

1. INTRODUCTION

This is Santa María del Pino's Contingency Plan for the academic year 2020-2021. The plan is aimed at responding to the situation of educational exceptionality caused by the ongoing COVID-19 pandemic and it is based on 4 pillars:

1. Promoting the capacity of the School to adapt to the different scenarios derived from the pandemic that may occur during the next academic year.
2. Organizing the necessary elements to generate a sanitary safe educational environment.
3. Establishing concrete actions to allow us to continue offering a quality educational proposal.
4. Generating the necessary resources to continue providing educational and emotional support to students and families of the School, providing tools and strategies for students and families to deal with different situations.

The contingency plan is a living, reviewable and changing document that takes as a reference framework the guidelines and regulations issued by the Department of Education and the educational project of the School.

In contemplation of all the situations that may occur during the next course, the current plan defines four possible scenarios.

GENERAL CHARACTERISTICS OF THE SCENARIOS			
CONFINEMENT	IN-PERSON		NEW NORMAL
	Part-time	Full-time	
The school must be closed. Schooling must be online. Physical distancing requires home confinement.	The school must be open. Schooling must be both in-person and online. Limitations to the physical distance between students. Limitations in the number of students per group and space. Canteen service not allowed. Hygienic and disinfection of the spaces measures are established.	The school must be open. Schooling must be both in-person and online. Limitations to the physical distance between students. Limitations in the number of students per group and space. Canteen service allowed. Hygienic and disinfection of the spaces measures are established.	The school must be open. Schooling must be in-person. No limitations on the physical distance between students. No limitations in the number of students per group and space. Canteen service allowed. Hygienic and disinfection of the spaces measures are established.

The new normal scenario is the least restrictive, and goes beyond following the health and hygiene rules.

When the in-class scenario permits the canteen service the school day will be complete. Otherwise, the school day will be intensive.

For each of these scenarios, the plan establishes a set of measures detailed below.

2. TYPES OF CLASSES

During the academic year 2020-2021, the School offers educational services in the stages of Kindergarten, Primary and ESO.

Under different scenarios, the educational process can be carried out in three different modalities:

1. **Online Education:** the student performs the educational process from home. He/she uses technological tools and resources synchronously or asynchronously to carry out continuous and quality educational monitoring.
Synchronously: Video conferencing platform (Zoom) to carry out daily virtual sessions with teachers and the rest of classmates.
Asynchronously: *Google apps for education* for managing tasks, jobs and projects.
2. **In-person Education:** the student carries out the educational process at school respecting the security guidelines issued by the Department.
3. **Blended Education:** Students alternate one day at home and one day at school. Online and in-person education are combined. On the days of home education, the students follow the class schedule, connecting, virtually, via videoconference with the sessions that are taking place at school in real time. In this way, students at home can simultaneously follow their classes that are taking place in school.

In in-person scenarios, **all Kindergarten and Primary students are allowed to follow the educational process at school daily. ESO students** follow the whole **weekly schooling hours** in the blended model.

As for in-person and blended education, students can only go to school if they meet the following criteria established by the Department of Education.

- Absence of symptoms compatible with COVID-19.
- Not having any positive for SARS-CoV 2 in the last 14 days prior to the start of service.
- Not having been in close contact with any person who has been tested positive in the last 14 days prior to the start of the service.
- Updated vaccination schedule.

Each family must deliver a responsible statement before the start of the course regarding the criteria established for access to the educational centre, which must be updated depending on the changes that may occur. Before starting the course, students with a highly complex chronic disease that may increase the risk of seriousness due to SARS-CoV 2 infection must be informed to make an assessment with the family and the medical team of the specific measures to implement. The students who cannot go to the school start to follow online education during the period this situation lasts.

3. SPACES AND GROUPS

Each stage organizes the groups according to the proposed scenarios and the criteria issued by the Department of Education.

Concerning in-person scenarios for Kindergarten and Primary, each class is divided into small and stable groups according to the regulations to guarantee distance and traceability. The criteria for preparing these groups are pedagogical. This process is implemented by the educational stage teaching staff along with the specialist of the Psycho-pedagogical Department of the School.

Each group carries out all its educational activity always in the same classroom. Three new spaces are enabled and adapted for the Kindergarten stage: the library and the Nursery; and six new spaces for the Primary stage. The design of these classrooms takes into account the physical distance of the students determined by the regulations through the arrangement of their furniture (desks) as well as the usual pedagogical aspects. Every classroom has a screen and connection to allow students to follow the classes virtually.

The subjects of chess, robotics, music, art, “corners” and projects are carried out in the classroom and in a small group format. Physical Education is carried out in the designated area of the playground or gym and in small groups. Gym space is large enough to allow the required physical distancing.

In case of confinement, each class will be a single group of students who follow the educational process virtually through video conferencing.

In the new normal scenario, each class has a single group of students working in-class. The use of spaces will return to that of prior to confinement. The design of the space does not have to take into account physical distancing.

4. TEACHERS

The contingency plan contemplates three main criteria with respect to the organization of the teaching staff.

- Adjusting the number of teachers and their functions to respond to the needs generated in the different scenarios.
- Guaranteeing the security conditions issued by the Department of Education without affecting the guarantees of educational quality.
 - Establishing the minimum mobility of teachers between groups.
 - Fixing the teachers in as less stages as possible.
- Promoting personalized support for students and families.

In the three educational stages, in the confinement and in-person scenarios, each small group has a tutor. The different tutors of each grade carry out in a parallel and coordinated way the application of the educational process and the accompaniment proposals of the students and families. More intensive communication with families is promoted through the use of virtual tools such as email and videoconferencing. There are specific specialists for

English, music, psychomotricity, P.E. and others in each stage who move between the different groups.

In in-person and blended education, teachers can only go to school if they meet the following criteria established by the Department of Education.

- Absence of symptoms compatible with COVID-19.
- Not having any positive for SARS-CoV 2 in the last 14 days prior to the start of the service.
- Not having been in close contact with any person who has confirmed positive in the last 14 days prior to the start of the service.

Each teacher must deliver a responsible statement before the start of the academic year regarding the criteria established for access to school, which must be updated depending on the changes that may occur. It is necessary to inform prior to the start of the course of those teachers who present a highly complex chronic disease that may increase the risk of seriousness due to SARS-CoV 2 infection. Those teachers aged over 60 years or with chronic disease carry out online educational activities or support tasks for other teachers.

5. SCHEDULE OF CLASSES

The schedule must respond to three fundamental educational actions:

- Holding teaching-learning sessions.
- Accompaniment to the students.
- Accompaniment to families.

Depending on the different scenarios, time frames must be established to enhance these educational spaces.

Within the confinement scenario:

In the kindergarten stage, learning schedules are organized for each course in small groups, providing more individualized attention to the needs of students. Channels of communication are kept open with families with two different goals, to be able to accompany their child within the learning process and resolve pedagogical doubts and on the other hand, to be able to help the emotional management of the students.

The primary stage is organized in different schedules according to the cycle, practically all of them being taught by tutors and/or specialists online. In order to encourage the autonomy and movement of the students, sessions of autonomous work and doubts are proposed. If required, it is in this space that the student has the opportunity to resolve doubts with their course tutor. Emotional support for students and families has also been strengthened through individual and group tutoring sessions.

In the ESO stage, students follow the schedule where they establish the combination of classes by videoconference and asynchronous learning tasks that students must perform.

There are group tutoring sessions via video conferencing. Spaces are open for those students or families who need it in the morning or afternoon depending on the availability of each tutor.

In the in-person scenario, the possibility or not of offering a half-board service determines the establishment of part-time or full-time education in the **Kindergarten, Primary and ESO stages**.

- The part-time working hours are determined according to the regulations established by the Department.
- The full-time schedule is carried out in each stage as follows:
 - Kindergarten from 9 am to 12.00 pm and from 14.00 to 5 pm.
 - Primary from 9 am to 13.00 pm and from 3.00 to 5 pm.
 - ESO from 9 am to 13.30 pm and from 3.00 to 5.00 pm.

In this **intensive school day scenario**, the organization of asynchronous learning activities in the kindergarten and primary stages that students can do at home from 3.00 pm to 5 pm is maintained. Specific and intensive support for students and families is also established during this time with regular meetings in each group of parents. In the ESO stage, the total teaching hours are carried out during this intensive day.

6. TRAFFIC FLOW

Within in-person scenarios, each small group of students must enter the school through different entrances, following a phased schedule.

Three points of entry and exit from the school are considered.

- The principal entrance at 19-21 Riera Coma Clara.
- The entrance on the Riera to the school's large playground.

The **entrance** is organized in a staggered way and keeping the safety distances. An access and reception point is enabled. All the accompanying adults are not allowed to enter the school. Upon reaching the access point, the temperature of the students is taken and hand hygiene is carried out with hydroalcoholic gel. The student goes up to school alone and goes directly to the assigned classroom where the tutor is. There are personnel of the school strategically situated to ensure that all the students go to the corresponding classroom and to avoid crowds.

The following entrance times to the centre have been established.

- ESO at 8.30am.
- Primary at 8.45am.
- Kindergarten at 9.00am.

The **exit** shall take place through the designated space. Only one person is allowed to pick up the child, respecting the distances and security measures. The tutor is in charge of delivering the child.

The following exit times to the centre have been established.

- Kindergarten at 12pm or at 4.30pm.
- Primary at 1pm or at 4.45pm.
- ESO at 1.30pm or at 5pm.

Each group has a **specific toilet space**. Students always go individually. The student carries out hand hygiene before returning to the classroom. It is necessary to educate in keeping the toilet lids down before the toilet is flushed.

The School has an established and **signposted sense of circulation** to enter and exit the school building, classrooms, the playground and common spaces. The double sense of circulation is avoided as much as possible. Each group has a specific mobility schedule to go to the playground or to the classrooms.

An adaptation process is established prior to the beginning of the course to inform and put into practice the basic guidelines for the operation of this plan.

In the scenario of new normality, the temperature and hygiene measures of access to the educational centre are maintained for both students and families. There are no specific access time slots but there are specific entry and exit accesses and a mandatory sense of movement.

7. CANTEEN SERVICE

Within the in-person full-time education, the canteen service is carried out inside the classroom of each small group, attending to the established time slots. This service is developed following the sanitary indications established by the regulations of the Department of Education. Hand hygiene is performed before and after having lunch.

In the scenario of new normality, the half-board service is carried out in the different dining rooms of the school according to the time slots set for each class. Hygienic guidelines and sanitary indications established by the regulations of the Department of Education are followed.

8. RECESS AND BREAKFAST

In the in-person scenario, each group has different daily recess times. These breaks are established according to the day's schedule of lessons.

Different playground spaces are enabled:

- The classroom
- Playgrounds and gardens of the school divided into spaces for each stage
- The gym

The lower ground is properly signposted and differentiated using dividers. Each teacher accompanies the group to the playground following the established sense of movement and ensures that distances are respected. This recess activity shall be guided by the teachers and aims to make an active and, if possible, social rest. It is necessary to establish challenges,

individual motor games or proposals with autonomous individual material taking into account the individual use of this that will have to be disinfected after its use.

Going to the ground and back to the classroom is to be done in a staggered way and always with the accompanying teachers, with separations of 5 minutes. Before and after the recess, hands wash with hydroalcoholic gel is mandatory.

Each student brings his/her breakfast. A hand wash with hydroalcoholic gel is implemented before and after breakfast.

In the scenario of new normality the recess is carried out by courses. The classroom, the gym, and the green roof are removed as recess spaces. Free play or free activities can be promoted. Hygienic, staggered access and sense of movement measures are maintained.

9. SCHOOL MATERIALS AND DIGITAL TOOLS

In the in-person scenarios, each student has a pack of individual material to perform the proposed activities. They cannot share with the other classmates in the group.

- Material provided by the School (sheets, books, etc.).
- Material to be purchased by the family (pencil case). At the beginning of the course each family receives a list of this material that the student must bring on the first day of the course.

It is necessary to avoid from the first day the round trip of material from home to school and from school to home. The students have his/her own space to store his/her material in the classroom, rightly identified from the rest of the classmates in the group. Daily distribution of sheets of paper is avoided.

The shared use of material between students is avoided. In the event that a material has to be used by another student, it is disinfected between one use and the next. The use of the screens, chalks and blackboard of each classroom is restricted to the teacher.

In the Kindergarten and Primary stages the student wears the uniform and the gown every day so that it can be disinfected.

In the confinement scenario, the necessary material is provided to have at home to correctly follow all the subjects (books, notebooks, pencil case, etc.). A protocol is established so that the students can take the necessary material home the days prior to the start of the confinement.

In the scenario of new normality, a shared use of material according to the regulations established by the Department of Education is permitted.

Access to digital tools that help promote learning in different scenarios is enhanced.

10. PSYCHO-PEDAGOGICAL DEPARTMENT

The School always ensures the emotional support of the students and their families, which continues to be a priority in any of the possible scenarios. The School's Psycho-pedagogical Department continues to offer support in the emotional processes that may arise:

- Individualized monitoring of students who require it.
- Personalized attention to families.
- Specific organizational and emotional management guidelines in each scenario.
- Support and guidelines for the tutors and teachers of the School.
- Personalization of learning according to the educational needs of the students.

In the confinement scenario, this accompaniment is done virtually, via videoconferences. **In the in-person scenario**, the accompaniment is combined virtually and in-person. **In the new normal scenario**, accompaniment is done in-person.

11. DETAILED SCENARIOS FOR EACH EDUCATIONAL STAGE

KINDERGARTEN				
SCENARIO	CONFINEMENT	IN-PERSON		NEW NORMAL
		Half-time	Full-time	
Education	Virtual	In-person	In-person	In-person
Modality	Intensive	Intensive	Complete	Complete
Spaces and groups	Small groups. A virtual learning space for each group.	Small groups according to regulations. A fixed classroom space per group throughout the day. New spaces are enabled. Space designed to maintain physical distancing.	Small groups according to regulations. A fixed classroom space per group throughout the day. New spaces are enabled. Space designed to maintain physical distancing.	One group per class. Common spaces prior to confinement.
Teachers	A tutor for each group. Specific specialists for the educational stage.	A tutor for each group. Specific specialists for the educational stage.	A tutor for each group. Specific specialists for the educational stage.	A tutor for each group. Specific specialists for the educational stage.
Schedule	Support hours from 10:00 to 13:00. with a daily video conference session. Accompaniment sessions for the families.	Part-time schedule according to regulations of the Department of Education. Tasks to be done at home in the afternoon with online accompaniment for students and families. Regular year group meetings.	From 9:00 to 12:00. and from 14:00 to 17:00.	From 9:00 to 12:00. and from 14:00 to 17:00.
Traffic flow	-	Each group has an established access. Staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement. One accompanying adult per student who cannot access the centre.	Each group has an established, staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement. One accompanying adult per student who cannot access the centre.	Established entry and exit access. Hygienic access protocol. Mandatory direction of movement.
Canteen service	-	-	In their own classroom according to the established time slots. Following the regulations issued by the Department.	In the school's canteen according to the established time slots. Following the regulations issued by the Department.
Recess and breakfast	-	Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own snack. Guided activity.	Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own snack. Guided activity.	Recess time and usual spaces. Several groups in the same space. Staggered access. Own snack. Free activity.
School materials and digital tools	Protocol of material during lockdown.	Individual material per student. Individual space to store the material. Smock and uniform. Minimum material from home to school and from school to home.	Individual material per student. Individual space to store the material. Smock and uniform. Minimum material from home to school and from school to home.	Individual material per student. Individual space to store the material. Gown and uniform. Shared material according to regulations.
Psycho-pedagogical department	Online support for students and families. Emotional education sessions with the students. Meetings with parents via videoconference.	Online and face-to-face support for students and families. Emotional education sessions with the students. Meetings with parents.	Online and face-to-face support for students and families. Emotional education sessions with the students. Meetings with parents.	Face-to-face support for students and families.

PRIMARY				
Education	CONFINEMENT	IN-PERSON		NEW NORMAL
Modality	Virtual	In-person	In-person	In-person
Spaces and groups	Intensive	Intensive	Complete	Complete
Spaces and groups	A group for each class. A virtual learning space for each class.	Small groups according to regulations. A fixed classroom space per group throughout the day. New spaces are enabled. Space designed to maintain physical distancing.	Small groups according to regulations. A fixed classroom space per group throughout the day. New spaces are enabled. Space designed to maintain physical distancing.	One group per class. Common spaces prior to confinement.
Teachers	A tutor for each class. Specific specialists for each stage of primary.	A tutor for each class. The tutor undertakes as many subjects as possible. Specific specialists for each stage of primary.	A tutor for each class. The tutor undertakes as many subjects as possible. Specific specialists for each stage of primary.	A tutor for each class. Specialists can teach in more than one stage of primary.
Schedule	Support hours from 9:30 to 13:00 with a daily video conference session. Accompaniment sessions for students and families	Part-time schedule according to regulations of the Department. Education. Tasks to be done at home in the afternoon with online support for students and families. Periodic meetings per group.	From 9:00 to 13:00. and from 15:00 to 17:00.	From 9:00 to 13:00. and from 15:00 to 17:00.
Traffic flow	-	Each group has an established, staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement. One accompanying adult per student who cannot access the centre.	Each group has an established, staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement. One accompanying adult per student who cannot access the centre.	Established entry and exit access. Hygienic access protocol. Mandatory direction of movement.
Canteen	-	-	In their own classroom according to the established time slots. Following the regulations issued by the Department.	In the school's canteen according to the established time slots. Following the regulations issued by the Department.
Recess and breakfast	30-minute breaks	Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own snack. Guided activity.	Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own snack. Guided activity.	Recess time and usual spaces. Several groups in the same space. Staggered access. Own snack. Free activity.
School materials and digital tools	Protocol of material during lockdown	Individual material per student. Individual space to store the material. Smock and uniform. Minimum material from home to school and from school to home.	Individual material per student. Individual space to store the material. smock and uniform. Minimum material from home to school and from school to home.	Individual material per student. Individual space to store the material. Smock and uniform. Shared material according to regulations.
Psycho-pedagogical department	Online support for students and families. Support during individual and group meetings.	Online and face-to-face support for students and families. Support during individual and group meetings.	Online and face-to-face support for students and families. Support during individual and group meetings.	Face-to-face support to students and families.

ESO				
Education	CONFINEMENT	IN-PERSON		NEW NORMAL
Modality	Virtual	Blended	Blended	In-person
Spaces and groups	Complete	Intensive	Complete	Complete
Spaces and groups	A group for each class. A virtual learning space for each class.	Each class is divided into small and stable groups that carry out blended education, one day at home and one day at school. A classroom space for each group throughout the day. The space is designed to maintain physical distancing and allow students to follow sessions virtually. Specific space for each optional subject.	Each class is divided into small and stable groups that carry out blended education, one day at home and one day at school. A classroom space for each group throughout the day. The space is designed to maintain physical distancing and allow students to follow sessions virtually. Specific space for each optional subject.	One group per class. Classroom education. Each group in a classroom. Usual spaces prior to confinement.
Teachers	A tutor for each class. Specific specialists for each stage.	A tutor for each class. Specific specialists for each stage.	A tutor for each class. Specific specialists for each stage.	A tutor for each class. Specific specialists for each stage.
Schedule	School hours from 9:00. to 13:30 and from 15:00 to 17:00. via videoconferences. Personalized tutoring with students and families.	Part-time schedule according to regulations of the Department. Blended education (complete hours).	From 9:00 to 13:30. and from 15:00 to 17:00.	From 9:00 to 13:30. and from 15:00 to 17:00.
Traffic flow	-	Each group has an Established staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement.	Each group has an established, staggered entry and exit access. Hygienic access protocol. Mandatory direction of movement.	Established entry and exit access. Hygienic access protocol. Mandatory direction of movement.
Canteen	-	-	In their own classroom according to the established time slots. Following the regulations issued by the Department.	In the school's canteen according to the established time slots. Following the regulations issued by the Department.
Recess and breakfast		Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own snack.	Different recess times. New spaces. One space per group. Accompanied by a teacher. Staggered access. Own breakfast.	Recess time and usual spaces. Several groups in the same space. Staggered access. Own snack. Free activity.
School materials and digital tools	Protocol of material in confinement. Own computer.	Individual material per student. Own computer. Individual space to store the material. Minimum material from home to school and from school to home.	Individual material per student. Own computer. Individual space to store the material. Minimum material from home to school and from school to home.	Individual material per student. Own computer. Individual space to store the material. Shared material according to Regulations.
Psycho-pedagogical department	Online support for students and families. Personalised orientation	Online and face-to-face support for students and families. Personalised orientation.	Online and face-to-face support for students and families. Personalised orientation.	Face-to-face support for students and families.

12. PREVENTION, PROTECTION, VENTILATION AND SAFETY MEASURES

In all the scenarios in which an in-person educational action is developed, the school follows the following actions to guarantee the health security of the students, teachers and non-teaching personnel of the centre.

Hand washing: Frequent hand washing and educating students on how to do it properly is required. Educative strategies, such as a song, are used to help us establish an adequate washing time and go through the different parts of the hands.

Various hygiene points are available: one at each point of access to the school and one in each classroom and work space of the school. These hygiene points have: hydroalcoholic gel, paper tissues and a paper bin with a lid and a foot lever. The cleaning and maintenance personnel have hydroalcoholic gel diffusers for individual use. The hand washing has to be done:

STUDENTS	TEACHERS	OTHER STAFF
At the entrance and exit of the school	At the entrance of the school and before being with the students.	At the entrance of the school.
Before and after the snack.	Before and after the snack or helping the students to have their snack.	Before and after the snack.
Before and after the recess.	Before and after blowing a student's nose.	Before and after going to the toilet.
Before and after going to the toilet.	Before and after going to the toilet or accompanying a student to the toilet.	On arrival and departure to work in each space.
Before and after every activity.	At least once every 2 hours.	At least once every 2 hours.

Masks: following the recommendations of the Department, the Kindergarten, ESO and Baccalaureate students do not use masks in the school. As for the Primary stage it indicates its use, although it can be dispensed with when the optimal distance and hygiene measures are met. All centre staff use their own hygienic mask. The personnel are informed of the measures that must be established for the correct placement, use and removal of the mask.

Ventilation: taking into account the temperature, natural ventilation is prioritized.

- 10 minutes before and after the children enter.
- Open windows and doors to increase airflow
- Have windows open, if possible, while the children are in class
- 3 times a day for a minimum of 10 minutes.
- Open windows to ventilate toilets.
- Always prioritize ventilation over thermal comfort.

Cleaning and disinfection: the cleaning and disinfection of all spaces is completely done daily, at the end of the day. First, a complete cleaning of the spaces is carried out. These spaces are then disinfected. Cleaning is prioritized:

- Switches and bells (electronic devices)
- Handles and door knobs, windows, cabinets and filing cabinets.
- Railings and handrails, stairs and elevators

- Desks and chairs
- Computers, especially keyboards and mice
- Staplers and other office supplies
- Remote controls
- Taps
- Toilets. We must ensure the provision of soap and hand dryers to ensure proper hand hygiene at all times.
- Photocopiers
- Other surfaces or frequent points of contact.

There is a process of management of waste with specific treatment for cleaning material and PPE protective equipment.

13. PROTOCOL AGAINST THE ONSET OF COMPATIBLE SYMPTOMS WITH COVID-19

In case of detecting symptoms compatible with COVID-19, the School implements the following action protocol.

STUDENTS	TEACHERS
Isolation of the student in the school sick bay.	Do not go to school or if you are in school go home. Inform the school as soon as possible.
Call the family to pick up the child. If symptoms are severe, notify health emergencies at 112.	Consult the reference CAP. Fill in the responsibility statement informing of the symptoms or positive process.
Inform the family that they have to avoid contact and consult the CAP (Primary Health Centre)	Inform the reference CAP to activate the planned protocols.
Inform the CAP to activate the protocols.	Proceed with the cleaning and disinfection of the spaces in the school.
Proceed with the cleaning and disinfection of the spaces in the school.	In the event of a positive result, inform the families of the group to start the confinement process.
If positive, inform the families of the group to start the confinement process. If there are siblings, notify the different groups involved.	