

# TCS

Continuity of  
Learning Plan  
2020-2021



# A Message from the Head of School

## Welcoming the 2020-2021 School Year



Dear Cambridge Community,

We learn a lot about ourselves when we face adversity. When expectations and plans are uprooted by things outside of our control, it's natural to feel frustrated, impatient, and disappointed. And, it's understandable to feel loss.

Prior to the COVID-19 crisis, our school was in the healthiest place it has been since its founding 15 years ago. While it is still healthy in many ways, this challenge has brought fear and uncertainty to our thriving community of faith and learning. And, we feel sadness and frustration alongside you. Adding to the uncertainty has been a steady stream of changing and often contradictory information. All this reminds us constantly that we are not in control (of course, as believers, we know that we never were). On a daily basis—even when I feel otherwise—I am learning to rest in the promise that “God works all things together for the good of those who love him.” (Romans 8:28).

Despite the uncertainty in the world around us, I want you to know that our school remains committed to and prayerfully focused on one thing: fulfilling our mission. Cambridge has survived and thrived through all the uncertainties and difficulties of the start-up years thanks to the winsome clarity of our mission and vision, the relational and cultural strength of our community of families, faculty, and staff, and our collective reliance on the Lord. And by God's grace, I know we can do it again.

With so much that we can't control, we are fixing our eyes on the Lord, trusting Him for the journey ahead, and choosing to focus on what we can control at this time: our efforts and our attitude. As educators, we strive to model this kind of groundedness for our students. As parents, this is our highest calling. So we pray that these current challenges will not uproot us, but rather strengthen us, providing daily opportunities to love our neighbors well through trying and difficult times.

As the TCS Reopening Task Force continues to work on a myriad of logistical details (daily schedules, class locations, recess rotations, food service logistics, athletics, etc.), please know that we have heard you and have considered a wide variety of learners and family situations in our planning. While the first few weeks and months of school will be new territory for all of us, we are prepared to tackle the challenges head on and will continue to make adjustments as needed.

Please take the time to read through our school's reopening plan. You'll find information about various learning scenarios, the health and safety precautions we plan to take, and our plans for continuing to help our students feel connected and cared for. While guidance from our governing entities or shifts in public health mandates will help determine to what degree we are able to execute these plans, your feedback is also valuable as we continue to prepare to launch the 2020-2021 school year. We look forward to beginning our new school year on Wednesday, August 26th, and seeing what God has in store for us even amid our various challenges.

We appreciate your trust, your prayers, and your faithful partnership.

Soli Deo Gloria,

A handwritten signature in black ink, appearing to read "Jean Kim". The signature is fluid and cursive.

Jean Kim  
*Head of School*



## **Our Mission Statement**

The Cambridge School seeks to provide a distinctly Christian education in the classical tradition, which equips students to know, love, and practice that which is true, good, and beautiful and thus prepares them to live purposefully and intelligently in service of God and neighbor.

## Part One:

# Staying True to the Cambridge Mission and Vision

## Introduction to Our 2020-2021 Reopening Plan

**The Cambridge School is prepared to rise to the challenge** of providing our students with an education that is uniquely classical and Christian in the 2020-21 school year. While in the midst of a pandemic with changing metrics of infection rates and almost constantly moving targets of guidelines and mandates from local and state governments, we have developed a plan that will allow for the continuity of a Cambridge education in grades Jr. Kindergarten-12 throughout the duration of the 2020-21 school year, no matter what comes. We will not waiver in our commitment to an education that does not merely inform, but also forms students in wisdom and virtue, and steadfastly prepares them for a life of service to God and neighbor.

The experience of online school this past spring taught us all that our mission is best served by in-person, on-campus learning with teachers and peers. While we have worked hard over the summer toward improving the distance learning experience should that be necessary this year, our strong preference is to be on campus with as many students as possible, for as much time as possible, through the 2020-21 school year.

We are grateful for our community of like-minded families who share the same priorities in child-rearing: the foremost being the development of a love of those things that are worth loving in the students under our care. If nothing else comes of this season, we are now even more focused in our resolve and more aware of the urgency of delivering the type of education that we are offering to your kids. With all the hysteria swirling around us, now more than ever, our communities and nation need people who can think well, love rightly, and live wisely to forge a future that we all want to be a part of.

We have heard your feedback from our time in distance learning from this spring and assessed your comments regarding comfort levels with reopening our campus for the fall. All community feedback from parents, students, and teachers has been considered in the plan outlined below. **One thing is certain: we will require the commitment of our entire Cambridge community to act in unity in order to have a successful 2020-21 school year.** Knowing that this season is just a small span in your child's 14-year journey from Jr. Kindergarten to 12th grade, we hope that you will all commit to partnering with us in this worthy endeavor by making the plans we have laid out below possible and sustainable. Many years from now, we will reflect back on this moment in our lives and remember how, as a community, we thrived in the face of difficult decisions and great challenges. Together, let us remain faithful, steady, and true to our convictions.

It is our hope that our entire community will stay true to the original mission and vision of The Cambridge School, and graciously commit to making any necessary interim sacrifices of personal preferences. Our recent survey garnered more than 275 responses that varied across a diverse spectrum, confirming the need to balance safety measures with the best possible learning environment—including social, emotional, and teacher/student relational instruction. **In order to move forward as a unified community, we have developed our reopening plan with the following priorities in mind:**

- We must live out our Cambridge Mission and Vision.
- We will prefer face-to-face, in-person learning when possible.
- We will provide an on-campus environment for learning that meets safety standards in compliance with state and local public health authorities for everyone in our community including students, teachers, and families in the midst of a global pandemic. The measures taken will be clearly communicated, effectively implemented, and diligently enforced.
- We will provide as seamless a transition between modes of learning as possible when necessary.

## Part Two:

# Instructional Plan for the Coming School Year

## Providing Embodied Learning In-Person and Online

**At the writing of this document, San Diego county is on the state of California's Covid-19 monitoring list.** This means that all schools in San Diego county are barred from in-person learning on campus until at least 14 days after meeting all criteria on the governor's **list**. Our belief is that distance learning is not a satisfactory long-term substitute for in-person school but acts as a necessary expedient when health and safety concerns leave no other choice.

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We prize our ideals of an embodied education, in which relationships play an essential role in enculturating students in their shared humanity.

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Our goal at The Cambridge School is to be able to swiftly transition between online to in-person learning as it is allowed according to guidelines approved by the county. Thus, we have developed a plan that will allow for immediate in-person learning with approved safety precautions as soon as this is permitted (and this may be the first day of school!). The plans take into account the best practices we know of to be able to maintain in-person learning for as many school days as possible on our current campus. We are confident that, with this advance planning, we can make a quick and seamless transition from one mode to another.

### A New Learning Management System

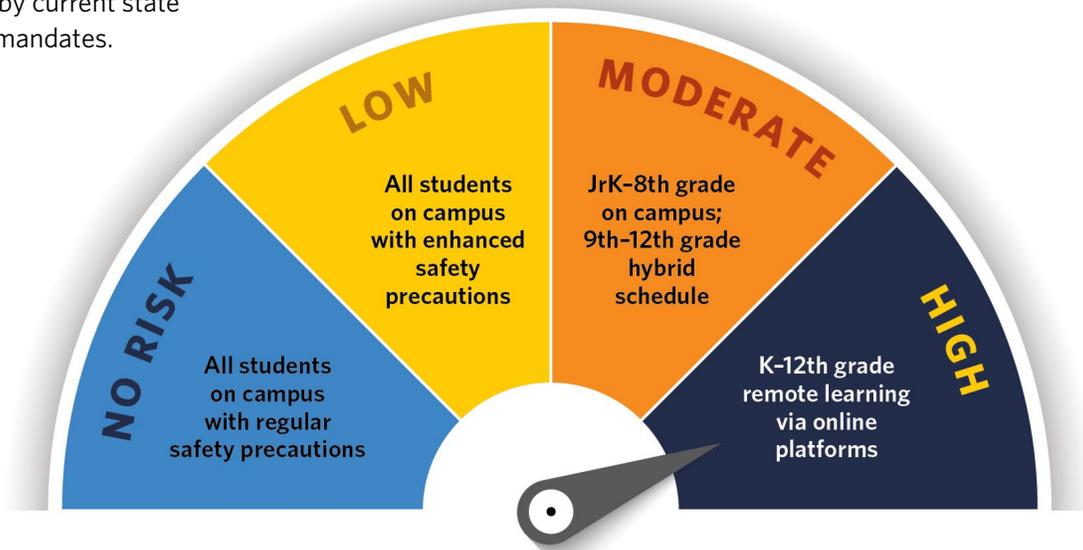
One change for the school year that will greatly improve our students' experience with mode transitions will be the use of a new learning management system. Many of our classes utilized separate Google Classrooms last spring to keep track of course content, assignments, and calendars. Other applications like Loom and Slack were used by groups of upper school students. This fall, we are implementing a new platform called **Schoology** which:

- Requires a single login for students to access all of their course content, class schedules, teacher videos, and community forums
- Features resourceful tools that teachers can use to deliver their course content in a way that is more easily accessible to students
- Allows individual students to receive teacher feedback in a more simplified and robust manner
- Enables teachers to create modules for learning that can be accessed by students who are either under quarantine or home sick from in-person school when we are on campus
- Serves as a community hub for upper school House and Assembly
- Eliminates parent confusion of having to search multiple places to find what grammar school students need for distance learning
- Provides a stable educational home base in the midst of changing circumstances—a game-changer for students, teachers, and parents



## Four Modes of Learning

Based upon perceived risk as determined by current state and county mandates.



### ■ **Mode I: All students on campus for in-person learning with regular safety precautions**

When San Diego returns to pre-pandemic risk levels by falling within the various markers established by the California Department of Public Health and the San Diego County Office of Education, our mode of operation will be to have all of our students on campus with regular safety precautions in place. We are all eagerly awaiting the time when this mode of school operations is possible again:

- All students attend campus five days per week
- Physical distancing and strict cohorting of student groups is not required; students are permitted to move freely about the campus during lunch and recess time as during pre-pandemic time
- Regular cleaning protocols with some safety precaution enhancements
- Assemblies, House gatherings, and school programs will all be held in person

### ■ **Mode II: All students on campus for in-person learning with enhanced safety precautions**

When the County deems the risk of disease transmission as low and permits schools to reopen, we will have in-person learning for all students on campus. Measures will be taken as mandated and as practicable which includes:

- Forming students into small cohorts as practicable; some mixing of cohorts may happen during lunch and on the playground
- Following all guidance for on-campus safety protocols, including possibly mandated use of face coverings and increased personal hygiene
- Possibly staggering start times and end times for different divisions of the school (Junior Kindergarten-2nd grade; 3rd-6th grade; Logic School; Rhetoric School)
- Offering before school care, Cambridge Club, and after school enrichments
- Possibly holding some upper school small group House activities and assemblies
- Maintaining separate bathroom facilities for grammar school and upper schools
- Making lockers available to 7th and 12th grade students only in order to avoid crowded hallways

## ■ Mode III: Grades Jr. Kindergarten–8 on campus full-time/grades 9–12 hybrid schedule

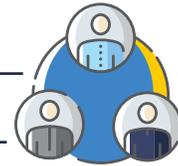
When risk of disease transmission is moderate and county regulations allow a return to campus, we will have in-person five days per week instruction for grades Junior Kindergarten through 8th grade. All rhetoric school students will adapt a hybrid schedule—alternating between one week of on-campus learning and one week of distance learning. We will be glad for this vast improvement from all-virtual learning and this mode which will include these measures:

- Following guidelines for a safe-as-possible return to campus as detailed in our health measures section
- Forming students into strict cohorts with no mixing of cohorts during the school day
- Prioritizing five days per week in-person learning for all grammar school students, as well as logic school students as they are transitioning into upper school
- Providing five days per week, in-person learning for grades JrK–8 due to larger classroom sizes in grammar school facilities which allow for adequate physical distancing between students and teachers
- Providing a hybrid schedule of both in-person and virtual learning for rhetoric school students to reduce student density on campus during the school week—upper school classrooms and common spaces do not allow for adequate physical distancing for the entire upper school student body to be present on campus during the school day
- Not offering before school care, Cambridge Club, and after school enrichments

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### Mode III: Grammar School Cohorts and On-Campus Guidelines

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- Each grammar school class will be considered a cohort and **will not mix** with other cohorts during the school day in order to minimize risk not only of virus transmission, but also the quarantining of as few students as possible should there be any cases of COVID-19 in a particular class.
- No gathering on the playground before school; students will proceed directly to class with staggered start times. Afternoon dismissal will also have staggered ending times.
- The playground will be used by four classes at a time, in four separate sections, and classes will rotate through the sections periodically so that students will have access to all areas of play.
- Students will wash their hands before and after recess.
- Classroom aides will help disinfect playground equipment between usage and students.
- Students will not be permitted to share classroom supplies.
- Classroom aides will deliver purchased lunches to the classrooms. Students may bring their own lunches. Students will either eat at their desks or at the outside lunch tables and follow a staggered schedule to prevent overcrowding.
- At least 6 feet of physical distance will separate the teacher from the students in the classroom. Students will have 3-6 feet of physical space between them while in the classroom and when eating lunch.
- **A gentle reminder:** We are well aware that young children will need some encouragement and training to help maintain physical distancing between their classmates. Our teachers are the same nurturing, loving, kind people that they were before these restrictions came about, and they will continue to be loving and gentle with your children, especially the youngest ones, as we navigate the guidelines as best as we can.



Based on the feedback received from our grammar school community, the vast majority of families are comfortable returning to in-person learning. There are some families who are currently still uncomfortable with their children being on campus for school and therefore, we are considering offering an online version of grammar school with the understanding that teachers will be prioritizing face-to-face instruction in their classrooms. Lessons will not be live, but recorded and made available with a one-day delay to students. Classroom aides may be available for live help at some time during the day, but this option is best suited for students and families who can keep up independently fairly well.



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### Mode III: Upper School Cohorts and On-Campus Guidelines

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- Start times and end times for logic and rhetoric students will be staggered in 15-minute increments to allow for less crowding in common spaces before and after school.
- Upper school will maintain strict cohorts for our 7th–9th grade students while on campus—students in these grades share all the same classes.
- Each grade level will be divided into two cohorts and students within a cohort will have all their classes together for the duration of our time in this mode of learning.
- Each cohort will be assigned its own classroom. Upper school teachers will move between classrooms to meet with students.
- Outdoor lunch areas will be assigned to each cohort (these locations may change weekly after thorough cleaning to allow some variety).
- At least 6 feet of physical distance will separate the teacher from the students in the classroom. Students will have 3-6 feet of physical space between them while in the classroom and when eating lunch.
- We will maintain separate bathroom facilities for grammar and upper school students.
- Lockers will be available for 7th and 12th grades only in order to reduce hallway crowding and allow for physical distancing between students.
- If cohorts of students must transition to a distance learning mode due to possible COVID-19 exposure (as detailed below), continuity of learning will happen through virtual instruction for the time that the cohort is off campus. Similarly, if a teacher must isolate or self-quarantine while students are on campus for learning, instruction will continue remotely via Zoom between the teacher and the classroom as long as this is pedagogically reasonable, or a substitute teacher may fill in for the quarantined teacher.

## ■ Mode IV: Schoolwide distance learning

Distance learning will happen when there is a high rate of virus transmission in the San Diego area and in-person learning is prohibited (as is presently the case), and/or if we have detected the presence of the virus on our campus (as detailed below). Distance learning ensures that there is no chance of spreading the virus on our campus, but we know it's not the best setting for the embodied learning environment in which our teachers and students thrive. Therefore, we are grateful for the technology that allows learning to continue at a distance, but this option will be one of last resort.

### Your feedback

We listened to the feedback from our community after our brief crisis-driven foray into distance learning this past spring. Knowing that online learning may be required for some portion of the 2020-21 school year, we began preparing for improved online instruction back in April, even before the prior school year had finished.

- Several faculty members and both principals attended webinars that equipped us with some valuable tools for implementing better distance learning. Our teachers are now being trained in these methods after they were carefully curated for use in our unique educational environment.
- Teachers are also spending professional development time learning how to effectively use Schoology, which has built-in improvements for online learning. Your feedback from this spring indicated that we did our job well on the whole; we anticipate that we will improve our distance learning experience measurably this fall, if and when it is necessary.



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### Mode IV: Grammar School Distance Learning Guidelines

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- Grammar school is excited to add Schoology to its overall learning program as a benefit for both parents and students in the organization of study tools necessary for academic success.
- Schoology will vastly improve communication between parents and teachers. This system will reduce the volume of emails from teachers and provide parents with a centralized location to find everything a student needs to complete assignments or engage with the teacher's lessons.
- For students in the younger grades, teachers will continue providing printed academic materials available for pick up from the school, and ask that all completed work be returned to teacher boxes located outside of the front office.
- For students in the older grades, teachers will explore other ways to turn in assignments electronically and more efficiently than was previously done.
- We have examined how much time students spent in live instruction from grade to grade last spring, and will have better alignment between grade levels. Teachers are taking advantage of many types of training sessions this summer and will be better equipped on how to use their asynchronous vs synchronous time.
- We have researched and sourced out many online resources that will be made available to our grammar school students to further enhance distance learning should that mode become required.
- **Please note:** Junior Kindergarten falls under state licensing oversight and is considered to be a 'childcare facility' and will remain on campus, operating under Mode III guidelines. Please rest assured that we will be following all of the state requirements for safely reopening this classroom.

In upper school, we have modified our online learning schedule to accommodate student and teacher feedback from last spring. We heard from our community that students and teachers wanted more time for connection, a separate time set aside for House, optional office hour opportunities with teachers for each class of students, more opportunity to receive help for students who are struggling, and more clarity for assessments and assignment due dates.



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### Mode IV: Upper School Distance Learning Guidelines

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- To help foster student-student and student-teacher connections, we will personalize devotion times by assigning each upper school teacher to a small group of 7-9 students within their House. Fifteen-minute devotions and check-ins with these small groups will happen on Monday and Thursday mornings in lieu of all-school devotions led by Mr. Russ Kapusinski.
- Students will have small group conference sessions with their math teacher and two other teachers. These small group conference sessions allow for more personalized interaction with teachers regarding academic subjects.
- For academic support, students will have office hours set aside for each class that does not have small group conferences. These office hours will usually be optional, but attendance might be occasionally required at the teacher's discretion. Mr. Josh Sansonetti will have office hours Monday-Thursday to offer math help. Mrs. Colleen Dong, our writing tutor, will also be available for writing help.
- House will have its own 45-minute period each week. These times may be dedicated to "House lunch" in which students within each separate House are interacting in small or large groups, or houses may engage in inter-House competitions during this time.
- Mrs. Krista Hahn will have office hours Monday-Thursday for social and emotional support, and will also be available by appointment.
- The Schoology platform will provide more clarity to students for their assignments, due dates, and means of turning in work. Students will be able to log in and see all of their coursework in one place, along with any upper school-related announcements. Schoology will also provide a useful landing spot for online connections in House and Assembly.

### **No parents or visitors will be allowed on campus during Modes III and IV.**



We will greatly miss your presence and involvement in our classrooms and on our campus, but know that you share in our desire to provide the safest environment possible for all of our students and employees. We are grateful for your understanding and look forward to the day when we can welcome our parent community back with open arms and unmasked smiles.

**Ready and Waiting**

The Cambridge facilities team is working diligently to safely welcome our Griffins back to campus.



## Part Three:

# Health and Safety Measures for a Return to Campus

## Four Layers of Prevention



### ■ Cleaning and Disinfecting

The school will continue its already consistent practice of cleaning and disinfecting all buildings and equipment prior to anyone returning to campus for orientation or the start of school. Once the year begins, frequent sanitization of surfaces, electronics, and equipment will be conducted. Protocols will include:

- Disinfecting frequently touched surfaces multiple times per day
- Avoiding use of items that are not easily cleaned, sanitized, or disinfected
- Verifying that all ventilation systems continue to operate properly
- Ensuring safe and correct application of disinfectants
- Maintaining a reserve supply of soap, disinfectant spray, hand sanitizer, and paper products

### ■ Physical Distancing and Face Coverings

Physical distancing is another preventive measure in reducing the risk of transmission of the virus on the school campus:

- Staff will stay at least 6 feet from students and other people
- Students and staff will not gather in large groups (lunch, announcements, community life, and other on-campus moments will be reimagined to accommodate).
- Furniture and seating spaces will be rearranged to ensure appropriate distance between students
- Visual aids will be provided in lobbies, hallways, and stairwells to create one-way traffic flows on campus
- Communal supplies will be avoided whenever possible

## Face Coverings

COVID-19 is thought to be primarily spread through respiratory droplets. Evidence shows that face coverings help prevent the spread of COVID-19 and that the more people wearing face coverings, the better. There is a clearer understanding that pre-symptomatic and asymptomatic transmission of the virus is possible. As it is difficult to tell who is infected, wearing a face covering protects those around you from virus transmission. Wearing a face covering in addition to other prevention measures, such as physical distancing and hand-washing, will be an important strategy to slow virus spread on campus.

The Cambridge School will be following the guidance for face coverings as stated in the document, [CDPH COVID-19 Industry Guidance: Schools and School Based Programs](#).



Age	Face Covering Requirement
<ul style="list-style-type: none"> <li>2 years old – 2nd grade</li> </ul>	<p><b>Face coverings are strongly encouraged if they can be worn properly.</b> A face shield or a neck gaiter are both acceptable alternatives for children in this cohort who are not able to properly wear a cloth face covering.</p>
<ul style="list-style-type: none"> <li>3rd grade – 12th grade</li> </ul>	<p><b>Yes, with exemptions for the following:</b> anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance.</p>
<ul style="list-style-type: none"> <li>Faculty and Staff</li> </ul>	<p><b>Yes.</b> In limited situations where a face covering cannot be used for pedagogical or developmental reasons (such as communicating or assisting young children or those with special needs), a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Faculty and staff must return to wearing a face covering outside of the classroom.</p>

Students and employees may wear cotton material face coverings and neck gaiters without any logos, characters, or statements (with the exception of a Cambridge mask or Griffin neck gaiter), or disposable masks. Face coverings that have a valve on the front of the mask are not allowed as it lets exhaled air from the wearer escape into the environment. **Face coverings and neck gaiters should cover both the nose and mouth of the individual when worn properly.**

## ■ Hygiene and Health Screening

Reinforced through training and with signs posted throughout campus, hygiene practices (coughing/sneezing etiquette, handwashing, wiping down tables, chairs, and equipment) will be promoted consistently throughout the day.

- Students, faculty, and staff will be asked to use hand sanitizer provided by the school upon entering and exiting buildings on campus, and when entering and exiting classrooms.
- Students, faculty, and staff will be required to wash hands after using the restroom, before and after lunch, after partaking in any outside activities, and upon entering any building.
- Our contracted cleaning company will deep clean spaces after school hours, and wipe down door handles and hard surfaces during the day.
- Faculty and staff will prioritize regular cleaning practices for desks, equipment, writing utensils, and other classroom materials.

- Physical education equipment will be disinfected between each use.
- Handwashing stations are positioned around campus; hand sanitizer will be available throughout campus.
- Built-in water fountains will not be usable, but bottle-filling stations on campus will be available for clean use and operation.

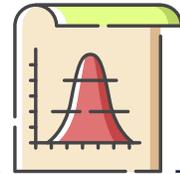
## Self-Screening at Home

The Cambridge School will be utilizing an application-based screening tool called Dr. Owl to perform daily at-home temperature and symptom assessments. The method will record the information and generate an “admission ticket” that will be reviewed when students arrive at school. This will be required for any student or employee to enter campus. The school may practice additional health screening measures at other times of the school day, including temperature and symptom checks. More information about the use and setup of this application will be sent to all families and employees.

More than ever, it is important for families and employees to follow school guidelines for staying home when they are ill. **Everyone must commit to supporting The Cambridge School’s health, wellness, and safety protocols and must uniformly agree to stay at home when they are not feeling well, have COVID-like symptoms, or have potentially been exposed.**

## ■ Communication and Coordination

Public health guidelines, and thus our stay-at-home policies, may change over time. We will provide the most up-to-date information to our community via the [school website](#).



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- Anyone who tests positive for COVID-19 should notify the school immediately and coordinate their return to campus with the school nurses—in following with CDC, state, and county recommendations.
  - The Cambridge School recognizes the sensitivity of any and all health-related information, particularly with respect to any diagnosis or symptoms related to COVID-19. To the extent we are not otherwise required to disclose health information related to COVID-19, The Cambridge School will keep all such information strictly confidential.
  - It is recommended that all people 6 months of age and older consider the annual influenza vaccination this year. More information can be found at [2020-2021 Influenza Season](#).
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## Illness at School

Monitoring illness by implementing screening and reporting is essential to our ability to mitigate, contain, and respond to the possible spread of COVID-19 at The Cambridge School. If a student falls ill at school, the student will be escorted to the designated isolation room. If the student is not already wearing a face covering, one will be provided. The nurse will assess the student’s symptoms and contact the family for pick-up.

**It is important for the school to know if anyone who comes to campus has tested positive for COVID-19, resides with someone who has tested positive for COVID-19, and/or has come in direct contact within a 14-day period with someone who has tested positive for COVID-19.** Tracking diagnosed cases within our community allows us to better understand health conditions on our campus and mitigate the spread of infection. If a family or employee needs to report such information, please contact the school and speak to one of the school nurses. The nurses will coordinate your return to campus based on current public health guidelines.

## International Travel

If employees or students are traveling internationally, The Cambridge School will be following the CDC guidance and requiring a 14-day quarantine before returning to campus. Further information on travel can be found at [Returning from International Travel](#).

## Symptoms, Close Contact, or Positive Cases

Guidelines for action that will be taken if COVID-19 is identified within the Cambridge community:

Student or Faculty/Staff	Actions	Communication
<p>1) Presents with COVID-19 symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)</p> <p>Symptom screening: per CA School Sector Specific Guidelines</p>	<ul style="list-style-type: none"> <li>Send home</li> <li>Recommend testing: if positive, see #3, if negative, see #4</li> <li>School and classroom remain open</li> </ul>	No action needed
<p>2) Has close contact (†) with a confirmed COVID-19 case</p>	<ul style="list-style-type: none"> <li>Send home: quarantine for 14 days from last exposure</li> <li>Recommend testing: results will not shorten 14-day quarantine</li> <li>School and classroom remain open</li> </ul>	Consider school community notification of a known contact
<p>3) Presents with <b>confirmed COVID-19 case infection</b></p>	<ul style="list-style-type: none"> <li>Notify the local public health department</li> <li>Isolate case and exclude from school for 10 days from symptom onset or test date</li> <li>Identify contacts (†), quarantine and exclude exposed contacts (likely entire cohort (††)) for 14 days after the last date the case was present at school while infectious</li> <li>Recommend testing of contacts, prioritize symptomatic contacts: results will not shorten 14-day quarantine</li> <li>Disinfection and cleaning of classroom and primary spaces where case spent significant time</li> <li>School remains open</li> </ul>	<b>School community notification of a known contact</b>
<p>4) Tests negative for COVID-19 after having symptoms</p>	<ul style="list-style-type: none"> <li>May return to school 3 days after symptoms resolve</li> <li>School and classroom remain open</li> </ul>	Consider school community notification if prior awareness of testing

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

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

All information is subject to change and will be updated on the [school website](#) accordingly.



**A Both/And Community of Learning**

Ever-enduring to provide an education equally committed to academic rigor and virtuous character formation.

## **Part Four:**

### Continuity of Our Co-Curricular Programs

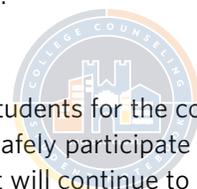
#### **Prioritizing the Health and Wellbeing of Our Students**

##### **Social and Emotional Support for Students**

We understand that the deep uncertainty surrounding the pandemic makes learning and thriving difficult for students. Together, Cambridge teachers and staff will work to support our students the best that we can, and our Student Support Services Director, Mrs. Krista Hahn, will continue in her role as a social and emotional support for our students as needed. Mrs. Hahn will help teach these learning objectives in our 7th grade Bridge class, and hold upper school office hours four times a week when distance learning is required. Additionally, she is also available by appointment.

##### **College Counseling**

Our high-quality, individualized college counseling program will continue to inform and prepare students for the college admissions process whether the school year is online or in-person. Rising seniors were able to safely participate in an on-campus college application essay and interview workshop this summer, and Mrs. Becky Priest will continue to meet with students in grades 9-12 according to her planned schedule, and with juniors and seniors by appointment.



##### **Upper School Assembly**

Upper school Assembly will continue to be held on Friday for the 2020-2021 academic school year. This year we will focus on the cultivation of moral and civic virtue. We will also include a brief examination of the theological virtues. Assistant Head of School, Mr. Russ Kapusinski, will oversee upper school Assembly, crafting the curriculum in collaboration with upper school faculty members. Mr. Kapusinski will do most of the teaching, but will also include guest speakers which primarily consist of our upper school faculty.

##### **Morning Devotions for Upper School**

As we begin the new school year, we are going to move to a small group, mentoring-model format in an attempt to more intentionally cultivate mentoring relationships between upper school faculty and our students. Each faculty member will lead a small group of students and meet with them on Monday and Thursday mornings. Our primary goal is care for each individual student and the cultivation of relationships between faculty and students in a smaller community. Assistant Head of School, Mr. Russ Kapusinski, will oversee the faculty mentors, providing them with curriculum options, support, and guidance.

##### **Morning Devotions for Grammar School**

Mr. Russ Kapusinski will continue to lead grammar school devotions every Friday morning which will be viewed either online at home, in the classroom cohort, or in the Great Hall, depending on which mode of learning we are in. This year's theme is entitled: *Encounters with Jesus*. In our devotional time together, we will look at the life and ministry of Jesus from the Gospel narratives, making age-appropriate application across the K-6th grade spectrum.

## Cambridge Athletics

The Cambridge School athletics program is committed to a safe return to play for both our high school and middle school sports teams. Our primary concern continues to be the health and well being of our student athletes, coaches, and staff.

On July 20, 2020, the California Interscholastic Federation (CIF), our state's high school sport governing body, mandated a roll back of all starting dates for scholastic athletics. It is the intention of CIF and The Cambridge School to participate in all sports during the 2020-21 school year, safely competing only during the months of January-June.

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- **First season of Cambridge athletic sports will be played during the months of January-March:**

Volleyball, Boys (traditionally a spring sport)

Volleyball, Girls (traditionally a fall sport)

Cross Country, Boys and Girls (traditionally a fall sport)

- **Second season of Cambridge athletic sports will be played during the months of April-June:**

Basketball, Boys and Girls (traditionally a winter sport)

Track and Field, Boys and Girls (traditionally a spring sport)

Swimming (traditionally a spring sport)



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The Interscholastic Middle School League (IMSL) is working through a similar sports calendar for our 5th-8th grade athletes. More details on timelines are expected in the coming weeks and will promptly be relayed to our participants and their families.

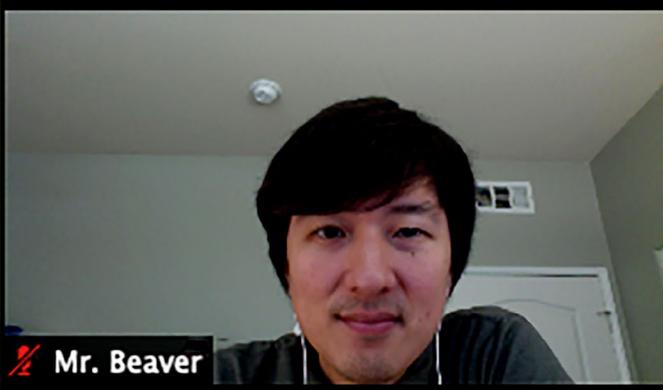
While competition will be rolled back to 2021, Griffin Athletics is working closely with our health professionals on campus to create a safe return to play protocol. We remain hopeful that we will be able to safely return to our strength training and conditioning sessions with coaches, prior to the competition timelines.

The Cambridge coaching staff is committed, excited, and willing to go the extra mile to make this season a successful, though unique, athletic experience for our students.

## Upper School Fall Play

During this time of uncertainty and change, we recognize the importance of having spaces for students to be in community with their peers and to be creative together. Given the strong possibility that physical distancing restrictions would be in place at one point or another during the upcoming school year, a fall play was selected that could reasonably be rehearsed and/or performed in a physically distant way (if necessary) but that still retained, as much as possible, the elements that make drama uniquely interesting and compelling. For this reason, the upper school drama students will be performing a radio play. (Radio dramas were the form of popular entertainment in the 1920s-1940s before the advent of television; this kind of storytelling uses dialogue, sound effects, and music to create the world of the story for the listener.)

The performances for "Little Women: A Radio Play" will take place on November 6th and 7th. If the semester begins in distance learning mode, the cast will conduct after school rehearsals on Zoom. Although the best case scenario would allow the students to perform before a live audience, our contingency plan will be to perform the play for the Cambridge community via Zoom or a similar platform, if absolutely necessary. While the entire production process can happen in a distance learning format, we continue to hope that our future rehearsals and performances will take place in-person with all the county and state safety precaution mandates observed. Our students are looking forward to sharing this story with the entire community in a few short months!



### An Afternoon with C.S. Lewis

Third graders delight in the partaking of high tea and Turkish sweets with their classmates via Zoom.

16  
Participants

Chat

Share Screen

Record

## Part Five:

# The Cambridge Community in 2020-2021

## How We Thrive in a Pandemic Year

### Preserving Our Culture of Faith and Learning

One of the highest priorities guiding our decisions and actions as an institution of learning is the preservation of our school's distinct culture and community. We continue to witness the beauty of human flourishing that directly results from investing in relationships with students, parents, faculty and staff, and Cambridge friends. Creating unique ways for our community to connect and fellowship together during this time is an intriguing puzzle to solve, instead of a problem to overcome, and will be an integral part of our reopening experience. This past spring when our campus was forced to close, we were challenged by the transforming of many in-person events into virtual formats:

- Head of School coffees for all grade levels
- Class performances and feast days (e.g., 1st grade's *Tales of Peter Rabbit* play and 3rd grade's Narnia Day)
- New parent orientations, parenting seminars, and kindergarten readiness seminars
- Our 14th annual Auction (minus the Gala)
- Mother's Day and Father's Day programs
- Senior thesis presentations and the senior awards assembly
- Baccalaureate and Commencement service
- Closing convocation and the presentation of individual and class charges
- Community events such as trivia nights, talent showcases, and a pet showcase

Much creative brainstorming is taking place as we envision new ways to deliver both meaningful, community-building online and in-person experiences to our Cambridge families, the later for when our campus reopens. Recent months have provided us with unprecedented time to pause and evaluate many of our annual events and audio/visual needs, inspiring creative reflection which we look forward to sharing with you when the new school year begins.

### Financial Considerations for Reopening

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- **Guiding Principle:** Stewardship of The Cambridge School's resources to effectively meet the health and safety needs and learning goals within our fiscal restraints.
  - **Investing in Our Community:** Each family's financial commitment through tuition payments allows The Cambridge School to plan for these unprecedented times.
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To ensure The Cambridge School experience for all of our students, we have made significant, not previously budgeted, financial investments across a broad range of efforts including:

- Enhanced health and safety measures
- Increased cleaning and full-time day-porter services throughout the entire campus

- No-touch thermometers, hand sanitizer and handwashing stations
- Additional restroom facilities and restroom modifications
- Health-screening software and equipment
- Personal protective equipment (PPE)
- Protective desktop partitions for offices and classrooms
- Additional technology to support distance learning
- New learning management software for faculty, students and parents
- Enhanced training and professional development for faculty

## Financial Assistance

The Cambridge School's robust and growing Tuition Assistance Program has supported its commitment to finding the best mission-fit families and students regardless of their ability to pay the full tuition. We consistently dedicate a percentage of the budget to fund the Tuition Assistance Program (TAP), offering help with tuition costs to our families with demonstrated financial need. Thankfully, this has helped us build and strengthen our school community by allowing access to this robust classical Christian education to wonderful mission-fit families regardless of financial means.

During this pandemic, The Cambridge School has enhanced its financial assistance offering by creating the Rainy Day Aid Program to assist any family whose financial situation has been adversely impacted by these unprecedented times. These are difficult and uncertain days; the COVID-19 pandemic poses a threat to families not only in terms of their health, but also their finances. During such times, we remain committed to helping those families struggling to afford tuition while desiring to maintain enrollment and educational stability for their children. Inquiries regarding the Rainy Day Aid Program should be emailed to the TAP Committee at [tap@cambridgeclassical.org](mailto:tap@cambridgeclassical.org).

Furthermore, both The Cambridge School and each family make a financial commitment to the education of their students each year. This year is no different, though the uncertainty is giving some parents pause when it comes to the tuition obligation agreed to in the enrollment contract. Our school has made commitments to teachers and services based on projected tuition revenue. Going forward, it is reasonable to expect families to uphold their financial commitments to the school. At this late stage, families have been aware of the uncertainty and the possible risks, and our school would not likely be able to find a replacement student necessary to maintain the financial obligations it is committed to for the 2020-2021 academic year.

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We understand families may be faced with financial hardships and/or logistical challenges due to their students attending classes virtually. Our Rainy Day Aid Program continues to be available to school families as needed and requested on a monthly basis during what we hope will be a temporary situation this year with online learning. All of these situations will be handled on a case-by-case basis through the Rainy Day Aid Program which is managed by the Tuition Assistance Program (TAP) Committee. For more information, please contact the TAP Committee by emailing [tap@cambridgeclassical.org](mailto:tap@cambridgeclassical.org).

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## Do you have further questions?

We have tried our best to answer your possible questions about the continuity of learning plan through this document, but realize there may be additional concerns that need addressing. We will hold a virtual Town Hall meeting on **August 6th at 7:00pm** via Zoom to answer as best we can, questions submitted to our special email address set up for this purpose. The deadline for submitting questions to [townhall@cambridgeclassical.org](mailto:townhall@cambridgeclassical.org) is August 6th at 12:00pm.

## TCS Reopening Task Force

**Jean Kim**

Head of School

**Russ Kapusinski**

Assistant Head of School

**Jenni Helj**

Grammar School Principal

**Melissa Gingrich**

Upper School Principal

**Jeff Yoder**

Director of Advancement

**Amy Tollefson**

Business Manager

**Karla Hays**

School Nurse

**Michelle Thompson**

School Nurse

**Leslie Yoder**

Director of Enrollment Management

**Cara Francisco**

Executive Assistant

**Jack George**

Facilities Manager

## Medical Advisory Committee

**Dr. Mark H. Sawyer, MD**

Professor of Pediatrics, UCSD Medical School

Director, Division of Infectious Diseases, UCSD Medical School

Program Director, UCSD/Rady's Children's Hospital of San Diego Pediatric Residency Program

**Karla Hays, RN**

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**Michelle Thompson, RN**

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