



THE DIOCESE
OF HARRISBURG



DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

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| School Name | St. Leo the Great | School Location | Lancaster |
| Principal | Christine McLean | 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 concern). | | |
| <p>Pandemic Coordinator and Team</p> <ul style="list-style-type: none"> ● Health and Safety Plan Development: Individual will play a role in drafting the Health and Safety Plan ● Pandemic 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 students ● Both: 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. | | | |
| Individual | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities | |
| Christine McLean Suzanne Powell Vern Bottoms Jennifer Miller Carley Smith Amy Altimare Mark Magyar Frank Kuchinski Rev. Peter Hahn | School Principal School Health Room Aide School's Facility Manager Teacher Parent- Safety Consultant Parent- School Board President Parent - State Police Lieutenant Parish Manager Pastor | Co-coordinator - Designs and executes the Health and Safety Plan Co-coordinator- Designs and executes the Health and Safety Plan Pandemic Team Member - Executes the Health and Safety Plan Pandemic Team Member - Executes the Health and Safety Plan Pandemic Team Member- Recommends best and safest disinfectants Pandemic Team Member - Edits the Health and Safety Plan Pandemic Team Member - Edits the Health and Safety Plan Pandemic Team Member- Ensures we can afford the Plan | |

SLTG - REOPENING PLAN - AUGUST 20, 2020 Revision 2

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| | | Pandemic Team Member - Gives final approval of the Plan |
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| Logistics and Planning <ul style="list-style-type: none"> • 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. | |
| <p>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.</p> | <p>YELLOW AND GREEN PHASE</p> <p>Protocol for entering school:</p> <p>*All people/students entering the building must wear a face covering - that may include face shield, face mask or gator style mask.</p> <p>Front of school(A1)</p> <p>All staff – first one in take own temp - set up kiosks/hand sanitizing stations in outer lobby</p> <ul style="list-style-type: none"> - If 100.3 or less go inside school - Record if 100.4 and over and stay outside - Recheck again after 5 min if >100.3 go home - Dr. note to return or negative test <p>Bus students – temp taken by staff -utilizing 2 temp kiosks– instruct to wash/sanitize hands at hand sanitizing station with social distance upon entering school with 2 touchless Purell</p> | |

stands stationed in outer lobby of school.

- If 100.3 or less go inside after washing/sanitizing hands
- If 100.4 or more wait off to side on "cool off bench" under tent for 5 min and get recheck
- If still 100.4 or over at recheck – stay outside and call parents for transport home - if inclement weather may be permitted inside in the triage room to await ride.

Pre K – Will come in C5 door

Temperature will be taken carside by Pre K Aide. (should not have to reach into the car) If temp 100.3 or less the student may be escorted inside to cubbies/classroom. If temp is 100.4 or more the student will wait 5 more min in the car and get recheck - if 100.3 or less - may proceed inside. If it is 100.4 or more the student will be sent home-dr. Note or negative test to return.

Car riders coming in B2 - pull into drop off site and stop – temp taken at car window bilaterally – staff shouldn't have to reach in the car. If a large number of car riders - will use both driveways and 4 temp takers - 2 tents.

- If 100.3 or less go inside and wash/sanitize hands.
- If 100.4 or more instruct parents to pull around to the end of check in line and wait their turn for recheck(approx 5 minutes).
- Recheck happens carside in the parking lot. If 100.4 or more again – go home. Dr. note to return

Once in the building, all staff/students use hand sanitizer before

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| | <p>going directly to classrooms through the gym.</p> <p>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room aide), All teacher/Aides</p> <p>Materials/Resources Needed - A schedule of staff to monitor each entrance to greet students and a staff member to monitor each classroom.</p> <p>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation</p> |
| <p>LP 2 - Dismissal Procedures - Schools will need multiple exits and protocols that may include staggered schedules.</p> | <p>YELLOW AND GREEN PHASE</p> <p>Car riders - staggered</p> <ul style="list-style-type: none"> - Students whose last names begin with A-L will be dismissed at 3:00pm through door C5. Parents/Caregivers will park and turn off car engines and stand by their car wearing masks. They will park linearly like last year. Staff will supervise the children as they depart to their cars, maintaining safe social distances. Then parents/students depart from that parking lot when the cone is removed and instructed to do so. - Car rider's caregivers/parents M-Z will will park in 2 rows in chapel lot between 2:50-3:15 and will drive over to back recess parking lot when first group is dismissed - Students whose last names begin with M-Z will be dismissed at 3:15pm through door C5. School principal, facility manager and aides will manage this procedure as mentioned above. <p>Bus riders- fairly " traditional"</p> <ul style="list-style-type: none"> - As busses arrive, students will be called to immediately board the bus, wearing masks, standing 6 feet apart while |

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| | <p>boarding.</p> <ul style="list-style-type: none"> - School nurse and aides will manage this procedure. - Parents should contact their School District's Director of Transportation directly for bus protocols and safety measures implemented by the bus companies. Email Mrs. Hoover if contact info is needed. <p>After School Program will report to the gym with social distancing and moderators in place.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide), All teacher/Aides</i></p> <p><i>Materials/Resources Needed - A schedule of staff to monitor dismissal of students and a signage in the hallway for social distancing.</i></p> <p><i>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation</i></p> |
| <p>LP 3 - Extended Day - 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 AND GREEN PHASE</p> <p>Before - school Care</p> <ul style="list-style-type: none"> - No students will arrive before 7:30 AM. Students will remain in their car with their caregivers until 7:30. At that time a staff member will check their temperature carside. Following the above protocol parameters. If parameters are met for entry, Students will enter through door D6 and assemble in room 105(LIBRARY AREA). - They will wear masks and sit 6 feet apart. - Room 105 will be disinfected after they leave for their homerooms at 8am. - Aide is responsible for supervision and cleaning and taking attendance. |

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| | <p>Afterschool Care</p> <ul style="list-style-type: none"> - Students will be called to school gym at 3:30pm - They will be seated 6 feet apart and wear masks - When possible After School Care will be held outdoors <p>Lead Person(s) and Position - Christine McLean (Principal), Before and after school personnel</p> <p>Materials/Resources Needed - A schedule of staff to monitor rm 105 and entrance. Along with the gym area and exit for after school.</p> <p>Support and Professional Development Needed - DHS guidelines on Reopening after coronavirus, Trial Run, Coronavirus Faculty/staff handbook and Orientation.</p> |
| <p>LP 4 - Cohorts - 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</p> | <p>YELLOW AND GREEN PHASE</p> <p>Cohort – any group of students and adults who spend 10 or more minutes of company together inside the school building or on a bus.</p> <p>Academic Cohorts:</p> <ul style="list-style-type: none"> - Students in grades PreK through 5th grade will be assigned to one cohort, their homerooms. - Students in grades 6th - 8th will be assigned to two cohorts. One for their AM classes and one for their PM classes. All instructional spaces will be disinfected before the students move to their afternoon cohort. - Facility manager and parent volunteers will clean. <p>Lead Person(s) and Position - Christine McLean (Principal), Vern</p> |

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| <p>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>Bottoms (Facility Manager), Parent Volunteers</p> <p>Materials/Resources Needed - The administrative staff at St. Leo's will keep running lists of all cohorts including school-sponsored extracurriculars.</p> <p>Special considerations - Maintaining cohorts and providing quality instruction means that care will be taken to keep groups as separate as possible while still providing all of the support and enrichment needed for each individual student.</p> |
| <p>LP 5 - Signage and Travel in the Building - 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. Schools will also have signage that encourages proper hygiene and social distancing.</p> | <p>YELLOW AND GREEN PHASE</p> <p>Paw prints will be stenciled onto the hallway floors showing traffic patterns and social distancing. There will also be designated spacing on the gym walls should the children need to line up for lunch, etc.</p> <p>Signs will be posted in hallways/bathrooms and classrooms encouraging proper social distancing, hand washing and face coverings.</p> <p>Elementary students (Pre K-5) will stay within their floor level and rooms except for recess breaks, mask breaks, classes outside and bathroom breaks as needed. Middle school will stay within their floor level and rooms except for the above mentioned breaks.</p> <p>Teachers will rotate into rooms.</p> <p>Any unplanned travel in the building will be managed by the main office staff who are able to coordinate traffic through the use of our camera system to ensure social distancing.</p> |

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| | <p>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide), All teacher/Aides, office staff</p> <p>Materials/Resources Needed - signage , security system</p> <p>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation</p> |
| <p>LP 6 - Recess and Athletics - 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.</p> <p>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>Schools will comply with the guidelines of the PIAA for their athletics teams and programs.</p> | <p>YELLOW AND GREEN PHASE</p> <p>Not only will each cohort be given a traditional recess period before or after their lunchtime, but hourly mask breaks will be given to all students.</p> <p>Each cohort will be given an area of our campus in which to play. This area will change day by day. Masks will be placed in plastic bags, clearly labeled with each student’s name and hung on a line. If using gator masks, may lower them and keep on their neck. Each cohort will have it’s own activity bin/bag Teachers are responsible for this protocol.</p> <p>All play items will be disinfected following each play period, and stored in an outdoor shed.</p> <p>Students will be allowed outside when the wind chill temperature is 25 degrees fahrenheit and above. If raining, or other inclement weather the gym will be used for grades K-5. Middle school breaks will be cancelled for the day.</p> <p>Homeroom teacher is responsible or assigned middle school student.</p> |

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| | <p>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide), All teacher/Aides</p> <p>Materials/Resources Needed - A school wide schedule to rotate cohort recess areas and disinfect cohort materials Recess materials for each cohort and storage system.</p> <p>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation.</p> |
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| <p>LP 7 - Lunch, Water Fountains - 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 serving utensils and an emphasis on clearing protocols. In elementary schools, cafeterias should not be used for mealtime unless truly necessary. Elementary schools should explore use of classrooms and outdoor space first.</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. In instances when the cafeteria is used, cafeteria staff will use barrier protection PPE; cleaning will occur between student lunch shifts; and lunch shifts will be staggered with social distancing in practice during the shift.</p> <p>As was true last spring, students may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.</p> | <p>YELLOW AND GREEN PHASE</p> <p>Students will be eating in their classroom, homeroom cohorts. All classrooms are peanut/treenut free zones. No nut items will be allowed at St. Leo's this year. Our cafeteria will be providing one lunch option per day. All meal utensils will be disposable. Homeroom teachers will monitor their own classes for lunch.</p> <p>Only the refillable water bottle station in the front lobby will be available for use.</p> <p>The refillable water bottle station shall be sanitized daily as the responsibility of the maintenance team. The refillable water bottle station will be spaced out with paw prints to allow 6-feet of distancing between children in line waiting to fill bottles.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide), christine Pisano (cafeteria manager)</i></p> <p><i>Materials/Resources Needed -Procedure and containers for the delivery of food to the classrooms/dispense at the cafeteria window.</i></p> <p><i>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation.</i></p> |
| <p>LP 8 - Visitors - 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.</p> | <p>YELLOW</p> <ul style="list-style-type: none"> - No volunteers permitted. - No parents permitted. - Visitors necessary to the operations of the school permitted after providing necessary assurances regarding health, symptoms, exposure, and travel. |

As visitors enter the school through the office area, typically, the school is encouraged to implement physical barriers (such as plexiglass), to the extent feasible, between school staff and others in the office area.

School staff will take the temperature of visitors and visitors will self report on potential Covid symptoms (see Appendix A) upon entering the school, and they will wear face coverings for their entire visit. (See LP 12 “designated individual.”) Schools are to be very specific with handling visitors, and they must be strictly 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 at all times.

Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved.

If the county in which the school is located is in the green phase, visitors are allowed but only for truly necessary purposes.

If the county in which the school is located is in the yellow phase, or if there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, visitors will not be allowed.

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.

GREEN

- Limited volunteers permitted for necessary school operations.
- Parents permitted for scheduled meetings when necessary outside of instructional hours. Meetings should take place virtually when possible.
- Visitors permitted after providing necessary assurances regarding health, symptoms, exposure and travel.

YELLOW AND GREEN PHASE

Visitor temperatures will be taken by school staff.

All visitors must wear masks or appropriate face covering (ADA).

If a visitor has a DOH youth protection badge he or she will sign-in at our front office. Visitors will be encouraged to bring and use their own writing device. Office staff will sign in visitors IF they do not have their own pen/pencil.

All other visitors will need to run their license or state ID through our Ident-A-Kid kiosk.

All visitors will need to document which area/cohort they will be going to at check in.

Our school’s front office staff will manage this process.

Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide), Front office staff

Materials/Resources Needed - Virtual meeting technology, electronic form to register visitors

Support and Professional Development Needed - Coronavirus

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| | <i>Faculty/staff handbook and Orientation.</i> |
| LP 9 - Trial Run - Each school must take the time to do a trial run of their plan and record when/how this is conducted. Also, schools should come up with several “day in the life of” scenarios and schedules for stakeholders to anticipate the school experience: e.g., a “day in the life of” a teacher, an eighth grader, a school parent. This is helpful for internal planning and helpful to the stakeholder as well. | <p>YELLOW AND GREEN PHASE</p> <p>The initial Trial run will take place on August 7th at 10 AM with a repeat the following week - to correct any areas that were previously overlooked.</p> <p>The Re-opening plan will be updated if any portion of the plan proves to be unsuccessful even after adjustments are made. Parents will receive a notice of an update to the specific section of the plan.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Healthroom Aide)</i></p> <p><i>Materials/Resources Needed - n/a</i></p> <p><i>Support and Professional Development Needed - Coronavirus Faculty/staff handbook and Orientation.</i></p> |
| Logistics and Planning <ul style="list-style-type: none"> • Developing routines for daily health checks | |
| 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 10 - Faculty and Staff - 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 | <p>YELLOW AND GREEN PHASE</p> <p>Staff will be encouraged to take temperature daily before leaving the house and they will also be completing a daily symptom checklist. They are to notify the school if any abnormalities come up.</p> |

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| <p>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>The current science indicates that stricken adults may be more likely to pass the coronavirus among themselves. Therefore, the school must take steps to be sure that staff socially distance among themselves, that any common areas or typically-used common items (such as coffee pots) are not used, and that staff-to-staff meetings happen virtually, if feasible.</p> | <p>Upon arrival, All staff will complete a temperature scan before entering the building; additionally, all staff will complete and sign the daily check-in questionnaire upon arrival located in the front office or break room or done virtually through Certify Snap .</p> <p>All staff will use hand sanitizer and don masks/face shields before entering the building.</p> <p>No staff will report to work if they are feeling ill in any way.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</i></p> <p><i>Materials/Resources Needed - Thermal scanning at all entrances daily symptom checklist binder.</i></p> <p><i>Support and Professional Development Needed - Coronavirus Faculty/staff handbook and Orientation.</i></p> |
| <p>LP 11 - Parent/Guardian and Student - 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 AND GREEN PHASE</p> <p>HomeTemperature taking and symptom screening will be encouraged but we will also be checking temperatures and randomly symptom screening our students upon arrival (See LP1).</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Nurse)</i></p> <p><i>Materials/Resources Needed - touchless thermometers, thermal scanning devices.</i></p> <p><i>Support and Professional Development Needed - Coronavirus</i></p> |

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| | <i>Faculty/staff handbook and Orientation.</i> |
| <p>LP 12 - Designated Individual - 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. The school will provide to the designated individual PPE to be used when checking temperatures. The PPE includes, at a minimum, face shield, face mask and gloves.</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 four 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) Use appropriate PPE for these evaluations and d) 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 for temperature and/or Covid symptoms and should be apprised of the results as well.</p> | <p>YELLOW AND GREEN PHASE</p> <p>The Pandemic Co-Coordinator is School Nurse- Suzanne Powell.</p> <p>All incoming daily staff members shall be verified to have completed all continued monitoring protocols and/or daily health screenings, prior to the start of the school day (8:30AM).</p> <p>Student health checks will be reviewed by the Pandemic Co-Coordinator(s).</p> <p>All incoming temperature scans and screening information will be reviewed by the School Nurse/Pandemic Co-Coordinator(s) at the beginning of the day. Thermal scanners at A1 will automatically notify the nurse and the front office of a person/student's high temperature.</p> <p>Staff, Teachers and the School Nurse will assess students throughout the day.</p> <p>Parents will be notified by phone if covid or severe health issues arise. Email will be used for minor issues at the discretion of the School nurse.</p> <p>Training dates are 8/18 & 8/19 for CDC regs and cleaning products.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</i></p> <p><i>Materials/Resources Needed - n/a</i></p> |

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| | <p><i>Support and Professional Development Needed - Professional development from the Diocese for evaluations.</i></p> |
| <p>LP 13 - Other Methods of Verification and Symptoms - 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 AND GREEN PHASE</p> <p>A temperature scan shall be conducted on all those entering the school building.</p> <p>Will do verbal symptom screening on samples of the student body. (Fair and equitable, maintaining confidentiality ADA...)</p> <p>If elevated temperature or symptoms are detected at school, the student will be sent home if they are a car rider. If they are a bus rider, they will be asked to wait outside in cool off area until ride arrives - for inclement weather the student will be allowed entrance to the school.</p> <ul style="list-style-type: none"> - **(Upon entrance to the school - quarantine will be in the room next to the health room (Triage Room)- with sprayer/fogger cleaning after the student has left. If needed the conference room can be used for additional symptomatic students/staff. - Health room will be reserved for regular maladies. - School Nurse may reside in the front office as needed for screenings in the morning and monitor quarantine students.) <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</i></p> <p><i>Materials/Resources Needed - Thermal scanner, touchless thermometers.</i></p> <p><i>Support and Professional Development Needed - Trial Run, Coronavirus Faculty/staff handbook and Orientation.</i></p> |

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| <p>LP 14 - Attendance - 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 PHASE</p> <ul style="list-style-type: none"> - All students will have the option to attend school physically or remotely. - Families will email each homeroom teacher and the school’s NEW attendance email address attendance@stleoschool.org if the child is: <ul style="list-style-type: none"> - Sick, or has any potential of illness, also email the nurse - healthroom@stleoschool.org - Attending school from their home - Is missing school: <ul style="list-style-type: none"> - Vacation - Homeroom teachers will send attendance records through Rediker to our school secretary. |
| <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. | |
| <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>LP 15 - Structure of Classes/Cohorts - 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>All students will be assigned seats for the first trimester.</p> <p>Elementary Every student in grades preK through 5th will be placed in one cohort (homeroom) for the entire academic day 8AM- 3:30PM. They will take all academic courses together, eat lunch together, go to Mass, recess together.</p> <p>Gym, music and art classes will be taught outside until November 1st. Art will be held virtually through pre-recorded messages.</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.

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.

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.

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 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 block scheduling can help here, so that students have four classes per day instead of eight (as one example).

Every student will receive an art-bag of materials.

Our students will not be attending the library this year, instead their teachers will check out a bevy of books that their homerooms can select for check out.

They will be seated 3-6 feet apart and wear masks while inside the school building.

4th and 5th grade lockers will be assigned in the following manner: 4th grader, empty, 5th grader, empty. Each class will be assigned a schedule of when they can be at their lockers. Students will wear masks while at their lockers. The outside of the lockers will be disinfected 1x per day.

Each kindergarten, 1st grade and 2nd grade students will be given an iPad. All 3rd graders will be given a laptop. 4th and 5th graders will be each assigned a Chromebook.

Middle School

Every student in grades 6th, 7th and 8th will be placed in two cohorts. One for their morning classes and a different one for their afternoon classes. They will take all academic classes together in the morning, then regrouped and take all academic classes together in the afternoon. All 6 middle school classrooms will be disinfected during their mid-day recess break. Facility manager and parent volunteer are responsible for the cleaning.

Our teachers (including music and Spanish) will circulate to our middle school classrooms with the exception of science. When a 6th, 7th or 8th grade student has a science experiment they will proceed to the science lab. The lab will be disinfected after each use. Several smaller math classes will be taught in our library. The library will be disinfected after each use.

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| <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>Each Middle School Student will be assigned a locker using the following pattern: 6th, 7th, 8th empty. Each class will be assigned a schedule of when they can be at their lockers. Students will wear masks while at their lockers. The outside of the lockers will be disinfected 1x per day.</p> <p>Each middle school student will be assigned a Chromebook.</p> <p>All teachers are encouraged to use our large outdoor campus as an extension of their classrooms, most especially our newly restored pavilion. This is an ideal environment for group work.</p> |
| <p>LP 16 - Face Masks/Shields - 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. Note that neck gaiters are also acceptable. Face coverings must fit properly and must cover the nose and mouth. Schools are encouraged to have consistent policies on what is allowed on a face covering and are</p> | <p>Masks are required by the DOH order (July 3, 2020).</p> <p>All staff , students and visitors will be required to wear face coverings inside the building when less than 6’ apart. Face coverings include face masks, shields and gator coverings.</p> |

encouraged to prohibit writing of any kind. Political statements, statements contrary to the Catholic faith and any offensive statements are prohibited on face coverings.

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. Distance between students is to be measured “shoulder to shoulder;” that is, from the shoulder of one student to the shoulder of the next.

Our students who receive instruction in our Cupertino Classroom will not need to wear a face-covering per his/her ILP. 6 feet distancing must be followed at this time.

Students in PreK - 5th may remove their face mask for phonics instruction and other content areas that are crucial to see mouths. 6 feet distancing must be followed at this time.

Frequent mask-breaks will be given outdoors throughout the day, per the teacher’s directives.

*Exceptions (someone unable to wear a face covering) are as follows:

Individuals who cannot wear a mask due to a medical condition.

Individuals for whom wearing a mask while working would create an unsafe condition in which to operate equipment or execute tasks as determined by local state or federal regulation and/or workplace safety guidelines.

Individuals who would be unable to remove a mask without assistance.

Individuals who are communicating with or seeking to communicate with someone who is hearing impaired or has another disability, where the ability to see the mouth is essential for communication.

Individuals who have Individual Learning Plans.

The school will provide a neck gaiter for all staff and each student in grades preK through 8th grade. These neck gaiters will be worn

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. Mask breaks should, ideally, occur in an environment outside the classroom - outside, or in a gym, for example. Schools are encouraged to provide mask breaks roughly every two hours, as a guide.

Schools will strive to have limited use of face masks in classroom settings for younger elementary students (PK-5), in particular.

Face shields may be more practical and helpful for students and for teachers rather than face masks.

Staff members and students may wear face coverings at any time when in school, if they prefer.

Schools should inform parents that parents will be expected to provide face coverings. Schools will provide face coverings at school, as well, in the expectation that students will lose or forget face coverings. Schools are encouraged to provide “mask dispensing stations” in common areas though care must be taken to keep them sanitary. Students will bring face masks home, and

if face masks are damaged.

Face shields will be provided for all staff and for students in grades preK through 3rd grade. Shields will be used during all instruction that requires the teacher and learner to concentrate on facial expression and/or sound. For example, phonics focuses on the letter and sound correspondences to enable our young learners to break written words down into their component sounds, before later recombining them to read the whole word.

Our Spanish teacher will instruct using a face shield.

Masks will be provided if needed - stored in the triage room or health room.

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| <p>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. Face shields must be cleaned daily.</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. Ventilation can come from various sources, including: opened windows; classroom doors locked but propped open; ceiling fans. Floor fans and personal fans are not allowed.</p> <p>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. Doing small group work outside is ideal. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher,</p> | <p>Every classroom will be set up to maximize the distance between students. Each teacher will be responsible for physical-distancing.</p> <p>Our middle school science laboratory will not be used as a homeroom space. Instead 6th, 7th and 8th graders will be assigned science experiments once a week at a staggered schedule so we may clean the room and science equipment.</p> <p>Face coverings and gloves will be used at this time. E</p> |

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| <p>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 coverings 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>The school should explore the idea of a work station (to include sneeze guards) in classrooms.</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 AND GREEN</p> <p>St. Leo School will distribute this information and collect necessary forms.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</i></p> <p><i>Materials/Resources Needed - Forms</i></p> <p><i>Support and Professional Development Needed - n/a</i></p> <p>A SLTG Parent and Student Coronavirus Pandemic Handbook will be released on August 17, 2020.</p> |

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| | <p>Lead Person(s) and position - Jennifer Miller (teacher), Suzanne Powell (School Nurse) and Chrstine McLean (Principal)</p> |
| <p>LP 19 - Coronavirus Confidentiality - 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 AND GREEN PHASE</p> <p>St. Leo School will communicate coronavirus information in accordance with the guidelines provided to the left.</p> <p>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</p> <p>Materials/Resources Needed - Forms/Templates</p> <p>Support and Professional Development Needed - coronavirus Faculty/Staff Handbook and Orientation.</p> |
| <p>LP 20 - Emergency Contact Plan - 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 AND GREEN PHASE</p> <p>Students will remain outside the building(as feasible) if they do not pass the entry screening. Parents will be notified by the school nurse or front office staff to pick up the child. Children will be permitted to come into the Triage room if unable to stay outside until ride is available.</p> <p>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</p> <p>Materials/Resources Needed - Information and reminders to update information on the website, handbook , and school communications.</p> <p>Support and Professional Development Needed - coronavirus Faculty/Staff Handbook and Orientation.</p> |

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| <p>LP 21 - Communication and Quarantine - 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 Covid 19 or has a presumptive positive test, that student and his/her family will quarantine. The same applies for staff. Students or staff who are symptomatic will quarantine until they have tested negative for Covid 19 or have fully recovered based on CDC guidelines. The school will consult with the Office of Catholic Schools and the board of health on such matters.</p> <p>Determination on who in the school community will quarantine will come from current guidance from the CDC and the recommendations of the board of health.</p> <p>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</p> | <p>YELLOW AND GREEN PHASE</p> <ul style="list-style-type: none"> - St. Leo School will communicate a case or exposure as indicated in the plans above. - St. Leo School will consult with the Board of Health and the Office of Catholic Schools anytime there is a case of coronavirus in our community and will provide them with all information regarding possible exposures. - St. Leo School will follow the Hempfield School District when closing for weather related events only. If the Hempfield School District closes for a coronavirus related event, St Leo School will communicate plans through One Call, text, and social media as soon as possible. - St. Leo School will hold all community members to the current travel guidelines for the state of Pennsylvania. If a family has to go to a location that requires quarantine upon return, virtual attendance at school will be provided. - St. Leo School will explore various virtual field trips for student enrichment. <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Healthroom Aide)</i></p> <p><i>Materials/Resources Needed - Board of Health Contact Information, Updated PA travel Restrictions</i></p> <p><i>Support and Professional Development Needed - coronavirus Faculty/Staff Handbook and Orientation.</i></p> <p>Any student quarantined at home but asymptomatic can participate in his/her classes virtually.</p> <p>Areas used by a person who is sick will be closed off and will not</p> |
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| <p>contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student illness.</p> <p>When informed of a positive Covid 19 test, or presumed positive test, among students or staff, the school will: isolate the affected individual; inform the parents of the affected student and have the child picked up immediately; inform the Office of Catholic Schools and the board of health; inform all school staff and parents; create a complete contact list for the affected individual; and prepare to take the necessary steps for cleaning and quarantine.</p> <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, school staff and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. Anyone entering PA from the states listed in the order “will need to quarantine for 14 days.” See: https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx</p> <p>Schools will not be able to take field trips until further notice and permission from the Secretary for Education.</p> | <p>be used by anyone else before cleaning and disinfection. All state and local health official recommendations regarding isolating and/or quarantining individuals who have become sick or been infected (i.e. procedures for returning to work/school) will be followed.</p> <p>Establish and maintain communication with local and state authorities to determine current mitigation levels in our community.</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</p> |

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| | <p>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 AND GREEN PHASE</p> <p>Students will be encouraged using positive reinforcement to engage in healthy and safe behaviors.</p> <p>Lead Person(s) and Position - <i>Christine McLean (Principal), Suzanne Powell (School Health Room Aide)</i></p> <p>Materials/Resources Needed - <i>Incentive program</i></p> <p>Support and Professional Development Needed - <i>n/a</i></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. Before and after using recess or PE equipment, students will wash hands.</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</p> | <p>YELLOW AND GREEN PHASE</p> <p>St. Leo School will be using the latest disinfecting technology on the market to sanitize our school.</p> <p>Electrostatic sprayer technology:</p> <p>Electrostatic spray technology is a new way to apply cleaners, sanitizers, and disinfectants to help facilities treat surfaces, in less time and with better coverage than traditional cleaning methods.</p> <p>Electrostatic sprayers work by charging liquids (i.e., cleaners, sanitizers, and disinfectants) as they pass through a sprayer</p> |

act of spreading germs. Likewise, soap dispensers should be touchless.

nozzle. This generates charged droplets that repel one another and actively seek out environmental surfaces, which they stick to and even wrap around to coat all sides. The result is a uniform coating of sanitizer or disinfectant on sprayed objects, including hard-to-reach areas that manual cleaning can miss.

Electrostatic technology helps cover more surfaces in less time, saving St. Leo's money while providing the surface disinfection we need to prevent the spread of illness-causing pathogens.

Disinfectant Solution:

St Leo's will be using SNI^{PER}. SNI^{PER} is the next generation of disinfection technology. This powerful disinfectant and all-purpose cleaner is a mild, environmentally friendly product that is non-irritating to the skin, doesn't produce harsh chemical fumes and is non-abrasive to surfaces. SNI^{PER} can be applied to any surface and left to dry - it does not have to be wiped away.

SNI^{PER}® is an intelligent disinfecting and cleaning system targeting pathogenic organisms - not you, or your environment. Microorganisms cannot build up resistance to the active ingredient - [chlorine dioxide](#). SNI^{PER}® has been shown in lab settings to attack and destroy allergens, thereby literally clearing the air.

Touchless soap dispensers/towel dispensers are being installed in bathrooms.

Touchless Hand sanitizer dispensers shall be available in both free standing locations and wall mounted in hallways, in the following locations:

4 - elementary wing

2-3 4&5 wing

4 - in middle school area

2 - mounted on stands at both entrances to the school (A1,B2)

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| | <p>2 - 4 in lobby/gym area 1- C5 Entrance</p> <p>Water fountains will not be available. Instead will have a touchless bottle filler open and have disposable paper cups available for use.</p> <p><i>Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Nurse)</i></p> <p><i>Materials/Resources Needed - touchless soap, hand sanitizer, paper towel supplies, cleaning/disinfecting solutions, electrostatic sprayer, signage.</i></p> <p><i>Support and Professional Development Needed - coronavirus Faculty/Staff Handbook and Orientation.</i></p> |
| <p>LP 24 - Cleaning Plan and Schedule - 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>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</p> | <p>YELLOW AND GREEN PHASE</p> <p>Increased frequency of cleaning routines, disinfection and sanitization procedures will be implemented across all classrooms/facilities.</p> <p>Ventilation of learning spaces shall be increased to the extent feasible. This includes exercising classroom activities in outdoor spaces, when possible/feasible.</p> <p>Our HVAC system fully replaces air within each classroom in less than 1 hour. Our parish manager is currently working with our company to see if we can alter this 5-year old system or add a solution that will even enhance our air quality indoors even more</p> <p>Kitchen areas will also undergo increased cleaning, disinfection</p> |

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.

and sanitization routines utilizing an EPA N Listed and Food Grade Disinfectant, as noted in LP23.

Transportation vehicles will be cleaned and disinfected per each school district protocol.

Maintenance/Housekeeping staff will clean and disinfect all furniture, all high touch areas and surfaces, restrooms, hallways (walls and lockers), and occupied office spaces.

Instructional areas, desks and chairs, and floors cleaned throughout the day and disinfected daily (end of day, prior to re-occupying).

At a minimum, the cleaning and disinfecting regime will happen daily before use. High touch areas shall be cleaned more frequently.

Teachers and staff will clean high touch surfaces frequently. Each classroom will be equipped with approved cleaning supplies. A cleaning/disinfecting kit will be issued to each classroom. Staff will be expected to use the kit to maintain the cleanliness of their learning environment throughout the day.

No persons shall mix cleaning products, as this can create a safety hazard/risk.

Ongoing daily inspections by Maintenance Supervisor and Principal shall be conducted.

Training for all employees on social distancing and approved cleaning and disinfecting/sanitizing procedures shall be provided.

Training shall be provided for all personnel utilizing EPA N Listed disinfectants to include approved protocols, proper and safe use

of such products.

Specific cleaning procedures are documented as outlined in appendix X

Preliminary cleaning plan

1. Electrostatic fogger daily in all classrooms, bathroom, admin area, health room, common areas.
2. Daily routine cleaning of classrooms precedes use of fogger as able.
3. Daily routine cleaning of floors/bathrooms precedes use of fogger as able.
4. Teachers / students (age appropriate) daily cleaning of work space - Sniper spray products.
5. A daily log of areas cleaned will be recorded and kept in the front office or designated area.
6. PSR students will be in 7 classrooms weekly. Classrooms will be cleaned before instruction and fogged afterwards according to the usual schedule.
7. Substitutes will be instructed on cleaning protocol

Lead Person(s) and Position - Christine McLean (Principal), Suzanne Powell (School Health Room Aide)

Materials/Resources Needed - touchless soap, hand sanitizer, paper towel supplies, cleaning/disinfecting solutions, electrostatic sprayer, signage

Support and Professional Development Needed - coronavirus Faculty/Staff Handbook and Orientation.

Logistics and Planning

- Periodically surveying stakeholders to evaluate programming and support and make adjustments.

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| <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>LP 25 - Survey - 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>Survey will be sent to families on: Tuesday Sept 8,2020 and Oct 20, 2020. We will report our data to the diocese. School principal has this responsibility.</p> |
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| <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 professional development needed.</p> |
| <p>CMC 1 - Community and Culture - 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</p> | <p>We will continue our positive reinforcement program: Live like and Love like St. Leo!</p> <p>We are also adopting a new theme for this year centered on the Biblical verse: "Rejoice in hope, endure in affliction, persevere in prayer"</p> <p>Romans 12:12</p> <p>Father Hahn and Father Logue will catechize around this theme.</p> |

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| <p>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>Teachers (art, religion, ELA) will base lessons on this theme.</p> |
| <p>CMC 2 - Communication - 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>This Framework will be available to all our families. We will mass-message this document on August 3, 2020 with a cover letter highlighting the most important aspects. This document will be loaded onto our website.</p> <p>A summary of this document will be loaded on our website on August 4, 2020.</p> <p>SLTG Pandemic Handbooks for: Students and Parents Faculty and Staff Will be loaded on our website on Monday August 17, 2020</p> <p>School secretary and school principal will be responsible.</p> |
| <p>CMC 3 - Online Communications - 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</p> | <p>We will create a new tab on our school's website for this document and other literature concerning the latest health and safety protocols.</p> |

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| <p>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>School principal and school secretary will be responsible.</p> |
| <p>CMC 4 - Parent Connections - 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>One of our PTO’s theme this year is : Volunteerism: A Renewed Effort.</p> <p>Because of budgetary concerns, focusing on outdoor activities and having excessive visitors in the building during this time of pandemic, volunteering as a recess aide is going to be our biggest need!</p> <p>Our PTO is retaining and organizing parents to help run all recess periods across our very large campus and help each teacher with their students’ mask-breaks.</p> <p>Our School Board meetings have always been important and affirming, but no more so during this time of remote learning. Not only are they a source of wonderful ideas, but they also connect with other families as to updates about our new protocols and plans in the building.</p> <p>We are considering a new way to connect with our families virtually:</p> <p>ZOOM , Coffee and Chatting with Our Principal, etc.</p> <p>I will continue to have an open-door policy , but my first question will continue to be, have you discussed this with the teacher.</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. | |

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| <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>CMC 5 - Testing of Procedures and Facilities - 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>Our kindergarten families meet one on one with our teachers in July for readiness testing and to answer questions concerning safety in the classrooms.</p> <p>Mentoring families have been assigned to all new families whose children are joining us in grades 1st - 8th.</p> <p>Some time and effort will be put in creating a Virtual Back to School Night for Sept. 2020.</p> |
| <p>CMC 6 - Marketing - 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>We have used our social media accounts more than ever this summer.</p> <p>A sample of our themes: Red, white and blue day: Send in a picture of your family and a flag, How are you beating the heat? Meet our new teachers, and a whole host of prayer ideas during this pandemic.</p> <p>Father Logue and school principal pray live Rosary every Thursday on the school’s YouTube channel.</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 | |
| <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> |

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| <p>CMC 7 - Catholic Identity and Social Emotional Health - 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>Our Spiritual Life Committee will continue to work with our school's faculty and administration to support and create programming addressing our Catholic identity and apostolic goals, including participation in the school's commitment to social justice and evangelization.</p> <p>Our guidance counselor will partner with homeroom teachers and run class meetings which help students express their feelings in a structured way.</p> |
| <p>CMC 8 - Safety, Health, and Wellness Team - 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 AND GREEN PHASE</p> <p>School nurse will be the point person for the Team and will recruit as needs arise.</p> <p><i>Lead Person(s) and Position - Suzanne Powell (School Nurse) Christine McLean (Principal), Father Hahn, school counselor,</i></p> <p><i>Materials/Resources Needed - na</i></p> <p><i>Support and Professional Development Needed - n/a</i></p> |
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| <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. | |

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| <ul style="list-style-type: none"> • 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. | |
| 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>CI 1 - Quality of Education - 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 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>Our Intermediate Unit customized a series of courses around two instructional models: Blended and Hybrid Learning. Contrary to popular thought they are not new techniques nor are they synonymous! They both pair face-to-face instruction with online learning. But the primary difference between them is this: Blended learning uses online learning resources to supplement face-to-face instruction, while hybrid learning uses online resources to replace portions of students' instruction that would otherwise be delivered face-to-face.</p> <p>On the first day of school, August 25th, we will begin a blended learning environment, and if we must close for any time we can easily toggle to a hybrid model.</p> <p>The School Principal took 2 out of 3 of these classes. She will continue her weekly 5 minute walk throughs of each classroom and will also evaluate the teaching that is delivered virtually. High on this evaluation tool is student engagement.</p> |
| <p>CI 2 - Distance Learning and Blended Instruction - Principals must see to it that teachers are preparing lessons in both in-person</p> | <p>All of our teachers took 3 separate courses based on Blended learning through the IU 13. Additionally each teacher will be given</p> |

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.

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.

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.

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: a teacher may be in one room of the school building but connect to students online in another room at school. This may meet the goals of less movement and minimizing student contact with others, and this could be good for all involved.

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 the classroom. The idea is to use a web camera or similar technology to “broadcast” the classroom so that

3 coaching sessions for the month of September to ensure the highest quality of Catholic education whether face-to -face, virtually or a hybrid.

We will be using Google classroom as the LMS for grades 4-8 and Seesaw for grades k-3rd.

Our accelerated math students will be taking their classes through Educere. Lancaster Catholic High School uses this company.

\$18,198.92 - invested in technology to allow for virtual learning experiences for 12 classrooms:

12 video cameras on tripods, with remote control so teachers can pan, tilt and zoom the camera in and out, whose image is transmitted to the remote users.

12 wireless tablets for whiteboard digital inking by teachers or students in the classroom.

12 conference speaker phones to allow for 2-way communications between classroom users and remote users.

All cables and miscellaneous components to connect the equipment

Please refrain from traveling to any locale that is deemed high risk or a red state. A virtual option does not provide any student with the quality of education that he/she would receive in the classroom. Additionally, teaching concurrently /simultaneously” especially to the young or one who learns differently is a herculean task for even the most experienced of teachers. We may be unable to provide a virtual option and at the

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| <p>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><i>very least you must obtain prior approval from the principal. Thank you for your considerate choices.</i></p> |
| <p>CI 3 - Interdisciplinary Work and Engaged Learning - 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>We will continue to take traditional curriculums and merge them into cross-curricular learning areas. Cross-curricular learning allows for more interconnected lessons that capture our students' imagination.</p> <p>It also enables them to identify patterns of information between subjects that will help to enforce key knowledge. It is crucial to make sure the links between lessons are natural and not forced is key to a successful cross-curricular learning strategy.</p> <p>Other lessons we have learned since March: it takes planning, it is not easy. Enthusiasm and corroboration between and among teachers and students is essential.</p> |
| <p>CI 4 - Specials and Electives - 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</p> | <p>Physical education and music will be taught outside until November 1st. Our pavilion is now a fine art pavilion. 6 ft markings will be placed on benches and flooring. After November 1st, music and art will be taught virtually and physical education will be moved to our gym. The gym will be diagrammed and can accommodate distancing at 6-feet apart minimum. Physical education will be aerobics, health, and nutrition.</p> <p>Protecting our vulnerable teachers, our middle school science teacher and art teacher will teach from a remote location, their homes. Aides have been hired to ensure student engagement.</p> |

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| <p>items must be cleaned before they are used by another student. It is best for each student to have his/her own supplies.</p> | |
| <p>CI 5 - Substitutes - 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>We are trying to deepen our substitute pool. All will have DOH clearance badges and will be screened before entering our building.</p> <p>All substitutes will be required to sign-off on reading the SLTG Pandemic Handbook for Staff and Faculty.</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. | |
| <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>CI 6 - Intervention - 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>NWEA published the following in April 2020:</p> | <p>We will continue our normal routine of benchmark testing:</p> <p style="text-align: center;">Reading Assessment Plan</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.”

(from: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf)

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.

| | Screening | Grade(s) |
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| M a n d a t o r y | DIBELS Next (Teachers must progress monitor those at-risk.) | K-3 4-6 at risk |
| | Fountas and Pinnell Benchmark Assessment System | k-5 |
| | Gates-MacGinitie Reading Test | 6-8 4-5 Optional |

Math Screening and Diagnostic

| | Test | Grade(s) |
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| M A N D A T O R Y | DIBELS Math | K-8 |

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| <p>CI 7 - Testing and Grading - 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 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>The faculty is eager to receive Professional Development around this new standardized testing: STAR.</p> <p>Authentic assessments are deliberately designed to improve and educate student performance, not merely to audit.</p> <p>These alternative assessments are designed by the teacher to gauge students' understanding of material. Examples of these measurements are open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of student work. Alternative assessments are designed so that the content of the assessment matches the content of the instruction. Additionally, effective assessments give students feedback on how well they understand the information and on what they need to improve, while helping teachers better design instruction. Assessment becomes even more relevant when students become involved in their own assessment. Students taking an active role in developing the scoring criteria, self-evaluation, and goal setting, more readily accept that the assessment is adequately measuring their learning. This was a significant theme of this summer's professional development courses.</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> |

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| <p>CI 8 - Academic Standards - 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> | |
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| <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. | |
| <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>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.</p> <p>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.</p> <p>Schools are encouraged to use this year to embrace our Mother Mary and to discover their own charisms as Catholic institutions.</p> | <p>Teachers will be attending a retreat on Thursday August 20th. Our retreat leaders will be Father Hahn and Father Logue. This year’s theme:</p> <p>Rejoice in hope, endure in affliction, persevere in prayer. Romans 12:12</p> |

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| <p>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 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>To allow for proper distancing, students in grades 6, 7, and 8 will attend Mass together and students in grades 3, 4, and 5 will attend Mass together, on separate days.</p> <p>Student Masses will not be open to the public. Students will attend Mass with their homeroom teachers.</p> <p>See Diagram in Appendices for layout/spacing at Mass.</p> |
| <p>MCI 3 - Sacraments - 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>Instruction for School Children in the 2nd and 8th Grades will, as always, be tailored as they anticipate the Sacraments of Penance and Reconciliation and First Holy Communion (2nd Grade) and Confirmation (8th Grade).</p> <p>The date for our 2nd Graders for their first reception of the Sacrament of Penance and Reconciliation will be December 5, 2020 and for First Holy Communion is May 1, 2021.</p> <p>If a Parish wide celebration is prohibited because of reduced</p> |

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| | <p>capacity of our Church, then we will have two celebrations, one for our PSR students and then one for our School students.</p> <p>All PSR students will be instructed virtually this year.</p> |
| <p>MCI 4 - Allowing Students to Serve - In most cases, we would have allowed students to have a role in Masses and prayer services and in 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>Father Hahn will direct us.</p> |
| <p>MCI 5 - Parental Involvement - 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>Our PTO is changing focus this year. Instead of planning numerous social events they are focusing on volunteerism. Their first task is to retain enough parents to cover 16 cohorts of 25 minute recess time everyday.</p> <p>Our Spiritual Life Committee, which is comprised of a dozen parents, will plan virtual and outdoor prayer events.</p> |
| <p>MCI 6 - Virtual Service Activities - 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</p> | <p>The School Principal is evaluating the following virtual service opportunities:</p> <p>Students read a book to an isolated senior through StoriiTime.</p> <p>Students Send online messages or mail letters of encouragement</p> |

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| <p>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>to nursing home residents and staff through the Adopt a Nursing Home Program.</p> <p>Students can adopt a grandparent in London and have virtual video calls and keep their spirits high while in isolation through CHD Living.</p> <p>Students can send well-deserved Treats for Troops through Soldiers Angels Treats for Troops.</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>Father Logue, Father Hahn and Mrs. McLean will continue to serve as catechists throughout the year and grades.</p> |
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| <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. | |

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| <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>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>\$18,198.92 - invested in technology to allow for virtual learning experiences for 12 classrooms:</p> <p>12 video cameras on tripods, with remote control so teachers can pan, tilt and zoom the camera in and out, whose image is transmitted to the remote users.</p> <p>12 wireless tablets for whiteboard digital inking by teachers or students in the classroom.</p> <p>12 conference speaker phones to allow for 2-way communications between classroom users and remote users.</p> <p>All cables and miscellaneous components to connect the equipment.</p> <p>All students in grades k-8th will be given a digital device: K-2nd iPads 3rd Laptops 4th - 8th Chromebooks</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>When papers are collected, schools should allow 48 hours to pass before a staff member handles the papers. Anyone handling the papers in the school environment before 48 hours elapsed must use proper gloves as PPE. Likewise, library books and similar</p> | <p>We are brainstorming a list of virtual service project ideas including:</p> <p>Have students read books to an isolated senior through StoriiTime.</p> <p>Send online messages or mail letters of encouragement to nursing home residents and staff through the Adopt a Nursing Home Program.</p> |

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| <p>materials should not be handled for 48 hours without gloves once the materials are used. Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.</p> | <p>You can adopt a grandparent in London and have virtual video calls and keep their spirits high while in isolation through CHD Living.</p> <p>Students will be using their learning platforms to hand in assignments. K-3rd grade will use SeaSaw. 4th-8th grades will use Google Classroom. Occasionally students will take pictures of their work and email them to their teachers.</p> |
| <p>T 3 - Digital Citizenship - 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>Our students and parents will sign an Acceptable Use of Technology policy.</p> |

Appendix A: Example School Symptom Screening Tool - PDE Guidance for Reopening Schools

Employee or Student Name:

Assigned Cohort:

Temperature:

Has the student/employee taken any medication to treat or reduce a fever? If so, when?

Is the student/employee experiencing any of the following

| | |
|--|--|
| <p>Group A 1 or more symptoms</p> | <p>Group B 2 or more symptoms</p> |
|--|--|

| | |
|---|---|
| <ul style="list-style-type: none"> ● Fever (100.4 or higher) ● Cough ● Shortness of breath ● Difficulty breathing | <ul style="list-style-type: none"> ● Sore throat ● Runny nose/congestion ● Chills ● New lack of smell or taste ● Muscle pain ● Nausea or Vomiting ● Headache ● Diarrhea |
|---|---|

Stay home or go home if a student/employee has: one or more symptoms in group A, two or more symptoms in group B, or has taken fever reducing medication.

Appendix B: 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-%2006.18.2020.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/>
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Revisions Page

1. **08/03/2020 - Initial Document**
2. **08/05/2020 - Change to MCI 3 : Students attending our PSR program will be instructed virtually this year.**
3. **08/07/2020 - In order to ensure our students are given the opportunity to learn and master safe practices during this time of Covid, we are staggering their return to school:**
 - a. **2nd, 4th, 6th 8th will attend school on August 25 and 27**
 - b. **1st, 3rd, 5th and 7th will attend school on August 26 and 28**
 - c. **Each kindergarten class will start on different days: August 31st and September 1**
4. **08/20/20 LP16 - Face Masks will be worn by all persons when they are inside the school. Masks will be removed during lunch and snack times. Students will be seated 6 feet apart. Face shield will be used by our Spanish teacher during her instruction.**
5. **08/20/20 - Suzanne Powell's title needed to change because her nursing license has lapsed.**
6. **09/02/20- We added:***Please refrain from traveling to any locale that is deemed high risk or a red state. A virtual option does not provide any student with the quality of education that he/she would receive in the classroom. Additionally, teaching concurrently /simultaneously” especially to the young or one who learns differently is a herculean task for even the most experienced of teachers. We may be unable to provide a virtual option and at the very least you must obtain prior approval from the principal. Thank you for your considerate choices.*