



DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

School Name	Saint Joseph School	School Location	Hanover
Principal	Mr. Terrance Golden, M.Ed.	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).		
Pandemic Coordinator and Team <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	
Mr. Terrance Golden	Principal	Lead Pandemic Coordinator	
Mrs. Michelle Smith	Office Staff	Pandemic Coordinator	
Ms. Margaret Sheridan	Office Staff	Pandemic Coordinator	
Dr. Maureen Thiec	St. Joseph School Teacher	Plan Development	
Ms. Theresa Smith	St. Joseph School Teacher	Plan Development	

Dr. Laura McCusker	St. Joseph School Parent and LIU#12 Personnel	Plan Development
Mrs. Amy Miller	St. Joseph School H.S.A. President, Marketing and Enrollment Coordinator and Parent	Plan Development
Mrs. Elizabeth Pugliese	St. Joseph School Music Teacher	Plan Development
Mrs. Lesley Maurer	St. Joseph School Teacher and Parent	Plan Development
Mrs. Jessica Scott	St. Joseph School PreK Teacher and Parent	Plan Development
Mrs. Margaret Oliver	St. Joseph School Librarian, Instructional Support Teacher and Parent	Plan Development
Mrs. Louise Rupp	St. Joseph School Spanish Teacher	Plan Development



Logistics and Planning

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

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

<i>LP 1 - Arrival Procedures</i> - 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>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - Parents will perform temperature checks and symptom screening on their children prior to the arrival at school each day. Any students with a temperature of 100.4 or higher or are symptomatic must stay home from school. - The symptoms to screen for are found in <u>APPENDIX A</u>. - Parents must report each day prior to 7:30 a.m. that their
--	--

	<p>children are fever-free and asymptomatic utilizing the Rediker PlusPortals system.</p> <ul style="list-style-type: none"> - Faculty and staff will perform temperature checks and symptom screening prior to the arrival of school each day and adhere to the same guidelines. - All Faculty and Staff must sign in the office and self-report that they are fever free and asymptomatic. - Students in grades PreK and their siblings will arrive at the main entrance to the school and proceed directly to their classrooms. - Students arriving by Bus will arrive at the Narthex entrance and proceed directly to their classrooms. - Students arriving by Car will arrive at the Social Hall entrance and proceed directly to their classrooms. - All students will observe social distancing guidelines and wear masks or face shields during travel in the hallways. - Face masks or face shields are to be supplied to students by their parents/guardians. - A supply of face masks and face shields will be kept on hand and be made available to students whose face masks or face shields experience difficulties (NOTE: BACKORDERED ITEMS) - Travel in the hallways will be on the right hand side of hallways. - All students will have their temperature checked at the beginning of the school day by their homeroom teachers or other staff members that have received proper training. - 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><i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and protocols that may include staggered schedules.</p>	<p>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - Students dismissing by bus will be called first and will be

	<p>dismissed to the Narthex area</p> <ul style="list-style-type: none"> - Late bus students will dismiss to the Multi-purpose Conference Room - Students dismissed by car line will stay in their classroom cohort groups and proceed to the main entrance when individually called via walkie-talkies. - All groups will observe social distancing guidelines and wear masks or face shields during travel in the hallways during dismissal
<p><i>LP 3 - Extended Day</i> - Schools will take entrance/exit protocols, cohorts, and travel into account, as well, when shaping approaches to before-school and after-school care.</p>	<p>Action step (yellow)/(green) Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - Aftercare will be available to students in grades K - 8. - Students dismissing to after care will report when called to the Social Hall and proceed to the Aftercare area - Students participating in the Aftercare program will observe all social distancing and mask or face shield requirements similar to requirements during the school day.
<p><i>LP 4 - Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p>	<p>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - A cohort group will be defined as the homeroom of the student. - Students will travel primarily with their cohort group throughout the school day. - A daily check sheet of who arrives/dismisses by bus will be maintained. - Attendance will be logged in the Rediker SIS by homeroom teachers. - Homeroom teachers will be supplied with a daily check sheet to indicate where their cohort group traveled throughout the day and with whom they came in significant contact. - Staff members will be supplied with a daily check sheet to indicate with whom they came in significant contact. - The Specials schedule will be adjusted to include specialty

<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 extended acurriculars.</p>	<p>teachers traveling to the cohort groups homeroom classroom to the extent feasible.</p> <ul style="list-style-type: none"> - In middle school, the teachers will travel to the students homeroom classroom to the extent feasible. <p>Significant contact will be defined as a distance of 6' or less for more than a 15 minute period of time for contact tracing purposes.</p>
<p><i>LP 5 - Signage and Travel in the Building</i> - There will be clear signage about who is to proceed in what direction in the school hallways and building. One-way hallways are the ideal, to the extent feasible. Schools will also have signage that encourages proper hygiene and social distancing.</p>	<p>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - There will be clear signage about directional procedure (stay to the right w/arrows) in the school hallways and building with travel by one group at a time to the extent possible. - Signage that encourages proper hygiene and social distancing will be posted throughout the school building.
<p><i>LP 6 - Recess, Athletics</i> - - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible.</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>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - Schedules and boundaries of where students attend recess will be adjusted to keep cohort groups together to the extent possible (each group will have their own designated area on the blacktop) <p><u>Note:</u> The area for each group will be clearly defined by the use of cones and other markings</p> <ul style="list-style-type: none"> - A bag or bin of labelled equipment will be provided for each cohort group. - Equipment will be cleaned daily. - To the extent possible, an increase to the amount of recess and/or break times will be built into the school schedule

LP 7 - Lunch - Schools will create schedules that keep students in cohorts at lunch times and will follow social distancing guidelines, to the extent feasible, during the lunch period as well. Protocols for lunch will include efforts to minimize among students shared spaces and shared equipment or utensils **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.**

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.**

As was true last spring, **students** may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.

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.

Visitors include volunteers and school parents.

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 masks for their entire visit. **(See LP 12 “designated individual.”)** Schools are to be very specific with

Action step for both (yellow and green phase) - Principal or designee

- Students will sit with their cohort groups in the Social Hall and will follow social distancing guidelines with the addition of extra tables to the seating arrangements.
- Seating at tables will accommodate 3 students for every 2 tables and students will be facing in the same direction (i.e. facing the stage or facing the crucifix on the back wall).
- Lunch that is purchased at school will be served by the lunchroom staff only with individual utensils that will not be shared.
- Lunch and lunch recess schedules will be adjusted to take into account cleaning times.
- School water fountains will not be available
- Students should bring in water bottles that are clearly labeled with their name.
- A water bottle refill station will be installed in the area outside of the Social Hall entrance closest to the main school hallway.
- Cafeteria staff will use barrier protection PPE.
- Lunch times will be adjusted to provide cohort groups to arrive and dismiss at staggered intervals.

Action step for (green phase) - Principal or designee

If York County is the **GREEN PHASE**, **VISITORS are ALLOWED - BUT ONLY FOR TRULY NECESSARY PURPOSES.**

Action step for (yellow phase) - Principal or designee

If York County is the **YELLOW PHASE**, or if there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, **VISITORS are NOT ALLOWED.**

- All visitors will enter the school via the main entrance doors.
- Visitors, that include volunteers and school parents, will self-report on temperature checks and symptom screenings (see Appendix A) upon entering the school.

handling visitors, and they must be limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All “safe environment” child protection rules will apply.

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.

- All visitors will sign in and out using their own pen. If one is provided by the school, the pen will be cleaned after use by the visitor.
- A temperature check will be performed prior to a visitor entering the school facility (between the first and second set of access doors)
- Visitors will wear face masks or face shields for their entire visit.
- A checklist of where visitors travel throughout the facility will be maintained.
- A checklist of whom visitors have significant contact with will be maintained.
- All “safe environment” child protection rules will apply.
- Visitors may be denied entry or travel throughout the school if needed to safeguard the health of all involved.
- The decision to deny entry or travel throughout the school will be made by the school principal or the in-charge person (if the principal is not available).
- 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.
- The area(s) where the necessary visitors have traveled/worked in will be cleaned after their visit to the school following recommended CDC guidance.

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.**

- **Action step for both (yellow and green phase) - Principal or designee**
- A Trial Run was conducted on Monday, August 17th with a representative number of staff members and students demonstrating various aspects of the school day. A movie clip of this was provided to parents in the classrooms during back to school parent meetings the week of August 17.
- Faculty and Staff conducted a trial run of the various transitional portions of the school day on Thursday, August

	20th.
<p>Logistics and Planning</p> <ul style="list-style-type: none"> Developing routines for daily health checks 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p> <p>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>	<ul style="list-style-type: none"> Action step for both (yellow and green phase) - Principal or designee All staff will be required to 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) prior to traveling to school. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Any staff member not eligible to report to school will notify the Principal prior to 7:15 a.m. All staff members reporting to school will sign in at the main office and initial next to their sign-in that their temperature was less than 100.4 degrees and that they are negative for coronavirus symptoms (see Appendix A)
<p><i>LP 11 - Parent/Guardian and Student</i> - Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a locally-established system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school.</p>	<ul style="list-style-type: none"> Action step for both (yellow and green phase) - Principal or designee 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 Appendix A). Any student with a temperature of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school. Parents must report each day prior to 7:30 a.m. that their

	<p>children are fever free and asymptomatic utilizing the Rediker PlusPortals system.</p> <ul style="list-style-type: none"> - Parents or guardians of any student not reporting to school for the day should notify the main office at 717-632-0118 prior to 8:30 a.m. with their name, their child's name, grade, and reason for not reporting to school. - IMPORTANT: Parents or guardians should notify the school if a child has a temperature of 100.4 F or higher or a coronavirus symptom.
<p><i>LP 12 - Designated Individual</i> - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. 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 and should be apprised of the results as well.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - The principal will be notified by the front office staff, to the extent feasible, if any staff member has not signed in by 7:45 a.m. - A temperature check of students will occur each morning at school by designated staff members that have completed Professional Development training and adhere to all other protocols. - Homeroom teachers will track attendance at school by no later than 8:30 a.m. in the Rediker SIS. - The front office staff will verify that each student has been checked into school. - Parents will be notified if the temperature of a student is evaluated to be at 100.4 or above or if they are displaying any negative health symptoms. - Any student who has a temperature of 100.4 degrees F or greater at school will be logged as such in the Rediker SIS.

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).

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.

Action step for both (yellow and green phase) - Principal or designee

- Temperature checks will occur for all students at the beginning of the school day by the homeroom teacher or upon arrival at the main front office for students that report late to school.
- Any student with a temperature of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a confidential manner in a designated room in the school building (Nurse’s Suite).
- 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.

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.

Action step for both (yellow and green phase) - Principal or designee

- Students that attend face-to-face instruction at school will be entered into the Rediker SIS by their homeroom teachers.
- **Parents and Guardians of students that plan on attending school remotely** in the GREEN and YELLOW PHASE will **notify the school principal by no later than August 14th** of their plan.
- Students attending remotely will need to (1) attend their classroom remotely beginning at the start of the school day for the live streaming of their classes; (2) participate in classroom activities and assignments; (3) be in attendance remotely for the duration of the school day; (4) and adhere to the Dress Code of the School as defined by the DRESS DOWN DAYS (Casual Dress) or by wearing a school uniform.
- Parents and Guardians of those students attending remotely that are reporting sick for the day should contact the main office at 717-632-0118 by no later than 8:30 a.m.
- Saint Joseph School will discontinue the “perfect attendance” awards, as they may encourage attendance at school when ill.

Logistics and Planning

- Developing protocols for social distancing in the classroom.
- Developing scheduling options to facilitate reduced capacity at school.
- Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues.

Diocesan School Guidelines

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 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.

Each school will define the term cohort.

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

- **Action step for both (yellow and green phase) - Principal or designee**
- A cohort will be a student's homeroom.
- Students will report to their homeroom cohort class and will travel with their homeroom cohort class, to the extent feasible, for the entire school day.
- In order to minimize the number of people each student encounters each day, a majority of subjects will be taught in the homeroom cohort classroom.
- To the extent possible, teachers in the middle school and specialty teachers will move to the students homeroom classrooms for instruction.
- Travel in the hallways to other areas of the building will adhere to social distancing practices.
- Whenever travel occurs in the hallways a mask or face shield will be worn.
- Homeroom teachers will be supplied with a daily check sheet to indicate where their cohort group traveled throughout the day and with whom they came in significant contact.

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).

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.

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 grade and use the natural physical set up of the campus to create physical separation among groups -- wings of the school, school buildings, floors within the school, etc. In each Health and Safety Plan, each school will give detailed information on how these cohorts are to be established and maintained. - 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.

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.

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.

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 encouraged to**

- **Action step for both (yellow and green phase) - Principal or designee**

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.

- A face mask or face shield is required upon arrival at school and is required to be worn by students at all times during the school day with the exception of mask breaks and lunchtime.
- Classroom space, to the extent feasible, will be set up to maximize the distance between individuals within the room.
- 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.
- Seating within classrooms will have students facing in the same direction to the greatest extent possible.
- Regular mask breaks will occur.
- Parents and Guardians will be expected to provide face coverings for their children (either face mask or face shield).
- Face coverings should be appropriate (not distracting and appropriate for a Catholic School environment).
- For non-disposable masks, it is recommended that parents or guardians wash and dry their childrens masks on a daily basis.

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 very 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.

Staff members 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 masks at school, as well, in the expectation that students will lose or forget masks, and that masks will break. Schools are encouraged to provide "mask dispensing stations" - tables on which students can find masks - in common areas.

Students will bring face masks home, and parents will be responsible for cleaning the masks, if they are reusable, before students return the

following school day. Disposable masks should be disposed of each day, and students should return to school the following day with a new mask. These same guidelines will apply to school staff.

Schools will provide masks for their staff to wear as needed during the school day. Again, face shields would seem preferable for teachers.

LP 17 - Classroom Environment and Spacing - 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).

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.

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.

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, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.

When possible, the school should explore the idea of a work station (to include sneeze guards) in classrooms.

- **Action step for both (yellow and green phase) - Principal or designee**
- Classrooms will be set up, to the extent feasible, to maximize student space within the room.
- All student desks will be set up to be able to accommodate a minimum of 3' of distance between students.
- Outdoor learning opportunities will occur as much as possible
- Cleaning of desks will occur prior to another student using the same desk space.
- Collaborative small group work (4 or less individuals, including the teacher) may occur with individuals facing each other if they are at least 6' apart, wearing a face covering, for a limited period of time.

<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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - Parents and Guardians will be provided with a set of notices to sign before the school year starts that will be separate from the school handbook. - The Office of Catholic Schools will provide these templates to the school to utilize.
<p><i>LP 19 - Coronavirus Confidentiality</i> - Schools will use a communication template to inform all school staff and all school 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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - The Office of Catholic Schools will provide 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. - Everything possible will be done to maintain the confidentiality of the sick person. - Parents and Guardians will be notified if a staff member or student contracts other communicable diseases as well, such as chicken pox, influenza, etc. - All communication templates will 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><i>LP 20 - Emergency Contact Plan</i> - Schools will make every effort to</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal

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.

Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes.

or designee

- Parents and Guardians will be provided with an emergency contact information form to complete prior to the beginning of the school year.
- Parents and Guardians need to report any changes to their emergency contact information by calling the school number at 717-632-0118 within 24 hours and reporting the changes.
- Emergency contact information is stored in the Rediker SIS and parents can review and post any necessary edits to this information on-line.
- Parents and Guardians will be notified of any changes in their children's health status as soon as possible
- Parents and Guardians are expected to pick up children that become sick in school as soon as possible.
- Emergency contact information will also be maintained on all staff members. ¶

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.

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.

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.

Action step for both (yellow and green phase) - Principal or designee

- A communication template that is HIPAA compliant will be utilized 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 case.
- If one student in a cohort is diagnosed with coronavirus or has a presumptive positive test, that student and his/her family will quarantine for a period of time determined by the school in consultation with the board of health.
- If more than one student becomes 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, in collaboration with the Board of Health, will make every effort to provide a full list of those people with whom an ill student or staff member has come in contact, and

If one student in a cohort is diagnosed with coronavirus or has a presumptive positive test, that student and his/her family will quarantine for a period of time determined by the school in consultation with the board of health. If more students become ill, the school will consult with the board of health and the Office of Catholic Schools to make determinations on when to have the whole cohort, or possibly the whole school, quarantine. The school will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the cohort system will increase the likelihood that we can keep more students healthy and present in the school building.

The school, in collaboration with the board of health, will make every effort to provide a full list of those people an ill student or staff member has come in contact with, and promptly inform members of the school community, while respecting the privacy and dignity of all ill individuals. The school will stay in close contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student illness.

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.

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.

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:

promptly inform members of the school community, while respecting the privacy and dignity of all ill individuals.

- Contact tracing will be performed by the York County Department of Emergency management in collaboration with the Principal and Pandemic Team members.
- The school will stay in close contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student illness.
- The school will make an independent decision to close by collaborating with the local Board of Health and the Department of Catholic Schools on cases of COVID-19 within the school community.
- All schools and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. As of the writing of this document, July 2, 2020, anyone entering PA from 15 different states (listed in the order) “will need to quarantine for 14 days,” according to the order. Updated information on the states listed can be found on the PA Department of Health website at: <https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>
- Field trips will not be permitted until further notice and permission from the Secretary for Education.

<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>

All schools and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. As of the writing of this document, July 2, 2020, anyone entering PA from 15 different states (listed in the order) “will need to quarantine for 14 days,” according to the order.

Schools will not be able to take field trips until further notice and permission from the Secretary for Education.

Logistics and Planning

- 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.

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 22 - Responsibilities and Protocols - 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.

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 not to impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.

- **Action step for both (yellow and green phase) - Principal or designee**
- The health and safety measures that are being put into place at school are for the safety and health of everyone in the school community.
- The expectation is that families and their children learn to embrace these measures and comply with them fully.
- Routines will be practiced often and positive rewards (i.e. more recess time, MegaShambucks celebrations by cohort groups, other) will occur.
- Typical disciplinary consequences (i.e. loss of Shambuck) will not be utilized unless the violation is determined to be intentional.
- Intentional violations of these protocols will be considered serious violations and will be addressed by the school principal with parents and students to resolve the issue.

LP 23 - Hygiene Practices - 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.**

Schools will provide hand sanitizer stations, particularly for students in middle and high school. These stations should be touchless, ideally, so that the act of sanitizing does not become an act of spreading germs. Likewise, soap dispensers should be touchless.

- **Action step for both (yellow and green phase) - Principal or designee**
- Students will wash hands with soap and/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
 - ~~b~~Before and after using recess or PE equipment
 - before exiting school for the day.
- When students use the restroom or blow their noses, etc., they will wash their hands as well.
- Touchless hand sanitizer units will be available throughout the school building. ¶



LP 24 - Cleaning Plan and Schedule - Each school will produce a detailed cleaning plan and schedule for all common spaces, surface

Action step for both (yellow and green phase) - Principal or designee

<p>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 facility will be cleaned when parish programs use the school facility. It is recommended that the school not allow outside entities access to the facility at this time.</p>	<ul style="list-style-type: none"> - The school will follow CDC's guidance for cleaning and disinfection of schools. - High touch areas within the school will be wiped down as per CDC recommendations - A log of the cleaning of the school facility will be maintained on a daily basis - The principal and maintenance staff will attend a PD training that will be coordinated with the Diocese(Note: Completed on August 13, 2020). - Parish staff and the principal will work closely together on a cleaning plan for the use of other ministries utilizing the facilities.
---	---

<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Periodically surveying stakeholders to evaluate programming and support and make adjustments. 	
--	--

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

<p><i>LP 25 - Survey</i> - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - Surveys for Parent and Guardian and other stakeholder groups will occur frequently. - The Office of Catholic Schools will provide common questions for use in the surveys. - The 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.
--	---



<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><i>CMC 1 - Community and Culture</i> - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being “sterile,” or “cold,” instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a <u>culture of joy</u>.</p> <p>Culture of joy</p> <p>A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - A warm and inviting family atmosphere is our goal. - We will strive to create a school environment that is as close to normal (pre-COVID-19) as possible for our children while at the same time take into account increased health and safety measures for the protection of everyone. - As a Catholic School community we will embrace our faith belief and trust in Jesus. We know that God loves each of us and we are called to trust in Him. Prayer: “Jesus, we trust in you.” - Despite the many ups and downs that the COVID-19 pandemic has created, we will create a culture of Joy - “Joy cometh in the morning.” (Psalm 30:5) - We will be aware of not only the academic needs of our children, but also their social and emotional needs.
<p><i>CMC 2 - Communication</i> - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee -

<p>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>	<ul style="list-style-type: none"> - Communication will occur frequently and will take on many forms: <ul style="list-style-type: none"> - Principal letters sent via Rediker system with a text and e-mail alert. - Posting to school website at: www.sjshanover.org - Shamrock News - School Instagram and Facebook accounts - Voice message alerts - Zoom meetings - Face-to-Face meetings - Phone calls - Surveys - Communication will occur at a minimum on a bi-monthly (2x/month) with a goal of a weekly communication utilizing the various forms of communication listed above. ¶
<p><i>CMC 3 - Online Communications</i> - Each school is to have a portion of the homepage of the school website designated for information on the Health and Safety Plan. Each school will maintain an up-to-date, informative and helpful website that includes the health and safety plan for the school and that acts as a hub for all the information on school opening and procedures and expectations for the new school year. It is to be clearly visible and regularly updated.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - The Health and Safety Plan will be posted to the school website and other social media platforms and will be updated frequently. - Any updates to the plan will be communicated to faculty/staff and parent population via Rediker SIS and be updated on website and other social media platforms
<p><i>CMC 4 - Parent Connections</i> - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - Parent/Principal meetings and other events in-person (i.e. new school family events, other) while observing social distancing guidelines. - Zoom parent meetings, i.e. by grade level/other

<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>	<ul style="list-style-type: none"> - Emphasis is on staying positive and placing trust in God and that we are the school community of St. Joseph, a family atmosphere. - Encourage bringing problems forth early on and to the right person by observing the "Chain of command" (i.e. difficulty with a teacher should be brought to the teacher first for resolution)
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Onboarding students to orient to the new realities of the classroom and school ● Developing a differentiated on-boarding plan for students that are new to the school ● Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 5 - Testing of Procedures and Facilities</i> - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some "beta testing" to learn how our procedures and our facilities will work in this new situation.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - A pilot test with a small group was run on August 17 by parents and students, and on August 20 with faculty and staff (date TBD) will be run prior to the beginning of the school year - A Videos of changes to some of our school procedures has been shared with parents at back-to-school parent meetings are anticipated to be released prior to the beginning of the school year.
<p><i>CMC 6 - Marketing</i> - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a "word of mouth" world and parents who see a culture of joy and of partnership</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Saint Joseph School is currently in the process of bringing on board a full-time dedicated staff member for enrollment, marketing, and development.

<p>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>	<ul style="list-style-type: none"> - All of our stakeholders that include members of our school community (teachers, staff, H.S.A., School Board, Parents/Guardians, Students and other members of our extended community) should recognize that they are all part of our marketing team and should embrace a culture of joy and partnership. - "Word of Mouth" is still our very best marketing tool and all stakeholders should help to spread the word about our school community
<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>
<p><i>CMC 7 - Catholic Identity and Social Emotional Health</i> - Within the health and safety plan required of each school, each school will make a specific plan to address the social and emotional needs of staff and students in the school. Schools are strongly encouraged to include Catholic prayer practices such as the Rosary as not only prayer but also as ways for students to find some quiet, peaceful time. This is the time to help students develop a positive, growth mindset. Programs such as Responsive Classroom can help, and students need time to express their feelings and thoughts at school in a helpful and structured way.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - Our school community embraces the greatest commandments outlined by Jesus in loving God above all and loving others. - Mark 12:30-31 Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. Love your neighbor as yourself. There are no commandments greater than these. - In providing a Faith-Filled Environment of Academic Excellence we will continue and will build upon: <ul style="list-style-type: none"> - Daily prayer, listening to and spreading the Gospel message of the day. - Daily Religion lessons - We will continue to work closely with our Guidance Counselor (LIU#12) for the needs of individual students and to provide social emotional lessons for our classrooms that are in alignment with our Catholic values - The Diocese of Harrisburg provides EAP and Work-Life Services to all employees (full-time and

	<p>part-time) through Integrate Behavioral Health at 1-800-395-1616 or IBHCorp.com that provides a wide range of help with almost any issue.</p> <ul style="list-style-type: none"> - Our instructional staff attended a half-day seminar during our last school year on Trauma Informed classrooms and will be attentive to the social and emotional needs of our children.
<p><i>CMC 8 - Safety, Health, and Wellness Team</i> - As part of the health and safety plan, each school will have a safety, health, and wellness team that provides support for students and staff and resources as well. This team should include the school nurse, if one is on staff, or a point person for physical wellness; priests and counselors; and others as needed. To the extent possible, each school should consider finding counselors and nurses or doctors from the parish communities to help in whatever way they can in the school, as the needs will likely outstrip the means to serve them.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - A Safety, Health, and Wellness Team will be formed that will include: <ul style="list-style-type: none"> - Principal - School Nurse - Priests - Guidance Counselor (LIU#12) - Representation from the School Board - Other members from the community - The Principal or designee will be the contact person to oversee the team
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons. ● Varying the way content is delivered to students and the way students can demonstrate their understanding ● Engaging students through setting a purpose for the work and providing choice in the process and product of the work. ● Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate. ● Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely ● Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning. ● Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. ● Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under</p>

	<p>yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 1 - Quality of Education</i> - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and 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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - High quality teaching and learning occurs when the needs of each individual student within the classroom moves forward in their understanding of core curricular concepts. It begins with lesson planning, progresses through delivery of instruction, and is followed up with an evaluation of concepts learned. - High quality instructional experiences include modeling, guided instruction, collaborative work, and independent work. This requires strategic use of synchronous and asynchronous lessons. - Walkthrough evaluations of learning environments and delivery of instruction will occur by the principal with a check of lesson plans. - An observation schedule will be provided to instructional staff members by the principal. - Feedback from the school principal on walkthrough evaluations will occur in writing utilizing the Diocesan template for both remote and in-person instruction. - Surveys with stakeholders (i.e. Parents and Guardians and others will occur frequently throughout the school year) - Benchmark screening and intervention in grades K-5 will occur through the use of F&P and Dibels. - Renaissance STAR testing will occur this academic year that will provide student assessment data - Professional development re: STAR testing will be provided to instructional staff that will be coordinated through the Diocese - Our dedicated faculty will address the needs of each individual student so that they can move forward in their understanding of core curricular concepts.
<p><i>CI 2 - Distance Learning and Blended Instruction</i> - Principals must see to it that teachers are preparing lessons in both in-person mode and</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee -

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 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.

- A communication to instructional staff members by the principal to prepare for the first few weeks of instruction to occur for both in-person and distance learning mode.
- Professional development for instructional staff members will occur prior to the beginning of the school year on simultaneous instruction. Note: Completed on August 20th.
- Each instructional staff member is expected to embrace blended instruction that includes in-person and face-to-face instruction
- Simultaneous instruction (live streaming of classes) will occur for those students that are remote learners
- The LMS (learning management system) will be Google Classroom
- Spare student desk with a dedicated Chromebook and external webcam on a gooseneck support will be set up for Grades K-8 for the live streaming of classes for those students that are learning remotely.
- Google Classroom utilizing Google Meet will be the conferencing platform with Teacher Professional Development prior to the beginning of the school year
- Simultaneous instruction (live streaming of classrooms) will be available via a Google Calendar appointment for teacher and students for simple accessibility (M-F 8a - 2:30p) that will have secure access (limited to school domain accounts - i.e. sjshanooverpa.org accounts) Note: on-demand access may be granted via the meeting organizer account if need be.

<p><i>CI 3 - Interdisciplinary Work and Engaged Learning</i> - One of the lessons learned from distance learning is that lessons that are integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that teachers are integrating the Catholic faith into lessons and that teachers are teaching from a Catholic, Christian worldview.</p> <p>Engagement is a critical goal. When students are engaged in their learning, they are motivated to do the work, develop an interest in it, and see the meaning in it. The learning speaks to them and draws them in.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Engaging students through a set purpose for the work and providing choice in the process and product of the work. - At the beginning of a lesson (both remote and in-person), the teacher will incorporate an objective and reason for why the students are learning that day's material. - Students will be provided with a variety of ways to complete their work best on what can suit them the best in a remote learning environment. - Specialty teachers will follow set schedules and guidelines for their assignments with an emphasis on integration across the curriculum. - Teachers will integrate the Catholic faith into lessons. - Lessons taught will be from a Catholic, Christian worldview. - Prayer will be integrated into the school day often.
<p><i>CI 4 - Specials and Electives</i> - As we need to be mindful of learning lost during the quarantine, and as we will need to be mindful of daily schedules and their connection to health and safety, it is likely that schools will need to give less time per week to specials and elective courses. Again, it is ideal that specials classes are integrated into core classes; and that integration is a good way to make sure students get the proper time on the specials content.</p> <p>Classes such as band and choir present unique challenges because they may be connected to a higher possibility of Covid spread. A cautious approach must be taken to them. The Diocese will seek to provide specific guidance in these areas as we get closer to the start of school. In classes such as art, communal items must be cleaned before they are used by another student. It is best for each student to have his/her own supplies.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Specialty teachers will follow set schedules and guidelines for their assignments with an emphasis on integration across the curriculum. - The amount of time that students participate in special classes may be reduced (Note: Schedule still in progress) - Students, to the extent possible, will not share communal items. - Communal items that are shared will be cleaned per CDC guidelines prior to the next student utilizing that item (i.e. keyboards on computers). - Students should bring in their own supplies. - Specific guidance from the Diocese regarding Band and Choir will be provided prior to the start of the school year.
<p><i>CI 5 - Substitutes</i> - When staffing, consider that it will be far better to use teachers in the school building as substitute teachers when needed. Teachers' aides, specials teachers, elective teachers, part time teachers all may be good candidates for substitute teaching and</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - To the extent possible, other staff members currently within

<p>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>the school building will be utilized as substitute teachers.</p> <ul style="list-style-type: none"> - The school will also maintain and rely upon substitute teachers maintained on our approved list.
<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><i>CI 6 - Intervention</i> - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards.</p> <p>NWEA published the following in April 2020:</p> <p>“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”</p> <p>(from: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf)</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Our instructional support teacher (P/T) and the principal will track those students that are in need of academic support and will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible for those students. - Teachers will continue to use F&P and Dibels to provide benchmark testing. - Students will be identified for support by data including F&P, Dibels, STAR testing, report card grades, teacher and/or parent recommendations. - A school student support team consisting of the principal, instructional support teacher, and the homeroom (or in middle school the teacher and/or teachers the student is in need of academic support of in the core academic subject(s))

<p>Academic intervention will be very important in our students' success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.</p>	<ul style="list-style-type: none"> - Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. - LIU#12 Staff (Act 8948) will continue to provide intervention and support for those students that qualify for mathematics, reading, speech and guidance.
<p><i>CI 7 - Testing and Grading</i> - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-do's of assignments and graded exercises whenever possible. Mastery 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>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - STAR testing will be offered a minimum of three (3) times per year to establish benchmark proficiency in early literacy, reading and mathematics. - Professional development will be provided to the instructional staff in STAR testing. - STAR testing will be available for both in-person and remote learners. - Graded student work will have an emphasis on the learners understanding of concepts for mastery (i.e. students can complete independently, can be proficient through the demonstration of original work, or can re-do with a higher success rate). - Re-do = Mastery Learning which is more important than grades - Teachers will be flexible to the extent possible with student work that is a "re-do" and flexibility with how work is "handed in", however, initial due dates will be established to maintain a good flow of material that is being taught and learned throughout the year. - Frequent and varied formative assessment methods for both in-person and remote learning may include: Google Doc, Google Quiz, Zoom and/or Google Meets, breakouts live-meeting with individual students, using the "thumbs up/down", a photo to submit for a project, etc.
<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</p>

	yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
<p><i>CI 8 - Academic Standards</i> - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical <u>overarching academic standards</u> (“superstandards”) in each grade level. Each elementary school will consult with the other elementary schools in the deanery in making this decision. Teachers will start to teach in the fall of 2020 from the standards established for that grade level and, when necessary, will go back to the previous year’s standards to fill in gaps.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Creation of year-long plans to facilitate more meaningful interdisciplinary units that can be delivered face to face or remotely (coordinate with other schools in the Adams Deanery) - Creating year-long plans to target overarching academic standards (“super standards”) can be achieved with a bulleted list at each grade level of what is intended to be covered throughout the course of the school year. - Teachers can note where the potential for cross-curricular opportunities will be present. - Core elements can be taught utilizing multiple modes of instruction (reading, lecture/mini lesson, videos, visual tools, modeling) and the way students can demonstrate their understanding (writing, speaking, visual products, modeling/building). - Zoom Diocese School meeting - NOTE: Deanery or Diocesan teachers will need to be given time to collaborate on “super standards” that will be targeted for each grade level and subject area.
<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</p>

	professional development needed.
<p><i>MCI 1 - Spiritual Focus</i> - 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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - All faculty and staff are called to set the example for our students of being “Christ to others” in our words, in our actions, and in our deeds (service to others) - We will begin our day with prayer intentions, Bible reading and reflection, prayers, and will pray at various other times throughout the day (i.e. prayer before lunch, prayer intentions in the classroom, end of day prayers, and devotion to Mary)
<p><i>MCI 2 - Mass</i> - 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>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - We will provide opportunities for the Celebration of the Eucharist and set this as a priority for our school community - To the extent feasible, we will attend Mass with our Cohort group while observing all social distancing recommendations. - To the extent feasible, we will restrict student interaction with people beyond the school community. - Our students will attend the Celebration of the Eucharist in smaller groups on a monthly basis. - We will have a separate mass that is currently scheduled for 10:00 a.m. on the first three (3) Wednesdays of the month for our school students and staff. The first Wednesday of the month will be for grades 6 - 8; the second Wednesday of the month will be for grades 3 - 5; and the third Wednesday of the month will be for grades K - 2. Note: Month of December will be on the second Tuesday of the month (Feast of the Immaculate Conception) <p>Other options that are currently being explored include:</p> <ol style="list-style-type: none"> 1. Live stream Mass (via Facebook) to the entire school and all school families <p>Mass considerations:</p>

	<ul style="list-style-type: none"> - Masks or Face Shields currently needed -
<p><i>MCI 3 - Sacraments</i> - Schools should be cognizant that some students who were supposed to receive sacraments in the spring -- reconciliation, first communion and confirmation -- may not have received them. This is part of the loss from the spring. Clearly those students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.</p>	<p>Action step for both (yellow and green phase) - Principal or designee</p> <ul style="list-style-type: none"> - Clear communication of the plan and timeline to parents and guardians for those preparing for receiving the sacraments of First Reconciliation, First Holy Communion, and Confirmation will occur. Note: tentative timeline and plan due to COVID-19 status - flexibility is key and needs to be communicated. - Coordination among the Principal, the Director of Religious Education, the Pastor and Teachers in the grade levels of those due to receive sacraments, will be needed to formulate a plan to communicate to parents and guardians. - The plan needs to address and ensure that students will be well prepared to receive the sacraments. - The plan needs to allow for scheduling flexibility and that plan needs to be communicated to parents and guardians.
<p><i>MCI 4 - Allowing Students to Serve</i> - In most cases, we would have allowed students to have a role in Masses and prayer services and in 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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - To the greatest extent possible, students will participate in the Celebration of the Eucharist and in prayer services (i.e. only one altar server, only one lector at a time, etc). - Other prayer services: <ul style="list-style-type: none"> - Ask Fr. Morelli to come in and work with each grade to plan a monthly all school prayer service - Stream to all school and all families / class planning would minister and attend live - Create monthly schedule: i.e. Sept: Welcoming All; Oct: Rosary; Nov: Thanksgiving; Dec: Advent; Jan: Renewa;l Feb, CSW; March: Lenten theme; April: Easter; May: Mary and May Crowning - Students in planning <ul style="list-style-type: none"> - Mass - Continue Advent and Lent Reconciliation for students

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.

- **Action step for both (yellow and green phase) - Principal or designee**
- Invite parents/other to join in the Celebration of the Eucharist either in person at Mass or Virtual (Facebook)
- Invite parents and families to join in virtual prayer and faith life activities including:
 - Live stream of school masses via Facebook
 - Morning and end of day Prayers and announcements
 - Work closely with H.S.A. and School Board members to find opportunities for parental involvement

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 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.

- **Action step for both (yellow and green phase) - Principal or designee**
-
- Create service activities that can be completed in a virtual community
 - Create a flyer listing options for both corporal and spiritual works of mercy
 - Post on website and other social media platforms
 - Mass email to families with specific directions
 - Students could contribute to the list in Religion classes
- Virtual writing assignments to elderly
- Youtube or zoom
- Music and/or tech projects

MCI 7 - Presence - 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

- **Action step for both (yellow and green phase) - Principal or designee**
-
- The principal and pastor lead the school community by their presence, their service to others in the school and parish community, and in their prayer life. They set the tone of the school, follow in the footsteps of Jesus, are called to love all, and lead the school community both in-person and virtually.
- A flexible schedule that takes into account both in session and virtual opportunities

<p>notes, drop-ins to classes, leading retreats, being part of virtual gatherings, and more.</p>	<ul style="list-style-type: none"> - Different modes of being present in the school community will include both an in-person and virtual presence by both the Pastor and Principal
<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. 	
<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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Bandwidth at St. Joseph School is adequate to support the use of devices and should allow for the ability of “simultaneous instruction.” - Spare student desk with a dedicated Chromebook and external webcam on a gooseneck support will be set up for Grades K-8 for the live streaming of classes for those students that are learning remotely. - Google Classroom utilizing Google Meet will be the conferencing platform with Teacher Professional Development prior to the beginning of the school year - Simultaneous instruction (live streaming of classrooms) will be available via a Google Calendar appointment for teacher and students for simple accessibility (M-F 8a - 2:30p) that will have secure access (limited to school domain accounts - i.e. sjshanoverpa.org accounts) <u>Note:</u> on-demand access may be

	<p>granted via the meeting organizer account if need be.</p> <ul style="list-style-type: none"> - <u>Note:</u> Video (live streaming) will not be necessary and will not occur if all students are in attendance face-to-face in class that school day - Daily tech help for HR Teachers will be available - Remote learning will be necessary and blended learning is most likely to occur if there are one or more cases of COVID-19 related illnesses in our school building. - Google Classroom will be utilized as the platform for remote learning. - A loaner program to address technology for families that need devices for home usage by our students will become available. Please contact the principal for your request. - Technical requirements for Renaissance STAR testing will be addressed - The Rediker SIS will be utilized for the posting of grades. ¶
<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. 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 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>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - To the extent feasible, Google forms and documents within Google Classroom will be utilized to reduce the amount of traditional paper assignments. - 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 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><i>T 3 - Digital Citizenship</i> - Schools will teach students explicitly how to be good, Catholic digital citizens online. They will use appropriate standards and markers from NCEA and ISTE to achieve this goal.</p>	<ul style="list-style-type: none"> - Action step for both (yellow and green phase) - Principal or designee - - Instructional technology enhances the mission to teach skills, knowledge and behaviors students need as responsible citizens in the global community.

	<ul style="list-style-type: none"> - Students and parents/guardians must adhere to the Student Code of Discipline as outlined in the Handbook for Students and Parents, and the Computer/Internet Acceptable Use Policy - An Honor code regarding school technology will be formulated.
--	---

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

Group A 1 or more symptoms	Group B 2 or more symptoms
<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.

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>
- CDC strongly advocates for schools to reopen, July 2020:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.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/>
- PDE on face covering mandate in schools:
<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/MaskWearing/Pages/default.aspx>
- Guidance on k-12 athletics from PDE:
<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolSportsGuidance/HealthSafetyPlanningGuide/Pages/default.aspx>
- CDC guidance on when to quarantine and exposure to Covid:
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html
- 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
- Boston Globe: Listen to science and open schools
https://www.bostonglobe.com/2020/07/20/opinion/listen-science-reopen-schools/?p1=HP_Feed_ContentQuery
- Forbes article on simultaneous/concurrent teaching:
<https://www.forbes.com/sites/tedladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/#1db7a8853451>
- Relationship building at the start of school: particularly critical now <https://www.cultofpedagogy.com/relationship-building/>
- 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/>