



THE DIOCESE OF HARRISBURG

DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

Updated September 1, 2020

School Name	Sacred Heart of Jesus	School Location	Lewistown, PA
Principal	Deborah Henry and Lorie Torquato	Reopening Date	September 8, 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	
Father William Weary	Administration	Both	
Deborah Henry	Administration	Both	
Lorie Torquato	Administration	Both	
Richard Graham	Maintenance	Both	
Kathy Graham	Cook/Maintenance	Both	

BJ Newcamp	Secretary	Both
Emily Shank	Parent	Both
Dr. Mandy Maneval	Physician	Both
Ashley Henry	Development	Both
Angela Niman	Technology	Both
Lacie Wert	Teacher	Both



Logistics and Planning

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

Diocesan School Guidelines

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

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

Green Phase:
Students must wear a mask when entering the building. Students will practice social distancing while moving from bus entrance and car rider lobby to their classroom.

Differences in Yellow Phase:
Same guidelines from the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials:

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020

<p><i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and protocols that may include staggered schedules.</p>	<p>Green Phase: Student will wear masks when exiting the building. Teachers will monitor social distancing in the hallways as per a grade-level established schedule. Bus riders will exit using staircase B while practicing social distancing. Parents picking up their students as a car rider will remain in car and drive to staircase A. Teacher will monitor dismissal of students while practicing social distancing. Parents will not be required to enter the building.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020</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>Green Phase: Students will practice social distancing while moving to the cafeteria from their classroom. Students will sit three per table in the cafeteria. We have an onsite after school care program which will adhere to and follow the guidelines and regulations set forth by this plan.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020</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>Green Phase: In grades K-5 the student cohorts will be their homeroom. They will remain in that cohort for the entire day. A roster of students attending the After School Program will be kept weekly and submitted to the office. Homeroom lists, student schedules</p>

<p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p>	<p>and bus lists will be maintained and kept in the office.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020</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>Green Phase: Students will wear masks/shields when in the hallways. Students will walk down the right hand side of the hallway to reach their destination. Teachers will remain with their class and monitor social distancing and proper flow. Posters will be placed around the school, including hallway intersections, classrooms and bathrooms, to encourage social distancing and proper hygiene.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Yield, Stop Signs, and Arrows in the hallways, Posters promoting Good Hygiene, Handwashing, and Social Distancing Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020</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>Green Phase: Students will wash hands before and after recess.</p> <p>Two cohorts at a time will be on the playground. One on top level and one on bottom level. Interaction will only be with cohort. Students will be encouraged to remain six feet apart when at recess.</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.

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

All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.

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

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

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

Each cohort will have their own bag/bin of playground equipment which will be sanitized after each use.

No-touch activities will be encouraged and monitored by playground duty staff.

A staggered schedule will be determined for playground use.

First aid supplies will be located outside for non-emergency injuries to limit the trips to the office.

Differences in Yellow Phase:

Same guidelines from the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: Yield, Stop Signs, and Arrows in the hallways, Posters promoting Good Hygiene, Handwashing, and Social Distancing

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020

Green Phase:

Students will eat lunch in classroom with respective cohort. Lunches will be delivered to the classroom by cafeteria staff and distributed using social distancing guidelines.

Water fountains will be covered and inactive.

Students may bring water bottles to school. A refillable station will be available.

Differences in Yellow Phase:

Same guidelines from the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials:

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020, additional training for

<p>As was true last spring, students may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.</p>	<p>cafeteria staff prior to the start of school.</p>
<p><i>LP 8 - Visitors</i> - Part of the success of our social distancing methods depends on having a controlled environment in the school, to the extent feasible. Therefore, how we handle visitors is very important.</p> <p>Visitors include volunteers and school parents.</p> <p>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.</p> <p>School staff will take the temperature of visitors and visitors will self report on potential Covid symptoms (see Appendix A) upon entering the school, and they will wear face coverings for their entire visit. (See LP 12 “designated individual.”) Schools are to be very specific with handling visitors, and they must be strictly limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All “safe environment” child protection rules will apply at all times.</p> <p>Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved.</p> <p>If the county in which the school is located is in the <u>green</u> phase, visitors are allowed but only for truly necessary purposes.</p> <p>If the county in which the school is located is in the <u>yellow</u> phase, or if there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, visitors will not be allowed.</p> <p>Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be</p>	<p>Green Phase: Parents/Guardians will be granted access to the school through the main entrance and come to the first floor landing where they will sign their child in/out, and then wait for their child in the designated area. Signage will indicate the wait area.</p> <p>Temporarily, visitors will not have access to classrooms. Necessary repairmen will be allowed in the classroom.</p> <p>Volunteers will be limited to one at time kitchen helpers. Volunteers will report to the kitchen door entrance where they will sign in, have temperature checked, and report on symptom screening. Volunteers will stay in the kitchen and will not have contact with the classrooms. Face coverings, hairnets, and gloves will be required.</p> <p>Visitors will be limited to essential individuals. They will have temperature checked and be screened using a symptom checker form. A visitor badge sticker will be provided indicating proof of screening. Face covering and social distancing practices are required.</p> <p>Zoom meetings will be utilized as much as possible.</p> <p>Prospective family tours will be scheduled after school hours. Tours will be limited to one family at a time. A COVID screening will be completed. Social distancing will be practiced and masks will be worn.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: hairnets, gloves, symptom checker form, visitor badge stickers, signs Resources/Support: Health and Safety Plan posted on the Sacred</p>

<p>limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the school.</p> <p>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.</p>	<p>Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020, Faculty Meeting week of August 17, 2020</p>
<p><i>LP 9 - Trial Run</i> - Each school must take the time to do a trial run of their plan and record when/how this is conducted. Also, schools should come up with several “day in the life of” scenarios and schedules for stakeholders to anticipate the school experience: e.g., a “day in the life of” a teacher, an eighth grader, a school parent. This is helpful for internal planning and helpful to the stakeholder as well.</p>	<p>Green Phase: Staff practice will be conducted during the week of August 17, 2020 and student and staff practice will be conducted the week of August 31, 2020.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Meeting week of August 17, 2020, and the week of August 31, 2020</p>
<p>Logistics and Planning</p> <ul style="list-style-type: none"> Developing routines for daily health checks 	<p>Logistics</p> <ul style="list-style-type: none">
<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</p>	<p>Green Phase: Staff will document that they have checked their temperature and that it is not above 100.4 degrees F before 7:30 on a school Google doc. They will also record any symptoms. Staff member will not report to school if fever and/or symptoms are present.</p> <p>The staff will social distance among themselves and responsibly utilize typically-used common items.</p>

<p>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>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Electronic document Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Meeting week of August 17, 2020</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>Green Phase: Electronic document will be utilized to record student temperatures by 7:30 a.m. daily.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Electronic document Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom meeting on August 6, 2020 and Faculty Meeting week of August 17, 2020</p>
<p><i>LP 12 - Designated Individual</i> - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. The school will provide to the designated individual PPE to be used when checking temperatures. The PPE includes, at a minimum, face shield, face mask and gloves.</p> <p>Schools will designate appropriate individuals who will be able to evaluate the health of students during the school day. To the extent possible, that individual should be a school nurse.</p> <p>These designated staff members must do four things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD (see note</p>	<p>Green Phase: The school secretary will verify that staff members and students have checked in each morning by running a Rediker report.</p> <p>Those students who have not reported their temperature will be evaluated by a designated trained staff member using a touchless thermometer.</p> <p>The administration and the maintenance designee have received the required training (August 2020).</p> <p>Parents will be informed of the evaluation.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p>

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 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).

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.

LP 14 - Attendance - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person, and those ratios will change

Lead Individual: Deborah Henry and Lorie Torquato
Materials: Electronic document
Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website
Professional Development: Staff member will attend professional development provided

Green Phase:
The nurse will ensure these procedures are followed. The student will not be allowed back at school until fever free without medication for a period of 48 hours. The student must be cleared and present a note from a physician.

Differences in Yellow Phase:
Same guidelines from the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato
Materials: Electronic document
Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Nurse will attend professional development provided

Green Phase:
We are discontinuing perfect attendance awards.

If a child will be absent, parents will call the school. If a student is

<p>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>absent and has not called the school, the school nurse will contact the parent.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Electronic document Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</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> Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student’s homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p> <p>Schools will make every reasonable effort to limit the number of</p>	<p>Green Phase: The cohort will be defined by grade level.</p> <p>Cohorts will be self-contained.</p> <p>All specials teachers will come to the cohort. All specials teachers are responsible for sanitizing equipment used during the class period. There will be no changing of classrooms.</p> <p>Students will wear face coverings and walk down the right side of the hallway to reach their destination under the supervision of the cohort teacher using social distancing protocols.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: sanitizing supplies Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</p>

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.

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.

Professional Development: Faculty Zoom meeting on August 6, 2020 and Faculty meeting week of August 17, 2020.

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 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**

Green Phase:

Face coverings will be used by teachers, staff and students at all times while in the building. Face coverings may be masks, face shields, or neck gaiters.

Face shields are provided for students, faculty, and staff.

In the classroom, desks will be placed at a 6ft distance (shoulder to shoulder), and will face the front of the classroom. Desk barriers may be placed on desks to help with social distancing.

Extra furniture will be removed in order to allow for more space to social distance.

Outdoor mask breaks will be utilized often. If we cannot be outside, the use of a larger space in the building will be used.

Recess with mask break and social distancing will occur on the following schedule:

M, T, W, F

K and 3-- 9:30- 9:45

1 and 4—9:45-10:00

2 and 5—10:00-10:15

Thursday: Mass at 9:00 (Students will take a Mass break when walking to the church while practicing social distancing)

K and 3—10:00-10:15

1 and 4—10:15-10:30

2 and 5 – 10:30-10:45

Mon- Fri:

3 and 4 – 11:20-11:40

1 and 2 – 11:40-12:00

K and 5 – 12:05- 12:25

Snack break in the morning at teacher discretion.

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

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

LP 17 - Classroom Environment and Spacing - Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart.

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,

Afternoon breaks are at the discretion of the teacher based on classroom schedule.

Extra masks/shields will be available for students who do not have a mask/shield or who have a mask/shield that breaks or needs replaced.

Morning duty staff members will monitor students for proper mask usage when entering the school building.

Students and staff may choose to wear face coverings at any time, even when not required, such as during a mask break or at recess.

Face shields must be cleaned daily.

A clean or new mask must be worn to school each day.

Differences in Yellow Phase:

Same guidelines from the Green Phase will be followed

Lead Individual: Deborah Henry and Lorie Torquato

Materials: face masks, shields, desk barriers, mask break schedule

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty Zoom meeting on August 6, 2020 and Faculty meeting week of August 17, 2020.

Green Phase:

In the classroom, desks with desk barriers will be placed 6 feet apart and will face the front of the classroom.

Students will wear face coverings and if necessary disposable gloves during group work. All shared items will be sanitized.

Extra furniture will be removed in order to allow for more space to social distance.

<p>including: opened windows; classroom doors locked but propped open; ceiling fans. Floor fans and personal fans are not allowed.</p> <p>Likewise, schools will use outdoor space for learning opportunities as much as possible. These are critical initiatives. Development offices may fill a need here: This is a great chance to enhance the school campus by getting outdoor furniture, tables with umbrellas, etc.</p> <p>It is possible for students to engage in group work during school but in particular, controlled circumstances. Doing small group work outside is ideal. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, 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>Ventilation will be encouraged: classroom doors and windows will be open when possible.</p> <p>Outdoor space will be utilized and encouraged for learning opportunities.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom meeting on August 6, 2020 and Faculty meeting week of August 17, 2020.</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>Green Phase: Parents will receive and are required to sign the COVID Acknowledgement before the start of school.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Coronavirus Parent Information Packet Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</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 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>Professional Development:</p> <p>Green Phase: We will maintain coronavirus confidentiality when communicating with parents and staff.</p> <p>Schools will then directly contact parents of those students who are potential exposures.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Coronavirus Confidentiality Form, Diocesan Template for Communication with HIPAA compliance Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty meeting week of August 17, 2020.</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>Green Phase: The Emergency Contact Plan is updated at the beginning of the school year.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Emergency Contact Form Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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</p>	<p>Green Phase: The school will utilize the Diocesan communication template that is HIPPA compliant to ensure these mandates are followed.</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</p>

quarantine. The same applies for staff. Students or staff who are symptomatic will quarantine until they have fully recovered based on CDC guidelines and until they have fulfilled the quarantine. The school will consult with the Secretary for Education and the board of health on such matters.

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

The school will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the cohort system will increase the likelihood that we can keep more students healthy and present in the school building.

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

When informed of a positive Covid 19 test, or presumed positive test, among students or staff, the school will: isolate the affected individual(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

tested negative for COVID-19 or have fully recovered based on CDC guidelines.

The school will consult with the Office of Catholic Schools and the PA department of health on such matters.

Determination on who in the school community will quarantine will come from current guidance from the CDC and the recommendations of the board of health.

When informed of a positive COVID-19 test, or presumed positive test, among students or staff, the school will: isolate the affected individual; inform the parents of the affected student and have the child picked up immediately; inform the Office of Catholic Schools and the board of health; inform all school staff and parents; create a complete contact list for the affected individual; and prepare to take the necessary steps for cleaning and quarantine.

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

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>

Differences in Yellow Phase:

Same guidelines from the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: Diocesan communication template, DOH Quarantine and School Closing Info for Covid 19

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty meeting week of August 17, 2020

<p>an independent decision on the status of our schools in consultation with the board of health.</p> <p>All schools, school staff and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. Anyone entering PA from the states listed in the order "will need to quarantine for 14 days." See: https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx</p> <p>Schools will not be able to take field trips until further notice and permission from the Secretary for Education.</p>	
<p>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>Green Phase: The school will ensure these mandates are followed by sending all stakeholders the message that all our health and safety protocols must be taken seriously and followed.</p> <p>We will not impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Discipline policy Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty meeting week of August 17, 2020</p>

LP 23 - Hygiene Practices - Students will wash hands with soap or utilize hand sanitizer a minimum of four times per day and as needed: when entering school; before snack and lunch; after snack and lunch; before exiting school for the day. Naturally, when students use the restroom or blow their noses, etc., they will wash their hands as well.

Before and after using recess or PE equipment, students will wash hands.

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

Green Phase:

Hand sanitizing is set up throughout the school in the cafeteria, hallways, and at each exit door.

Hand sanitizer and handwashing stations will be in every classroom.

Students are asked to wash their hands or use hand sanitizer when they arrive, before and after they eat a snack or lunch, before they leave and as needed.

Hands will be washed with soap and water before and after recess and PE.

Posters will be placed around the school building to encourage proper hand washing and sanitizing procedures.

All classrooms will follow bathroom schedules. Students will stand in the hallway while waiting and practice social distancing.

Only one person is allowed in the cafeteria bathroom at one time.

	<p>If a student is waiting to use the cafeteria bathroom, he or she will practice social distancing using dots on the floor.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Good Hygiene Posters, handwashing stations, hand sanitizing stations, bathroom schedule Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty meeting week of August 17, 2020</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>Green Phase: Maintenance will check all bathrooms to ensure they are supplied for the start of school. They will sanitize high touch areas after the students arrive to school. They will sanitize the cafeteria after students leave the before school care. High touch areas will be cleaned again during the middle of the day. Classrooms will be fogged with cleaning products recommended by the CDC at the end of each day. The cafeteria will be sanitized at the conclusion of the after school program.</p> <p>The building will not be used for any meetings of outside groups.</p> <p>Differences in Yellow Phase: Same guidelines from the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Bathroom cleaning lists posted on door, Fogger, Sanitizing spray for each classroom Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Faculty Zoom Meeting on August 6, 2020 and Faculty meeting week of August 17, 2020, training for maintenance worker.</p>

Logistics and Planning <ul style="list-style-type: none"> Periodically surveying stakeholders to evaluate programming and support and make adjustments. 	
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
<i>LP 25 - Survey</i> - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.	Green Phase: School will send Diocesan surveys to staff and parents after two weeks and six weeks of school. School sent preliminary surveys to parents on July 1, 2020 and July 16, 2020 Differences in Yellow Phase: Same guidelines for the Green Phase will be followed. Lead Individual: Deborah Henry and Lorie Torquato Materials: Diocesan Surveys Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:
Creating and Maintaining Community <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 	
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
<i>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	Green Phase: We will share our plans for school reopening to parents to show our investment in the health and welfare of our school community. We will

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

Culture of joy

A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.

give opportunities for parent feedback through surveys or email. We will maintain positive communication with parents.

Teachers will cultivate a positive, joyful learning environment. We will continue to recognize the accomplishments of our students and communities. Regularly scheduled events that would normally happen in the fall will be rescheduled at a later date. Our goal is to work with the students to help them feel comfortable in the new environment. We look forward to returning to school so we can celebrate God’s love together and reconnect spiritually through weekly Mass in person, through Zoom, or live streamed on Sacred Heart School Facebook page.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: Surveys, email

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty Zoom meeting on August 6, 2020 and Faculty meeting week of August 17, 2020

CMC 2 - Communication - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email.

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).

Green Phase:

In the absence of our annual back to school night, teachers will make initial contact with their cohort to establish a sense of community prior to the first day of school. Teachers will Zoom with their cohorts the week August 24, 2020.

- Communication will come to parents via mailings, email, and on the school website.
- Diocesan Letter, communicated June 29, 2020 via email and website
- Family Survey was sent July 1, 2020 via email
- Tentative Back to School plan was sent to families July 7, 2020 via email
- Family Survey sent July 16, 2020 via email
- Faculty Zoom Meeting July 21, 2020 at 11:00 a.m.
- Back to School Mailing week of August 10, 2020 via mail
- Faculty Zoom on August 6, 2020

	<ul style="list-style-type: none"> Teachers will communicate with the cohorts the week of August 10, 2020 via written communication, email, or phone call <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Surveys, email, class lists, phone calls Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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>Green Phase: Health and Safety information tab was added to the website.</p> <p>Health and Safety Plan will be posted on the website</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Health and Safety plan Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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</p>	<p>Green Phase: We will continually strive to connect parents to teachers and to other parents throughout the school year with the use of newsletters, Zoom meetings and parent tutorials for Google classroom.</p> <p>Teachers will encourage and be open to parent opinions and communication.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Newsletters, Zoom meetings, Google Classroom</p>

<p>principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on social media first or speak negatively in the parent community. This is the time for togetherness, solidarity and community; gossip and negativity and toxic social media posts drag us down, tear us apart, and divert our focus from what is most important.</p>	<p>Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Google trainings through the Diocese</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>Green Phase: Technology test will be conducted to evaluate applicability of bandwidth for simultaneous online and in-person instruction prior to school opening.</p> <p>Webcams were purchased for remote learning Rewiring will be done to increase effectiveness of technology</p> <p>Staff practice will be conducted during the week of August 17, 2020 and student and staff practice will be conducted the week of August 31, 2020.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Classroom computers, teacher laptops, computer room workstations, Chromebooks, webcams Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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,</p>	<p>Green Phase: We will maintain our Facebook and Instagram, as well as our website to</p>

<p>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>highlight our school and our love for our students. Banners and a Billboard are being purchased to raise public awareness of our school Tours are available for any interested family.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Sacred Heart School Facebook, Instagram, and website Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>
<p>Creating and Maintaining Community</p> <ul style="list-style-type: none"> • Creating ways to mitigate stress responses in students, teachers, and families • Enhancing approaches to support social emotional learning 	
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<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>Green Phase: Weekly school Masses will be held by alternating weeks for classes (i.e. K, 2,4, one week...1,3,5 the next). Social distancing will be practiced. Zoom or Livestreaming will be available on Sacred Heart School Facebook page for classes not attending in person.</p> <p>In October, we will pray the Rosary as a whole school over the intercom system Morning and end of day prayers will be over the intercom. Lunchtime prayers will be in the classroom. Second Step program to help students develop a positive, growth mindset.</p> <p>Bulletin boards around the school will display growth mindset and positive thinking.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p>

	<p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Zoom, intercom, bulletin boards Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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>Green Phase: Father Weary and Father Jay available to offer spiritual and emotional guidance.</p> <p>A school counselor though the TIU is available to help students.</p> <p>A nurse from MCSD will help to maintain physical wellness.</p> <p>Dr. Mandy Maneval will provide additional professional advice.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons. ● Varying the way content is delivered to students and the way students can demonstrate their understanding ● Engaging students through setting a purpose for the work and providing choice in the process and product of the work. ● Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate. ● Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely ● Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning. ● Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. ● Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement. 	

<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 1 - Quality of Education</i> - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and learning through methods such as requiring lesson plans and providing feedback on them; doing frequent walk-through observations including participating in Zoom meetings or “simultaneous teaching;” surveys of stakeholders; and student assessment data.</p>	<p>Green Phase: The co-directors will check lesson plans weekly. This will continue through online learning as well.</p> <p>We will utilize parent surveys two weeks and six weeks after the start of school.</p> <p>The STAR Renaissance Assessment will monitor student learning.</p> <p>Faculty meetings will be used to assess student progress and implement accommodations.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: STAR Renaissance Assessment, Diocesan surveys Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: STAR Renaissance training</p>
<p><i>CI 2 - Distance Learning and Blended Instruction</i> - Principals must see to it that teachers are preparing lessons in both in-person mode and distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially.</p> <p>In order to teach through distance learning, it is an expectation that all teachers use a LMS (learning management system) to have a centralized “hub” for their teaching. Google Classroom is a LMS already available in our schools and it is free. Other well-known LMS platforms include Canvas and Schoology.</p> <p>Each teacher in our schools needs to embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional</p>	<p>Green Phase: Teachers will use Google Classroom. Teachers, students and parents will be trained on its use. Google classroom will also be utilized during in-person instruction to maintain familiarity.</p> <p>Educational packets will be provided for students who struggle with online education. Books and materials will be available for scheduled porch pick-ups. Teachers will coordinate dates.</p> <p>Zoom meetings may be used for instruction.</p> <p>A survey will be sent out to parents to further understand online teaching needs.</p>

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.

Teachers are issued laptops equipped with microphones and webcams to livestream lessons if needed.

Chromebooks and/or Netbooks will be available for students to borrow.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: surveys, laptops, Chromebooks, webcams

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development: Faculty training on Google Classroom

Green Phase:

The Catholic Faith will be incorporated into all subjects whether instruction is taking place in-person or online.

Teachers will engage students while live streaming lessons.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: laptops, Chromebooks, webcams

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development:

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.

Green Phase:

Special class teachers will come to the Cohort. They will have a cart with individual supplies.

Students will use their own supplies whenever possible, and shared supplies will be cleaned after use.

When possible PE will be held outside and social distancing will be practiced.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: special class supplies

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development:

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.

Green Phase:

Current staff will be the first choice when needing a substitute.

Other substitutes will be used as needed and available.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: Substitute list

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development:

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

<p>in a remote learning environment.</p> <ul style="list-style-type: none"> • 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>Green Phase: Teachers will have conversations with the cohort’s upcoming teacher to communicate the curriculum that was covered and missed during the 2019-2020 school year.</p> <p>“Super Standards” will be decided upon by each cohort’s teacher.</p> <p>Remedial reading and math support from TIU 11 and MCSD will be available for the students.</p> <p>Speech therapy is provided through TIU 11.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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</p>	<p>Green Phase: The STAR Renaissance Assessment will be administered three times per year as per Diocesan policy.</p>

<p>can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-do's of assignments and graded exercises whenever possible. Mastery teaching is an excellent approach for these times, and an excellent approach in general. Since some graded exercises will likely be taken at home or online, create exercises that emphasize original thinking, problem solving, and application of work. In addition to preventing cheating, those exercises require critical thinking as well.</p>	<p>We will utilize monthly progress monitoring for struggling students from the TIU and MCSD remedial teachers.</p> <p>Teachers will be trained in August on the STAR Renaissance Assessment.</p> <p>Teachers will recognize the need for flexibility and understanding of families regarding the issues involved with online learning such as due dates, completion and submission of assignments.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato</p> <p>Materials:</p> <p>Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</p> <p>Professional Development: STAR Renaissance Assessment Training through the Diocese in August.</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>Green Phase: We will follow the Diocesan Curriculum for all levels and all classes.</p> <p>Our teachers will communicate with the cohort's upcoming teacher to communicate the curriculum that was covered and missed during the 2019-2020 school year to fill in the gaps.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed</p>

	<p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Diocesan Curriculum Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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>
<p><i>MCI 1 - Spiritual Focus</i> - As people of hope, as “resurrection people,” we must seize this moment in our Catholic schools and let our identity as Catholic institutions shine through.</p> <p>Our goal is still to help children get to Heaven. They will grow in a life of virtue and holiness if we do all we can to create an atmosphere in which they can do so. A simple yet beautiful goal for our school staff: Be Christ to others. If they are Christ to others, they will see students striving to emulate them.</p> <p>Schools are encouraged to use this year to embrace our Mother Mary and to discover their own charisms as Catholic institutions.</p>	<p>Green Phase: The theme for the 2020/2021 school year will be Angels Among Us. As we live out our educational ministry, we know we are surrounded by many angels. Some of these angels are heavenly, and they provide us with inspiration, guidance and protection. Other angels are earthly...Our Catholic School benefit deeply by the talents and support of our dedicated teachers, volunteers, and other supporters. We know that angels are present throughout scripture, from the proclamations of the old testament to the celebration of Christ’s birth at the nativity.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>

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

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.

Green Phase:

Weekly school Masses will be held by alternating weeks for classes (i.e. K, 2,4, one week...1,3,5 the next) following Diocesan guidelines.

Social distancing will be practiced and Zoom or livestreaming on Sacred Heart School Facebook page will be available for classes not attending in person.

In October, we will pray the Rosary as a whole school over the intercom.

Morning and end of day prayers will be over the intercom.

Lunchtime prayers will be in the classroom.

Throughout the school year, we will continue to pray as a school community: prayer services (Thanksgiving, Advent, Lent, etc), Stations of the Cross, May Crowning.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials:

Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website

Professional Development:

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

Green Phase:

During the summer, students had the opportunity to receive their First Communion that was missed in the spring.

The students will be prepared to receive their First Reconciliation in the winter and First Communion in the spring.

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

	<p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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>Green Phase: We will allow students to participate in Mass at the discretion of the Health and Safety Committee.</p> <p>Standards will be established for students to safely participate in weekly Masses.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</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</p>	<p>Green Phase: Weekly Masses and all religious experiences will be available via Zoom or the Sacred Heart School Facebook page for parent involvement.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>

<p>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 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>Green Phase: In accordance with our school theme, activities such as virtual messages, through Sacred Heart School Facebook and Instagram pages, prayer requests, or making cards may be practiced throughout the year. Fundraising to help with needs of the community and the Holy Childhood Association will encourage the students to be "angels" for others.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>
<p><i>MCI 7 - Presence</i> - The pastor and principal set the tone for their schools. The school community looks to them for inspiration and guidance, and they are both a key part of the overall health of the community. They will both need to be present, prayerful and engaged with the school community. They set the tone. Pastors and principals need to have both a physical and a virtual presence in the school community. Pastors and principals are encouraged to stay strong with a message of Christian prayer and service and of a life in Christ, and to vary the ways they are present in the school community: hand-written notes, drop-ins to classes, leading retreats, being part of virtual gatherings, and more.</p>	<p>Green Phase: The Pastor, Parochial Vicar and the Co-directors will be invited to Zoom calls and online classes to remain in touch with faculty, students, and families</p> <p>They will be available for spiritual guidance and support.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development:</p>
<p>Technology</p>	

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

Diocesan School Guidelines

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

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

Schools will ensure that they have proper bandwidth to support the use of devices, the ongoing efforts in blended learning, and the introduction of “simultaneous teaching,” including webcams or the like. Consideration for elementary schools will also include technical requirements for Renaissance STAR testing.

Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21.

Schools will ensure that all parents and guardians have access to students’ grades, assignments and school work.

Green Phase:

Our school will be rewiring to support the potential needs for technology.

Each teacher has a laptop equipped with a camera and microphone. They will be receiving webcams and training for them.

Each teacher will be trained on the utilization of Google Classroom.

Training videos will be given to parents on the utilization of Google Classroom.

A survey will be given to parents to assess the availability of internet access and devices in the home.

Chromebooks were ordered for student use.

Parents will have access to student grades through Rediker and to assignments and announcements through Google Classroom or via email or phone calls

Differences in Yellow Phase:

Same guidelines for the Green Phase will be followed.

Lead Individual: Deborah Henry and Lorie Torquato

Materials: laptops, Chromebooks, Rediker, Google Classroom, training videos, surveys

	<p>Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</p> <p>Professional Development: Ongoing trainings</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>Green Phase: Teachers will be encouraged to use laptops/Chromebooks during class.</p> <p>Teachers will be encouraged to post assignments on Google Classroom to allow practice for submitting online.</p> <p>The teacher will quarantine paper assignments and tests for 24 hours or handle with disposable gloves.</p> <p>Library books will also be quarantined for 24 hours. If this is not possible, the Librarian will handle materials with disposable gloves.</p> <p>Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p> <p>Lead Individual: Deborah Henry and Lorie Torquato Materials: laptops, Chromebooks Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website Professional Development: Google Classroom training in August, Ongoing trainings</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>Green Phase: Teachers will implement Digital Citizenship lessons throughout the year.</p> <p>We will use the NCEA and ISTE as a guide.</p> <p>Differences in Yellow Phase: Same guidelines for the Green Phase will be followed.</p>

	<p>Lead Individual: Deborah Henry and Lorie Torquato</p> <p>Materials:</p> <p>Resources/Support: Health and Safety Plan posted on the Sacred Heart of Jesus School website</p> <p>Professional Development:</p>
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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/>