



SAINT PATRICK SCHOOL REOPENING PLAN FRAMEWORK 2020-21

Updated September 8, 2020

School Name	Saint Patrick School	School Location	Carlisle, PA
Principal	Antoinette Oliverio	Reopening Date	August 24, 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	
Antoinette Oliverio Jay Raines	All families, school board members, faculty, staff and students	Principal, Antoinette Oliverio Pastor, Father Don Bender Nurse, Mary Gronkiewicz Parish Manager, George Ehgartner Teacher, Jay Raines Teacher, Jessica Melphis	
Logistics and Planning			
<ul style="list-style-type: none"> • Creating well defined entrance protocols for students, teachers, and visitors • Developing a plan for social distancing outside of the classroom in highly populated areas like hallway/locker areas, restrooms, locker rooms, cafeteria, library, etc. This includes a plan for Mass and extra-curricular activities. 			

<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 1 - Arrival Procedures</i> - Schools will establish clear protocols for students entering the building and how to proceed to classrooms. One of the goals of our health and safety protocols is to limit exposure between designated groups of students as much as possible. Schools will need multiple entrances.</p>	<p><i>LP 1 - Arrival Procedures</i> - Arrival procedures: The main office door will be used by students in grades 5-8 as they arrive in the morning. The “bus dismissal door” will be used by students in grades PreK-4. Bus riders will enter through the narthex doors.</p>
<p><i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and protocols that may include staggered schedules.</p>	<p><i>LP 2 - Dismissal Procedures</i> - Dismissal procedures: The students will dismiss from the PAC while social distancing 6 feet away from each other. Outdoor space, PAC area and school hallways will be used to assure that students are appropriately distanced. Masks will be worn at this time.</p>
<p><i>LP 3 - Extended Day</i> - Schools will take entrance/exit protocols, cohorts, and travel into account, as well, when shaping approaches to before-school and after-school care.</p>	<p><i>LP 3 - Extended Day</i> - All extended day students will meet in the cafeteria in socially distanced seats. In small groups they will be dismissed to their appropriate classrooms for after school care. It will be attempted to keep the students in their similar cohorts as existed during the school day.</p>
<p><i>LP 4 - Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all</p>	<p><i>LP 4 - Cohorts</i> - St. Patrick School will define the term cohort to mean a student’s homeroom for grades Pre-K-5. In Grades 6-8 the term cohort will be used for their homeroom and math group designation.</p> <p>In addition to daily attendance, each teacher will maintain a daily list of students present in each cohort; this list will also include the names of any other adult (teacher) who has interacted with the cohort that day.</p> <p>SPS will keep running lists by student/class of all students and staff with whom that particular student/class comes in contact through all aspects of the school day, including visitors, activities and extracurriculars.</p>

<p>aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p>	
<p><i>LP 5 - Signage and Travel in the Building</i> - There will be clear signage about who is to proceed in what direction in the school hallways and building. One-way hallways are the ideal, to the extent feasible. Schools will also have signage that encourages proper hygiene and social distancing.</p>	<p><i>LP 5 - Signage and Travel in the Building</i> - There will be clear signage about who is to proceed in what direction in the school hallways and building. One-way hallways will be used when feasible. Schools will also have signage that encourages proper hygiene and social distancing.</p>
<p><i>LP 6 - Recess, Athletics</i> - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible.</p> <p>The school plan could include: keeping recess limited by cohort; offering a bag or bin of labelled equipment to be used for that cohort; clear direction on the use of the playground; and asking students to choose an activity at recess and stick with it for that period of time.</p> <p>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.</p> <p>All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.</p> <p>Schools will comply with the guidelines of the PIAA for their athletics teams and programs. 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.</p>	<p><i>LP 6 - Recess</i> - A schedule will be designed (see attached) so only one cohort will be present at each playstation: playground, track field, blacktop, blacktop field and Forrey field.</p> <p>SPS will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.</p> <p>Note: SPS will carefully consider how the 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. Students will be encouraged to be six feet apart if using playground equipment so that face coverings are not required for that period of time.</p> <p>SPS sports programs will follow the PIAA requirements for sports participation.</p>

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

Issues such as the number of students in the school, the school facility itself and staffing levels will come into play for this decision. In high schools, cafeteria settings may be used, but with strict protocols that address social distancing and cleaning. In instances when the cafeteria is used, cafeteria staff will use barrier protection PPE; cleaning will occur between student lunch shifts; and lunch shifts will be staggered with social distancing in practice during the shift.

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

LP 8 - Visitors - Part of the success of our social distancing methods depends on having a controlled environment in the school, to the extent feasible. Therefore, how we handle visitors is very important.

Visitors include volunteers and school parents.

As visitors typically enter the school through the office area, 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

LP 7 - Lunch - The cafeteria will be used for lunch. A very comprehensive schedule has been developed that will allow students to be six feet apart. Students will be brought in shifts, and assigned spaces and markings/signage will be available to assist students where to sit or stand while waiting. The attached gymnasium will be used as well for lining up students as they are entering and exiting the cafeteria. Each area used will be disinfected between shifts. SPS will explore use of outdoor space.

All water fountains are scheduled to be replaced with refillable water bottle stations. Students will be encouraged to bring refillable water bottles to school.

LP 8 - Visitors - Visitors will have their temperature checked and symptom screenings questions asked by front office staff (see Appendix A) upon entering the school, and they will wear face coverings for their entire visit. All the screening information will be documented. All visitors will sign-in and out.

Schools will keep clear documentation on visitors. All “safe environment” child protection rules will apply.

At this time there will be no visitors/volunteers allowed into the school. The only volunteers allowed will be those assisting with lunch duty and classroom assistants. Those volunteers will self-report a temperature check and symptom screening, which will be provided at check in. They will be required to wear a face covering and, when necessary, disposable gloves. The lunchroom volunteers will wash their hands with soap and water before putting on gloves, and they are to wash their hands whenever they change gloves and before leaving the school.

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 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.

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.

Tours for new families will take place after school hours.

***LP 9 - Trial Run* - A trial run will occur at our first day of school, August 24, which is a half day.**

Logistics and Planning

- Developing routines for daily health checks

<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p> <p>The current science indicates that stricken adults may be more likely to pass the coronavirus among themselves. Therefore, the school must take steps to be sure that staff socially distance among themselves, that any common areas or typically-used common items (such as coffee pots) are not used, and that staff-to-staff meetings happen virtually, if feasible.</p>	<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each school day at home and again when they enter the school building; they will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p>
<p><i>LP 11 - Parent/Guardian and Student</i> - Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a locally-established system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school.</p>	<p><i>LP 11 - Parent/Guardian and Student</i> - Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a locally-established system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school.</p> <p>Parents will document the above information on the Check-In sheet that was provided digitally. The classroom teacher and the school nurse will evaluate each classroom document daily.</p>
<p><i>LP 12 - Designated Individual</i> - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report</p>	<p><i>LP 12- Designated Individual</i> - The principal 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</p>

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 (see note below). 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

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, of High Environmental Health and Safety Consulting, 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

report to the appropriate person once at school to be checked.

The school nurse will evaluate the health of students during the school day. The school nurse, or nurse volunteers, will be taking temperatures of each class throughout the day. Each classroom will be checked at least once a day.

The nurse will 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

Parents will 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. The area used by the sick individual will be closed off (isolation room) and will not be used until it has been cleaned and disinfected.

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, of High Environmental Health and Safety Consulting, who conducted our CDC cleaning training.

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

LP 13 - Other Methods of Verification and Symptoms - The nurse’s station has been moved to across the hall to accommodate. This allows more space for the nurse to evaluate the illness of a

<p>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 must be safeguarded (HIPAA).</p> <p>Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a dignified manner in a designated room in the school building. Parents will be called to pick the child up immediately. The student will not be allowed back at school until a “fever-free” period of 48 hours has elapsed AND when the student has been cleared by a physician’s note. A parent who keeps a child home because of fever and/or coronavirus symptoms (see Appendix A) will follow the same protocols.</p>	<p>student and provides an isolation space. It also provides fresh air (windows) and bathroom facilities are conveniently located.</p> <p>Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a dignified manner in a designated room in the school building (isolation space.) Parents will be called to pick the child up immediately. The student will not be allowed back at school until a “fever-free” period of 48 hours has elapsed AND when the student has been cleared by a physician’s note. A parent who keeps a child home because of fever or coronavirus symptoms (see Appendix A) will follow the same protocols.</p>
<p><i>LP 14 - Attendance</i> - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person, 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.</p>	<p><i>LP 14 - Attendance</i> - Students will report to their teacher either physically or when online, during a morning meeting. Teachers will check their email before the start of a school day. Office staff will check email and phone messages throughout the day to monitor student attendance. All illnesses will be reported to the nurse who will monitor the situation.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> ● Developing protocols for social distancing in the classroom. ● Developing scheduling options to facilitate reduced capacity at school. ● Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 15 - Structure of Classes/Cohorts</i> -</p>	<p><i>LP 15 - Structure of Classes/Cohorts</i> - St. Patrick School will</p>

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

Each school will define the term cohort.

In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.

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

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

Middle school students 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.

define the term *cohort* to mean a student's homeroom for grades Pre-K-5. In grades 6-8 the term cohort will be used for a student's homeroom and math group designation.

St. Patrick School 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 will come to them.

Middle school students will need to switch classes in order to use more advanced materials or facilities and to take advantage of higher-level classes, but we will balance those needs with the needs to minimize the contact group. Switching will be kept to a minimum and teachers, whenever possible, should come to the students.

Saint Patrick School will ensure, to the extent feasible, that social distancing protocols are maintained in hallways, at lockers, and at other "common" times. A schedule will be developed so that students are staggered when transitioning between classes.

Saint Patrick School will 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. Outdoor tents will be set up so that teachers have access to an outdoor classroom. The outdoor reading garden will also be accessible for teacher instruction time. Students will be encouraged to bring a beach towel for seating in outdoor space.

Schools will make adjustments to bell schedules so as to minimize each student's exposure to others. To the extent feasible, middle and high schools should group students by grade and use the natural physical set up of the campus to create physical separation among groups -- wings of the school, school buildings, floors within the school, etc. In each Health and Safety Plan, each school will give detailed information on how these cohorts are to be established and maintained. Online learning can help to minimize movement in the halls and exposure and will be an asset in the cohort approach -- see the section on Curriculum and Instruction.

Schools will ensure, to the extent feasible, that social distancing protocols are maintained in hallways, at lockers, and at other "common" times. Schools will implement a bell schedule and student travel schedule to accommodate social distancing efforts.

Schools should make sure to use the entire school campus, inside and outside, 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 mandatory face covering requirement (with original date of July 1, 2020) 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

***LP 16 - Face Masks/Shields* - Note: In some situations in which a face mask is indicated, a face shield may be used as an alternative. It will be under the discrepancy of the teacher whether a face shield can be worn in place of a face mask. 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.**

When face masks are required, some students may not be able to wear a mask for various reasons. SPS will provide those individuals that are unable to use a face covering with a waiver that must be signed by a medical professional.

in writing from a healthcare professional. Schools are asked to encourage a face shield, at a minimum, for every child.

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 understand that face covering breaks, like recess, are necessary and helpful to the learning environment. These 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.

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

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.

If a student has a school-written support plan that should indicate exemption from the mask; or brings a current IEP established at a public school to our school that indicates the same; or previously written medical directives on file that indicate the same, then that will suffice for documentation for the waiver. Shall the above occur, a face shield will be provided for the child. 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.

SPS has set up classrooms to maximize classroom space; filing cabinets and other non-instructional items have been relocated from the room. Carpets have been removed from the classroom and replaced with carpet squares. SPS 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. SPS will make every effort, to the extent feasible, to adhere to federal and state social distance guidelines and the CDC standards during the entire school day. The students will always be seated at a minimum of three feet apart, the WHO standard, if a six-foot distance is not feasible. When students are not able to be seated six feet apart, face coverings will be required, per the PA DOH order of July 1, for all students age two and older.

SPS will be sensitive to the challenges of wearing face coverings in the school environment and will strive to create an environment where student face coverings are not needed in the classroom setting, whenever possible. When face coverings are needed in the classroom setting, schools will provide regular breaks for students. SPS will understand that these breaks, like recess, are necessary and helpful to the learning environment. Students will be provided with a 10 minute mask break every hour.

SPS 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

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.

for teachers rather than face masks. Staff members may wear face coverings at any time when in school, if they prefer.

Parents will be expected to provide face coverings. Schools will provide masks at school, as well, in the expectation that students will lose or forget masks, and that masks will break. Each teacher will be able to have access to extra masks. 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.

SPS will provide masks and face shields for their staff to wear as needed during the school day. Face shields have been ordered for students grades PreK - 3rd.

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.

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

LP 17 - Classroom Environment and Spacing - **Each teacher will ensure that their classroom set-up is arranged so that all students are facing the same direction and the desks are socially distanced (six feet apart when feasible).**

During regular school hours the windows and doors to each classroom will remain open to assist with ventilation and the movement of fresh air in the room. Tent classrooms will be available as well as our reading garden. SPS will use outdoor space for learning opportunities as much as possible. It is possible for students to engage in group work during school but in particular, controlled circumstances. SPS will be mindful that cleaning will be needed before and after any change in seating in the classroom environment. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks/shields AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared

<p>of four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face coverings AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.</p> <p>The school should explore the idea of a work station (to include sneeze guards) in classrooms.</p>	<p>equipment, students will wear face masks AND disposable protective gloves. All shared equipment will be disinfected after each class.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> • Creating a plan to handle confidentiality issues • Reviewing and updating the Emergency Contact Plan 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 18 - Coronavirus Parent Information</i> - Each school will provide parents with a set of notices to sign before the school year starts. These notices are to be separate from handbook signature forms, etc., so that they get the needed attention. The Office of Catholic Schools will provide templates; schools are to use these templates. All parents are required to sign these notices and acknowledgements before the first day of school.</p>	<p><i>LP 18 - Coronavirus Parent Information</i> -Parents will be provided with Coronavirus Information and will sign that they have read and understood them. All parents are required to sign these notices and acknowledgements before the first day of school.</p>
<p><i>LP 19 - Coronavirus Confidentiality</i> - Schools will use a communication template to inform all school staff and all school parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. Schools will 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</p>	<p><i>LP 19 - Coronavirus Confidentiality</i> - St. Patrick School will follow the below procedures to insure that we are addressing privacy concerns and reducing the potential stigma associated with monitoring and confirmed cases/exposure. SPS will use a communication template to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. Schools will then directly contact parents of those students who are potential exposures. SPS will do everything possible to maintain the confidentiality of the sick person. Likewise, SPS will inform parents when a staff member or</p>

<p>assure compliance and will see that the information is stored according to HIPAA regulations. The Diocese will provide a template for communication with HIPAA compliance. (This template was emailed to principals on August 22, 2020.)</p>	<p>student contracts other communicable diseases, such as chicken pox, influenza, etc. All communication templates need to be HIPAA compliant, and the SPS’s nurse, principal or principal’s designee, will assure compliance and will see that the information is stored according to HIPAA regulations. SPS will use the template provided by the Diocese for communication with HIPAA compliance.</p>
<p><i>LP 20 - Emergency Contact Plan</i> - Schools will make every effort to have a current and effective emergency contact plan so that the parents of all students may be contacted about their children’s health status and so that parents can pick children up quickly if needed. Schools will also maintain current emergency contact information on all staff members.</p> <p>Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes.</p>	<p><i>LP 20 - Emergency Contact Plan</i> - St. Patrick School will work with each parent to ensure that their emergency contact information is current and up to date in the Rediker system. It is the responsibility of the Parent to update their emergency contact information when there are any changes to that information.</p>
<p><i>LP 21 - Communication and Quarantine</i> - Schools will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive.</p> <p>If one student in a cohort is diagnosed with 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.</p> <p>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.</p> <p>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</p>	<p><i>LP 21 - Communication and Quarantine</i> - SPS will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive.</p> <p>Communication will be through emails, Notify, and Constant Contact and phone messaging.</p> <p>If one student in a cohort is diagnosed with COVID 19 or has a presumptive positive test, that student and his/her family will quarantine for 14 days (determined by the school in consultation with the board of health.) 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. SPS 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.</p>

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(s) (if at school); inform the parents of the affected student(s) and have the child(ren) picked up immediately (if at school); inform the Office of Catholic Schools and the board of health; inform all school staff and parents that there is a case in the school 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>

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.

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.

SPS, 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 SPS 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.

The decision whether to close or remain open will be determined by SPS and not the local school district (South Middleton or Carlisle.) We will make an independent decision on the status of our school in consultation with the Board of Health. SPS and the SPS community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. As of the writing of this document, September 10, 2020, anyone entering PA from states listed in the order “will need to quarantine for 14 days,” according to the order. See: <https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>

Field trips are suspended until further notice.

<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 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><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 our students and stakeholders to know 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. SPS will <u>not</u> impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.</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><i>LP 23 - Hygiene Practices</i> - Each teacher will have in place a handwashing schedule that will attempt to have hand washing with soap and water or use hand sanitizer four times during the day, upon entering the school, before snack/lunch, after snack/lunch and before exiting the school. Students will also wash their hands or use hand sanitizer after using the restroom or blowing their nose. Before and after using recess or PE equipment, students will wash hands.</p>

<p>Schools will provide hand sanitizer stations, particularly for students in middle and high school. These stations should be touchless, ideally, so that the act of sanitizing does not become an act of spreading germs. Likewise, soap dispensers should be touchless.</p>	<p>Automatic hand sanitizer stations will be located throughout the school to be used when washing with soap and water is not feasible.</p>
<p><i>LP 24 - Cleaning Plan and Schedule</i> - Each school will produce a detailed cleaning plan and schedule for all common spaces, surface areas, bathrooms, and high use areas. The cleaning plan and schedule will include a system for reporting that the plan has been followed on a daily basis.</p> <p>All principals and a staff member whom they designate for the cleaning of the facility will attend a mandatory training on the CDC cleaning guidelines, with the facilitation of the Diocese.</p> <p>Schools will almost certainly share their facility with parish programs and perhaps, in the past, with outside entities. Parish religious education programs will often be held in schools. It will be critical that parish and school staff work closely to be sure that there is a clear understanding on how the facility will be shared and cleaned. The school's cleaning plan will include how the facility will be cleaned when parish programs use the school facility. It is recommended that the school not allow outside entities access to the facility at this time.</p>	<p><i>LP 24 - Cleaning Plan and Schedule</i> - Cleaning and disinfecting will occur on frequently touched surfaces and objects within the school at least daily. This will include door handles, sink handles, and drinking fountains. A full cleaning service will be contracted to clean and disinfect in addition to teachers and maintenance duties. The contract is attached.</p> <p>Self contained classrooms should wipe down desks at least once in the morning and once in the afternoon. For the Middle school, desks should be wiped down with the change of each class. All principals and a staff member whom they designate for the cleaning of the facility will attend a mandatory training on the CDC cleaning guidelines, with the facilitation of the Diocese.</p> <p>SPS will work closely with the parish to ensure that if the school facility is shared then it will be thoroughly cleaned before the school children re enter the following day. The school has a plan with the parish for the details of cleaning when parish programs use the school facility.</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> Periodically surveying stakeholders to evaluate programming and support and make adjustments. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 25 - Survey</i> - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese.</p>	<p><i>LP 25 - Survey</i> - SPS will survey the staff and parents at the beginning of the school year to assess the current situation.</p>

<p>The Office of Catholic Schools will provide common questions for use in the surveys.</p>	
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Maintaining daily rituals (daily announcements, prayer, etc.) ● Creating community and connecting with students in new school configurations ● Facilitating community and connection with faculty and staff ● Developing authentic ways for parents to connect with the school community in a virtual world ● Structuring social opportunities for students and families 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 1 - Community and Culture</i> - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being “sterile,” or “cold,” instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a <u>culture of joy</u>.</p> <p>Culture of joy</p> <p>A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the</p>	<p><i>CMC 1 - Community and Culture - Creating Catholic community and meaningful relationships is at the core of what SPS does and who we are.</i></p> <p>SPS intends to make every effort to create a positive community and establish healthy relationships in order to establish and maintain a culture of learning and growth in academics, athletics, spirituality, social/emotional well-being and leadership.</p>

<p>culture of fear that exists in our country and world right now during this time of pandemic.</p>	
<p><i>CMC 2 - Communication</i> - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email.</p> <p>Each school will make a detailed communication plan that indicates what will be communicated to stakeholders, and how, and when - regarding the start of school and the opening weeks of school in particular. Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum (see above).</p>	<p><i>CMC 2 - Communication</i> - SPS will communicate all information through AP Notify, Constant Contact, Weekly Newsletters, SPS website, social media, and school-wide phone messaging. Each teacher will post information on their website and send out important information through emails as well as communicate through conference calling/video calling through the phone and/or computer.</p>
<p><i>CMC 3 - Online Communications</i> - Each school is to have a portion of the homepage of the school website designated for information on the Health and Safety Plan. Each school will maintain an up-to-date, informative and helpful website that includes the health and safety plan for the school and that acts as a hub for all the information on school opening and procedures and expectations for the new school year. It is to be clearly visible and regularly updated.</p>	<p><i>CMC 3 Online Communications</i> - SPS will have a COVID-19 banner on our school website which will link to the SPS Reopening Plan and other information related to the pandemic. This information will be updated regularly as the need arises.</p>
<p><i>CMC 4 - Parent Connections</i> - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.</p> <p>It is critical to stress to parents, now more than ever, the importance of the Church's principle of subsidiarity: take a problem to its source, and problems are best solved at the lowest level. If there is difficulty with a teacher, the parent is to take the problem to the teacher, first -- then the principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on</p>	<p><i>CMC 4 - Parent Connections</i> - SPS will provide pertinent information to our parents through many means, as mentioned above. We will also consider different approaches to reach out to parents to keep them involved and informed as much as possible. For example, digital video meetings/conferences, online events, Facebook events, etc.</p>

<p>social media first or speak negatively in the parent community. This is the time for togetherness, solidarity and community; gossip and negativity and toxic social media posts drag us down, tear us apart, and divert our focus from what is most important.</p>	
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Onboarding students to orient to the new realities of the classroom and school ● Developing a differentiated on-boarding plan for students that are new to the school ● Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 5 - Testing of Procedures and Facilities</i> - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some “beta testing” to learn how our procedures and our facilities will work in this new situation.</p>	<p><i>CMC 5 - Testing of Procedures and Facilities</i> - SPS will have more latitude when in the green phase. To the extent feasible, we will be able to bring in small groups to meet, to go through onboarding students, etc.</p>
<p><i>CMC 6 - Reaching families</i> - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a “word of mouth” world and parents who see a culture of joy and of partnership with them will in turn help to recruit new families, if you make intentional efforts to that end. A strong social media presence that documents your care and love for our students and that culture of joy and celebration will go a long way towards a school’s overall operational health.</p>	<p><i>CMC 6 - Marketing</i> - SPS will continue to reach out to all families within our school community. We will inform, reassure, listen and support our families. We hope to instill a joyful culture and partnership with our families. We will continue to use many methods of marketing; i.e. videos, emails, social media, webpage, to share our message of unity, joy and leadership.</p>
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> ● Creating ways to mitigate stress responses in students, teachers, and families ● Enhancing approaches to support social emotional learning 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their</p>

	position, materials, resources, and/or supports needed, and professional development needed.
<p><i>CMC 7 - Catholic Identity and Social Emotional Health</i> - Within the health and safety plan required of each school, each school will make a specific plan to address the social and emotional needs of staff and students in the school. Schools are strongly encouraged to include Catholic prayer practices such as the Rosary as not only prayer but also as ways for students to find some quiet, peaceful time. This is the time to help students develop a positive, growth mindset. Programs such as Responsive Classroom can help, and students need time to express their feelings and thoughts at school in a helpful and structured way.</p>	<p><i>CMC 7 - Catholic Identity and Social Emotional Health</i> - SPS is actively working with the school counselor to address the social and emotional needs of staff and students in the school.</p> <p>SPS will continue to offer opportunities for students to pray throughout the day. The Rosary is one example of this prayer. SPS will provide other moments 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. Lindsey Waters, SPS school counselor, will be available for the students and will provide classroom, large group, small group and individual assistance throughout the school day. Students will need time to express their feelings and thoughts at school, regardless if we are brick and mortar or online, in a helpful and structured way. Lindsey will also provide a quiet space for teachers and PD for teachers to better enable them to assist their students in social and emotional learning.</p>
<p><i>CMC 8 - Safety, Health, and Wellness Team</i> - As part of the health and safety plan, each school will have a safety, health, and wellness team that provides support for students and staff and resources as well. This team should include the school nurse, if one is on staff, or a point person for physical wellness; priests and counselors; and others as needed. To the extent possible, each school should consider finding counselors and nurses or doctors from the parish communities to help in whatever way they can in the school, as the needs will likely outstrip the means to serve them.</p>	<p><i>CMC 8 - Safety, Health, and Wellness Team</i> - The Safety, Health, and Wellness team for St.Patrick School will consist of the following individuals:</p> <p>Principal, Antoinette Oliverio Pastor, Father Don Bender Parochial Vicar: Fr. Raja Nurse, Mary Gronkiewitz Parish Manger, George Ehgartner School Counselor: Lindsey Waters Teacher, Jay Raines Teacher, Jessica Melphis</p>
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons. • Varying the way content is delivered to students and the way students can demonstrate their understanding 	

- Engaging students through setting a purpose for the work and providing choice in the process and product of the work.
- Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate.
- Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely
- Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.
- Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.
- Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.

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.

CI 1 - Quality of Education - One of the most critical issues in the success of SPS is, and remains, the quality assurance that comes from our principal, Antoinette Oliverio. Especially in these times of pandemic, our principal will 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 will 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.

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.

CI 2- Distance Learning and Blended Instruction - The faculty of SPS will prepare lessons for their units of study with both in person and distance learning methods of instruction. This will provide for a seamless transition of instruction.

In order to teach through distance learning, it is an expectation that all teachers use a LMS (learning management system) to have a centralized “hub” for their teaching. Google Classroom is a LMS already available in our schools and it is free. Other well-known LMS platforms include Canvas and Schoology.

Each teacher at SPS will have an established learning management system for their classes. In grade 4-8 the teachers will use Google Classroom, and for grades K-3 the teachers will use See Saw.

Each teacher in our schools needs to embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional

SPS faculty have been attending Professional Development classes on effective strategies for online teaching methods so that they can maximize learning in a remote environment.

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.

At SPS we will embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional instruction with the best of educational technology. Teachers will consistently integrate educational technology in instruction so that students are actively engaged in all aspects of the SPS blended learning environment.

SPS will be ready to use online learning to embrace those students who will be enrolled and learn from home in the school year 2020-21. We will attempt to use “simultaneous teaching,” in which certain students are learning from home, and certain students are learning in the classroom. We are devising methods to accomplish simultaneous teaching for at-risk students so that those at home are as connected as possible to the teacher and the in-person instruction. The teacher will develop a thoughtful approach that allows for the integration of these two groups.

***CI 3 - Interdisciplinary Work and Engaged Learning* - During online learning, lessons will be developed that integrate the many school disciplines. SPS teachers will integrate the Catholic faith into lessons and teachers will teach from a Catholic, Christian worldview.**

SPS teachers will seek to have students engaged in their learning.

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.

Classes such as band and choir present unique challenges because they may be connected to a higher possibility of Covid spread. A cautious approach must be taken to them. The Diocese will seek to provide specific guidance in these areas as we get closer to the start of school. (Note: Principals received recommendations on safely conducting music programs through a Google doc emailed to them on August 3, 2020.) 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.

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.

***CI 4 - Specials and Electives* - All cultural arts classroom teachers will be traveling to students in Prek - 5th with the exception of the music teacher. Music class, due to the nature of the curriculum content with an increased noise level, will occur in the designated music classroom. Students will wash their hands on their way into class, and on their way out of class...maintenance will wipe down the classroom at the end of class as the music teacher is taking the children to the restroom. All effort will be taken to have the children use outdoor space for cultural arts classes. All PE classes will be outside, unless there are extreme weather issues. Middle School students will travel to the following cultural arts teachers ~ art, music, Spanish, P.E. (P.E. will occur outside whenever possible) ~ library and technology will be infused into all content areas.**

***CI 5 - Substitutes* - When staffing for substitutes for SPS, we will consider using teachers in the school building as substitute teachers when needed. Teachers' aides, cultural arts teachers, and part-time teachers will be considered as 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.**

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.

<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 6 - Intervention</i> - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards.</p> <p>NWEA published the following in April 2020:</p> <p>“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”</p> <p>(from: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf)</p> <p>Academic intervention will be very important in our students’ success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.</p>	<p><i>CI 6 - Intervention</i> - All students will be assessed during the first several weeks of class. Teachers will meet with grade partners and unit teachers to assess what was taught thoroughly and what needs to be reinforced for the year. If necessary, students will be referred to instructional support for further testing and assistance.</p>
<p><i>CI 7 - Testing and Grading</i> - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or</p>	<p><i>CI 7 - Testing and Grading</i> - SPS will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p>

<p>Tuesday. Schools are to take a generous approach that allows for re-do's of assignments and graded exercises whenever possible. Mastery teaching is an excellent approach for these times, and an excellent approach in general. Since some graded exercises will likely be taken at home or online, create exercises that emphasize original thinking, problem solving, and application of work. In addition to preventing cheating, those exercises require critical thinking as well.</p>	
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year. • Adjusting curricular and supply orders to reflex the most useful tools for both face-to-face and distance learning. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 8 - Academic Standards</i> - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical <u>overarching academic standards</u> (“superstandards”) in each grade level. Each elementary school will consult with the other elementary schools in the deanery in making this decision. Teachers will start to teach in the fall of 2020 from the standards established for that grade level and, when necessary, will go back to the previous year’s standards to fill in gaps.</p>	<p><i>CI 8 - Academic Standards</i> - Understanding that instructional time is at a premium, SPS will make a plan during in-service week to teach the most critical <u>overarching academic standards</u> (“superstandards”) in each grade level. We will start the year teaching from the standards established for that grade level and, when necessary, will go back to the previous year’s standards to fill in gaps.</p>
<p>Maintaining our Catholic Identity in Virtual Spaces</p> <ul style="list-style-type: none"> • Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning. • Invite parents and families to join in virtual prayer and faith life activities. • Creating explicit service activities that can be completed in a virtual community. • Continue to integrate Catholic worldview and gospel values with content lessons. • Created a plan for both Pastor and Principal to be present and visible. 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>

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

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

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

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 Covid 19 pandemic established 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

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SPS will use this year to embrace our Mother Mary and to discover our own charisms as Catholic institutions.

MCI 2 - Mass - St. Patrick school will hold school Masses with limited grades present and the other grades will watch via livestream. The grades will rotate on a scheduled basis. During mass cohorts will be seated 6 feet apart from each other as to social distance. The masses will be closed to the public.

SPS will follow all current Diocesan guidance regarding norms for attendance at Mass during the Covid 19 pandemic established by the Diocesan Office of Divine Worship.

MCI 3 - Sacraments -St. Patrick School will work closely with the St. Patrick Office of Religious Education to ensure that all students are prepared for and receive the Sacraments.

<p>students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.</p>	
<p><i>MCI 4 - Allowing Students to Serve</i> - In most cases, we would have allowed students to have a role in Masses and prayer services and in serving at them as well. Schools will allow students to participate in Mass and in prayer services to the greatest extent possible. When students are actively involved, they both understand our faith better and are more inspired and engaged at the same time.</p>	<p><i>MCI 4 - Allowing Students to Serve</i> -Students will be allowed to act as Lectors and Cantors during the school Mass.</p>
<p><i>MCI 5 - Parental Involvement</i> - Likewise, parents need to be involved in the faith life of our schools. Take full advantage of this new set of circumstances in our world and allow parents to plan prayer events such as: a virtual parent rosary said for the intentions of our students and teachers. (We can make sure to ask students and teachers regularly for their intentions and to model intercessory prayer.) Peer to peer example, and peer to peer leadership, are powerful, and can motivate parents to participate in the school's prayer life. Parents, too, are yearning for thoughts on how to raise good Christian children in today's society. As busy as we will be, consider soliciting parent leadership to start a virtual "raising great kids" program that could involve guest speakers, book studies, etc., and address topics such as friendships, chastity, technology, dating, and more. When the school is a hub for the whole family, it will be more successful in its mission.</p>	<p><i>MCI 5 - Parental Involvement</i> - All efforts will be made to have parents involved in the faith life of our school.</p>
<p><i>MCI 6 - Virtual Service Activities</i> - Students learn by doing, and many children have learned the Christian faith by having authentic chances to put faith into service. While there will be fewer chances to perform acts of service in person during these times of pandemic, insist on continuing the ethos or service in our Catholic schools. Think differently in how it's done: Children can write notes of appreciation to parents, and parents to children. In the toxic social media world we inhabit, students can take time to write a word of praise, to lift someone up, to encourage someone. Tie these words and actions to virtues studied in school.</p>	<p><i>MCI 6 - Virtual Service Activities</i> -Each Religion Teacher will insure (when and if possible) that they are providing opportunities for their students to actively participate in service opportunities. Some examples could be: cards for nursing homes/military/ Salvation Army, chores for neighbors-weeding/raking/taking trash cans in/out, decorating bags for Meals on Wheels, cleaning closets/playroom for gently used items for donation, preparing a meal for CARES.</p>

MCI 7 - Presence - The pastor and principal set the tone for their schools. The school community looks to them for inspiration and guidance, and they are both a key part of the overall health of the community. They will both need to be present, prayerful and engaged with the school community. They set the tone. Pastors and principals need to have both a physical and a virtual presence in the school community. Pastors and principals are encouraged to stay strong with a message of Christian prayer and service and of a life in Christ, and to vary the ways they are present in the school community: hand-written 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.

***T 1- Accessibility* - All teachers will create an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.**

St. Patrick School is now a one to one school: each student in grades K-8 will have a school device to use while at school (K-2 students will have an iPad; 3-8 students will have a Chromebook). The students will be permitted to take their devices with them in the event we move to a remote learning situation.

<p>Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21.</p> <p>Schools will ensure that all parents and guardians have access to students' grades, assignments and school work.</p>	<p>At St. Patrick School parents will be encouraged to utilize Rediker to monitor their students' progress. Parents will be allowed access to the LMS (Google Classroom and SeeSaw) to maintain awareness of student assignments and 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><i>T 2 - Health and Technology</i> -Teachers will avoid using traditional paper assignments, tests, etc., that they collect. Paperless assignments and the use of a LMS to organize them will be utilized during the 2020-2021 school year. When papers are collected, schools should allow 48 hours to pass before a staff member handles the papers. Anyone handling the papers in the school environment before 48 hours elapsed must use proper gloves as PPE. Likewise, library books and similar materials should not be handled for 48 hours without gloves once the materials are used. Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.</p>
<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><i>T 3 - Digital Citizenship</i> -At St. Patrick School all teachers will address the nine elements of Digital Citizenship with their students during the first two weeks of school.</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?....

Group A 1 or more symptoms	Group B 2 or more symptoms
<ul style="list-style-type: none"> ● Fever (100.4 or higher) ● Cough ● Shortness of breath ● Difficulty breathing ● New olfactory disorder ● New taste disorder 	<ul style="list-style-type: none"> ● Chills ● Rigors ● Myalgia ● Headache ● Sore throat ● Nausea or vomiting ● Diarrhea ● Fatigue ● Congestion or runny nose

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

Appendix B - 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/>

