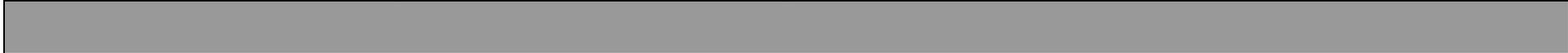




DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21
Updated September 3, 2020

School Name	St. Teresa of Calcutta	School Location (Conewago)	Hanover, Pa
Principal	Mr. Jesse Read	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	
Crystal Noel	Executive Principal	Lead Pandemic Coordinator	
Jesse Read	Associate Principal	CoLead Pandemic Coordinator	
JoAnn Garman	Technology Coordinator MC	Plan Development and Lead Tech of McSherrystown	
Jean Shipley	Technology Coordinator CC	Plan Development and Lead Tech of Conewago	
Joanne Lain	Conewago Campus Teacher	Plan Development	
Laura Mull	McSherrystown Teacher and Lead Teacher	Plan Development and Schedule Coordinator	

Tiffany Stultz	McSherrystown Teacher	Certified Contact Tracing Personnel
Barry Groft	Maintenance Coordinator CC	Plan Development and Building Maintenance Conewago
Charles Lawrence	Maintenance Coordinator MC	Plan Development and Building Maintenance McSherrystown
Patrick Rumbaugh	School Advisory Board Member, Parent	Plan Development
Dale Kruse	School Advisory Board Member, Parent	Plan Development
Tom Lawrence	Health and Safety Committee Member, Parent, SAVES Fire Chief	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.

Green Phase
Yellow Phase

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

Symptom Screening will be done by all parents/guardians at home prior to 7:15 AM each morning before the school day. Staff must self report temperatures daily as well. Following the temperature check, parents/faculty will report the results to a Designate App on their devices to the school (more details below regarding this procedure). Students who are symptom free will report to school via bus/car/or walker through the main entrance of the school. They must walk into the entry spacing themselves out 6 feet apart. Students or faculty members who did NOT report their temperature for the morning will have their temperature taken

upon entry of the building. Students will follow the guide indicators and will follow the path directly reporting to their assigned homeroom. The homeroom will be their cohort they move with primarily throughout the day.

Early Childhood classes (PreK3, PreK4, and Kindergarten) will access the Ramp entrance and left side of handicap ramp only upon entering the building.

Grades 1-3 will access only the Main entrance upon entering the building.

Symptom Screening will be done by all parents/guardians at home prior to 7:15 AM each morning before the school day. Staff must self report temperatures daily as well. Following the temperature check, parents/faculty will report the results to a Designate App on their devices to the school. Students who are symptom free will report to school via bus/car/or walker through the main entrance of the school without a family member. They must walk into the entry spacing themselves out 6 feet apart. Students or faculty members who did NOT report their temperature for the morning will have their temperature taken upon entry of the building. Students will follow the guide indicators and will follow the path directly reporting to their assigned homeroom. The homeroom will be their cohort they move with primarily throughout the day.

Early Childhood classes (PreK3, PreK4, and Kindergarten) will access the Ramp entrance and left side of handicap ramp only upon entering the building.

Grades 1-3 will access only the Main entrance upon entering the building.

Administrative Assistant will print off daily report of students/faculty who did not self-report to the designated app. Faculty members are stationed in each homeroom and throughout entry and hallway points to monitor social distancing practices and assist temperature checks and assist students with their needs.

Students will remain in their assigned classrooms after school prayers. They will be called down via PA system by bus number in a staggered assembly of groups throughout the main hallway. Car line will be called via walkie talkies from homeroom by family.

LP 2 - Dismissal Procedures - Schools will need multiple exits and protocols that may include staggered schedules.

Car line will use the Main entrance and Ramp entrance for exit. Walkers will be dismissed via the PA system after major lines of buses are dismissed and car lines are cleared with appropriate social distancing.

Early Childhood classes (PreK3, PreK4, and Kindergarten) will dismiss via the Ramp entrance and left side of handicap ramp. Grades 1-3 will exit only the Main entrance.

Students will remain in their assigned classrooms after school prayers. They will be called down via PA system by bus number in a staggered assembly of groups throughout the main hallway. Car line will be called via walkie talkies from homeroom by family.

Car line will use Main entrance and Ramp entrance for exit. Walkers will be dismissed via the PA system after major lines of buses are dismissed and car lines are cleared with appropriate social distancing.

Homeroom teachers will have students attentive and listening to the PA system and Walkies as names are called according to their assigned departure. Other staff will be designated throughout the building to dismiss students from their assigned locations. It is imperative parents provide appropriate communication for dismissal with a note to the teacher in the morning. Phone calls after 2:00 pm to the school office, these changes to dismissal may not be able to be arranged/occur.

LP 3 - Extended Day - Schools will take entrance/exit protocols, cohorts, and travel into account, as well, when shaping approaches to before-school and after-school care.

Following applies for Green and Yellow phases, due to the inability to carry transportation needs between two campuses, CARES can no longer be facilitated as a part of our after school program. We are contacting various Day Care facilities in various districts to assist our family with services. Jesse Read, Sue Poist, and Michelle Kidder are coordinating contacts.

LP 4 - Cohorts - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.

Each school will define the term cohort.

A Cohort is the student's assigned homeroom. Each student will report directly to one's homeroom at the start of school and move with this cohort for the entire day. In order to reduce contact and maintain appropriate contact tracing, teachers will be the ones who move from class to class for instruction. The cohort will remain in their assigned classroom for their majority of their content instruction (Religion, Math, ELA, Science, SS). To

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.

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accommodate Specials and direct instruction with safe social distancing practices, student's cohorts may be reduced in size by half. For example a class of 24 will have 12 students attending Art meanwhile the other 12 students will be attending PE. Schedules are being designed to accommodate this possibility and allow movement that does not have the overlapping of cohorts by use of one way hallways. Additionally, our Specials will mostly take place in cohorts' homerooms.

There will be a possibility of small controlled group Cohort assemblies or gatherings to meet the growth of the student's educational experience when social distancing of 6 feet apart in a large space and the use of face shields/masks are applied. These events will be limited.

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There will be a possibility of small controlled group Cohort assemblies or gatherings to meet the growth of the student's educational experience when social distancing of 6 feet apart in a large space and the use of face shields/masks are applied. These events will be limited.

There will be NO mass assemblies or gatherings as an entire school at this time. Creative ways to unite our various grades will be utilized via Zoom and controlled settings.

Building Principal, Office Staff, and Teachers will be responsible for the contact tracing methods for students, faculty, and visitors.

LP 5 - Signage and Travel in the Building - There will be clear signage about who is to proceed in what direction in the school hallways and building. One-way hallways are the ideal, to the extent feasible. Schools will also have signage that encourages proper hygiene and social distancing.

Following applies for Green and Yellow phases, students will enter the main school entrance and utilize one way hallways to walk to their homeroom. Social distancing and directional demarcation will be present on the walls and floors to set unified practices of movement. Early Childhood classes (PreK3, PreK4, and Kindergarten) will access the Ramp entrance and left side of handicap ramp only upon entering the building. Grades 1-3 will access only the Main entrance upon entering the building. Signage in bathrooms will be placed for proper hand washing practices as well as touchless hand sanitizer dispensers in each classroom with routines of use according to CDC guidelines. Video reminders, highlights, and skits will be made to model this application by the Task Team.

LP 6 - Recess/Athletics - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible.

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.

Note: Schools should carefully consider how they allow use of playground-type equipment. When students have face masks or lanyards, there is the possibility of serious student injury if the mask inhibits vision while climbing or when strings get caught in playground equipment. Make sure that students are six feet apart if using playground equipment so that face coverings are not required for that period of time.

All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break

Following applies for Green and Yellow phases, students have scheduled recess into their day daily by Cohort. Recess will occur under most circumstances pending poor weather conditions outside as much as possible. Students need to be properly prepared to go outside for recess and outdoor learning throughout the entire year. Teachers will apply the use of Brain Breaks as they received professional development in these significant methods the Summer of 2019. Recess will be limited to one cohort at a time to follow social distancing guidelines. A color coded bag/container will follow each Cohort with equipment that can be used for recess and/or PE. Each piece of equipment will be wiped down and disinfected after each use. Students before recess and directly following recess will apply the use of hand sanitizer or proper hand washing. Students will need to wear their face shields/masks for recess. Increased breaks will be encouraged to assist students with effective learning and stamina. All faculty are responsible for meeting these expectations.

time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.

Schools will comply with the guidelines of the PIAA for their athletics teams and programs. High schools, in particular, will be aware that it is incredibly important for us to be clear, consistent, communicative, thorough and innovative in how we address health and safety practices in our sports programs.

LP 7 - Lunch, Water Fountains - Schools will create schedules that keep students in cohorts at lunch times and will follow social distancing guidelines, to the extent feasible, during the lunch period as well. Protocols for lunch will include efforts to minimize among students shared spaces and shared equipment or serving utensils and an emphasis on clearing protocols. In elementary schools, cafeterias should not be used for mealtime unless truly necessary. Elementary schools should explore use of classrooms and outdoor space first.

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.

Students will begin the school year with lunch being served in the classroom. Students will need to properly cleanse their hands prior to consuming their food or drink.

Parents are encouraged to deposit all funds using our on-line payment MySchoolLunch Account to reduce the handling of cash and checks.

Meal condiments/trays/utensils will be limited to each individual student only who purchases a lunch. Students who pack lunches must keep items to oneself and not be shared.

Students are not permitted to serve themselves food; our staff will serve students all meal components. Students are NEVER to share food items with each other.

Once we have established fixed routines and students are following established guidelines in the building, we will explore bringing a Cohort properly socially distanced into the cafeteria for food service. The routine will be students are seated in every other space at each table and will be called up to the food service line one table at a time. After each lunch period, we will thoroughly cleanse all student dining areas and cafeteria serving areas.

Students will remain in their cohort classroom to be served lunch. After each lunch period, we will thoroughly cleanse all student dining areas and cafeteria serving areas.

Building Principal, Faculty, Building Kitchen Coordinator, Building Maintenance are responsible for application

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.

Restrict nonessential visitors, volunteers, and activities that involve other groups.
Limit large group activities
Ensure that all large group activities including, but not limited to

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 coverings for their entire visit. (See LP 12 “designated individual.”) Schools are to be very specific with handling visitors, and they must be strictly limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All “safe environment” child protection rules will apply at all times.

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

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

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

Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the school.

Note on admissions: Certainly there will be requests for tours, shadow days, etc. in our schools when school starts. Schools are advised not to conduct school tours or shadow days once school has started. While new students are vital to our schools, every visitor brings extra risk. Schools are encouraged to conduct virtual meetings with prospective parents, and to include potential teachers and parent ambassadors in

assemblies, concerts, and programs follow social distancing guidelines.

Visitors must follow all self-reporting and temperature check policies applied by the school and continue to complete the electronic sign in and out procedures.

Planned activities will be approved by the Building Principal before scheduling.

Visitors will be restricted from entry into the school when in the yellow phase or if there is a confirmed case or presumed positive case of Coronavirus.

Building Principal and office staff are responsible for monitoring visitors and keeping accurate logs of their attendance and health profile.

the conversations. If it is necessary to conduct a tour, that should take place after school hours.

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.

If we are in the green phase, a beta test of proposed practices will be conducted to test the patterns of movement and social distance routines. Additionally, sample videos will be created to display the proposed practices and model the expectations.
If we are in the yellow phase, videos will demonstrate the necessary practices and procedures only.

Logistics and Planning

- Developing routines for daily health checks

Diocesan School Guidelines

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

LP 10 - Faculty and Staff - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or 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 before arriving at school.

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.

Both in the green and yellow phase, all Faculty (Teachers & Staff) members will perform a symptom screening on themselves prior to leaving for work, and will stay home if ill. They will report their non attendance to the Building Principal and Office Staff by 7:00 AM if they are ill.
Temperature screening will not be required upon entrance of the building for faculty members unless they have failed to enter their symptom screening on the designated app. At which time, they MUST directly enter into the school through the front main doors of the school and report directly to the office staff for a symptom screening. If the temperature is above 100.4°F the faculty member will await in the holding room to have their temperature rechecked 5-10 minutes after the initial reading.
Building Principal and Office Staff are responsible for monitoring this action. Professional Development will be provided for proper screening methods and protocol.

LP 11 - Parent/Guardian and Student - Parents or guardians of each student will take the student’s temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a

Both in the green and yellow phase, symptom screening will be done by all parents/guardians at home prior to 7:15 AM each morning before the school day. Following the temperature check, parents/faculty will report the results to a Designate App on their

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.

devices to the school (more details below regarding this procedure). Students must not have a fever of 100.4 °F or greater or a coronavirus symptom. Students who are symptom free will report to school.
No student with symptoms will be sent on a bus or brought to school.
Students who did NOT report their temperature for the morning will have their temperature taken upon entry of the building. If the temperature is above 100.4°F the student will await in the holding room to have their temperature rechecked 5-10 minutes after the initial reading.
Students will report to the office immediately if feeling symptomatic.
Communications and resources will be shared with the school community to help families understand when to keep children home.

LP 12 - Designated Individual - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. The school will provide to the designated individual PPE to be used when checking temperatures. The PPE includes, at a minimum, face shield, face mask and gloves.

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.

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

Building Principal and Office Staff will be using a designated application for all personal devices to collate and verify that data entry takes place daily. Print out verification sheets will be completed each morning at 7:20 AM by administrative assistants to be aware of individuals who did not complete the symptom screening for the day, students and faculty alike.
We only have a school nurse a half of one day a week. Therefore it falls onto our administrative assistants, office personnel and building principals to assist with student health needs.
Training will be provided to have set and uniform protocol for verification of the symptom screening and how to handle health concerns diligently, respectfully, and appropriately according to the CDC guidelines.
When the health of the student is assessed parents will be informed of the results of the assessment; except for those students who did not take their initial temperature, unless a fever or other symptoms are detected.

Training for the “designated individual”: The designated individual should take these precautions when doing a health evaluation: wear face mask and face shield and gloves (all three required); an N95 mask is preferable. Health evaluations should be done in a ventilated space, ideally with some kind of plastic barrier between the individual and the student. Minimize the time of exposure for the individual doing the evaluation. Touchless thermometers should be used.*This list of precautions comes from Steve High, who conducted our CDC cleaning training.

The “designated individual” must watch the following video for training:
<https://www.youtube.com/watch?v=7hK3p9ThkBE>

Parents should be informed any time the child’s health has been evaluated for temperature and/or Covid symptoms and should be apprised of the results as well.

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.

It is possible throughout the day that random symptom screenings may occur, especially if there is a concern of visible symptoms present in one or more cohorts.
School personnel and care providers should use standard and transmission-based precautions when caring for sick people.
Isolation rooms/areas have been designated to separate anyone who demonstrates COVID-19 symptoms. They will be treated with care and privacy to maintain confidentiality.
Communications will occur with parents/guardians immediately if symptoms of COVID-19 are demonstrated.
Parents/guardians/caregivers are expected to pick up the student immediately should COVID-19 symptoms be reported to the parent/guardian.
Students/Faculty are not allowed to return to school until they are fever free for more than 48 hours and they have been cleared by a physician. A parent who keeps a child home because of fever or coronavirus symptoms (see Appendix A) will follow the same protocols.
If there is a positive case for COVID-19, families and faculty will be notified while maintaining confidentiality. More details below regarding this matter.
Building Principal is responsible for monitoring.

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, and **those ratios will change based on quarantine requirements.** 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.

It is assumed students will be attending our school buildings daily for instruction. If distant learning is preferred, you must contact the Building Principal by August 18th to notify your plan. Teachers will accommodate the option of distant learning, but completion of school work is mandatory for validation of attendance.

Building Principal is responsible for monitoring.

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.

A Cohort is the student’s assigned homeroom. Each student will report directly to one’s homeroom at the start of school and move with this cohort for the entire day. In order to reduce contact and maintain appropriate contact tracing, teachers will be the ones who move from class to class for instruction. The cohort will remain in their assigned classroom for their majority of their content instruction(Religion, Math, ELA, Science, SS). To accommodate (infrequently) Specials and small group instruction with safe social distancing practices, student’s cohorts may be reduced in size by half. For example a class of 24 will have several students attending the Learning Support room to complete benchmarks while the other students will be completing alternate instruction within their homeroom. Schedules are being designed to accommodate this possibility and allow movement that does not have the overlapping of cohorts by use of one way hallways.

All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.

Schools will make every reasonable effort to limit the number of students and staff with whom each student comes in contact, to the extent feasible, while also offering a full academic program. With younger students (pk-5), classes should remain as self contained as possible. Instead of students switching classes, teachers should come to them.

For middle school students, they may need to switch classes in order to use more advanced materials or facilities or to take advantage of higher-level classes, but schools will balance those needs with the needs to minimize the contact group. Switching should be kept to a minimum and teachers, whenever possible, should come to the students. Scheduling options such as block scheduling can help here, so that students have four classes per day instead of eight (as one example).

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

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There will be NO mass assemblies or gatherings as an entire school at this time. Creative ways to unite our various grades will be utilized via Zoom and controlled settings.

For both the green and yellow phase, building schedules have been modified to accommodate transition times and cleansing of materials between lunch and recesses.

Students will utilize items by assigned numbers such as iPads and chromebooks that will be sanitized appropriately after use in the specific areas of their Cohort building.

Every room has been evaluated and rearranged to provide student desk spacing to be 6 feet a part. Teachers desks have been moved to collaboration rooms to accommodate enough space for proper student desk spacing.

Building Principal, Office Staff, Teachers and Mrs. Mull will be responsible for the scheduling.

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

Note: **Some students may not be able to wear face coverings for various reasons. 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 has previously-written medical directives on file that indicate the same, then that will suffice for documentation for the waiver. Any other requests for exemption from the face covering requirement must come in writing from a healthcare professional. Schools are asked to encourage a face shield, at a minimum, for every child.**

In both the green and yellow phase, we will be following CDC guidelines, state and local guidelines.

Students will be required to wear face masks or face shields. STC will provide face shields to all our students and faculty. Face masks or shields will need to be worn in the public areas: bus, hallways, recess, lunch, bathrooms, walkways or anytime the students can not be placed 6 feet apart.

Within all classrooms, rooms have been prioritized to place student desks 6 feet apart by emptying classrooms of large pieces of equipment.

Per August 18 face mask order by state of Pa, all students will be wearing a face mask/shield/gaiter at all times within the school grounds. Students will be permitted a 5-10 break from wearing the shield/mask/gaiter roughly every 30 minutes. Throughout the school day when students are spaced 6 feet apart. Masks may only be removed during these times: Eating or drinking when spaced at least 6 feet apart; or When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task; or At least 6 feet apart during "face-covering breaks" to last no longer than 10 minutes.

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.

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. **Mask breaks should, ideally, occur in an environment outside the classroom - outside, or in a gym, for example. The following is a recommendation from a clinical psychologist in our area: “The ideal is to have students at six feet apart and to give them five minutes w/o face coverings every thirty minutes.”**

Schools are required to create a face covering break plan and to include it in the updated version of the school’s Health and Safety Plan.

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.

More regarding this order are found here:
<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/MaskWearing/Pages/default.aspx>

Each classroom will have disposable face masks to dispense to students if their masks/shields are misplaced, compromised, or forgotten.

Sneeze guards will be placed at our work station tables. We encourage continued group work and have created group work stations throughout the building with our faculty to continue the importance of collaboration.

Face Masks will have certain uniform expectations. No extreme or distractful masks will be allowed. Face masks will need to be tasteful and appropriate.

Face shields MUST be cleansed daily.

Building Principal and faculty are responsible for monitoring.

Schools should inform parents that parents will be expected to provide face coverings. Schools will provide face coverings at school, as well, in the expectation that students will lose or forget face coverings. Schools are encouraged to provide “mask dispensing stations” in common areas though care must be taken to keep them sanitary. Students will bring face masks home, and parents will be responsible for cleaning the masks, if they are reusable, before students return the following school day. Disposable masks should be disposed of each day, and students should return to school the following day with a new mask. These same guidelines will apply to school staff. Face shields must be cleaned daily.

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

Within all classrooms, rooms have been prioritized to place student desks 6 feet apart by emptying classrooms of large pieces of equipment. Teacher’s desks have been moved to their own collaboration rooms. Teachers will be moving to each classroom to instruct students within their cohorts.

Sneeze guards will be placed at our work station tables. We encourage continued group work and have created group work stations throughout the building with our faculty to continue the importance of collaboration.

Shared classrooms for Specials such as PE, Technology, and for small groups for Learning Support will be given staggered scheduling to allow appropriate cleansing that meets CDC protocol. Additionally, these classes will be reduced to 50% capacity of the cohort to meet social distance guidelines. Materials/supplies utilized in all classes, especially these classes, will be reduced to what is necessary and disinfected in between use.

The school will be mindful of its ventilation and use methods as

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

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

best as possible. The age of the building limits options and doors will never be propped open in any way as security and safety come as our number one priority.

Building Principal and faculty are responsible for monitoring.

Logistics and Planning

- Creating a plan to handle confidentiality issues
- Reviewing and updating the Emergency Contact Plan

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 18 - Coronavirus Parent Information - 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. **All parents are required to sign these notices and acknowledgements before the first day of school.**

Communication is critical and essential during these times. This plan will be released to families in early August and a signed affirmation statement by parent/guardian will be returned to school acknowledging reopening plan.
A parent survey will be conducted in August, early September, prior to Christmas break, and as needed based on the circumstances the year holds.
Building Principal is responsible.

LP 19 - Coronavirus Confidentiality - Schools will use a communication template to inform all school staff and 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 then directly contact parents of those students who are potential exposures.** 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

Communication updates will occur frequently. If there is a coronavirus test positive in the school community or a presumed positive case or any other communicable disease, families will receive a notification of the exposure. This communication will keep the case confidential and it is important for families to be respectful and prayerful for the individual(s) impacted.

The Building Principal will be responsible.

assure compliance and will see that the information is stored according to HIPAA regulations. (This template was emailed to principals on August 22, 2020.)

LP 20 - Emergency Contact Plan - Schools will make every effort to have a current and effective emergency contact plan so that the parents of all students may be contacted about their children’s health status and so that parents can pick children up quickly if needed. Schools will also maintain current emergency contact information on all staff members.

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

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 fully recovered based on CDC guidelines and until they have fulfilled the quarantine. The school will consult with the Secretary for Education and the board of health on such matters.

School principals were emailed a Google doc on quarantine and possible school closure, titled “DOH quarantine and school closing info for Covid 19,” on September 2, 2020.

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.

At the beginning of every school year, we ask parents/guardians to complete/verify their emergency contact information. This information is contained within our Rediker system. It is imperative for families to provide the most up to date information and provide any changes that may occur throughout the school year.

The Building Principal will be responsible.

Communication updates will occur frequently. If there is a coronavirus test positive in the school community or a presumed positive case or any other communicable disease, families will receive a notification of the exposure. This communication will keep the case confidential and it is important for families to be respectful and prayerful for the individual(s) impacted.

If our school has a positive test or presumptive positive test, the Board of Health will be contacted and the individual(s) involved will self quarantine as directed by school and the board of health. If more than one case exists within the school community, discussions and decisions will be determined with the board of health, Diocese of Harrisburg Education Office, and school officials.

If a positive test or presumptive positive test is determined, contact tracing will be completed to provide effective and prompt communication that respects the privacy and dignity of those involved. Office staff and Building Principal will be responsible for the contact tracing within our school community.

The Building Principal will be responsible.

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 and **that those directly affected will get notification of exposure** ; 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:

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

<p>Schools will not be able to take field trips until further notice and permission from the Secretary for Education.</p>	
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc. • Creating a plan for deep-cleaning of facilities and high touch areas daily, between alternate schedules, in the case of positive cases, etc. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead the individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 22 - Responsibilities and Protocols</i> - We are in an exceptional time in our schools. Students have lost learning time and are very much out of the routine of in-person instruction. Catholic schools are known for their orderly environments, and we want to send all stakeholders the message that our health and safety protocols must be taken seriously and we expect full compliance. Intentional violations of these protocols are serious violations.</p> <p>On the other hand, we need to understand that most violations of protocol will be unintentional and there will be a learning curve. We want to educate, take different approaches in educating our students, practice routines and incentivize compliance. Rewarding good behavior and cooperation goes a lot farther than disciplining students in these unusual circumstances. Schools are <u>not</u> to impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.</p>	<p>Students will need to follow the classroom and building expectations to meet the health and safety of all individuals in our school community. STC utilizes a PBIS (Positive Behavioral Intervention System) of behavior expectations. We follow the 3 R's (Ready, Respectful, and Responsible) and will incorporate our new building routines into our PBIS model with videos and reviews.</p> <p>The Building Principal and PBIS team will be responsible.</p>
<p><i>LP 23 - Hygiene Practices</i> - Students will wash hands with soap or utilize hand sanitizer a minimum of four times per day and as needed: when entering school; before snack and lunch; after snack and lunch; before exiting school for the day. Naturally, when students use the restroom or blow their noses, etc., they will wash their hands as well. Before and after using recess or PE equipment, students will wash hands.</p>	<p>Each classroom will have installed a touchless hand sanitizer unit and additional ones throughout the building for use. Students will use the sanitizing stations before entering the room and upon exiting the room or anytime there be exposure from touching one's face. The school will follow the CDC's Guidance for Cleaning & Disinfecting Schools. Public areas such as bathrooms, railings, doors will be wiped down multiple times a day and a recording/log of these cleanings will be completed.</p>

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

Drink fountains will NOT be used throughout the building. Children are to bring a full water bottle with them daily. Each Cohort will have assigned bathrooms to limit the exposure of multiple groups.

LP 24 - Cleaning Plan and Schedule - Each school will produce a detailed cleaning plan and schedule for all common spaces, surface areas, bathrooms, and high use areas. The cleaning plan and schedule will include a system for reporting that the plan has been followed on a daily basis.

The school will follow the CDC’s Guidance for Cleaning & Disinfecting Schools. Public areas such as bathrooms, railings, doors will be wiped down multiple times a day and a recording/log of these cleanings will be completed. Mandatory training will be held for facility maintenance staff to apply the CDC cleaning guidelines. As a consolidated school, our buildings are provided to us by our parishes: Annunciation BVM and Sacred Heart Basilica. The facilities are used for other parish events such as CCD. It will be the school’s responsibility to have the classrooms cleaned for the use of our parish activities. Likewise, it is the parishes’ group events responsibility to cleanse and wipe down the facilities that are utilized to return to the school’s daily use. No one outside of the parish should have access to our facilities.

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.

Monitoring by Parish Priests and Building Principals are responsible.

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.

Logistics and Planning

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

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 25 - Survey - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.

A staff and parent survey will be conducted in August, early September, prior to Christmas break, and as needed based on the circumstances the year holds. Building Principal is responsible.

Creating and Maintaining Community

- 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

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.

CMC 1 - Community and Culture - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being “sterile,” or “cold,” instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a culture of joy.

Culture of joy

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.

Catholic Schools have a unique strength and opportunity to enrich our students in this culture of change which is rooted and centered in our Catholic teachings and faith. We believe in service to our community and maintaining high standards. The faculty and administration will be mindful of ways to create and establish a culture of joy. We will look for ways to help not just the academic growth of each student but also the social, emotional growth of our students.

Our staff has been previously trained in Trauma Informed Classrooms and we were given many strategies to assist students with stress and anxiety. It is more important than ever to recognize the cues of our students and assist them with strategies. Additionally, it is important for our faculty to apply the same strategies for themselves and recognize their internal climate. The outlook of parents and school faculty and administration directly impacts the students’ outlook. Keeping a positive attitude and having open discussions with your child of how to manage this new culture is critical to helping them cope with their environment. They reflect the outlook of the adults around them and need to know they can confide in a trusted adult when they are having difficulty.

Building Principals, Faculty, Parents are responsible.

CMC 2 - Communication - The order of preference and effectiveness

No matter the phase we are in or the platform of learning we are

for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email.

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).

CMC 3 - Online Communications - Each school is to have a portion of the homepage of the school website designated for information on the Health and Safety Plan. Each school will maintain an up-to-date, informative and helpful website that includes the health 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.

CMC 4 - Parent Connections - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.

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.

engaged in, person to person or digital, communication is critical to create understanding, establish expectations, and build relationships and culture.

We will continue to utilize Rediker, YouTube, Zoom, Weekly Folders, Newsletters, Emails, Phone calls, and Social Media to disseminate critical information appropriately from its need to its form of communication.

Surveys will be conducted throughout the year to evaluate the methods and its effectiveness of communication.

The Building Principal, Faculty are responsible.

The Health and Safety Plan will be found on our home page of school website, www.stck8school.org, along with the weekly school updates. You will find on the homepage the indicator showing the Phase we are operating: Green, Yellow, or Red along with the key alerts that relate to this Phase.

The Building Principal and Development Team will be responsible for this communication.

STC has every intention to make our parent-student connections in person according to our CDC guidelines. However, there will be times when Zoom meetings will be replacing these typical face to face meetings for the health and safety of our school community. For example, our Back to School Parent Meeting Night will be held virtually as our numbers typically exceed 150 people. The meeting will be Zoom based and mandatory with breakout sessions with the classroom teachers.

Our Back to School Bash and New Student Orientations will likely be held in person as long as we are in the green phase. The number of these gatherings can be controlled and follow social distancing expectations. Each event will have its own communication to outline its given expectations.

Building Principal is responsible.

Creating and Maintaining Community

- 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.

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.

CMC 5 - Testing of Procedures and Facilities - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some “beta testing” to learn how our procedures and our facilities will work in this new situation.

In August, we will be looking to run a beta-test of our plans with a group of roughly 20 students. We will be looking for volunteers to run the beta test to try out our new procedures and directions. With permission, we would like to video the different scenarios to share with our school community to create awareness of our plans and implementations. The Building Principal and Technology Department are responsible.

CMC 6 - Marketing - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a “word of mouth” world and parents who see a culture of joy and of partnership with them will in turn help to recruit new families, if you make intentional efforts to that end. A strong social media presence that documents your care and love for our students and that culture of joy and celebration will go a long way towards a school’s overall operational health.

Continued operation meetings have been occurring to discuss ongoing enrollment needs and concerns; building preparations; financial needs throughout all of COVID-19 spring closure and summer planning. Our continued service to our families is our priority to “Doing Small Things with Great Love.”

The Building Principal and Development Team are responsible.

Creating and Maintaining Community

- Creating ways to mitigate stress responses in students, teachers, and families
- Enhancing approaches to support social emotional learning

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.

CMC 7 - Catholic Identity and Social Emotional Health - Within the health and safety plan required of each school, each school will make a specific plan to address the social and emotional needs of staff and students in the school. Schools are strongly encouraged to include Catholic prayer practices such as the Rosary as not only prayer but also as ways for students to find some quiet, peaceful time. This is the time to help students develop a positive, growth mindset. Programs such as Responsive Classroom can help, and students need time to express their feelings and thoughts at school in a helpful and structured way.

STC faculty have been previously trained in Trauma Informed Classrooms 2019 and we were given many strategies to assist students with stress and anxiety. It is more important than ever to recognize the cues of our students and assist them with strategies. Additionally, it is important for our faculty to apply the same strategies for themselves and recognize their internal climate. The outlook of parents and school faculty and administration directly impacts the students outlook. Keeping a positive attitude and having open discussions with your child of how to manage this new culture is critical to helping them cope with their environment. They reflect the outlook of the adults around them and need to know they can confide in a trusted adult when they are having difficulty.

CMC 8 - Safety, Health, and Wellness Team - As part of the health and safety plan, each school will have a safety, health, and wellness team that provides support for students and staff and resources as well. This team should include the school nurse, if one is on staff, or a point person for physical wellness; priests and counselors; and others as needed. To the extent possible, each school should consider finding counselors and nurses or doctors from the parish communities to help in whatever way they can in the school, as the needs will likely outstrip the means to serve them.

We are blessed with a talented parent community and faculty with strengths to assist our school community. We will be forming a health and wellness team to be attentive to the needs of our students and faculty.

The Building Principal and School Advisory Board is responsible.

Curriculum and Instruction

- 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.

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.

CI 1 - Quality of Education - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and learning through methods such as requiring lesson plans and providing feedback on them; doing frequent walk-through observations including participating in Zoom meetings or “simultaneous teaching;” surveys of stakeholders; and student assessment data.

- Both in the Yellow and Green Phase:**
- **The Building Principal will continue daily school walkthroughs.**
 - **The Building Principal will continue weekly observations and lesson plan reviews.**
 - **Surveys will be given according to the above diocesan guidance.**
 - **Star testing will begin in September and be given each month in the first trimester. Data will be monitored and evaluated.**

CI 2 - Distance Learning and Blended Instruction - Principals must see to it that teachers are preparing lessons in both in-person mode and distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially.

- In the Red Phase:**
- **Virtual learning will take place for all students.**
 - **If there is no stay-at-home order (if teachers are permitted in the building) classes will be streamed from the classroom.**
 - **If teachers are not permitted in the building, a regular schedule will be made for teachers to access the building in a socially distanced manner.**

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.

- In Yellow and Green Phase:**
- **Virtual learning will be available on a flexible basis to any family for any reason.**
 - **Google Classroom will be the primary platform for learning management and classes will be livestreamed.**
 - **All teachers have had two days of professional development with Google classroom.**
 - **Rediker will remain our primary source of communication for announcements**

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.

CI 3 - Interdisciplinary Work and Engaged Learning - One of the lessons learned from distance learning is that lessons that are integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that teachers are integrating the Catholic faith into lessons and that teachers are teaching from a Catholic, Christian worldview.

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.

CI 4 - Specials and Electives - As we need to be mindful of learning lost during the quarantine, and as we will need to be mindful of daily schedules and their connection to health and safety, it is likely that schools will need to give less time per week to specials and elective courses. Again, it is ideal that specials classes are integrated into core classes; and that integration is a good way to make sure students get the proper time on the specials content.

To be effective, it is useful for lessons to be cross disciplinary as often as possible.

Diverse experience and learning is essential to develop a well rounded education. Shared classrooms such as the computer lab and Instructional Support classroom will be given staggered scheduling to allow appropriate cleansing that meets CDC protocol. Additionally, these classes will be reduced to 50% capacity of the cohort to meet social distance guidelines. Materials/supplies utilized in all classes, especially these classes, will be reduced to what is necessary and disinfected in between use.

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. (Note: Principals received recommendations on safely conducting music programs through a Google doc emailed to you.) 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.

Interdisciplinary approaches will try to be implemented to create effective learning across content areas including our specials. The Building Principal is responsible.

CI 5 - Substitutes - When staffing, consider that it will be far better to use teachers in the school building as substitute teachers when needed. Teachers' aides, specials teachers, elective teachers, part time teachers all may be good candidates for substitute teaching and for instances when we need to divide up a class due to social distancing. We enhance consistency and quality when we use this approach and we minimize the number of people who interact with students - a consideration for health and safety.

We will be maximizing our teachers and staff in all capacities to meet the student learning. We have a small select group of substitutes that can be utilized when emergencies are necessary or personal days are needed by our faculty. Substitutes will need to undergo the same criteria of sample testing and questioning to meet the needs of students safely. When a sub or staffing is not able to be acquired, the gymnasium will be utilized as a larger setting to safely social distance and merge two cohorts together. This is the least favorable scenario but at times may be the only option to properly meet the needs required.

Curriculum and Instruction

- Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.
- Utilizing authentic assessments rather than an over-reliance on tests.
- Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.
- Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment.
- Ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools.
- Creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.
- Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.

Diocesan School Guidelines

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.

CI 6 - Intervention - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards.

In the Yellow and Green Phase: Instructional Support will continue. IU Reading and Math will continue on a special schedule.

NWEA published the following in April 2020:

“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

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

Academic intervention will be very important in our students’ success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.

CI 7 - Testing and Grading - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.

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.

STAR testing will be used to monitor student achievement and guide instruction. Students with learning plans and IEP’s will receive necessary accommodations and will need to be meeting with their IST teacher to be sure their accommodations are being met.

In Red Phase: Instructional Support will continue. IU Reading and Math will continue on a special schedule. Students with learning plans and IEPs will receive necessary accommodations and will need to be meeting with their IST teacher to be sure their accommodations are met. If we are virtual, families need to continue contact with their Instructional Support Teacher to follow their needs and accommodations.

ITBS/CoGATS will no longer be administered. All elementary schools will be using STAR testing from Renaissance. This assessment will assist in standardization of scores and progress monitoring of students learning. Additionally this is a format that is on the digital platform and can be completed at home if necessary.

Graded work will continue to have guided expectations by the teachers. Whether the student is in school or learning from a digital platform, the expectations remain continuous. And communication continues to bridge the connection of family to home. Students are required to meet the expected requirements as communicated. Education is not optional. To be promoted grade levels the student must meet satisfactory expectations.

Curriculum and Instruction

- 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.

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.

CI 8 - Academic Standards - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical overarching academic standards (“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.

In Yellow and Green Phase:

- **Teachers will be encouraged to consult with the other elementary and high schools regarding essential standards.**
- **Especially important will be establishing middle school standards that will match the expectations of Delone Catholic.**

Maintaining our Catholic Identity in Virtual Spaces

- Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning.
- Invite parents and families to join in virtual prayer and faith life activities.
- Creating explicit service activities that can be completed in a virtual community.
- Continue to integrate Catholic worldview and gospel values with content lessons.
- Created a plan for both Pastor and Principal to be present and visible.

Diocesan School Guidelines

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

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

Our goal is still to help children get to Heaven. They will grow in a life of virtue and holiness if we do all we can to create an atmosphere in which they can do so. A simple yet beautiful goal for our school staff:

“Doing small things with great love” is our motto following our patroness St. Teresa of Calcutta. We will continue to serve our school community and look for ways to integrate our faith on a daily basis and follow our school mission.

Be Christ to others. If they are Christ to others, they will see students striving to emulate them.

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

MCI 2 - Mass - We must make attendance at Mass a priority. If the Eucharist is the “source and summit” of Christian life, we must make every effort to see that Mass is offered at least as often to each student as it was before the pandemic. While this is a challenge, and will require logistics and strong collaboration with pastors, it is a non-negotiable. Everything else must fit into the schedule that allows for Mass. In this time of creative approaches, apply the same creativity to Mass. Perhaps we blend the approach, so that we have an “all school” Mass though Zoom one week, and we have students attend Mass in person in cohorts the following week. Having Mass outdoors would be a wonderful opportunity.

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.

MCI 3 - Sacraments - Schools should be cognizant that some students who were supposed to receive sacraments in the spring -- reconciliation, first communion and confirmation -- may not have received them. This is part of the loss from the spring. Clearly those students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.

As a consolidated School, we will have to coordinate with our pastors.

Special Considerations - Students will sit with 6 ft. apart in the pews which will be reserved for students ONLY. There will be no contact between STC students and parishioners.

As a consolidated school sacraments remain the responsibility of the surrounding parishes. We will continue to prepare our students for sacraments according to the Diocesan Religion curriculum and work with parishes to disperse information as necessary to have the bridge in communication.

MCI 4 - Allowing Students to Serve - In most cases, we would have allowed students to have a role in Masses and prayer services and in serving at them as well. Schools will allow students to participate in Mass and in prayer services to the greatest extent possible. When students are actively involved, they both understand our faith better and are more inspired and engaged at the same time.

In the Yellow and Green Phase:

- **Students will attend the parish mass and will participate as members of the congregation.**
- **Students will not serve or read at parish liturgies until the Coronavirus is no longer an issue.**
- **Opportunities to lead prayer will be provided in school and in individual classrooms.**

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.

Parents are the primary educator of their children. It is important to model your faith both at home, in your parish, and support our school's faith mission.

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.

Service is an integral part of our school mission. We will continue to find ways to help our local and larger community especially in prayer.

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

Presence and participation is significant to building community. Every reasonable effort will be made to lead our community with hope and joy.

need to have both a physical and a virtual presence in the school community. Pastors and principals are encouraged to stay strong with a message of Christian prayer and service and of a life in Christ, and to vary the ways they are present in the school community: hand-written notes, drop-ins to classes, leading retreats, being part of virtual gatherings, and more.

Technology

- Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.
- Coordinating consistent apps and platforms across grade levels.
- Developing learning plans that offer rigorous learning for those without predictable access to online learning.
- Identifying ways for school-owned devices to download new technologies (once they have left school).
- Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.
- Surveying school population to determine what equity and access to technology exists.
- Providing a pick-up line with social distancing for families to pick up devices.

Diocesan School Guidelines

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

T 1- Accessibility - Schools will have wrestled with many issues in educational technology over the course of the spring of 2020.

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.

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.

STC has reviewed its bandwidth over the summer and increased its usage at both campuses to better meet the demands of potential online learning with cameras and videos in higher usage. STC wants to make learning possible for every student no matter their situation. If learning from home is necessary, we have a lending program established for families who may need additional technology resources. We will continue to use Rediker as the main communication tool for emergencies, announcements, grades, etc. Google platform will be our LMS (Learning Management System). All students preK through 8 will have a google email address for this platform.

<p>Schools will ensure that all parents and guardians have access to students' grades, assignments and school work.</p>	
<p><i>T 2 - Health, Paper, 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 24 hours to pass before a staff member handles the papers without gloves. Anyone handling the papers in the school environment before 24 hours elapsed should use proper gloves as PPE. Likewise, library books and similar materials should not be handled for 24 hours without gloves once the materials are used. Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.</p>	<p>Google platform will continue to be our primary source of assignments with students having their own workbooks as necessary. Additionally, we are acquiring online access to every textbook resource possible for our students to use throughout their core content areas.</p>
<p><i>T 3 - Digital Citizenship</i> - Schools will teach students explicitly how to be good, Catholic digital citizens online. They will use appropriate standards and markers from NCEA and ISTE to achieve this goal.</p>	<p>Students will continue to receive expectations and discussion of proper use and internet safety with technological tools. We will uphold our acceptable use policy and expect good digital citizenship and behavior from our students and families and faculty. Technology teacher, Faculty, and Building Principal are responsible.</p>

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

Employee or Student Name:
Assigned Cohort:
Temperature:
Has the student/employee taken any medication to treat or reduce a fever? If so, when?
Is the student/employee experiencing any of the following

<p>Group A 1 or more symptoms</p>	<p>Group B 2 or more symptoms</p>
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- Fever (100.4 or higher)
- Cough
- Shortness of breath
- Difficulty breathing

- 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.

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

Appendix B - Resources

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

- CDC coronavirus symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- 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
- State guidance on when to quarantine and when to close school:

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/SchoolClosureRecommendations.aspx>

- Catholic Mutual suggests a particular temperature scanner that schools could lease. <https://www.safecheckusa.com/sales-and-leasing/>
- PDE June 3 preliminary guidance: <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/Pages/default.aspx>
- PDE research with REL: <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf>
- What was learned on transmission from child care centers that stayed open: https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns?utm_term=nprnews&utm_source=facebook.com&utm_campaign=npr&utm_medium=social
- 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/>

Appendix C - Entrance Map for Conewago Campus (*updated 8/17/2020)

