact” means you had any of the following types of contact with the person with COVID-19 while they were contagious‡:

- Lived or stayed overnight with them
- Was their intimate sex partner
- Took care of them or they took care of you
- Stayed within 6 feet of them for more than 15 minutes
- Exposed to direct contact with their body fluids or secretions (e.g., they coughed or sneezed on you) while you were not wearing a face mask, gown, and gloves

‡ Contagiousness: People with COVID-19 are considered contagious starting 48 hours before their symptoms began until 1) they haven’t had a fever for at least 24 hours, 2) their symptoms have improved, AND 3) at least 10 days have passed since their symptoms began. If the person with COVID-19 never had symptoms, then they are considered contagious starting 48 hours before their test that confirmed they have COVID-19 until 10 days after the date of that test.



3. Have you had one or more of these symptoms today or within the past 24 hours which is new or not explained by another condition?

- Fever (100.4o F/38.0 C or greater), chills, repeated shaking/shivering
- Cough
- Sore throat
- Shortness of breath, difficulty breathing
- Feeling unusually weak or fatigued
- Loss of taste or smell
- Muscle or body aches
- Headache
- Runny or congested nose
- Diarrhea
- Nausea or vomiting

Our [Facility Social Distancing Protocol Notice](#) posted prominently at the entrance reinforces this message.

Restricting Non-essential Visitors

A significant adjustment for our community is our new practice of no longer allowing parents and other family members from entering the school. Visitors, including volunteers, are also severely limited and screened. In the rare instances when a visit is necessary (contractors, government officials, etc.), individuals are asked about symptoms and reminded of our procedures as they sign in ; their temperature is also checked, and contact information is collected.

Self Screening Before Leaving Home

To increase the effectiveness of screening upon entry and to avoid awkward or uncomfortable interactions at our entry points, we insist that every student self screen proactively before leaving home, using [this form](#) which contains the screening questions from the [Parent-Guardian Health Check Handout](#). For younger children this is a parent responsibility. Conducting a symptom check before coming to school mitigates risk of COVID-19 transmission because it reduces contact points during commutes and at entry points. It boils down to a very simple rule: “Stay home if you are sick!” At the Maternelle, in addition to a home check for symptoms and visual screening at drop off, there is a temperature check using a no-touch thermometer.

Anyone with symptoms or exposure to COVID-19 should not leave home. Symptoms include: elevated temperature, fever, chills, cough, trouble breathing, muscle pain, headache, sore throat, and/or new loss of taste or smell. Exposure criteria are:

- Close contact for a prolonged period of time with someone exhibiting symptoms of COVID-19 Coronavirus
- Exposure to a confirmed outbreak of COVID-19, or a person who has tested positive for COVID-19
- Testing positive for COVID-19, or a diagnosis by a medical professional as having the virus, or awaiting COVID-19 test results

Close contact is defined as within 6 ft for more than 15 minutes. We encourage family members of students and staff with symptoms of COVID-19 to be tested promptly, before they can spread infection to students and staff.

We urge students and staff who have traveled outside the Bay Area and whose travel put them at increased risk of exposure to quarantine for 14 days following their return. Examples of increased risk include spending more than 15 minutes within 6 feet of someone outside their household if not everyone was wearing masks, and travel on planes, buses, or trains if the individuals and those around them were not wearing masks at all times.

Stable Cohorts of Staff and Students

We recognise that keeping teachers and students in the small, stable groups lowers their exposure risk by decreasing the number of people they come into contact with each day.

Per San Francisco Department of Public Health requirements, Maternelle and Lower School students will be in stable classroom cohorts, always physically distanced. Maternelle students will be with one teacher and one assistant all day. To the degree feasible, Lower School will be with the same generalist teacher for the entire day. The school has allocated generous funding for the extra staffing required.

Consistent with current guidance, mixing of groups of Middle and High School students will be minimized to the extent possible while still delivering our complex academic program. Middle School students will be in reduced cohorts of less than a typical class size, mixed only for third language classes. With that exception, students will stay in their rooms for all their classes and teachers will move to the students. To reduce the number of interactions on campus and provide for social distancing, each class will be divided in half; the “A” and “B” groups will attend school on alternate days. For instance, group A will attend school Mon-Wed-Fri one week and Tue-Thu the following week, with group B attending on the other days. Robust technology will allow all students to participate in classes every day, as detailed in the At Home Learning section of this document.

Each High School grade will also be divided into two groups, attending on alternate days. We have no mixed-grade-level classes, so our system provides for students to interact on campus only with half of their grade and not with other students.



We have put in place logistical measures, including staggering schedules between grade levels, to reduce mixing of cohorts for arrival/dismissal, recess, and lunch.

We have placed on hold for the foreseeable future any larger gatherings involving more than one cohort. This has curtailed significant elements of the life of our school including: assemblies, athletics, theatrical and musical performances (including choir group singing), field trips, and global travel. We have been holding these events virtually with substantial success.

Arrival and Dismissal: Entry/Egress

We are taking particular care with arrival and dismissal. If students and parents/caregivers from different households gather and interact with each other during arrival and dismissal, this creates an opportunity for COVID-19 to spread in the school community. Drop off and traffic operations will run in a very similar fashion to prior years. Students will go directly to their classes, however, without gathering in yards.

We have introduced staggered start times at both the Maternelle campus at 1155 Page Street and at 150 Oak Street. We are using additional entrances to minimize even transient interaction between students and families from different grades or cohorts. Face coverings are required for adults who are dropping off or picking up children in person. Parents are not allowed in the buildings. Middle and High School start times in particular have been pushed back to allow the younger students to enter first. Dismissal is also staggered in time and location, with designated gathering spots outside for each cohort of younger students to prevent students from different cohorts from interacting while they wait for pickup. Arrival and dismissal is supervised by multiple adults who prompt the students to wash their hands as they enter and ensure that students remember where to go. For preschool student sign in, we encourage parents to bring their own pens, and we have a system to separate and label containers for “clean” and “used” pens.

At 1155 Page Street the assistant teacher welcomes the child at the school entrance and walks them to their classroom, where the teacher welcomes the children. The teacher and assistant teacher are assigned to one specific cohort and will only interact with that cohort. At dismissal, the assistant teacher walks children back to parents. Dismissal is carefully coordinated by walkie-talkie. At the Maternelle, in addition to visual screening for symptoms and a sign-in routine using a sanitized pen, there is a temperature check using a no-touch thermometer.

Face Coverings and Other Essential Protective Gear

San Francisco Department of Public Health

Face Coverings for Children in Public and in Programs for Youth

By order of the San Francisco Health Officer:



Ages (in years)

0-1	should not wear a face covering due to risk of suffocation
2-9	should wear a face covering. Adults must supervise use of face coverings.
10+	must wear a face covering

References:
SF Health Order:
<https://www.sfdph.org/dph/alerts/files/Order-C19-12-Face-Coverings.pdf>
CDC Guidance and Instructions for Face Coverings:
https://www.cdc.gov/Programs/CID/DCDC/CDC%20Documents%20Library/COVID-19/Guidance-for-Face-Coverings_16-18-2020.pdf

We recognize the critical importance of the use of face coverings for the mitigation of spreading COVID-19 infection to others, by trapping respiratory droplets before they can travel through the air. Masks that cover both nose and mouth are required for all adults. All students in Grade 3 and above **must** wear a face covering, and students from 3-9 years **should** wear masks as much as possible. We will work with all students to ensure they wear masks throughout the day (with the exception of eating, albeit distanced 6 feet apart from others).

Notable exceptions to the rule are persons younger than two years old because of the risk of suffocation (we do not have students under the age of 3); and persons with a medical condition, mental health condition, or disability that prevents wearing a face covering. Should a student or staff member have such an issue, we will work with them to develop and implement a personal safety plan.

We have purchased a large stock of masks, and they are freely available, including extra masks for students and faculty available at entrances. However, we are also conscious of individual preferences for certain types of masks and the waste that one-time use masks create. Accordingly, we have provided employees with a mask reimbursement (without a receipt) for the purchasing of preferred reusable masks.

Staff and students (and any necessary visitors) may not enter the building or campus unless they are wearing a face covering or have documentation of a medical contraindication to face coverings. Elementary school students and those with developmental delays will not be excluded from class if they cannot consistently wear a face covering; we will work with these students' families and teachers to develop and implement a personal safety plan. We prioritize consistent use of face coverings when in hallways, bathrooms, and other spaces where students may encounter staff and students from other classrooms.

Younger students ages 2-9 should wear face coverings, supervised by adults. Preschool children are assigned a personal bag to place face covering during meals and nap time. Face coverings may be removed during active exercise when students are spaced 6 feet apart outside. If students have difficulty wearing a face covering for the entire day, we will designate times for them to remove face coverings, for example, when working individually, physically distanced at separate stations. Teachers will remind students to put on their face covering before talking. Lunches are eaten silently until students have finished and can put their masks back on. At 1155 Page Street, preschool children will sing outdoors to avoid droplet infection. Older students will not sing on campus.

We understand the importance of seeing teachers' faces during instruction, especially in our bilingual program. We are exploring teacher mask options that may make it easier for students to see teachers' mouths, especially in French classes for our younger students. Teachers have also started planning video lessons of them speaking to enhance the in-classroom language learning.

Face shields are inadequate for the prevention of droplet transmission and are not permitted on their own, and are therefore not an option for our teachers. Teachers may wear a face shield in addition to their mask if they wish, and we have made face shields available in addition to masks.

Healthy Hygiene Practices

Empirical evidence demonstrates unequivocally that frequent and thorough handwashing (and hand sanitizer use) removes COVID-19 germs from people's hands before they can infect themselves by touching their eyes, nose, or mouth. At the 150 Oak campus, we have therefore replaced drinking fountains in hallways with sinks and have installed new banks of sinks at several strategic points. We have also installed extra dispensers for hand sanitizer in multiple locations. We have posted official signage in all buildings about face covering and hand hygiene from the San Francisco City and County Outreach Toolkit for Coronavirus (COVID-19).

We have developed routines and schedules for staff and students in all grades to wash for a full 20 seconds, or sanitize their hands at staggered intervals, especially before and after eating,



upon entering/re-entering a classroom, and before and after touching any shared equipment. All students, faculty, and staff wash or sanitize upon arriving at school, using the banks of new sinks/sanitizers at our entrances or the sinks available in many classrooms.

At 1155 Page Street child bathrooms will be wiped clean before or after each use. Children are taught a handwashing song that lasts for 20 seconds. Children are taught to use a tissue to flush. Preschool children bring a nap blanket from home that is taken home weekly for washing. Mats are designated for a single child and are cleaned weekly. Children nap in marked areas 6 feet apart in a head-to-toe orientation.

We have established janitorial and health center procedures to ensure that sinks and handwashing stations do not run out of soap or paper towels, and that hand sanitizer does not run out.

Limiting Sharing

In all aspects of school operations it makes sense to limit sharing. In the classrooms, our teachers will limit sharing of art supplies, manipulatives, and other high-touch materials as much as possible. Students have their own individual sets of writing utensils, workbooks, etc., and all students in grades 1-5 have individual iPads. Teachers ensure that any supplies and equipment shared between students are cleaned and disinfected between uses.

At 1155 Page, there is more available space because we have moved Kindergarten to 150 Oak. Within a cohort, each preschool child has a designated personal space marked by colorful tape. They are given their own labelled mat and a box for personal belongings (coat, blankets or stuffy), which cannot be shared. Each child is designated their own set of supplies (scissors, markers, notebook, drawing paper) and their own box of toys. Used toys are placed in a collection bin to wash at the end of the day.

Adult Physical Distancing and Work Rooms

Since COVID-19 mainly spreads from adult-to-adult via respiratory droplets, adult physical distancing is paramount to community well being. All employees must wear face coverings and stay 6 feet from other adults as much as possible. Staff should stay 6 feet away from students when feasible. All employees should be vigilant at all times, especially during social interactions such as breaks or lunch time, in the copy room, and when checking mailboxes. All staff were trained in these practices in our pre-rentree (“before return”) meetings in August and receive refresher training as each set of grades returns to campus.



We have introduced the practice of conducting virtual meetings using Zoom and other conferencing apps for faculty and staff meetings, whether the participants are on campus or working remotely, and we will conduct all parent and business meetings this way.



We are mindful of the need for social distancing in our 150 Oak Street teacher work rooms. We have installed plexiglass shielding between all desks, but colleagues should nonetheless not use adjacent desks and not stay for more than ten minutes in the room when a close neighbor is present. Teachers must always maintain a strict six feet of distancing. Windows and doors will remain open to maximize ventilation, especially if staff are eating or if the room is near the posted maximum occupancy.



To support our teachers and staff, we have allocated additional work spaces in other parts of the building.

While remote learning is in place — even partially — there will be plenty of excess classroom space for faculty use. Work rooms and other common spaces have been marked with occupancy limits and reminders of key policies and health/hygiene practices. Where necessary, directional flow signage has been added to minimize interactions as people enter, exit, and move around the spaces. Disinfectant spray is available in every room, especially with microwaves, copiers, and other high-touch appliances, and signage reminds users to disinfect before and after touching the equipment.

Student Physical Distancing and Movement within the School

Extensive signage around campus reminds our community to maintain distance and wash or sanitize hands regularly. In classrooms we space students 6 feet apart. When space is limited, 4-6 foot distancing in the classroom is our minimum, as required by SFDPH guidelines. We have established reduced-sized cohorts and have utilized extra classroom space. Within our classrooms we have arranged desks facing in the same direction, so that students do not sit facing each other. Teachers of young children will build classroom routines to support distancing as required. Young children will have individual supplies and we will limit sharing of toys and manipulatives; any shared materials will be cleaned between uses.

When passing in hallways, as indicated by floor markings, everyone must stay to the right and they should politely encourage others to do the same. At places where students congregate or routinely wait in line, we have marked spots on the floor or the walls 6 feet apart to indicate where to stand. We have eliminated the use of lockers in hallways and other shared spaces.

We have posted signs on bathrooms stating occupancy limits, and masks are obligatory there as elsewhere. Adjacent bathroom stalls may be used. For PE classes we have maximized the use of outside spaces and have adapted the program to eliminate heavy exercise in small spaces. We have also suspended uniform requirements so older students do not need to use the gym locker room or bathrooms to change



Cleaning and Disinfection

Virologists have demonstrated that COVID-19 is relatively easy to kill. Most household disinfectants are effective. Our routine cleaning focuses on frequently touched surfaces like door handles, desks, countertops, phones, keyboards, light switches, handles, toilets, and faucets.

In support of providing a safe space for learning, our janitorial practices are being intensified. We have enhanced cleaning practices by adding more staff, new products, and new equipment. Staff has been added to both the day and night crews. During the day, additional staff will be focused solely on high touch surfaces, which have been surveyed and notated on a schedule. We have also added some engineered controls for high touch surfaces, such as copper foil tape to surfaces like cart handles, and sanitizer stations by photocopiers. During the night time, after the normal cleaning has been completed, an additional layer of disinfection will occur with use of electrostatic disinfectant sprayers to fog additional facilities surfaces. Appropriate training has been provided to the staff who use this technology, and they are provided with all necessary protective equipment. We use several types of disinfectants for different surface types. They are all hospital grade and on the EPA List N that are designated for fighting SARS-CoV-2. We also utilize disinfectants that are the least toxic available (EPA Class VI Toxicity) to reduce exposure incidents to the products. We will be boosting our inspections and monitoring to assure desired outcomes are being met. Last, each room has been provided a spray bottle of disinfectant for any immediate or spot cleaning needs that may arise within a classroom. This layered approach and enhancements will better our health outcomes considerably.

Transportation



In the absence of field trips, competitive athletics against other schools, student attendance at conferences, and our travel program, we have severely curtailed our use of buses. Since vehicles are small enclosed spaces that do not allow physical distancing, they can be settings with higher risk of COVID-19 transmission. Biking and walking are much lower risk than shared vehicles. For the rare cases of bus use, such as travel to certain facilities for High School sports practices as otherwise allowed, drivers and passengers must wear face coverings over their nose and mouth and students must sit at least 6 feet away from the driver. Space will be maximized between students; students from the same household may sit together. Vehicle windows will be kept open as weather and safety allow.

We advise staff and families who carpool to share rides with the same stable group of people. Open windows and maximize outdoor air circulation when feasible. Again, everyone in the vehicle should wear a face covering.

Meals and Snacks

We recognize that eating together can be especially high risk for COVID-19 transmission because people must remove their masks to eat and drink. People often touch their mouths with their hands when eating. In addition, meals are usually considered time for talking together, which further increases risk, especially if students must speak loudly to be heard.

We have arranged for students to eat meals in their cohort's classroom or outdoors, where there is greater air circulation, instead of using the basement cafeteria. Teachers and supervisors must ensure that students and staff wash their hands or use hand sanitizer immediately before and after eating. They should prevent food sharing and pay special attention to younger students who are more likely to eat with their hands or suck/lick their hands clean. Lunch will be silent until students have finished eating and can put their masks back on.

All Maternelle, Lower School, and Middle School children must bring their own snacks and their own lunch box. We do not have food preparation on campus and have suspended food delivery services until further notice. We keep disposable plates and utensils on hand. There is no sharing food. Handwashing is part of the routine before and after each meal. Middle School students will eat lunch in their classrooms or in other designated areas, away from other cohorts. Outdoor time and physical recreation are prioritized during breaks and lunch, within cohorts and while maintaining physical distancing. High School students are allowed to leave campus whenever they do not have class, reducing the overall load on the space and allowing for more time outside. High Schoolers also have access to the roof area. High Schoolers who choose not to leave campus for lunch can eat on the roof or in designated classroom spaces, within their own cohorts.



Commitment to Equity

Equity and inclusion are core values for our school. As we implement measures to reopen school while mitigating the spread of COVID-19 and promoting the health of all, we commit to advancing equity and social justice in our diverse, urban community.

Our community is racially, ethnically, socioeconomically, and religiously diverse. We serve a wide range of families, who rely on us for childcare as well as for the education of their children. Our school has a significant financial aid program, and serves families from a range of backgrounds. We now allocate over \$7,000,000 a year to financial aid, and over a third of our families benefit from it. Our essential worker families rely on our school so that they can continue their essential work as doctors, nurses, fire fighters, EMTs, social workers, and bus drivers, for example, working to fight the virus and keep our city going during this crisis.

We give special priority for remote and other learning support strategies to students who are experiencing negative impacts from not being able to attend school in-person, keeping equity strongly in mind. Our robust financial aid program is comprehensive, and available to support tuition, school supplies, and technology so that all our students have full access to the program. We have substantially expanded our school-provided technology to serve our students at home and at school and to minimize sharing of electronics, and we have provided additional services as needed to students at home such as wifi hotspots.

Students Receiving Special Services

Accommodations and related services for special education, learning disabilities and medical conditions must be met, even if it creates some cross-over between cohorts. Our learning specialists and counselors will continue to provide support to students with learning, counseling, or other needs. We are well trained in this work, and can keep these children from losing ground during this challenging time. We will also provide careful supervision for individual children who need additional support maintaining physical distancing, wearing a face covering, or handwashing.

Health Screenings for Students and Staff

Adults who fail screening or become ill during the day will need to leave the building. If they cannot leave immediately, they will be isolated in a designated location on-site until arrangements are made for departure. Students who fail entry screening or become ill during the day will be isolated in a designated location to wait for a parent to pick them up. Parents must be mindful of staying contactable and always having a “just in case” family pick-up strategy when school is in session.

Specific criteria for return to school and on quarantining of those with close contact have been set by the California Department of Public Health as follows:

Student or Employee Exhibiting COVID-19 Symptoms

The individual must be sent home or isolated until they can leave school. Testing is strongly recommended. Return to campus is governed by DPH regulations. If the individual tests negative, they can generally return after symptoms have improved AND they have not had a fever for 24 hours and have not used a fever-reducer. Documentation of the negative test is required. In this scenario the school and classroom/cohort remain open and no specific communication with the health department is required, but families will be reminded of the Health Check information.

STEPS TO TAKE: SYMPTOMS OR CLOSE CONTACT

SCENARIO	ACTION	COMMUNICATION
1 CHILD OR STAFF HAS SYMPTOMS OF COVID-19	SEND HOME, RECOMMEND TESTING, COHORT REMAINS OPEN.	PROVIDE "COVID-19 HEALTH CHECKS."
2 CHILD OR STAFF HAD CLOSE CONTACT WITH SOMEONE WITH CONFIRMED COVID-19.	SEND HOME WITH INSTRUCTIONS TO QUARANTINE FOR 14 DAYS AFTER THE LAST EXPOSURE. RECOMMEND TESTING (BUT WILL NOT SHORTEN 14-DAY QUARANTINE.) COHORT REMAINS OPEN.	CONSIDER NOTIFYING STAFF AND FAMILIES OR CHILDREN IN THE COHORT. PROVIDE "GENERAL EXPOSURE ADVISORY."



Student or Employee Close Contact with a Person with COVID-19 Symptoms

Close contact is defined as within 6 ft for more than 15 minutes. The individual must be sent home or isolated until they can leave school. The close contacted individual must be quarantined for 14 days from the last exposure. Testing is strongly recommended, but a negative result will not shorten their 14-day quarantine. In this scenario the school and the classroom/cohort remain open. Depending on the precise circumstances, the school will consider school community notification of the instance of a known contact. No specific communication with the health department is required.

Student or Employee Confirmed COVID-19 Case

Students, families, and employees are required to notify the school within 1 hour of learning of a positive or inconclusive COVID-19 test. The local public health department must be notified immediately (within 1 hour of the school learning of the positive or inconclusive test) to update their records and to facilitate contact tracing. The individual must be isolated immediately and excluded from school for 10 days from the symptom onset (if never tested) or the test date. With the guidance of DPH, the school will identify close contacts for quarantine. This would likely encompass the entire student cohort and teacher(s). There must be a quarantine period

of 14 days after the last date the case was present at school while infectious. We would strongly recommend testing of all contacts, especially any exhibiting symptoms, but negative results would not shorten the 14-day quarantine. In this scenario the school would remain open, but there would be careful disinfection and cleaning of the classroom and main spaces where the original case had spent significant time. The school community would be notified of the instance of a known confirmed case and the school's subsequent action.

We will strictly follow these regulations, and all others, from the California and San Francisco Departments of Public Health.

As required by the Americans with Disabilities Act, and the Family Education Rights and Privacy Act, we cannot disclose the identity of the person when we notify all school staff, families, and students that an individual in the school has had confirmed COVID-19.

Asymptomatic Testing of Students and Staff

In addition to our daily visual wellness and symptoms checks prior to leaving home, and self screening against our posted checklist upon entry, we strongly recommend periodic testing for students and their families. We now provide onsite testing for all employees.

French American has contracted with Agile Force Technology and PMH Laboratories of Huntington Beach, California to provide testing for faculty and staff. There is no cost to employees for the testing. All school-based adults, including faculty, staff, security, janitorial contractors, and others are tested at least every two months; currently, we test 50% every month. Additionally, all school-based adults are tested generally within 7 days and no more than 14 days prior to returning to campus for in-person instruction. Employees are required to sign the Release of Information to allow the school to immediately learn of any positive or inconclusive tests. Employees can also be tested off campus, but must provide documentation of a negative test within the 2-month time interval and prior to returning for in-person instruction. Employees are required to report any positive or inconclusive test result (at any time, including testing outside of our required cycle) within one hour of learning of the result and provide documentation of the result within 48 hours. The school reports any positive or inconclusive test of an employee or other community member to the Department of Public Health by phone and by email within one hour of learning of the result.

Middle and High School students are strongly encouraged to be tested ideally within 7 days and no more than 14 days prior to returning to school for in-person instruction. Any time a student receives a positive or inconclusive test result, they are required to report the result to the school within 1 hour of learning of the result. As noted above, we report all positive or inconclusive tests of any community member to DPH within 1 hour of learning of the result. Confidentiality of the identity of any case is assiduously protected except as needed to facilitate contact tracing.

CRITERIA FOR STUDENTS RETURNING TO SCHOOL

SCENARIO	RETURN WHEN ALL OF THE FOLLOWING ARE TRUE
1 CHILD HAS A NEGATIVE TEST AFTER SYMPTOMS OF COVID-19.	<ul style="list-style-type: none"> ● SYMPTOMS HAVE IMPROVED ● NO FEVER FOR 24 HOURS, WITHOUT USING FEVER-REDUCING MEDICINES <p>THE PARENT/GUARDIAN MUST SHOW DOCUMENTATION OF THE CHILD'S NEGATIVE TEST, A COPY OF THE RESULT OR A MESSAGE FROM THE CLINIC OR TEST SITE THAT THE TESTING WAS NEGATIVE. THIS MAY BE IN ELECTRONIC FORM. A SEPARATE DOCTOR'S NOTE IS NOT NEEDED.</p>
2 CHILD HAD SYMPTOMS OF COVID-19 AND: <ul style="list-style-type: none"> ● HAD A POSITIVE TEST OR CONFIRMED COVID-19 ● WAS NOT TESTED ● WAS TESTED BUT IS STILL WAITING FOR THE TEST RESULT 	<ul style="list-style-type: none"> ● AFTER 10 DAYS SINCE SYMPTOMS BEGAN ● SYMPTOMS HAVE IMPROVED ● NO FEVER FOR 24 HOURS, WITHOUT USING FEVER-REDUCING MEDICINES <p>A DOCTOR'S NOTE IS NOT NEEDED.</p>
3 CHILD HAD CLOSE CONTACT WITH SOMEONE WITH CONFIRMED COVID-19.	<ul style="list-style-type: none"> ● 14 DAYS AFTER THE LAST CLOSE CONTACT, EVEN IF THE CHILD HAS A NEGATIVE TEST DURING THIS TIME, OR IS STILL WAITING FOR THE TEST RESULT ● NO SYMPTOMS HAVE DEVELOPED SINCE THE LAST CLOSE CONTACT <p>IF THE CHILD HAS ONGOING CLOSE CONTACT WITH THE PERSON WITH COVID-19 (FOR EXAMPLE, A PARENT OR CAREGIVER), THE CHILD MUST QUARANTINE FOR 14 DAYS AFTER THE PERSON WITH COVID-19 IS NO LONGER INFECTIOUS. IN MOST CASES, THIS IS A TOTAL OF 24 DAYS AFTER THE PERSON WITH COVID-19 FIRST DEVELOPED SYMPTOMS, OR IF ASYMPTOMATIC, HAD A POSITIVE TEST</p>
4 CHILD HAD A POSITIVE TEST BUT NEVER HAD SYMPTOMS.	<p>10 DAYS AFTER THEIR POSITIVE TEST WAS COLLECTED (NOT 10 DAYS AFTER THE RESULT WAS RECEIVED)</p>



Strategy for Simultaneous Distance Learning: our At Home Learning program



Should students not be able to attend in-person classes, our Hybrid Learning model for the Middle and High School will provide students with full access to the learning experience from home. All course materials are posted on our Learning Management System, PowerSchool, and these materials are, supplemented with virtual classroom streaming during synchronous classes. We have equipped each Middle and High School classroom with additional technology to facilitate this streaming as well as supplying each faculty who requests it with earbuds to ensure good audio connection to students at home. Teachers are also leveraging technology to facilitate collaborative activities between students on campus and at home. Finally, to alleviate the

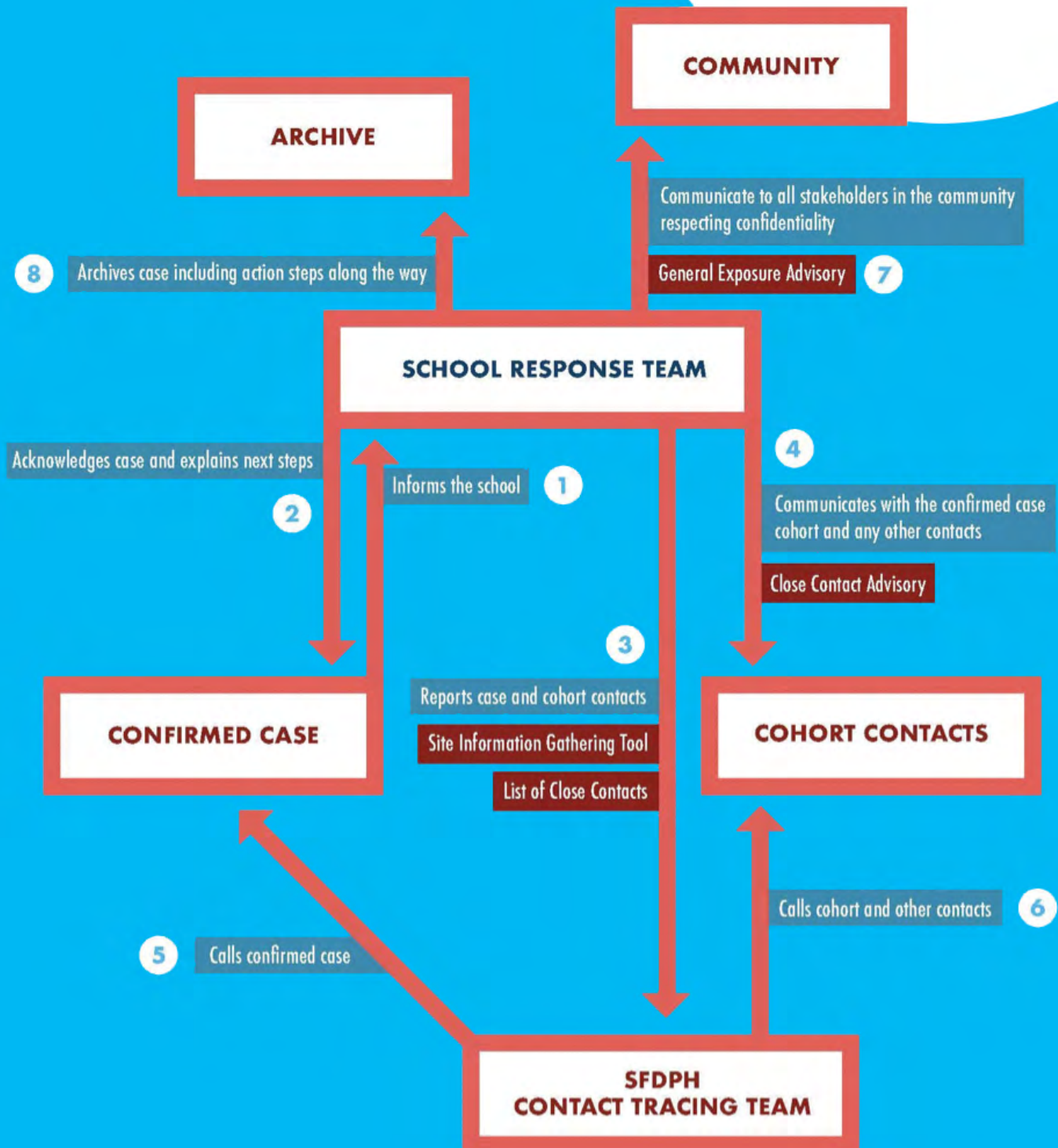
challenges of supervising our youngest Middle School students, we are offering supervised remote learning for Grade 6 students on the days they would otherwise be off campus.

For the Maternelle and Lower School, we are using a combination of Owl and Swivl cameras as well as iPads to allow for virtual access to the classroom during morning and closing circle, direct instruction, and collaborative activities. Additionally, each grade level from 1-5 has an at-home learning advisor to facilitate communication and provide additional synchronous and asynchronous support to students and families at home. In combination with access to materials and activities on PowerSchool, this will provide students at home with access to the program and instructional experience.

Triggers for Switching to Distance Learning

The general benchmark for school closing and switching to distance learning is a case rate of 5% of the school population within a 14-day period. This refers to students, faculty and staff combined. Our Pandemic Response Coordinator is the staff liaison and single point of contact at the school for questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to the San Francisco Department of Public Health. The liaison monitors and reports positive cases and tracks whether the school approaches the 5% threshold during a 14 day period. Direct intervention by the San Francisco Department of Public Health would also trigger a switch to distance learning.

CONTACT TRACING PROTOCOL AUGUST 2020



Identification and Contact Tracing

Our COVID-19 School Response Team is led by our Pandemic Response Coordinator, Julie Strong, who has a Ph.D. in Immunology from UCSF. She monitors the regulations and information from the authorities and liaises with our testing company and with SFPDPH.

We have a team because we have two main campuses and it is critical not to rely entirely on one person in case of sickness or other absenteeism. The Pandemic Response Coordinator will ensure compliance and collaboration with all local, state, and other guidance, including the San Francisco Department of Public Health's current and emerging protocols.

Contact Tracing and Communication Protocol

Our contract tracing protocol follows an 8 step sequence:

1. The school is informed about a confirmed positive case.

2. School acknowledges the case and explains the next steps.

We use the [Site Information Gathering Tool](#) to capture the details of the case. We inform the parents of the student or staff person in advance that SFPDPH will soon be in touch.

3. School reports case to SFPDPH contact tracing using [Site Information Gathering Tool](#) and cohort contacts using [List of Close Contacts](#).

We use our school wide Rediker database, EDT scheduling software, and PowerSchool learning management system to trace contacts. This would usually involve the teacher and cohort of students; but also any extra person that had signed into the room on entry and remained for more than 15 minutes. We keep a record of in-person meetings lasting more than 10 minutes. We document the contact cohort using the [List of Close Contacts](#). The Pandemic Response Coordinator reports both the positive case and the cohort contacts using the appropriate forms.

Our Pandemic Response Coordinator will use the SFPDPH Childcare Hub for communications :

Phone: (628) 217-7499

Email: schools-childcaresites@sfdph.org

4. School communicates with the confirmed case cohort and any other contacts using [Close Contact Advisory](#).

We always respect the confidentiality of the original positive case, consistent with privacy requirements such as the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA).

5. The [Close Contact Advisory](#) letter contains important details including: the need to stay home for 14 days, precautions before a hospital visit, a strong recommendation for testing, and actions to be taken if the test proves positive, including not attending a different program.
6. SFDPH contact tracing team calls confirmed case
7. SFDPH contact tracing team calls cohort and other contacts
8. After discussion at the Leadership Team level, the school uses [General Exposure Advisory](#) to communicate to all stakeholders in the community about the confirmed COVID-19 case, respecting confidentiality.

When we notify all school staff, families, and students that an individual in the school has a confirmed case of COVID-19, we cannot disclose the identity of the person as required by the Americans with Disabilities Act, the Health Insurance Portability and Accountability Act (HIPAA), and the Family Education Rights and Privacy Act (FERPA).

9. School systematically documents, communicates, then archives the case.

Data Evaluation and Case Documentation

The school is well-prepared to react when a case is reported. Our planning involves a clear set of communications, outlined above, including leadership notification, contact identification and notification, and stakeholder notification. The school keeps detailed, accurate information about student attendance, and combined with our careful schedule planning, we will be able to generate precise information about close contacts from regularly scheduled activities. Additionally, we have sign-in sheets at each classroom door, so any unscheduled visitors will be logged. These records will be maintained by the section administrative teams, so that in the event of a reported case, we can identify anyone else who might have been in contact with that individual.

We have also created systems for logging case reports, including a Google form, modeled on the [Site Information Gathering Tool](#). This form will help the school official receiving the case report gather the necessary information and transmit it to the response team, made up of the Pandemic Response Coordinator, the CFO, and the Head of School. Contact tracing will be initiated by the team and assisted by administrators as needed, maintaining confidentiality except as needed to identify contacts, and information will be logged within a linked and password-protected document to capture close contacts as well as their information. These procedures will enable us to rapidly and accurately identify close contacts of a suspected or confirmed case.

We maintain thorough and confidential records of all testing of school-based adults as well as any cases reported to us. In consultation with DPH, these protocols allow us to quickly identify any uptick in cases in our community and any necessary changes to our health and hygiene protocols. The Pandemic Response Coordinator, Julie Strong, manages regular review and analysis of the data. The nurse maintains records of any students sent home with any illness, and will follow up to identify any COVID cases. Follow-ups on faculty illness are completed by our Director of Human Resources, Jackie Lagomarsino, in communication with the Pandemic Response Coordinator, to track any cases that arise.

Staff Training and Family Education

Since the Shelter in Place order in March 2020 the entire community including all enrolled families, faculty, and staff have received systematic communications from the Head of School about the evolving COVID-19 implications for remote learning and school reopening. The Principals of the four sections have also been in regular communication. These community email communications have been supplemented by the frequently updated [Back to School 2020-2021](#) posted on the school website; and themed Zoom meetings (schoolwide and by section) that included formal presentations by the Head of School, Pandemic Response Coordinator, CFO and Principals, as well as opportunities for spontaneous questions and answers.

We have also held a series of Zoom meetings for faculty and staff to prepare for COVID-19 health and safety measures, as well as Hybrid and Remote Learning pedagogy. Faculty have been required to undertake additional professional development opportunities during the summer targeted to honing their individual remote teaching skills. Our faculty is unionized, and the union has been consulted regularly as part of decision-making affecting the faculty.



Community Commitment

Preamble to our Health Pledge

We recognize that the risks associated with community transmission of COVID-19 extend beyond the campus into our daily lives. We are all implicated and can all help slow its spread. We ask that all stakeholders commit to the health of our community, as outlined in this Community Commitment.

In preparation for inviting students, families, and faculty back to our campus, we have aligned ourselves with California and San Francisco guidance and mandates, and with best practices in collaboration with peer schools. In our COVID-19 Prevention and Mitigation Action Plan we have adopted various measures to help maintain a healthy and safe environment.

It is only with your partnership and support that our efforts can be effective. We ask that all parents and guardians carefully review this COVID-19 Prevention and Mitigation Action Plan plan and discuss the school's policies, age-appropriately, with their child(ren) before school begins. As the academic year unfolds we will update our campus reopening plan on the website. We will alert you as we do so.

We expect all students, parents, staff, and faculty to partner with us, both on and off campus, to do their part in support of our collective health and safety. Our Community Commitment is Mission and Values-driven, encompasses our Commitment to Equity, and demonstrates our shared responsibility and acknowledgment of the behaviors needed to promote safety, trust, respect, belonging, and inclusion for all.

Community Commitment

As a valued member of the French American and International community, we understand it is our duty to protect not only ourselves but also those around us, including those who may be more vulnerable, in order to reduce the spread of COVID-19. We will do our part by acting in a responsible manner at school and away from school, understanding that making our own health and safety a top priority protects us all. We agree to abide by all behaviors, policies, procedures, and orders related to COVID-19 implemented by the state, county, and the school. Specifically, we will:

- Do our best to self-quarantine as a family for 14 days before returning to campus to limit potential exposure to COVID-19 by staying at home as much as possible. We will avoid group gatherings and strictly follow all local and state regulations and public health orders related to preventing the spread of COVID-19.
- Wear an appropriate face covering at all times when on campus.
- Practice good personal hygiene consistent with public health protocols, such as frequent hand washing for twenty seconds, appropriately covering coughs and sneezes, use of hand sanitizers.
- Respect signs and follow on-campus traffic flow.
- Maintain a distance of 6 feet between myself and any other person whenever feasible.
- Respond cooperatively and respectfully to reminders to follow these protocols.
- Avoid large gatherings at home and off campus and environments in which people are not observing recommended behaviors, such as wearing masks and practicing physical distancing.
- Notify school and keep students at home if experiencing COVID-19 symptoms or any illness
- Follow regulations if a family member tests positive for COVID-19 and is required to isolate, or if they learn that they have come into close contact with someone who has tested positive for COVID-19.
- Participate in any mandated contact tracing program including sharing information with contact tracers about others who may be exposed.
- Seek testing for COVID-19, as directed by the School or SFDPH; and strongly consider having a seasonal flu vaccination this fall.

We understand that failure to adhere to this Community Commitment may put other members of our school community at considerable risk, and that those who do not honor these commitments may jeopardize their enrollment status.

NON!



NON!



MAIS NON!



BRAVO!



**FRENCH AMERICAN
INTERNATIONAL SCHOOL
INTERNATIONAL
HIGH SCHOOL**

150 Oak Street ● San Francisco, CA 94102
(415) 558-2000

1155 Page Street ● San Francisco, CA 94117
(415) 231-5733

www.internationalsf.org