



DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

School Name	Saint Joseph School	School Location	Mechanicsburg, PA
Principal	Mrs. Rebecca Bamberger	Reopening Date	August 25, 2020
Type of Reopening	Total Reopening for all students and staff (but some students/families opt for distance learning out of safety/health concerns).		
<div><div>Pandemic Coordinator and Team</div><div><ul style="list-style-type: none">Health and Safety Plan Development: Individual will play a role in drafting the Health and Safety PlanPandemic Crisis Response Team: Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and studentsBoth: Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of a confirmed positive case.</div></div>			
Individual	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities	
Mrs. Rebecca Bamberger	Principal	Coordinator	
Mrs. Mary Earnest	Assistant Principal	Assistant Coordinator	
Mrs. Amy Kerstetter	Teacher/Parent	Logistics and Planning Co-Chair	
Mr. Nick Sansone	Teacher	Logistics and Planning Co-Chair	
Mrs. Kellee Lazarus	Teacher	Curriculum Co-Chair	

Mrs. Amie Szabo	Teacher	Curriculum Co-Chair
Mrs. Shelley Zabroske	Teacher	Catholic Identity Co-Chair
Miss Sandy Grasser	Teacher	Catholic Identity Co-Chair
Mrs. Christy Keeley	Teacher/Parent	Technology Co-Chair
Mrs. Denise Aubert	Teacher/Parent	Technology Co-Chair
Mrs. Amanda Koerner	Director of Development/Parent	Creating & Maintaining Community Co-Chair
Mrs. Christy Morgan	Teacher/Parent	Creating & Maintaining Community Co-Chair
Mrs. Michelle Caicedo	Nurse/Parent	Health
Mrs. Amy Chirieleison	Nurse/Parent	Health



Logistics and Planning

- Creating well-defined entrance protocols for students, teachers, and visitors
- Developing a plan for social distancing outside of the classroom in highly populated areas like hallway/locker areas, restrooms, locker rooms, cafeteria, library, etc. This includes a plan for Mass and extra-curricular activities.

Diocesan School Guidelines

Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.

LP 1 - Arrival Procedures - Schools will establish clear protocols for students entering the building and how to proceed to classrooms. One of the goals of our health and safety protocols is to limit exposure between designated groups of students as much as possible. Schools will need multiple entrances.

Yellow & Green Phases:

- Students will have ample time to arrive in the morning in order to adhere to social distancing guidelines.
- Multiple staff members will be positioned at various points in the building inside and outside to monitor that masks are worn and students maintain six feet of distance from one another as they

	<p>travel from their vehicle or bus to their homeroom. Three different entrances will be used to help maintain social distance. Arrows are on the floor to direct the flow of traffic to keep students from crossing paths.</p> <ul style="list-style-type: none"> • Students will be required to use hand sanitizer from sanitizing stations as they enter the building. • Depending on the entrance the students are directed to use, they will use different stairways to proceed to their homeroom. <p>Individuals Responsible: School administration and staff PD: Staff will receive at orientation and practice during trial runs.</p>
<p><i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and protocols that may include staggered schedules.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • At dismissal time, students will be called bus by bus. They will exit from the first floor, followed by the second floor, then the third floor. Multiple staff members will be positioned at various locations inside and outside of the building to help direct students to keep their masks on during dismissal and to remain socially distanced until on the school bus. • Next, car riders will be dismissed room by room, floor by floor with staff members monitoring masks, distance, and that students are proceeding in the correct direction until they reach their cars. • Next, students who are dismissed at the secondary exit will be called with staff members monitoring their exit in the same fashion as car riders. This exit will include a limited number of families due to traffic patterns. • Lastly, EDP(Extended Day Program) students will be called to their designated rooms after the classrooms have been sanitized. <p>Individuals Responsible: School administration and staff PD: Staff will receive at orientation and practice during trial runs.</p>
<p><i>LP 3 - Extended Day</i> - Schools will take entrance/exit protocols, cohorts, and travel into account, as well, when shaping approaches to before-school and after-school care.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Parents will drop off students to ELP (Early Learning Program) in the vestibule of the main entrance where there will be a table with the lunch menu for parents to help children choose lunch, etc. A teacher from ELP will then meet the student at the door to walk him/her to the cafeteria. • After school hours, ELP parents will ring the bell in the vestibule of the main entrance to pick up their children. A staff member

	<p>will bring the child to the door and ask the parent to sign out his/her child.</p> <ul style="list-style-type: none"> • ELP and EDP staff will follow the same protocols as the homeroom teachers. • At the end of the school day, students will be dismissed to EDP after all other students have been dismissed and the assigned EDP classrooms have been sanitized. • EDP parents will ring the bell by Stairway B when they arrive to pick up their child. EDP staff will walk the child to the door and have the parent sign out the child. • Hand sanitizer/disinfectant will be used, and clean pens will be provided to students and parents during these procedures. • SJS will take cohorts into account in the planning of groups for ELP and EDP. <p>Individuals Responsible: School administration and staff PD: Staff will have training on the protocols.</p>
<p><i>LP 4 - Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • A cohort will be known as a homeroom. • We will keep track of students through homeroom lists/attendance, extracurricular lists/attendance, ELP & EDP lists/attendance, and bus lists/attendance. We will need to ask homeroom teachers to keep track of the form of transportation for each student each day. We will request that parents let us know each day of any changes in transportation. • Teachers will need to keep a list of anytime the students leave the classroom and where the students went. Teachers may keep a list on paper and transfer to electronic form at the end of the day to submit to the office. <p>Individuals responsible: School administration, staff, and parents PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 5 - Signage and Travel in the Building</i> - There will be clear signage about who is to proceed in what direction in the school hallways and building. One-way hallways are the ideal, to the extent feasible.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Directional signs have been waxed into the floors throughout the building to help keep students six feet apart.

<p>Schools will also have signage that encourages proper hygiene and social distancing.</p>	<ul style="list-style-type: none"> Posters will be placed throughout the building that encourage proper hygiene. <p>Individuals responsible: School administration PD: N/A</p>
<p><i>LP 6 - Recess</i> - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible. The school plan could include: keeping recess limited by cohort; offering a bag or bin of labelled equipment to be used for that cohort; clear direction on the use of the playground; and asking students to choose an activity at recess and stick with it for that period of time.</p> <p>All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> Four recess periods will be scheduled each day for students. The school campus has ten designated areas for fresh air breaks for which teachers will have access to sign up. Recess will be limited by homeroom; offering a bag or bin of labelled equipment to be used for each homeroom. School staff will sanitize the equipment after each use. Teachers will ask students to choose an activity at recess and stick with it for that period of time. <p>Individuals responsible: Homeroom teachers PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 7 - Lunch</i> - Schools will create schedules that keep students in cohorts at lunch times and will follow social distancing guidelines, to the extent feasible, during the lunch period as well. Protocols for lunch will include efforts to minimize among students shared spaces and shared equipment or utensils. In elementary schools, cafeterias should not be used for mealtime unless truly necessary.</p> <p>Issues such as the number of students in the school, the school facility itself and staffing levels will come into play for this decision. In high schools, cafeteria settings may be used, but with strict protocols that address social distancing and cleaning.</p> <p>As was true last spring, schools may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> Lunch will be delivered by cafeteria staff to each homeroom for students who are buying lunch at a scheduled time. Depending on the weather, teachers may choose to take a homeroom outside for lunch. Students will maintain social distance during lunch as they will be able to remove their masks to eat. Desks will be sanitized before and after lunch. Students will be able to fill water bottles at the refillable water bottle stations. Students will be required to clean their hands before and after lunch and snacks. <p>Individuals Responsible: School administration, cafeteria staff, teachers/aides, students PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 8 - Visitors</i> - Part of the success of our social distancing methods depends on having a controlled environment in the school, to the extent feasible. Therefore, how we handle visitors is very important.</p> <p>Visitors include volunteers and school parents. Visitors will self-report</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> SJS will allow a very limited number of visitors for essential purposes only. Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the

<p>on temperature checks and symptom screenings (see Appendix A) upon entering the school, and they will wear face masks for their entire visit. Schools are to be very specific with handling visitors, and they must be limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All “safe environment” child protection rules will apply.</p> <p>Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved.</p> <p>If the county in which the school is located is in the <u>green</u> phase, visitors are allowed.</p> <p>If the county in which the school is located is in the <u>yellow</u> phase, or if there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, visitors will not be allowed.</p> <p>Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the school.</p>	<p>school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the school.</p> <ul style="list-style-type: none"> • These visitors will have their temperatures taken and be asked the standard screening questions. • SJS will be very specific with handling visitors, and they must be limited regarding where they operate and their contact with others. SJS will keep clear documentation on visitors. All “safe environment” child protection rules will apply. <p>Individuals Responsible: School administration and office and maintenance staff</p> <p>PD: Office and maintenance staff will be instructed on protocols.</p>
<p><i>LP 9 - Trial Run</i> - Each school must take the time to do a trial run of their plan and record when/how this is conducted.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • After receiving approval of our SJS plan, all staff members mentioned in the plan will walk through a trial run in August prior to opening day. <p>Individuals Responsible: School administration, teachers, aides, EDP staff, ELP staff, cafeteria staff, maintenance staff, office staff, and school nurses</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Developing routines for daily health checks 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>

<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • All SJS staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness. • Staff will check in through the SJS monitoring system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or coronavirus symptoms will not report to school. Staff must complete the check-in process <u>before</u> arriving at school. <p>Individuals Responsible: Staff PD:N/A</p>
<p><i>LP 11 - Parent/Guardian and Student</i> - Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a locally-established system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well. Parents or guardians will check in through the SJS monitoring system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or coronavirus symptoms will not report to school. <p>Individuals Responsible: Parents or guardians PD:N/A</p>
<p><i>LP 12 - Designated Individual</i> - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked.</p> <p>Schools will designate appropriate individuals who will be able to evaluate the health of students during the school day. To the extent possible, that individual should be a school nurse.</p> <p>These designated staff members must do three things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD. b) Adhere strictly to CDC protocols for these evaluations and c) Closely guard the dignity and privacy of the student being evaluated</p> <p>Parents should be informed any time the child's health has been evaluated and should be apprised of the results as well.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • The principal of SJS will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. • Homeroom teachers and ELP staff members will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. • The ELP and EDP directors will verify that each ELP/EDP staff member has checked in through the school's process before the program time has begun, to the extent feasible. • Any SJS designated staff member will do three things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD. b) Adhere strictly to CDC protocols for these evaluations and c) Closely guard the dignity and privacy of the student being evaluated. • Parents will be informed when the child displays a temperature of 100.4 degrees F or greater (38 degrees C) or COVID symptoms.

	<p>Individuals Responsible: School administration, staff, and school nurses PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 13 - Other Methods of Verification and Symptoms</i> - Schools may choose other methods of verifying health in addition to the approach above. Those approaches include but are not limited to: Doing temperature checks and verbal symptom screening (see Appendix A) for each student every day, or taking a representative sample of student temperatures during the school day. This information should be safeguarded (HIPAA).</p> <p>Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a dignified manner in a designated room in the school building. Parents will be called to pick the child up immediately. The student will not be allowed back at school until a “fever-free” period of 48 hours has elapsed AND when the student has been cleared by a physician’s note. A parent who keeps a child home because of fever or coronavirus symptoms (see Appendix A) will follow the same protocols.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will check temperatures of students who have not been self-reported by parents/guardians. • In addition to parents self reporting their child’s temperature, students will be sent to the nurse if they display symptoms of not feeling well. • Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom will be quarantined in a dignified manner in a designated room in the school building. Parents will be called to pick the child up immediately. The student will not be allowed back at school until a “fever-free” period of 48 hours has elapsed AND when the student has been cleared by a physician’s note. A parent who keeps a child home because of fever or coronavirus symptoms will follow the same protocols. <p>Individuals Responsible: School administration, staff, school nurse, and parents PD:N/A</p>
<p><i>LP 14 - Attendance</i> - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person. Schools will work closely with families on all matters of attendance and will extend grace and partnership whenever possible. Schools will discontinue “perfect attendance” awards, as they may encourage attendance at school when ill. Schools will maintain a clearly-communicated system for reporting absences and will be certain to check any messages, etc., frequently, in case we learn that a student has Covid symptoms or the like.</p>	<p>Yellow and Green Phases:</p> <ul style="list-style-type: none"> • SJS will work closely with families on all matters of attendance. • SJS will maintain a clearly-communicated system for reporting absences and will be certain to check any messages, etc., frequently, in case we learn that a student has Covid symptoms or the like. <p>Individuals Responsible: School administration, staff, and parents PD: Staff will receive information at orientation and practice during trial runs.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Developing protocols for social distancing in the classroom. • Developing scheduling options to facilitate reduced capacity at school. • Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues. 	
Diocesan School Guidelines	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their</p>

	position, materials, resources, and/or supports needed, and professional development needed.
<p><i>LP 15 - Structure of Classes/Cohorts -</i></p> <p>Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p> <p>Schools will make every reasonable effort to limit the number of students and staff with whom each student comes in contact, to the extent feasible, while also offering a full academic program. With younger students (pk-5), classes should remain as self contained as possible. Instead of students switching classes, teachers should come to them.</p> <p>For middle school students, they may need to switch classes in order to use more advanced materials or facilities or to take advantage of higher-level classes, but schools will balance those needs with the</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • A cohort will be defined as a homeroom. • All students will remain in their homeroom classroom for all instruction. Teachers will travel from room to room. • When walking through parking areas or crossing streets, classes should form two single file lines. Students should maintain the three-to-six-feet of space between students and between the two lines. This will help keep the students closer to the teacher while maintaining social distance guidelines. • We will keep track of students through homeroom lists/attendance, extracurricular lists/attendance, ELP & EDP lists/attendance, and bus lists/attendance. We will need to ask homeroom teachers to keep track of the form of transportation for each student each day. We will request that parents let us know each day of any changes in transportation. • Teachers will need to keep a list of anytime the students leave the classroom and where the students went. Teachers may keep a list on paper and transfer to electronic form at the end of the day to submit to the office. • Each homeroom teacher will ensure that social distancing occurs in the classroom. <p>Individuals responsible: School administration and staff PD: Staff will receive information at orientation and practice during trial runs.</p>

<p>needs to minimize the contact group. Switching should be kept to a minimum and teachers, whenever possible, should come to the students. Scheduling options such as <u>block scheduling</u> can help here, so that students have four classes per day instead of eight (as one example).</p> <p>High schools keep complex academic schedules and, in order to prepare students for college, they will need to continue to offer a full academic schedule while making efforts to minimize the contact that each student has whenever possible.</p> <p>Schools will make adjustments to bell schedules so as to minimize each student's exposure to others. To the extent feasible, middle and high schools should group students by <u>grade</u> and use the natural physical set up of the campus to create <u>physical separation</u> among groups -- wings of the school, school buildings, floors within the school, etc. <u>In each Health and Safety Plan, each school will give detailed information on how these cohorts are to be established and maintained.</u> Online learning can help to minimize movement in the halls and exposure and will be an asset in the cohort approach -- see the section on Curriculum and Instruction.</p> <p>Schools will ensure, to the extent feasible, that social distancing protocols are maintained in hallways, at lockers, and at other "common" times. Schools will implement a bell schedule and student travel schedule to accommodate social distancing efforts.</p> <p>Schools should make sure to use the entire school campus, inside and out, in order to maximize the usage of space for social distancing and to keep offering the best possible academic program and activities.</p>	
<p><i>LP 16 - Face Masks/Shields</i> - Note: In any situation in which a face mask is indicated, a face shield may be used as an alternative. The PA DOH face covering requirement allows for this.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Students and staff will be required to wear a mask or an enclosed face shield. • Diocese will provide a waiver for students or staff who are not

Note: When face masks are required, some students may not be able to wear a mask for various reasons. The Diocese will provide a template that schools will use for a waiver in these situations. If a student has a school-written support plan that should indicate exemption from the mask; or brings a current IEP established at a public school to our school that indicates the same; or previously written medical directives on file that indicate the same, then that will suffice for documentation for the waiver.

Note: The state of Pennsylvania issued a mandatory face-covering order on July 1, 2020. As we approach the start of school, we will update, if needed, the information on use of masks, below.

Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart (see below).

We intend to welcome all students to return to school in person in August 2020. The school will make every effort, to the extent feasible, to adhere to federal and state social distance guidelines and the CDC standards during the entire school day. The students will always be seated at a minimum of three feet apart, the WHO standard, if a six-foot distance is not feasible. When students are not able to be seated six feet apart, face coverings will be required, per the PA DOH order of July 1, for all students age two and older.

Schools will be sensitive to the challenges of wearing face coverings in the school environment and will strive to create an environment where student face coverings are not needed in the classroom setting, whenever possible. When face coverings are needed in the classroom setting, schools will provide regular breaks for students. Schools will understand that these breaks, like recess, are necessary and helpful to the learning environment.

Schools will strive to have very limited use of face masks in classroom

able to wear a face mask/shield.

- The school needs to provide additional masks to students and teachers who have lost, forgotten, or broken/defective masks. Adults will distribute these masks. Each homeroom teacher will be given a supply of extra masks.
- Staff on duty at arrival will have extra masks on hand if needed.
- Waivers will not be necessary if a condition exists in an IEP.
- Students may take masks off when they are six feet apart outside. The logistics team recommends taking at least two breaks in addition to two recess times each day and utilizing the outside environment when possible.
- SJS will arrange student seating so that they face the same direction and are three-to-six feet apart.

Individuals responsible: School administration and staff

PD: Staff will receive information at orientation and practice during trial runs.

<p>settings for younger elementary students (PK-5), in particular.</p> <p>Face shields may be more practical and helpful for students and for teachers rather than face masks.</p> <p>Staff members may wear face coverings at any time when in school, if they prefer.</p> <p>Schools should inform parents that-parents will be expected to provide face coverings. Schools will provide masks at school, as well, in the expectation that students will lose or forget masks, and that masks will break. Schools are encouraged to provide “mask dispensing stations” - tables on which students can find masks - in common areas. Students will bring face masks home, and parents will be responsible for cleaning the masks, if they are reusable, before students return the following school day. Disposable masks should be disposed of each day, and students should return to school the following day with a new mask. These same guidelines will apply to school staff.</p> <p>Schools will provide masks for their staff to wear as needed during the school day. Again, face shields would seem preferable for teachers.</p>	
<p><i>LP 17 - Classroom Environment and Spacing</i> - Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart (see below).</p> <p>Schools will make every effort to ventilate their classes as well as they can, as there is evidence that improved ventilation lessens the communication of Covid 19. Likewise, schools will use outdoor space for learning opportunities as much as possible. These are critical initiatives. Development offices may fill a need here: This is a great chance to enhance the school campus by getting outdoor furniture, tables with umbrellas, etc.</p> <p>It is possible for students to engage in group work during school but in particular, controlled circumstances. Schools should be mindful that</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● SJS will remove all unnecessary items from each classroom. ● Students will be seated facing forward with three-to-six feet of distance between desks. ● SJS has replaced air filters, and there will continue to be routine maintenance checks. ● HVAC is fully programmable to enable us to bring in fresh air throughout the building. We are able to bring in fresh air multiple times per hour, exceeding current recommendations. ● Outdoor recess/learning areas have been designated with a labeled map. ● Only teachers/aides, not students, will clean desks with Lysol/Clorox wipes after group work, snack/lunch, and at the end of the day. ● Diocesan guidelines for small group work will be followed. For small group work in the classroom -- defined as a maximum of

<p>cleaning will be needed before and after any change in seating in the classroom environment. Doing small group work outside is ideal. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.</p> <p>When possible, the school should explore the idea of a work station (to include sneeze guards) in classrooms.</p>	<p>four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.</p> <p>Individuals responsible: School administration and staff PD: Staff will receive information at orientation and practice during trial runs.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Creating a plan to handle confidentiality issues • Reviewing and updating the Emergency Contact Plan 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 18 - Coronavirus Parent Information</i> - Each school will provide parents with a set of notices to sign before the school year starts. These notices are to be separate from handbook signature forms, etc., so that they get the needed attention. The Office of Catholic Schools will provide templates; schools are to use these templates.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will provide parents with a set of notices to sign before the school year starts in regards to Coronavirus information. The Office of Catholic Schools will provide these templates. <p>Individuals Responsible: School administration and parents PD: N/A</p>
<p><i>LP 19 - Coronavirus Confidentiality</i> - Schools will use a communication template to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. Schools will do everything possible to maintain the confidentiality of the sick person. Likewise, schools will inform parents when a staff member or student contracts other communicable diseases, such as chicken pox, influenza, etc. All communication templates need to be HIPAA compliant, and the school's health officer (nurse, principal or principal's designee) will assure compliance and will see that the information is stored according to HIPAA regulations. The Diocese will provide a template for communication with HIPAA compliance.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will use a communication template to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. SJS will do everything possible to maintain the confidentiality of the sick person. Likewise, SJS will inform parents when a staff member or student contracts other communicable diseases, such as chicken pox, influenza, etc. All communication will be HIPAA compliant, and the school's nurse and/or administration will assure compliance and will see that the information is stored according to HIPAA regulations.

	<p>Individuals Responsible: School administration and school nurses PD: N/A</p>
<p><i>LP 20 - Emergency Contact Plan</i> - Schools will make every effort to have a current and effective emergency contact plan so that the parents of all students may be contacted about their children's health status and so that parents can pick children up quickly if needed. Schools will also maintain current emergency contact information on all staff members.</p> <p>Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will continue to follow our emergency contact plan so that the parents of all students may be contacted about their children's health status and so that parents can pick children up quickly if needed. • SJS will continue to maintain current emergency contact information on all staff members. • Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes. <p>Individuals Responsible: School administration, school nurses, staff, and parents PD: N/A</p>
<p><i>LP 21 - Communication and Quarantine</i> - Schools will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive.</p> <p>If one student in a cohort is diagnosed with coronavirus or has a presumptive positive test, that student and his/her family will quarantine for a period of time determined by the school in consultation with the board of health. If more students become ill, the school will consult with the board of health and the Office of Catholic Schools to make determinations on when to have the whole cohort, or possibly the whole school, quarantine. The school will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the cohort system will increase the likelihood that we can keep more students healthy and present in the school building.</p> <p>The school, in collaboration with the board of health, will make every effort to provide a full list of those people an ill student or staff member has come in contact with, and promptly inform members of the school community, while respecting the privacy and dignity of all ill individuals. The school will stay in close contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student illness.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. • If one student in a homeroom is diagnosed with coronavirus or has a presumptive positive test, that student and his/her family will quarantine for a period of time determined by SJS in consultation with the Board of Health. If more students become ill, the school will consult with the Board of Health and the Office of Catholic Schools to make determinations on when to have the whole homeroom, or possibly the whole school, go into quarantine. SJS will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the homeroom system will increase the likelihood that we can keep more students healthy and present in the school building. • SJS, in collaboration with the Board of Health, will make every effort to provide a full list of those people an ill student or staff member has come in contact with, and promptly inform members of the school community, while respecting the privacy and dignity of all ill individuals. The school will stay in close contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student

<p>While we typically follow our public school district in deciding to close our Catholic schools in times of inclement weather, in this situation, we will make an independent decision. As an example, if the City of Lancaster closed two of their schools for health concerns, we will make an independent decision on the status of our schools in consultation with the board of health.</p> <p>All schools and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. As of the writing of this document, July 2, 2020, anyone entering PA from 15 different states (listed in the order) “will need to quarantine for 14 days,” according to the order.</p> <p>Schools will not be able to take field trips until further notice and permission from the Secretary for Education.</p>	<p>illness.</p> <ul style="list-style-type: none"> • While we typically follow the Mechanicsburg School District in deciding to close SJS in times of inclement weather, in this situation, we will make an independent decision in consultation with the Board of Health. • SJS and the SJS school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. • SJS will not plan on any field trips until further notice and approval is given by the Secretary of Education. <p>Individuals Responsible: School administration PD: N/A</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc. • Creating a plan for deep-cleaning of facilities and high touch areas daily, between alternate schedules, in the case of positive cases, etc. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>

<p><i>LP 22 - Responsibilities and Protocols</i> - We are in an exceptional time in our schools. Students have lost learning time and are very much out of the routine of in-person instruction. Catholic schools are known for their orderly environments, and we want to send all stakeholders the message that our health and safety protocols must be taken seriously and we expect full compliance. Intentional violations of these protocols are serious violations.</p> <p>On the other hand, we need to understand that most violations of protocol will be unintentional and there will be a learning curve. We want to educate, take different approaches in educating our students, practice routines and incentivize compliance. Rewarding good behavior and cooperation goes a lot farther than disciplining students in these unusual circumstances. Schools are <u>not</u> to impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • We are in an exceptional time in our schools. Our health and safety protocols must be taken seriously and we expect full compliance. Intentional violations of these protocols are serious violations. • We want to educate our students by practicing routines and incentivize compliance. SJS will not impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed. <p>Individuals Responsible: School administration and Staff PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 23 - Hygiene Practices</i> - Students will wash hands with soap or utilize hand sanitizer a minimum of four times per day and as needed: when entering school; before snack and lunch; after snack and lunch; before exiting school for the day. Naturally, when students use the restroom or blow their noses, etc., they will wash their hands as well.</p> <p>Schools will provide hand sanitizer stations, particularly for students in middle and high school. These stations should be touchless, ideally, so that the act of sanitizing does not become an act of spreading germs. Likewise, soap dispensers should be touchless.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Students and staff will be required to use hand sanitizer when entering the building at arrival, anytime they enter a room in the school, before and after snack and lunch, and at the bottom of the steps upon leaving the building at dismissal time. • Students will also have the opportunity to use soap and water throughout the day. • Hand sanitizer stations will be placed in every classroom, the main office, and at every entrance. • When the use of the hand sanitizer station is not possible, adults will administer the hand sanitizer to students PK-8. <p>Individuals Responsible: School administration, staff, maintenance, and students PD: Staff will receive information at orientation and practice during trial runs.</p>
<p><i>LP 24 - Cleaning Plan and Schedule</i> - Each school will produce a detailed cleaning plan and schedule for all common spaces, surface areas, bathrooms, and high use areas. The cleaning plan and schedule will include a system for reporting that the plan has been followed on a daily basis.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • Teachers will be responsible for cleaning desks and chairs at the end of each day and any other appropriate times throughout the day. Teachers will also clean high-touch areas such as door knobs, light switches, and pencil sharpeners. • The maintenance staff and other staff members (aides/admin)

<p>All principals and a staff member whom they designate for the cleaning of the facility will attend a mandatory training on the CDC cleaning guidelines, with the facilitation of the Diocese.</p> <p>Schools will almost certainly share their facility with parish programs and perhaps, in the past, with outside entities. Parish religious education programs will often be held in schools. It will be critical that parish and school staff work closely to be sure that there is a clear understanding on how the facility will be shared and cleaned. The school's cleaning plan will include how the facility will be cleaned when parish programs use the school facility. It is recommended that the school not allow outside entities access to the facility at this time.</p>	<p>will also help with cleaning high-touch areas throughout the day.</p> <ul style="list-style-type: none"> • The maintenance staff will be sanitizing the bathrooms periodically throughout the day. <p>Individuals Responsible: School administration and Staff PD: Staff will receive information at orientation and practice during trial runs.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Periodically surveying stakeholders to evaluate programming and support and make adjustments. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 25 - Survey</i> - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> • SJS will do a survey of staff and parents in the first two weeks of school and then in week six of school. The results of those surveys will be shared promptly with the Office of Catholic Schools. <p>Individuals Responsible: School administration PD: N/A</p>
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> • Maintaining daily rituals (daily announcements, prayer, etc.) • Creating community and connecting with students in new school configurations • Facilitating community and connection with faculty and staff • Developing authentic ways for parents to connect with the school community in a virtual world • Structuring social opportunities for students and families 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and</p>

	professional development needed.
<p><i>CMC 1 - Community and Culture</i> - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being “sterile,” or “cold,” instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a <u>culture of joy</u>.</p> <p>Culture of joy</p> <p>A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● “Live at SJS” morning announcements will continue to be produced by students and played in classrooms through the SmartBoards and shared with students learning at home virtually. If school is in phase 3 (red), Live at SJS will be shared with the school community weekly, on Mondays. ● The Act of Contrition will be prayed as a school during afternoon announcements. If school is in phase 3, teachers will lead their class in the Act of Contrition at the end of virtual instruction each day. ● Prayer Intentions: Each day/week before the prayer section of morning announcements, it will be announced who the intentions are for that day. Example: Today’s prayers are being offered for the intentions of 6B. ● Student Prayer Partners: Each homeroom will be paired with another homeroom, and the students will be assigned prayer partners. The partners will pray for each other throughout the school year. ● Teachers will schedule small group Zoom sessions to get to know students. Student groups should include a blend of new and returning students for K-8, and all grade partners and aides should be present for each session. Preschool sessions should be based on class (P3A, P3B, P4A, P4B). Communication will be made through Rediker to the entire school to be on the lookout for information from teachers regarding this, and then teachers will select the groups and schedule the calls. Ideally, all calls should take place within a set timeframe of several days to a week. They will not be scheduled all at the same time to accommodate families with multiple children. ● Teachers should establish a morning routine that includes time for students to share, pray, and greet each other. In the beginning of the school year, morning routine should include ice breakers, as well. ● If school is in phase 3, teachers should schedule weekly breakfast or lunch meetings with their classes to socialize. ● Explore options for virtual assemblies and field trips that can be streamed to SmartBoards in classrooms and to online learning platforms. This provides us with the opportunity to explore new opportunities. Classroom teachers would arrange virtual field

	<p>trips, and the Assistant Principal would arrange virtual assemblies.</p> <ul style="list-style-type: none"> ● Modify plans for school events such as Catholic Schools Week, Field Day, Race for Education, etc. ● Continue/expand virtual Spirit Week and Spirit Days as well as incorporate scavenger hunts and class games. ● Continue the Caught Being Good program if school is in phase 3. <p>Individuals Responsible: School administration and staff PD: N/A</p>
<p><i>CMC 2 - Communication</i> - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email.</p> <p>Each school will make a detailed communication plan that indicates what will be communicated to stakeholders, and how, and when - regarding the start of school and the opening weeks of school in particular. Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum (see above).</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● Create an email address for parent questions that can be answered by a dedicated group of task force members. ● The principal will continue to send out weekly emails to the entire school community. ● Teachers will continue to share “Week at a Glance” with families. ● Email families regularly to inform them of opening plans and changes as they occur. ● Survey staff and parents throughout the summer for their input. ● Survey staff and parents in the first two weeks of school and in week 6 of school. <p>Individuals Responsible: School administration and staff PD: N/A</p>
<p><i>CMC 3 - Online Communications</i> - Each school is to have a portion of the homepage of the school website designated for information on the Health and Safety Plan. Each school will maintain an up-to-date, informative and helpful website that includes the health and safety plan for the school and that acts as a hub for all the information on school opening and procedures and expectations for the new school year. It is to be clearly visible and regularly updated.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● A designated COVID-19 information page was added to the website in March and is continually updated with new information. Information is also posted on Rediker. <p>Individuals Responsible: Director of Development and IT Administrator PD: N/A</p>

<p><i>CMC 4 - Parent Connections</i> - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.</p> <p>It is critical to stress to parents, now more than ever, the importance of the Church's principle of subsidiarity: take a problem to its source, and problems are best solved at the lowest level. If there is difficulty with a teacher, the parent is to take the problem to the teacher, first -- then the principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on social media first or speak negatively in the parent community. This is the time for togetherness, solidarity and community; gossip and negativity and toxic social media posts drag us down, tear us apart, and divert our focus from what is most important.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● Back to School Night will be virtual. ● There will be monthly virtual Home and School Association meetings. ● There will be a Buddy Program for new 1st-8th grade students. Teachers will reach out to previous grade level teachers for buddy family recommendations, and the current grade level teacher will match buddy families together and share contact information. <p>Individuals Responsible: School administration and staff PD: N/A</p>
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Onboarding students to orient to the new realities of the classroom and school ● Developing a differentiated on-boarding plan for students that are new to the school ● Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 5 - Testing of Procedures and Facilities</i> - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some "beta testing" to learn how our procedures and our facilities will work in this new situation.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● New Family Event - Allow all new families the opportunity to see the school building and classrooms and meet classroom teachers before the start of the school year. New families will reserve a time slot using Time to Sign up to limit the amount of people in the building at one time. Arrival and departure times will be staggered. ● Orientation to new procedures - Create videos for families to review at home prior to the start of the school year demonstrating changes to pick up and drop off and additional

	<p>changes to the school day.</p> <p>Individuals Responsible: School administration and staff</p> <p>PD: N/A</p>
<p><i>CMC 6 - Marketing</i> - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a “word of mouth” world and parents who see a culture of joy and of partnership with them will in turn help to recruit new families, if you make intentional efforts to that end. A strong social media presence that documents your care and love for our students and that culture of joy and celebration will go a long way towards a school’s overall operational health.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● New Family Event - see above ● Buddy Program - see above ● There are increased admissions and information on the school website to provide specific information on school plans. <p>Individuals Responsible: School administration and staff</p> <p>PD: N/A</p>
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Creating ways to mitigate stress responses in students, teachers, and families ● Enhancing approaches to support social emotional learning 	
Diocesan School Guidelines	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 7 - Catholic Identity and Social Emotional Health</i> - Within the health and safety plan required of each school, each school will make a specific plan to address the social and emotional needs of staff and students in the school. Schools are strongly encouraged to include Catholic prayer practices such as the Rosary as not only prayer but also as ways for students to find some quiet, peaceful time. This is the time to help students develop a positive, growth mindset. Programs such as Responsive Classroom can help, and students need time to express their feelings and thoughts at school in a helpful and structured way.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● Individual classes/the entire school will pray the Rosary together a minimum of once a month. ● We will partner with our CAIU counselor who will be working with staff on the social and emotional needs of our students. ● There will be mixed grade level student prayer partners (See the above for Culture of Joy section). ● Staff will also have prayer partners. They will be encouraged to boost/support each other throughout the school year. ● If possible, classroom teachers will be encouraged to reach out to the same grade level of another diocesan school and pray for each other, correspond, etc. <p>Individuals responsible: School administration and staff</p> <p>PD: N/A .</p>

<p><i>CMC 8 - Safety, Health, and Wellness Team</i> - As part of the health and safety plan, each school will have a safety, health, and wellness team that provides support for students and staff and resources as well. This team should include the school nurse, if one is on staff, or a point person for physical wellness; priests and counselors; and others as needed. To the extent possible, each school should consider finding counselors and nurses or doctors from the parish communities to help in whatever way they can in the school, as the needs will likely outstrip the means to serve them.</p>	<p>Yellow & Green Phases:</p> <ul style="list-style-type: none"> ● Much of this area will rely on the expertise of our school nurses, priests, and school counselor. ● If possible, gather additional resources/support from healthcare professionals and mental health professionals within the school/parish community. <p>Individuals responsible: School administration and staff PD: N/A</p>
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons. ● Varying the way content is delivered to students and the way students can demonstrate their understanding ● Engaging students through setting a purpose for the work and providing choice in the process and product of the work. ● Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate. ● Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely ● Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning. ● Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. ● Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 1 - Quality of Education</i> - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Teachers will provide focused unit lesson plans to administration (4-6 weeks), then provide weekly plans throughout the year. ● Administration will observe/monitor classroom webcams, Zoom, and in-person classes. ● The principal will survey stakeholders routinely throughout the

<p>learning through methods such as requiring lesson plans and providing feedback on them; doing frequent walk-through observations including participating in Zoom meetings or “simultaneous teaching;” surveys of stakeholders; and student assessment data.</p>	<p>year.</p> <p>Individuals Responsible: Teachers and Administrators PD: Teachers need to be given an outline of expectations by the administration.</p>
<p><i>CI 2 - Distance Learning and Blended Instruction</i> - Principals must see to it that teachers are preparing lessons in both in-person mode and distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially.</p> <p>In order to teach through distance learning, it is an expectation that all teachers use a LMS (learning management system) to have a centralized “hub” for their teaching. Google Classroom is a LMS already available in our schools and it is free. Other well-known LMS platforms include Canvas and Schoology.</p> <p>Each teacher in our schools needs to embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional instruction with the best of educational technology. The lessons of the spring of 2020 must be applied to the present. Whether the teacher is teaching an elective, elementary school or high school, blended instruction is the expectation.</p> <p>As part of the cohort approach, all schools will strongly consider how they can use online learning in order to maintain the cohort and to minimize student and teacher movement through the building. Online learning simply means that students and teachers are connected via the internet. As an example: <u>a teacher may be in one room of the school building but connect to students online in another room at school</u>. This may meet the goals of less movement and minimizing student contact with others, and this could be good for all involved.</p> <p>Each school must be ready and willing to use distance learning to embrace those students who will be enrolled but will learn from home in the school year 2020-21. The preferred approach in our schools will be what Timothy Uhl calls “simultaneous teaching,” in which certain students are learning from home, and certain students are learning in</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> Teachers will plan units for the possibility of both blended and remote learning in mind. Teachers need to plan so that they are able to transition between different learning situations. Teachers will share a list of helpful resources with other colleagues. Grades K-2 will use Seesaw. Grades 3-8 will use Google Classroom. <p>Green phase: A video camera in the classroom will provide “simultaneous teaching” or allow students to watch their teacher from an overflow classroom (for the sake of minimizing number of students in a room).</p> <p>Yellow phase: This will involve use of the video camera and A/B cohorts of students. Teachers should plan for two cohorts weekly. Students can view the classroom from home and interact with the teacher via LMS. Some assignments can be made for at home to practice skills presented during in-person classroom time.</p> <ul style="list-style-type: none"> Aides can be used to split younger students into smaller homeroom groups. The teacher/aide can move between the rooms to facilitate learning/practice of skills. <p>Individuals Responsible: Teachers and Administrators PD: Teachers will be provided training on the use of webcams and on the effective use of LMS. Teachers will be offered training for most efficient methods of cohort learning and given expectations for its use in</p>

<p>the classroom. The idea is to use a web camera or similar technology to “broadcast” the classroom so that those at home are as connected as possible to the teacher and the in-person instruction. The teacher will need a thoughtful approach that allows for the integration of these two groups. Since we value community and relationships as Catholic schools, “simultaneous teaching” is an approach we need to embrace.</p>	<p>the blended learning environment.</p>
<p><i>CI 3 - Interdisciplinary Work and Engaged Learning</i> - One of the lessons learned from distance learning is that lessons that are integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that teachers are integrating the Catholic faith into lessons and that teachers are teaching from a Catholic, Christian worldview.</p> <p>Engagement is a critical goal. When students are engaged in their learning, they are motivated to do the work, develop an interest in it, and see the meaning in it. The learning speaks to them and draws them in.</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Teachers will engage students by cross-curricular teaching. For example, history lessons may be used as reading/writing assignments. ● Students will be given choices (alternate assessments) for completion of learning objectives (For example, they may use a technology project, drawing project, writing project options, etc.). ● Use LMS (e.g. Google Hangouts, Seesaw) for interaction with students and for students to collaborate with each other to create digital projects. ● K-8 teachers will collaborate and consider using one assignment for two different subject areas. ● Teachers should embrace mastery learning and students learning at their own pace. <p>Individuals Responsible: Teachers and Administrators PD: Teacher collaboration.</p>
<p><i>CI 4 - Specials and Electives</i> - As we need to be mindful of learning lost during the quarantine, and as we will need to be mindful of daily schedules and their connection to health and safety, it is likely that schools will need to give less time per week to specials and elective courses. Again, it is ideal that specials classes are integrated into core classes; and that integration is a good way to make sure students get the proper time on the specials content.</p> <p>Classes such as band and choir present unique challenges because they may be connected to a higher possibility of Covid spread. A cautious approach must be taken to them. The Diocese will seek to provide specific guidance in these areas as we get closer to the start of school. In classes such as art, communal items must be cleaned before they are used by another student. It is best for each student to</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Collaboration will take place between core teachers and special teachers to focus on prioritized grade level learning objectives. ● Gym classes will take place for students’ physical outlet. <p>Individuals Responsible: Teachers and Administrators PD: More guidance will be provided by the diocese, especially regarding choir and band.</p>

have his/her own supplies.	
<p><i>CI 5 - Substitutes</i> - When staffing, consider that it will be far better to use teachers in the school building as substitute teachers when needed. Teachers' aides, specials teachers, elective teachers, part time teachers all may be good candidates for substitute teaching and for instances when we need to divide up a class due to social distancing. We enhance consistency and quality when we use this approach and we minimize the number of people who interact with students - a consideration for health and safety.</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Good lesson planning must take place on the part of the teachers to allow for a substitute to follow the plans. ● Grade level teachers will work together to share lesson plans and provide guidance for substitutes. ● If the teacher is <u>capable/healthy</u> but is quarantined at home, consider the possibility of using LMS to connect with students/substitutes. ● Substitutes should be taught how to use LMS and given access to technology. ● Make use of special teachers and aides as substitute teachers. <p>Individuals Responsible: Substitute Teachers, Teachers, and Administrators</p> <p>PD: Substitute teachers need to be trained on use of the LMS systems.</p>
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload. ● Utilizing authentic assessments rather than an over-reliance on tests. ● Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. ● Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment. ● Ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools. ● Creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns. ● Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning. 	
Diocesan School Guidelines	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 6 - Intervention</i> - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards.</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Use online resources (e.g. Khan Academy, IXL, etc.) for math and reading. These may be used during blended learning or as a differentiation strategy while students are learning in-person.

<p>NWEA published the following in April 2020:</p> <p>“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”</p> <p>(from: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf)</p> <p>Academic intervention will be very important in our students’ success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.</p>	<ul style="list-style-type: none"> ● Learning support specialists will push into the classrooms for small group instruction. ● For all phases of instruction, small group instruction will be used so that teachers can meet the unique needs of each student. Every group will be leveled according to the students’ needs. Intervention strategies will be utilized during small group instruction to meet the personalized needs of every student. ● Use of proper distancing must be considered while working in small groups. The teacher needs to move between groups rather than groups moving to the teacher. ● Teachers should plan to focus on the core curriculum. More time should be devoted to math and ELA. Science, history, etc. content may be incorporated into math and ELA classes (cross-curricular collaboration). ● We will make use of diagnostic testing (e.g. STAR, IXL, etc.) to determine students who are at risk and need intervention. ● Collaboration will take place between teachers and CAIU specialists/coaches to determine at-risk students. <p>Individuals Responsible: Classroom Teachers, Learning Support Teachers, CAIU Specialists, and Administrators PD: Collaboration time needs to be given frequently.</p>
<p><i>CI 7 - Testing and Grading</i> - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-do’s of assignments and graded exercises whenever possible. Mastery</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● STAR testing will be done on a regular basis. It will serve as a baseline for teachers when creating and implementing small-group instruction for both math and reading. ● Alternate assessments must be considered to show that students can apply the knowledge learned. This requires higher-order thinking on the student’s part. <p>Individuals Responsible: Teachers and Administrators PD: Inservice will be provided prior to the use of the STAR testing system.</p>

<p>teaching is an excellent approach for these times, and an excellent approach in general. Since some graded exercises will likely be taken at home or online, create exercises that emphasize original thinking, problem solving, and application of work. In addition to preventing cheating, those exercises require critical thinking as well.</p>	
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year. ● Adjusting curricular and supply orders to reflex the most useful tools for both face-to-face and distance learning. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 8 - Academic Standards</i> - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical <u>overarching academic standards</u> ("superstandards") in each grade level. Each elementary school will consult with the other elementary schools in the deanery in making this decision. Teachers will start to teach in the fall of 2020 from the standards established for that grade level and, when necessary, will go back to the previous year's standards to fill in gaps.</p>	<p>Yellow & Green Phase</p> <ul style="list-style-type: none"> ● Prior to the start of the school year, teachers will share with rising grade level teachers what skills were taught in class during the past year, what skills were taught during remote learning, and what skills were omitted. This will allow teachers to plan and allow them to fill in gaps from the prior year. ● Teachers will plan units of study by prioritizing critical academic standards. ● Teachers will collaborate with grade level partners at other deanery schools. <p>Individuals Responsible: Teachers and Administrators in the deanery PD: Time will be set aside before the start of the school year to collaborate with grade level teachers</p>
<p>Maintaining our Catholic Identity in Virtual Spaces</p> <ul style="list-style-type: none"> ● Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning. 	

- Invite parents and families to join in virtual prayer and faith life activities.
- Creating explicit service activities that can be completed in a virtual community.
- Continue to integrate Catholic worldview and gospel values with content lessons.
- Created a plan for both Pastor and Principal to be present and visible.

Diocesan School Guidelines

Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.

MCI 1 - Spiritual Focus - As people of hope, as “resurrection people,” we must seize this moment in our Catholic schools and let our identity as Catholic institutions shine through.

Our goal is still to help children get to Heaven. They will grow in a life of virtue and holiness if we do all we can to create an atmosphere in which they can do so. A simple yet beautiful goal for our school staff: Be Christ to others. If they are Christ to others, they will see students striving to emulate them.

Schools are encouraged to use this year to embrace our Mother Mary and to discover their own charisms as Catholic institutions.

Yellow & Green:

- During in-class instruction, blended learning, or online learning, all teachers will follow the religion curriculum as written by the Diocese of Harrisburg.
- All teachers should start each class with a prayer. Teachers should have a small designated area for prayer and sacramentals (No sharing of sacramentals may take place).
- The principal (or other person delegated to do so) will choose a Bible verse (possibly to do with hope) that will be the main focus of the year and displayed in each classroom.
- Each month a virtue or Fruit of the Spirit will be chosen as a focus for the school.* Teachers will plan a lesson during that month about what it means and how we, as God’s people, can put it into action in our everyday life.
- A special focus will be given to Marian feast days during class instruction, blended learning, or online learning.** Lesson plan ideas will be shared with the teachers. The lesson can be recorded for blended or online learning. Fr. Rozman’s “31 Pictures of Mary” within the parish can also be used for lessons on Mary.***

Individuals Responsible: *Sandy Grasser, **Shelley Zabroske, ***Patti Devlin, Teachers, and Administrators

PD: Ongoing

MCI 2 - Mass - We must make attendance at Mass a priority. If the Eucharist is the “source and summit” of Christian life, we must make every effort to see that Mass is offered at least as often to each student

Yellow & Green:

- Mass will be live-streamed so that all students can watch on Thursdays. If possible, one class per week may attend Liturgy

<p>as it was before the pandemic. While this is a challenge, and will require logistics and strong collaboration with pastors, it is a non-negotiable. Everything else must fit into the schedule that allows for Mass. In this time of creative approaches, apply the same creativity to Mass. Perhaps we blend the approach, so that we have an “all school” Mass though Zoom one week, and we have students attend Mass in person in cohorts the following week. Having Mass outdoors would be a wonderful opportunity.</p> <p>Each school will determine a way to attend Mass that takes into account available space, population, and appropriate social distancing. Schools will follow all current Diocesan guidance regarding norms for attendance at Mass during the coronavirus pandemic by the Diocesan Office of Divine Worship. Expectations for social distancing at Mass includes six feet of spacing between people. In consultation with the pastor, schools will make a plan for Mass attendance that includes the goals of keeping students in cohorts and in restricting any student interaction with people beyond the school community.</p>	<p>in the church, with safety as an important concern.</p> <ul style="list-style-type: none"> Students will be required to listen to live-streamed Mass whether they are on school property or learning from home. <p>Individuals Responsible: Teachers and Administrators.</p> <p>PD: Ongoing</p>
<p><i>MCI 3 - Sacraments</i> - Schools should be cognizant that some students who were supposed to receive sacraments in the spring -- reconciliation, first communion and confirmation -- may not have received them. This is part of the loss from the spring. Clearly those students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.</p>	<p>Yellow & Green:</p> <ul style="list-style-type: none"> The CRE reported that last year's second graders who prepared for First Communion will receive the sacrament on July 19 or August 2 at a special Mass at 4:00 on those days. The CRE reported that Confirmation Masses will be held on October 11, 18, and 25 at 4:00 so that all students may receive the sacrament. The plan for this coming spring is to hope for reception of the sacraments but to adjust accordingly as necessary. Reconciliation will be offered once a month in school in place of group penance offered during Advent and Lent. These will be scheduled to fit with the calendars of the priests and available rooms in the school. A schedule will be announced after meeting with the administration. <p>Individuals Responsible: CRE, Teachers, and Administrators</p> <p>PD: Ongoing</p>
<p><i>MCI 4 - Allowing Students to Serve</i> - In most cases, we would have allowed students to have a role in Masses and prayer services and in</p>	<p>Yellow & Green:</p> <ul style="list-style-type: none"> During this current phase (green), altar servers are not being

<p>serving at them as well. Schools will allow students to participate in Mass and in prayer services to the greatest extent possible. When students are actively involved, they both understand our faith better and are more inspired and engaged at the same time.</p>	<p>used during Liturgies.</p> <ul style="list-style-type: none"> Students who are interested in participating in Liturgies as readers and possibly cantors will be trained to help at school and weekend Liturgies as we remain under requirements from the Diocese of Harrisburg and the State of Pennsylvania. <p>Individuals Responsible: Teachers, Administrators, and CRE PD: Ongoing</p>
<p><i>MCI 5 - Parental Involvement</i> - Likewise, parents need to be involved in the faith life of our schools. Take full advantage of this new set of circumstances in our world and allow parents to plan prayer events such as: a virtual parent rosary said for the intentions of our students and teachers. (We can make sure to ask students and teachers regularly for their intentions and to model intercessory prayer.) Peer to peer example, and peer to peer leadership, are powerful, and can motivate parents to participate in the school's prayer life. Parents, too, are yearning for thoughts on how to raise good Christian children in today's society. As busy as we will be, consider soliciting parent leadership to start a virtual "raising great kids" program that could involve guest speakers, book studies, etc., and address topics such as friendships, chastity, technology, dating, and more. When the school is a hub for the whole family, it will be more successful in its mission.</p>	<p>Yellow & Green:</p> <ul style="list-style-type: none"> As parents continue to deal with the impact of COVID at home, the school does not want to place increased requirements on them. However, parents will be invited monthly to participate in praying a rosary at home as a family for the intentions of our school students and staff and all those affected by the COVID virus. <p>Individuals Responsible: Parents, Teachers, and Administrators PD: Ongoing</p>
<p><i>MCI 6 - Virtual Service Activities</i> - Students learn by doing, and many children have learned the Christian faith by having authentic chances to put faith into service. While there will be fewer chances to perform acts of service in person during these times of pandemic, insist on continuing the ethos or service in our Catholic schools. Think differently in how it's done: Children can write notes of appreciation to parents, and parents to children. In the toxic social media world we inhabit, students can take time to write a word of praise, to lift someone up, to encourage someone. Tie these words and actions to virtues studied in school.</p>	<p>Yellow & Green:</p> <ul style="list-style-type: none"> Whether students are in the school building or are learning from home, each class will continue with our ministry to our diocesan seminarians. Each homeroom is assigned one or two seminarians to pray for and to share cards with throughout the year. Parish staff is working with our CRE to start a card ministry for members of our parish who cannot get to church due to health reasons. This project will be completed by school and REP students. Students will take part in a card ministry for the elderly and for health care and other essential workers. Signs of appreciation and thanks can be made by students to hang in grocery stores.

	<ul style="list-style-type: none"> The Student Service Council will plan viable and safe activities for students to participate in to help our school, church, and the surrounding community. <p>Individuals Responsible: Teachers, Administrators, and CRE</p> <p>PD: Ongoing</p>
<p><i>MCI 7 - Presence</i> - The pastor and principal set the tone for their schools. The school community looks to them for inspiration and guidance, and they are both a key part of the overall health of the community. They will both need to be present, prayerful and engaged with the school community. They set the tone. Pastors and principals need to have both a physical and a virtual presence in the school community. Pastors and principals are encouraged to stay strong with a message of Christian prayer and service and of a life in Christ, and to vary the ways they are present in the school community: hand-written notes, drop-ins to classes, leading retreats, being part of virtual gatherings, and more.</p>	<p>Yellow & Green:</p> <ul style="list-style-type: none"> The priests and administration of Saint Joseph Parish and School, respectively, will continue to virtually (and physically whenever possible) visit with students. Our priests have participated in Zoom meetings and made videos for our students as reminders of their prayers, caring, and love of the students. Seminarians and Postulants will be invited to join in an online class, class visit, or recorded talk to share their life choices and spiritual life.* <p>Individuals Responsible: * Diana Hamlin, Teachers, Administrators, and Clergy</p> <p>PD: Ongoing</p>
<p>Technology</p> <ul style="list-style-type: none"> Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning. Coordinating consistent apps and platforms across grade levels. Developing learning plans that offer rigorous learning for those without predictable access to online learning. Identifying ways for school-owned devices to download new technologies (once they have left school). Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc. Surveying school population to determine what equity and access to technology exists. Providing a pick-up line with social distancing for families to pick up devices. 	
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their

	position, materials, resources, and/or supports needed, and professional development needed.
<p><i>T 1- Accessibility</i> - Schools will have wrestled with many issues in educational technology over the course of the spring of 2020.</p> <p>Schools will ensure that they have proper bandwidth to support the use of devices, the ongoing efforts in blended learning, and the introduction of “simultaneous teaching,” including webcams or the like. Consideration for elementary schools will also include technical requirements for Renaissance STAR testing.</p> <p>Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21.</p> <p>Schools will ensure that all parents and guardians have access to students’ grades, assignments and school work.</p>	<p>Yellow & Green: Phase I & II</p> <ul style="list-style-type: none"> ● Bandwidth will be increased to 100 megs. ● WiFi devices will be placed in every classroom. ● Webcams with Zoom will be installed in all classrooms to have simultaneous teaching. ● School-owned devices (iPads and Chromebooks) can download new technologies. ● Students in grades 3-8 will take home Chromebooks. <ul style="list-style-type: none"> ○ Grades 5-8 will take home immediately. ○ Grades 3-4 will take home after proper training of the Google Suite and Chromebook device. ● Grades can be accessed on Rediker. <ul style="list-style-type: none"> ○ Grades 6-8 students ○ Grades 4-8 parents ● Assignments and school work can be accessed through student Google/SeeSaw accounts. <ul style="list-style-type: none"> ○ Parents will have access through their child's Google account. If a student does not share his/her account password with the parent, access can be given per request to Mrs. Keeley. <p>Phase III</p> <ul style="list-style-type: none"> ● Ensure students have internet access or can possibly download offline assignments. ● School-owned devices (iPads and Chromebooks) can download new technologies (once they have left school). ● Grades can be accessed on Rediker. <ul style="list-style-type: none"> ○ Grades 6-8 Students ○ Grades 4-8 Parents ● Assignments and school work can be accessed through student Google/SeeSaw accounts. <ul style="list-style-type: none"> ○ Parents will have access through their child's Google account. If a student does not share his/her account password with the parent, access can be given per request to Mrs. Keeley. <p>Individuals Responsible: Network Administrator, Technology Teacher,</p>

	<p>Teachers, Administration</p> <p>PD: Proper training on using webcams in correlation with Zoom</p>
<p><i>T 2 - Health and Technology</i> - Teachers, to the extent feasible, should avoid using traditional paper assignments, tests, etc., that they collect. This approach involves a higher risk for transmission of germs. Paperless assignments and the use of a LMS to organize them are strongly preferred.</p>	<p>Yellow & Green:</p> <p>Phase I & II</p> <ul style="list-style-type: none"> • Utilize SeeSaw (K-2) and Google (3-8) for as many assignments/assessments as possible; some paper can be used. • Grade K-2 teachers/aides will wipe down devices every afternoon as needed. Teachers will be placing devices in charging stations after the devices have been disinfected by the teacher or aide. • Grades 3-8 families will be asked to disinfect devices at home before daily entry into school. <p>Phase III</p> <ul style="list-style-type: none"> • Utilize SeeSaw (K-2) and Google (3-8) for as many assignments/assessments as possible; some paper can be used. <p>PD:</p> <ul style="list-style-type: none"> • Prior to school starting, teachers in K-2 will receive training to utilize the SeeSaw platform. During orientation week, teachers will receive in-person training and opportunity for Q/A. • Prior to school starting, teachers in Grades 3-8 will receive training to utilize the Google platform as needed. During orientation week, teachers will receive in-person training, refresher, and/or opportunity for Q/A. <p>Individuals Responsible: Network Administrator, Technology Teacher, Teachers, Aides, Administration, Parents</p>
<p><i>T 3 - Digital Citizenship</i> - Schools will teach students explicitly how to be good, Catholic digital citizens online. They will use appropriate standards and markers from NCEA and ISTE to achieve this goal.</p>	<p>Yellow & Green:</p> <p>Phase I & II</p> <ul style="list-style-type: none"> • Immediately: Technology teachers will share information/expectations with homeroom teachers and collaborate on digital citizenship and Zoom etiquette. • Use Brainpop, videos, and Common Sense Education as resources. • Use the school morning news program to show good digital

	<p>citizenship and review expectations.</p> <p>Phase III</p> <ul style="list-style-type: none"> Technology teachers will share information/expectations with homeroom teachers and collaborate on digital citizenship and Zoom etiquette. <p>PD: Prior to school starting, teachers will receive information about digital citizenship in order to be in line with technology standards and expectations that are listed in the NCEA and ISTE.</p> <p>Individuals Responsible: Network Administrator, Technology Teacher, Teachers, Administration</p>
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Appendix A: Covid 19 symptoms, as of June 2020, per the CDC

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Appendix B - Resources

The following are resources that may be helpful to schools in these conversations:

- CDC coronavirus symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- American academy of pediatrics guidance June 2020: <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- PA Department of Health Face Covering order: <https://www.health.pa.gov/topics/disease/coronavirus/Pages/Guidance/Universal-Masking-FAQ.aspx>
- Catholic Mutual suggests a particular temperature scanner that schools could lease. <https://www.safecheckusa.com/sales-and-leasing/>
- PDE June 3 preliminary guidance: <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/Pages/default.aspx>

- PDE research with REL: <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf>
- What was learned on transmission from child care centers that stayed open: https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns?utm_term=nprnews&utm_source=facebook.com&utm_campaign=npr&utm_medium=social
- Children's Hospital of Philadelphia on school reopening June 2020: <https://policylab.chop.edu/sites/default/files/pdf/publications/Policy-Review-School-Reopenings-PolicyLab.pdf>
- Central Dauphin School District school reopening: <https://www.cdschools.org/cms/lib/PA09000075/Centricity/Domain/1/Health%20and%20Safety%20Plan%20CDSD%20-%206.18.2020.pdf>
- NWEA research on learning loss: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf
- Nine Ways Online Teaching Should be Different from Face to Face Teaching: <https://www.cultofpedagogy.com/9-ways-online-teaching/>