



THE DIOCESE OF HARRISBURG

DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21 Updated September 17, 2020

School Name	St. Joseph School	School Location	Danville, PA
Principal	Kimberly S. Winters	Reopening Date	August 25, 2020
Type of Reopening	Total Reopening for all students and staff (but some students/families opt for distance learning out of safety/health concern).		
Pandemic Coordinator and Team			
<ul style="list-style-type: none"> • Health and Safety Plan Development: Individual will play a role in drafting the Health and Safety Plan • Pandemic Crisis Response Team: Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students • Both: Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of a confirmed positive case. 			
Individual	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities	
Kimberly S. Winters	Students, Parents and Staff	Develop the preparedness and pandemic response plan; Consider and provide sufficient and accessible infection prevention supplies; Develop a process with the local public health director to report a substantial increase in absenteeism among students and faculty; Identify methods to reduce the spread of the virus; Plan for the identification and screening of students and staff with virus-like symptoms; Plan for the care of students who are ill and determine when ill students may return to school. Determine how ill students at school will be isolated until parents arrive; Plan for continuity of operations and identify essential services; Communicate the plan to staff, school staff, parents/guardians, students, and the community; Plan for the delivery of educational services in the event that a significant number of staff becomes ill; Plan for the orderly closure or partial closure of school	
Daniel Rogers, M.D.	Parents and Students		
Alaina Neidig	Students and Staff		
Dorislyn Palmer	Students and Staff		
Matt Gilger	Students and Staff		

		operations, ongoing instruction, and eventual school reopening;
Logistics and Planning		
<ul style="list-style-type: none"> • Creating well defined entrance protocols for students, teachers, and visitors • Developing a plan for social distancing outside of the classroom in highly populated areas like hallway/ locker areas, restrooms, locker rooms, cafeteria, library, etc. This includes a plan for Mass and extra-curricular activities. 		
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.	
<i>LP 1 - Arrival Procedures</i> - Schools will establish clear protocols for students entering the building and how to proceed to classrooms. One of the goals of our health and safety protocols is to limit exposure between designated groups of students as much as possible. Schools will need multiple entrances.	YELLOW PHASE	GREEN PHASE
	<p>Kindergarten Readiness students will enter the school through the front door of the Annex. Parents and students are required to wear a mask and practice social distancing when dropping off their children on the porch.</p> <p>Students in grades kindergarten through three will enter the building through the front entrance. Students will wear a mask upon arrival.</p> <p>Students in grades four through eight will enter the building through the playground entrance. Students will wear a mask upon arrival.</p> <p>Teachers and/or Mrs. Winters will be located at both entrances to greet students and direct students to their classrooms.</p> <p>Students will report directly to their classrooms upon arrival to school.</p> <p>Parents of students in Kindergarten through eighth grade will drop off their children via the alley.</p>	
<i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and	YELLOW PHASE	GREEN PHASE

- Commented [1]:** Will parents be requested to wear a mask and practice social distancing on the porch during arrival and dismissal?
- Commented [2]:** Parents will park in main school lot and accompany child to porch/front door of the Annex?
- Commented [3]:** I would echo Mrs. Palmer. Parents should be required to wear masks at all times.

- Commented [4]:** Will there be someone at each entrance to take temperatures before directing students to their classrooms?
- Commented [5]:** Yes. We'll have 2 staff members at both entrances.

<p>protocols that may include staggered schedules.</p>	<p>Kindergarten Readiness students will dismiss from the front door of the Annex. Parents will wait on the porch for the teacher to dismiss. Parents are asked to park in the main parking lot.</p> <p>Students in grades kindergarten through three will be dismissed from the front entrance.</p> <p>Students in grades four through eight will be dismissed from the playground entrance.</p> <p>Students will be called down to the car lines, bus lines, etc., by teachers using walkie talkies. Parents with children in kindergarten through eighth grades will pick up their children via the alley using a staggered dismissal approach</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
<p>The before-school program begins at 7:00 a.m. Students who attend the program will arrive using the front entrance of the building.</p> <p>Students will remain seated in the hallway, wear a mask and maintain social distancing until 7:30 a.m. when they report directly to their classroom.</p> <p>The before and after-school programs will follow social distancing and mask requirements.</p> <p>When traveling from one area of the building to another or to the playground, students will wear their face shields or masks which will be removed for outside play.</p> <p>The after-school and before-school program supervisors will monitor procedures.</p>		

Commented [6]: will this be an issue with those parents getting in and out with Vans being there and teachers filling the lot? Will it also back up the car line speed? Could we have a staggered dismissal? Parents with kids here and another grade?

Commented [7]: We only have 5 currently enrolled. If teachers park in the rear lot we shouldn't have a problem at all.

Commented [8]: I like that idea Matt!

Commented [9]: multiple student families can possibly have oldest sibling go to classroom for younger sibling and dismiss at one location

Commented [10]: You're cross contaminating then. I think it's better to set up a schedule for dismissal and use the same entry as we do in the morning.

<p><i>LP 4 - Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars.</p>	<p style="text-align: center;">YELLOW PHASE</p> <p>At St. Joseph School a "cohort" is defined by the student's homeroom.</p> <p>Students in Kindergarten Readiness through eighth grade will remain with their cohort for the entire school day, including recess.</p>	<p style="text-align: center;">GREEN PHASE</p> <p>At St. Joseph School a "cohort" is defined by the student's homeroom.</p> <p>Students will remain with their cohort for the entire school day with the following exception:</p> <p>Students in fifth and sixth grade will have recess together.</p> <p>Students in seventh and eighth grade will have recess together.</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 style="text-align: center;">YELLOW PHASE</p> <p>Our safety plan includes the addition of a tiger mascot by the name of Safety Sam.</p> <p>Our mascot will be displayed on large, 5 ft., cardboard cutouts throughout the building with messages regarding hand washing, social distancing, etc.</p> <p>Morning and afternoon announcements will include a Safety Sam segment to review safety rules and procedures.</p> <p>Paw prints will be placed in hallways and frequently traveled areas indicating social distancing requirements.</p>	<p style="text-align: center;">GREEN PHASE</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</p>	<p style="text-align: center;">YELLOW PHASE</p>	<p style="text-align: center;">GREEN PHASE</p>

Commented [13]: Will we be able to put some 7/8 together for Keystone Algebra?

Commented [14]: Yes. I'm working on that.

Commented [11]: will this just be student homerooms or will middle school students need to keep some kind of journal?

Commented [12]: I think with the small size of our classes, we'll be able to keep a running list of our own.

Commented [15]: could these be prerecorded onto a device so you have ease of access and to not tie anyone else up in the morning to play.

Commented [16]: I'm hoping to have Dave record them and I can just play them from my phone.

<p>will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible.</p> <p>The school plan could include: keeping recess limited by cohort; offering a bag or bin of labelled equipment to be used for that cohort; clear direction on the use of the playground; and asking students to choose an activity at recess and stick with it for that period of time.</p> <p>Note: Schools should carefully consider how they allow use of playground-type equipment. When students have face masks or lanyards, there is the possibility of serious student injury if the mask inhibits vision while climbing or when strings get caught in playground equipment. Make sure that students are six feet apart if using playground equipment so that face coverings are not required for that period of time.</p> <p>All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.</p> <p>Schools will comply with the guidelines of the PIAA for their athletics teams and programs. High schools, in particular, will be aware that it is incredibly important for us to be clear, consistent, communicative, thorough and innovative in how we address health and safety practices in our sports programs.</p>	<p>Physical activity is an integral part of the school day. Extra recess opportunities will be provided for students throughout the day.</p> <p>Kindergarten Readiness through eighth grade will be assigned staggered, individual recess breaks and will participate in recess with their cohort only.</p> <p>Students will wash their hands before going to recess and after.</p> <p>Students will wear their masks/shields from the classroom to the playground and vice versa.</p> <p>Students will not wear their masks when at recess.</p>	<p>Physical activity is an integral part of the school day. Extra recess opportunities will be provided for students throughout the day.</p> <p>Based on class sizes, the following recess schedule is in place.</p> <p>Kindergarten Readiness through fourth grade will be assigned staggered, individual recess breaks and will participate in recess with their cohort only</p> <p>Grades five through eight will be assigned recess breaks in the following manner:</p> <p>Grades 5 & 6 together Grades 7 & 8 together</p> <p>Students will wash their hands before going to recess and after.</p> <p>Students will wear their masks/shields from the classroom to the playground and vice versa.</p> <p>Students will not wear their masks when at recess.</p>
<p><i>LP 7 - Lunch – Water Fountains</i> - Schools will create schedules that</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>

Commented [17]: Some worried parents may opt for students not to participate in recess with other students....maybe. Will we need a designated area for those students ?

<p>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 cleaning protocols. In elementary schools, cafeterias should not be used for mealtime unless truly necessary. Elementary schools should explore use of classrooms and outdoor space first.</p> <p>Issues such as the number of students in the school, the school facility itself and staffing levels will come into play for this decision. In high schools, cafeteria settings may be used, but with strict protocols that address social distancing and cleaning. In instances when the cafeteria is used, cafeteria staff will use barrier protection PPE; cleaning will occur between student lunch shifts; and lunch shifts will be staggered with social distancing in practice during the shift.</p> <p>As was true last spring, students may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.</p>	<p>All students will eat in their classroom with their respective cohort.</p> <p>Lunches will be delivered on carts by lunch room volunteers to each floor of the school building and to the Annex.</p> <p>Lunches will be served on disposable plates, lunch bags, etc., with disposable silverware.</p> <p>Water fountains throughout the school will be replaced with Tulpehocken water coolers.</p> <p>Microwaves will be provided within classrooms for heating and reheating of food.</p> <p>Students will remain in their seats and practice social distancing during lunchtime.</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 enter the school through the office area, typically, the school is encouraged to implement physical barriers (such as plexiglass), to the extent feasible, between school staff and others in the office area.</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 masks 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.</p> <p>Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved.</p>	<p style="text-align: center;">YELLOW PHASE</p> <p>For the safety of our staff and students, visitors will not be permitted beyond the lobby of the school.</p> <p>Visitors will wear a mask, ring the bell, and state their name and the purpose of the visit. A staff member will meet you in the lobby to help you.</p> <p>If you are volunteering in the cafeteria, you will sign in at the table in the lobby and go directly to the cafeteria, etc.</p> <p>Parents that are signing in or signing out their child will follow the same procedures and</p>	<p style="text-align: center;">GREEN PHASE</p> <p>For the safety of our staff and students, visitors will not be permitted beyond the lobby of the school.</p> <p>Visitors will wear a mask, ring the bell, and state their name and the purpose of the visit. A staff member will meet you in the lobby to help you.</p> <p>If you are volunteering in the cafeteria or school, you will sign in at the table in the lobby and go directly to the cafeteria, etc.</p> <p>Parents that are signing in or signing out their child for appointments or due to illness,</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 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>sign the visitor log in the lobby.</p> <p>Pens will be available for you to use. After using a pen from the “clean” container, please move it to the “used” container before leaving the lobby.</p> <p>Hallway doors with lobby access will remain locked throughout the day.</p> <p>Student tours will be provided by Mrs. Winters after school.</p>	<p>will follow the same procedures and sign the visitor log in the lobby. We will deliver your child to you in the lobby.</p> <p>Pens will be available for you to use. After using a pen from the “clean” container, please move it to the “used” container before leaving the lobby.</p> <p>Hallway doors with lobby access will remain locked throughout the day.</p> <p>Student tours will be provided by Mrs. Winters after school.</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. This is helpful for internal planning and helpful to the stakeholder as well.</p>	<p>The safety plan will be reviewed at the end of the first day of school (August 25, 2020) with the Pandemic Team. A trial run of the plan will take place during faculty in-service prior to the start of school.</p>	
<p>Logistics and Planning</p> <ul style="list-style-type: none"> Developing routines for daily health checks 		
<p>Diocesan School Guidelines</p>	<p>Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>	
<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>

Commented [18]: very clever

Commented [19]: would it be a good idea to have each teacher have two walkie talkies instead of one. This could prevent low batteries from being an issue. One charging during the day while other is in use, both charging at end of school day.

Commented [20]: We could add a daily reminder to announcements to charge also

<p>school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p> <p>The current science indicates that stricken adults may be more likely to pass the coronavirus among themselves. Therefore, the school must take steps to be sure that staff socially distance among themselves, that any common areas or typically-used common items (such as coffee pots) are not used, and that staff-to-staff meetings happen virtually, if feasible.</p>	<p>Staff will take their temperatures upon arrival at school and log their temperatures in the school office.</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>Student temperatures will be taken upon arrival to school before students enter the building. Faculty members will be located at the entrances and will use an infrared thermometer to assess each student's temperature. Temperatures will be logged. Any student who has a temperature of 100.4 or greater or is exhibiting Coronavirus symptoms, will keep their mask on, enter the building through the Annex kitchen and wait until a parent can be reached for pickup.</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>The principal or school secretary will verify that all students have been assessed using the completed logs.</p> <p>The school secretary and principal, in partnership with the Danville Area School District nursing staff, will develop a plan to evaluate student and staff health throughout the day.</p> <p>If a student's health is evaluated for any reason, a ParentSquare message or phone call will be made to the parent.</p> <p>The school Principal and secretary will be responsible for assessing sick students.</p>	

Commented [21]: This should be done outside so an individual does not contaminate areas where children will come in contact. Maybe bring them in through the door to the kitchen (which will not be in use this year) and have them wait there or pick-up?

Commented [22]: Has a location been identified for the "sick bay". Is there air filter or other ventilation devices in place given the risk of the spread of infected droplets. Is there a clearly outlined process for a person or person(s) to escort individual to this location and limit exposure to others? And what is the capacity of the sick bay -- should there be multiple individuals?

These designated staff members must do four things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD (see note below). b) Adhere strictly to CDC protocols for these evaluations 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, 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.

Sick children will be placed in the school sick bay which is separated from the office space with a plastic curtain.

<p><i>LP 13 - Other Methods of Verification and Symptoms</i> - Schools may choose other methods of verifying health in addition to the approach above. Those approaches include but are not limited to: Doing temperature checks and verbal symptom screening (see Appendix A) for each student every day, or taking a representative sample of student temperatures during the school day. This information should be safeguarded (HIPAA).</p> <p>Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a dignified manner in a designated room in the school building. Parents will be called to pick the child up immediately. The student will not be allowed back at school until a “fever-free” period of 48 hours has elapsed AND when the student has been cleared by a physician’s note. A parent who keeps a child home because of fever or coronavirus symptoms (see Appendix A) will follow the same protocols.</p>	YELLOW PHASE	GREEN PHASE
<p><i>LP 14 - Attendance</i> - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person, and those ratios will change based on quarantine requirements. Schools will work closely with families on all matters of attendance and will extend grace and partnership whenever possible. Schools will discontinue “perfect attendance” awards, as they may encourage attendance at school when ill. Schools will maintain a clearly-communicated system for reporting absences and will be certain to check any messages, etc., frequently, in case we learn that a student has Covid symptoms or the like.</p>	YELLOW PHASE	GREEN PHASE
<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>	

The principal or school secretary will verify that all students have been assessed using the completed logs.

The school secretary and principal, in partnership with the Danville Area School District nursing staff, will develop a plan to evaluate student and staff health throughout the day.

If a student’s health is evaluated for any reason, a ParentSquare message or phone call will be made to the parent.

Students will be required to remain at home until “fever-free” for a period of at least 48 hours.

School attendance, as always, is recorded in Rediker. Parents can track attendance through the parent portal.

Perfect attendance awards will not be presented in the Spring.

Any students participating in virtual learning will have an attendance system in place with their classroom/homeroom teacher.

LP 15 - Structure of Classes/Cohorts -

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

Each school will define the term cohort.

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

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

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

For middle school students, they may need to switch classes in order to use more advanced materials or facilities or to take advantage of

YELLOW PHASE

GREEN PHASE

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 out, in order to maximize the usage of space for social distancing and to keep offering the best possible academic program and activities.

Each class/grade will operate as its own cohort.

In Kindergarten Readiness through fourth grade, specials teachers (Art, PE, Technology, STEM, Music, and Spanish) will travel to the classroom for instruction.

In fifth through eighth grades, students will travel to their specials teachers (Art, PE, Technology, STEM, Music, and Spanish) following social distancing guidelines, staggered bell schedules and while wearing a face shield (provided by the school).

Schedules may include block scheduling when appropriate.

LP 16 - Face Masks/Shields - Note: In any situation in which a face mask is indicated, a face shield may be used as an alternative. The PA DOH face covering requirement allows for this. Note that neck gaiters are also acceptable. Face coverings must fit properly and must cover the nose and mouth. Schools are encouraged to have consistent policies on what is allowed on a face covering and are encouraged to prohibit writing of any kind. Political statements, statements contrary to the Catholic faith and any offensive statements are prohibited on face coverings.

Note: Some students may not be able to wear face coverings for various reasons. If a student has a school-written support plan that should indicate exemption from the mask; or brings a current IEP established at a public school to our school that indicates the same; or has previously-written medical directives on file that indicate the same, then that will suffice for documentation for the waiver. Any other requests for exemption from the face covering requirement must come in writing from a healthcare professional. Schools are asked to encourage a face shield, at a minimum, for every child.

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

YELLOW PHASE

GREEN PHASE

“shoulder to shoulder,” that is, from the shoulder of one student to the shoulder of the next.

Schools will understand that face covering breaks, like recess, are necessary and helpful to the learning environment. These breaks should, ideally, occur in an environment outside the classroom – outside, or in a gym, for example. The following is a recommendation from a clinical psychologist in our area. “The ideal is to have students at six feet apart and to give them five minutes w/o face coverings every thirty minutes. These breaks should, ideally, occur in an environment outside the classroom – outside, or in a gym, for example. The following is a recommendation from a clinical psychologist in our area: “The ideal is to have students at six feet apart and to give them five minutes w/o face coverings every thirty minutes.”

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

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

Schools should inform parents that parents will be expected to provide face coverings. Schools will provide face coverings at school, as well, in the expectation that students will lose or forget face coverings. 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.

Students will wear a mask into the building upon arrival and out of the building upon dismissal.

Students are required to wear their mask throughout the school day with mask breaks scheduled by their classroom teachers for five minutes every 30 minutes.

Students will be provided with a face shield which will be kept here at school in their classroom. Students will clean their face shields daily using soap and water.

When in their classrooms, they are required to wear a mask or face shield according to the latest guidelines.

If traveling to the office, restrooms, or another classroom, students will wear their face shield or their mask.

Staff members will wear a face shield or mask at all times.

Parents are expected to provide masks for students to wear to and from school. Disposable masks will be provided upon arrival if a student arrives without one.

The school will provide face shields and have a supply of disposable masks in the office in the case of loss.

Commented [23]: How will these be sanitized?

Commented [24]: soap and water at the end of each day during cleaning

Commented [25]: If they are not able to maintain the 6ft of social distancing, will they be required to wear a mask or face shield in the classroom as per the WHO recommendations? What about when interacting with teachers and other students?

Commented [26]: if students get out of vehicle or bus without a facemask, will there be disposable ones available at entrances

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

Schools will make every effort to ventilate their classes as well as they can, as there is evidence that improved ventilation lessens the communication of Covid 19. Ventilation can come from various sources, including: opened windows; classroom doors locked but propped open; ceiling fans. Floor fans and personal fans are not allowed.

Likewise, schools will use outdoor space for learning opportunities as much as possible. These are critical initiatives. Development offices may fill a need here: This is a great chance to enhance the school campus by getting outdoor furniture, tables with umbrellas, etc.

It is possible for students to engage in group work during school but in particular, controlled circumstances. Doing small group work outside is idea. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.

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

Logistics and Planning

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

YELLOW PHASE

GREEN PHASE

Extra furniture has been removed from all classrooms.

Any items covered in fabric have been removed from all classrooms.

In some instances, classroom teachers have been relocated to different rooms to accommodate the size of their class.

All student desks will be moved to the perimeter of the room and six feet apart.

Picnic tables and pavilion will be utilized as an outdoor learning space when possible.

Sneeze guards will be used in classrooms during small group or one-on-one teacher interaction.

In small group settings, interaction will be limited, and students will wear face shields.

In the event that students need to share materials, they will be required to wear face shields and disposable, protective gloves.

Commented [27]: I believe this answers my concern above.

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 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.	YELLOW PHASE	GREEN PHASE
	Notices will be included in back-to-school packets distributed in August. Parents are asked to sign and return those forms at Unpack The Backpack Night on Friday, August 21, 2020.	
<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.)	YELLOW PHASE	GREEN PHASE
	St. Joseph School will maintain the utmost confidentiality if a staff member, student or immediate family member of same is diagnosed with Coronavirus.	
	The school will inform parents if their child has been in contact with an infected person.	
<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. Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes.	YELLOW PHASE	GREEN PHASE
	Parents are required to hand in emergency forms by the first day of school.	
	Parents should contact the school office in the event their emergency contact information changes.	

LP 21 - Communication and Quarantine - Schools will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a staff member or student is diagnosed with Covid 19.

If one student in a cohort is diagnosed with Covid 19 or has a presumptive positive test, that student and his/her family will quarantine. The same applies for staff. Students or staff who are symptomatic will quarantine until they have fully recovered based on CDC guidelines and until they have fulfilled the quarantine. The school will consult with the Secretary for Education and the board of health on such matters.

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

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

YELLOW PHASE

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likelihood that we can keep more students healthy and present in the school building.

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

When informed of a positive Covid 19 test, or presumed positive test, among students or staff, the school will: isolate the affected individual(s) (if at school); inform the parents of the affected student(s) and have the child(ren) picked up immediately (if at school); inform the Office of Catholic Schools and the board of health; inform all school staff and parents that there is a case in the school and that those directly affected will get notification of exposure; create a complete contact list for the affected individual; and prepare to take the necessary steps for cleaning and quarantine.

While we typically follow our public school district in deciding to close our Catholic schools in times of inclement weather, in this situation, we will make an independent decision. As an example, if the City of Lancaster closed two of their schools for health concerns, we will make an independent decision on the status of our schools in consultation with the board of health.

All schools, school staff and school community members will abide by the State of Pennsylvania recommendations or quarantine for travelers to other states (see link below for the list of states). While the state considers these recommendations, the schools of the Diocese of Harrisburg are implementing them as [requirements to quarantine](#). Any school staff or students entering PA from the states listed in the order are required to quarantine for 14 days. Please note that the list is updated regularly. Likewise, any school staff or students entering the US from abroad (international travel) are required to quarantine for 14 days. Since international travel includes a wide range of situations, those affected should bring their individual circumstances to the principal who will consult with the Secretary for Education to make a final determination.

In the event that a student is diagnosed with coronavirus, the school will contact the Department of Health for guidance. That student will have to quarantine for the length of time determined by the Department of Health.

In the event that more than one student is diagnosed with coronavirus, the school will consult the Department of Health and determine if the entire cohort or school body should be quarantined. Students will resume virtual learning with mandatory attendance.

In either case, the school community will be informed of the diagnosis while following confidentiality rules and respecting the privacy and dignity of the ill individuals.

The Pandemic Team will meet regularly to ensure that updates and changes are communicated effectively and in a timely manner to families and stakeholders. Communication will be made through ParentSquare.

Following the State of Pennsylvania travel restrictions, students may need to quarantine for 14 days when traveling and resume virtual learning..

There will be no field trips for the current school year.

If a staff member or student is confirmed positive, they will quarantine with their family following guidelines from the department of health.

Commented [28]: Will there be regular meetings for the pandemic team to ensure we are up to date on changes in recommendations? How will these updates be communicated to families so expectations are clear?

Commented [29]: Yes. My plan is to meet with the Pandemic Team biweekly through either email, Zoom, etc.

Commented [30]: If it is the teacher who tests positive, will the teacher instruct virtually from home while in quarantine if not too sick to work?

Commented [31]: in the event multiple students get virus and cohort goes home, will they resume education virtually? will attendance online be mandatory?

<p>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 style="text-align: center;">YELLOW PHASE</p>	<p style="text-align: center;">GREEN PHASE</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>We are all in this together. Children are returning to school with feelings of apprehension and anxiety. Students will not be punished for unintentional violations of the safety plan.</p> <p>The Safety Sam program will remain in place and visible throughout the building as a constant reminder of procedures.</p>	
<p><i>LP 23 - Hygiene Practices</i> - Students will wash hands with soap or utilize hand sanitizer a minimum of four times per day and as needed: when entering school; before snack and lunch; after snack and lunch; before exiting school for the day. Naturally, when students use the restroom or blow their noses, etc., they will wash their hands as well. Before and after using recess or PE equipment, students will wash hands.</p> <p>Schools will provide hand sanitizer stations, particularly for students in middle and high school. These stations should be touchless, ideally, so that the act of sanitizing does not become an act of spreading germs. Likewise, soap dispensers should be touchless.</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>Touchless hand sanitizer stations will be placed outside of each classroom.</p> <p>Students will wash hands with soap or use hand sanitizer at scheduled intervals throughout the day in addition to after bathroom breaks, etc.</p> <p>Classrooms will be cleaned throughout the day using a combination of Clorox wipes and cleaning solution.</p> <p>Electrostatic sprayers will be used at the end of each school day after dismissal to sanitize classrooms.</p> <p>The religious education program held in the school will be responsible for cleaning any areas used during their classes.</p> <p>The janitorial staff will maintain regular sanitizing of bathrooms, door handles, etc.</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 at approximately the six-week mark of the school year. 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 themes for use in the surveys. (Common themes were provided in an email on September 23, 2020.)	YELLOW PHASE	GREEN PHASE
	A survey will be sent via ParentSquare to all staff and parents within the first two weeks of school and again in week six.	
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 “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	YELLOW PHASE	GREEN PHASE

Commented [32]: and then in week six also?

<p>maintain a <u>culture of joy</u>.</p> <p>Culture of joy</p> <p>A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.</p>	<p>St. Joseph School is a family where we support and lift each other up in the event of a crisis. We believe that school is an experience for a child. A good experience equals a love of school, learning and a sense of community. It is our intention to bring our students, parents and faculty back to the same loving and nurturing environment they experienced prior to the coronavirus. Our Safety Sam program will replace constant reminders to not touch your face and maintain social distance. The program will be a fun, animated approach to safety. Safety Sam reminders during morning and afternoon announcements will bring a light-hearted approach to a difficult situation.</p>	
<p><i>CMC 2 - Communication</i> - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email.</p> <p>Each school will make a detailed communication plan that indicates what will be communicated to stakeholders, and how, and when - regarding the start of school and the opening weeks of school in particular. Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum (see above).</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</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>YELLOW PHASE</p>	<p>GREEN PHASE</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</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>

Commented [33]: Such a good idea!

<p>connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.</p> <p>It is critical to stress to parents, now more than ever, the importance of the Church's principle of subsidiarity: take a problem to its source, and problems are best solved at the lowest level. If there is difficulty with a teacher, the parent is to take the problem to the teacher, first -- then the principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on social media first or speak negatively in the parent community. This is the time for togetherness, solidarity and community; gossip and negativity and toxic social media posts drag us down, tear us apart, and divert our focus from what is most important.</p>	<p>A new parent zoom meeting is scheduled for Wednesday, July 22nd at 6:30 p.m.</p>
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- Commented [34]:** Kate informed me that this is July 22nd as per Parent Square. I rarely question my wife due to fear for personal safety.
- Commented [35]:** You are a smart man.

<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>
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<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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>Unpack the Backpack Night on August 21, 2020, from 4:00 p.m. to 6:00 p.m. will provide an opportunity to test parts of the safety plan as well as answer questions from parents and students.</p>	

<p><i>CMC 6 - Marketing</i> - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a "word of</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>
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<p>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>Social media is our largest form of advertisement. Our safety plan will be published on all platforms including our school website.</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>YELLOW PHASE</p>	<p>GREEN PHASE</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>The pandemic team will serve as the safety, health and wellness team in conjunction with the CSIU and nursing staff of Danville Area School District.</p>	

Curriculum and Instruction		
<ul style="list-style-type: none"> • Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons. • Varying the way content is delivered to students and the way students can demonstrate their understanding • Engaging students through setting a purpose for the work and providing choice in the process and product of the work. • Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate. • Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely • Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning. • Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. • Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement. 		
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.	
<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.	YELLOW PHASE	GREEN PHASE
	<p>Teacher lesson plans are checked weekly by the Principal to ensure consistency and that curriculum requirements are being accomplished. Virtual lessons are downloaded to YouTube for assessment as well.</p> <p>Monthly team meetings are held to ensure that quality teaching and learning is occurring in the building. Collaborative learning, team teaching, etc., are built into discussions and utilized as teaching tools.</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	YELLOW PHASE	GREEN PHASE

Commented [36]: Also our virtual lessons are each downloaded onto youtube where can you watch and assess any lesson we present.

distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially.

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

Each teacher in our schools needs to embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional instruction with the best of educational technology. The lessons of the spring of 2020 must be applied to the present. Whether the teacher is teaching an elective, elementary school or high school, blended instruction is the expectation.

As part of the cohort approach, all schools will strongly consider how they can use online learning in order to maintain the cohort and to minimize student and teacher movement through the building. Online learning simply means that students and teachers are connected via the internet. As an example: a teacher may be in one room of the school building but connect to students online in another room at school. This may meet the goals of less movement and minimizing student contact with others, and this could be good for all involved.

Each school must be ready and willing to use distance learning to embrace those students who will be enrolled but will learn from home in the school year 2020-21. The preferred approach in our schools will be what Timothy Uhl calls "simultaneous teaching," in which certain students are learning from home, and certain students are learning in the classroom. The idea is to use a web camera or similar technology to "broadcast" the classroom so that those at home are as connected as possible to the teacher and the in-person instruction. The teacher will need a thoughtful approach that allows for the integration of these two groups. Since we value community and relationships as Catholic schools, "simultaneous teaching" is an approach we need to embrace.

CI 3 - Interdisciplinary Work and Engaged Learning - One of the lessons learned from distance learning is that lessons that are

St. Joseph School students have the option to participate in face-to-face learning or virtual learning.

In Kindergarten Readiness through third grade, teachers will use the SeeSaw platform to deliver instruction.

Students in grades four through eight will be given a chromebook and will be live streamed from their regular classroom each day.

From the beginning of the pandemic, St. Joseph School has been virtual. Our teachers are knowledgeable in simultaneous instruction and ready to present either approach to our studentThird grade through eighth grade classrooms will use webcams to present to students attending virtually.

Students in Kindergarten Readiness through second grade will use SeeSaw as a learning platform.

Commented [37]: Does this include Kindergarten - 3rd, who are using See Saw?

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<p>integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that teachers are integrating the Catholic faith into lessons and that teachers are teaching from a Catholic, Christian worldview.</p> <p>Engagement is a critical goal. When students are engaged in their learning, they are motivated to do the work, develop an interest in it, and see the meaning in it. The learning speaks to them and draws them in.</p>	<p>Lessons should be diverse, inclusive and, when appropriate, cross-curricular. Student engagement is critical to the learning process and the school “experience.”</p>	
<p><i>CI 4 - Specials and Electives</i> - As we need to be mindful of learning lost during the quarantine, and as we will need to be mindful of daily schedules and their connection to health and safety, it is likely that schools will need to give less time per week to specials and elective courses. Again, it is ideal that specials classes are integrated into core classes; and that integration is a good way to make sure students get the proper time on the specials content.</p> <p>Classes such as band and choir present unique challenges because they may be connected to a higher possibility of Covid spread. A cautious approach must be taken to them. The Diocese will seek to provide specific guidance in these areas as we get closer to the start of school. (Note: Principals received recommendations on safely conducting music programs through a Google doc emailed to you.) In classes such as art, communal items must be cleaned before they are used by another student. It is best for each student to have his/her own supplies.</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>
<p><i>CI 5 - Substitutes</i> - When staffing, consider that it will be far better to use teachers in the school building as substitute teachers when needed. Teachers’ aides, specials teachers, elective teachers, part time teachers all may be good candidates for substitute teaching and for instances when we need to divide up a class due to social distancing. We enhance consistency and quality when we use this approach and we minimize the number of people who interact with students - a consideration for health and safety.</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>
<p>In Kindergarten Readiness through fourth grade, specials teachers (Art, PE, Technology, STEM, Music, and Spanish) will travel to the classroom for instruction.</p> <p>In fifth through eighth grades, students will travel to their specials teachers (Art, PE, Technology, STEM, Music, and Spanish) following social distancing guidelines, staggered bell schedules and while wearing a face shield (provided by the school).</p> <p>Parents are required to provide their children with their own art supplies to eliminate sharing of materials.</p> <p>The computer lab desktop computers have been replaced with chromebooks which enable us to practice social distancing more easily and aid in cleaning.</p> <p>Specials classes will utilize other areas of the building and outdoor areas for some activities/lessons, i.e., singing, dancing, gymnastics, etc.</p>	<p>When substitute teachers are in need, we do our best to utilize our regular staff members. In the event an outside substitute teacher is utilized, they will be briefed in the office upon arrival. The teacher they are covering for will provide a folder with specific instructions regarding our safety plan.</p>	

Commented [38]: How are what some consider "high risk" activities such as theatre, singing, and dancing going to be conducted. I was surprised to see these identified as high risk, but can understand some of the rationale.

Commented [39]: I was surprised by that as well. Since we're not using the cafeteria whatsoever, music classes where singing is happening, for example, will go there. We'll use the playground as much as humanly possible.

Curriculum and Instruction		
<ul style="list-style-type: none"> • Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload. • Utilizing authentic assessments rather than an over-reliance on tests. • Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. • Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment. • Ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools. • Creating an “early warning system” to identify and intervene with students who may be exhibiting academic and/or behavioral concerns. • Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning. 		
Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.	
<p><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>	YELLOW PHASE	GREEN PHASE
	<p>While we are proud of the manner in which we handled the move to virtual learning, we also are aware that students are returning to the fall needing either review or reteaching of material. St. Joseph School prides itself on meeting the students on their individual level and we will continue with that philosophy. During the first few weeks we will identify strengths and weaknesses for each of our students and differentiate instruction. Individual goal setting and consultation with the CSIU Reading and Math Support teacher will help to bridge any gaps that may exist.</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	YELLOW PHASE	GREEN PHASE

Commented [40]: : (

<p>academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-do's of assignments and graded exercises whenever possible. Mastery teaching is an excellent approach for these times, and an excellent approach in general. Since some graded exercises will likely be taken at home or online, create exercises that emphasize original thinking, problem solving, and application of work. In addition to preventing cheating, those exercises require critical thinking as well.</p>	<p>STAR testing training will be presented to the staff during faculty in-services.</p> <p>STAR testing will be a useful tool in early goal setting and differentiating instruction.</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
<p>Our mission, academically, is to provide a program that best suits each student regardless of ability.</p> <p>Teachers will review their curriculum with their team members, discuss where they left off at the time of quarantine and design best practices moving forward.</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.

Diocesan School Guidelines	Local School Plan - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.	
<p><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>	YELLOW PHASE	GREEN PHASE
<p><i>MCI 2 - Mass</i> - We must make attendance at Mass a priority. If the Eucharist is the “source and summit” of Christian life, we must make every effort to see that Mass is offered at least as often to each student as it was before the pandemic. While this is a challenge, and will require logistics and strong collaboration with pastors, it is a non-negotiable. Everything else must fit into the schedule that allows for Mass. In this time of creative approaches, apply the same creativity to Mass. Perhaps we blend the approach, so that we have an “all school” Mass though Zoom one week, and we have students attend Mass in</p>	YELLOW PHASE	GREEN PHASE

Catholic identity is a significant and valuable way we communicate our school’s affiliation with Catholicism. It is our shared fingerprint, revealed in our school mission statements, our publications, our common prayers, even woven thoughtfully into our unit plans no matter the subject.

- Commented [41]:** virtual school mass? maybe setup an access point in the chapel for the church if possible. We can make father a google account, he can host the mass on google meet, and teachers can join and watch on smart boards or projectors. IF father wants to have interactive homilies, this would allow teachers to post answers or questions for father.
- Commented [42]:** Sounds like a great idea Matt!
- Commented [43]:** I agree. Great idea.
- Commented [44]:** Father believes we can social distance in the church.

<p>person in cohorts the following week. Having Mass outdoors would be a wonderful opportunity.</p> <p>Each school will determine a way to attend Mass that takes into account available space, population, and appropriate social distancing. Schools will follow all current Diocesan guidance regarding norms for attendance at Mass during the Covid 19 pandemic by the Diocesan Office of Divine Worship. Expectations for social distancing at Mass includes six feet of spacing between people. In consultation with the pastor, schools will make a plan for Mass attendance that includes the goals of keeping students in cohorts and in restricting any student interaction with people beyond the school community.</p>	<p>School Mass is an important part of culture. Monthly Mass as a school along with class Masses enable us to celebrate our Catholicity.</p> <p>Father Marcoe will be consulted in the planning of the liturgy schedule and to ensure that we follow the safety plan.</p>	
<p><i>MCI 3 - Sacraments</i> - Schools should be cognizant that some students who were supposed to receive sacraments in the spring -- reconciliation, first communion and confirmation -- may not have received them. This is part of the loss from the spring. Clearly those students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</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>YELLOW PHASE</p>	<p>GREEN PHASE</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</p>	<p>YELLOW PHASE</p>	<p>GREEN PHASE</p>
<p>In conjunction with Father Marcoe and the coordinator of Religious Education, any changes to the current schedule will be promptly shared with parents.</p> <p>Our students play an important part in our Masses. They participate as lectors, psalmists and oftentimes the music ministry. We look forward to them continuing in those roles while following the safety plan recommendations.</p>		

<p>peer example, and peer to peer leadership, are powerful, and can motivate parents to participate in the school's prayer life. Parents, too, are yearning for thoughts on how to raise good Christian children in today's society. As busy as we will be, consider soliciting parent leadership to start a virtual "raising great kids" program that could involve guest speakers, book studies, etc., and address topics such as friendships, chastity, technology, dating, and more. When the school is a hub for the whole family, it will be more successful in its mission.</p>	<p>St. Joseph School is a family. Our parents are an important part of what we do each and every day. Volunteers are critically important and many of our parents want to be an active part of our school. Our Home and School Association is a great place to begin volunteering. Consider joining. Bring your talents and ideas on how to build a bigger and better community during these unprecedented times.</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>YELLOW PHASE</p>	<p>GREEN PHASE</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>YELLOW PHASE</p>	<p>GREEN PHASE</p>
	<p>Part of the St. Joseph School mission statement is service. Our students and faculty plan many service projects throughout the year to promote kindness, compassion and understanding in our students. This year those service projects may look a little differently. We look forward to finding new and inventive ideas to continue our mission to serve.</p>	
<p>Technology</p> <ul style="list-style-type: none"> ● Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning. ● Coordinating consistent apps and platforms across grade levels. ● Developing learning plans that offer rigorous learning for those without predictable access to online learning. ● Identifying ways for school-owned devices to download new technologies (once they have left school). ● Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc. ● Surveying school population to determine what equity and access to technology exists. 	<p>Father Marcoe along with your Principal, Kim Winters, are very visible and engaged with our students. We look forward to spending time with our students, giving guidance and inspiration to our teachers and forming relationships with our parents.</p>	

Commented [45]: just an idea... what if we collaborate with other local catholic schools, St. Columba, Lourdes, etc. and plan group rosaries or prayer services. I can start this initiative if we like the idea.

Commented [46]: I love that!

<ul style="list-style-type: none"> 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.				
<p><i>T 1 - Accessibility</i> - Schools will have wrestled with many issues in educational technology over the course of the spring of 2020.</p> <p>Schools will ensure that they have proper bandwidth to support the use of devices, the ongoing efforts in blended learning, and the introduction of "simultaneous teaching," including webcams or the like. Consideration for elementary schools will also include technical requirements for Renaissance STAR testing.</p> <p>Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21.</p> <p>Schools will ensure that all parents and guardians have access to students' grades, assignments and school work.</p>	<table border="1"> <tr> <th style="background-color: yellow;">YELLOW PHASE</th> <th style="background-color: #90EE90;">GREEN PHASE</th> </tr> <tr> <td colspan="2"> <p>All technology upgrades necessary to be successful both virtual and face-to-face have been made. We are Blessed to have a technology teacher who has prepared our children well and has led us successfully through unprecedented times.</p> <p>If there comes a time that we are required to resume virtual learning, we are confident in the platforms we have chosen and the equipment we can provide, that our students will once again flourish.</p> </td> </tr> </table>	YELLOW PHASE	GREEN PHASE	<p>All technology upgrades necessary to be successful both virtual and face-to-face have been made. We are Blessed to have a technology teacher who has prepared our children well and has led us successfully through unprecedented times.</p> <p>If there comes a time that we are required to resume virtual learning, we are confident in the platforms we have chosen and the equipment we can provide, that our students will once again flourish.</p>	
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<p><i>T 2 - Health and Technology</i> - Teachers, to the extent feasible, should avoid using traditional paper assignments, tests, etc., that they collect. This approach involves a higher risk for transmission of germs. Paperless assignments and the use of a LMS to organize them are strongly preferred. When papers are collected, schools should allow 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 the minimum number of items from home to school and vice versa to avoid potential contamination.</p>	<table border="1"> <tr> <th style="background-color: yellow;">YELLOW PHASE</th> <th style="background-color: #90EE90;">GREEN PHASE</th> </tr> <tr> <td colspan="2"> <p>Safety precautions will be taken when necessary. Students in grades 4-8 have access to their own chromebook for assessments, assignments, etc.</p> <p>Collected papers will not be handled for 24 hours unless gloves are worn.</p> </td> </tr> </table>	YELLOW PHASE	GREEN PHASE	<p>Safety precautions will be taken when necessary. Students in grades 4-8 have access to their own chromebook for assessments, assignments, etc.</p> <p>Collected papers will not be handled for 24 hours unless gloves are worn.</p>	
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<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>	<table border="1"> <tr> <th style="background-color: yellow;">YELLOW PHASE</th> <th style="background-color: #90EE90;">GREEN PHASE</th> </tr> <tr> <td colspan="2"> <p>Students are provided ongoing instruction specifically on digital citizenship. Our technology plan is reviewed at the beginning of</p> </td> </tr> </table>	YELLOW PHASE	GREEN PHASE	<p>Students are provided ongoing instruction specifically on digital citizenship. Our technology plan is reviewed at the beginning of</p>	
	YELLOW PHASE	GREEN PHASE			
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Commented [47]: teachers (4-8) should use google forms. whether I make videos for them to watch or go over in inservice.

the year in their technology class. GoGuardian has been purchased which will allow all teachers to monitor student activity during their assigned class periods to ensure on-task behavior.

Commented [48]: GoGuardian will allow all teachers to monitor all student activity during their assigned class periods to ensure on task behavior

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

Employee or Student Name:

Assigned Cohort:

Temperature:

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

Is the student/employee experiencing any of the following

Group A 1 or more symptoms	Group B 2 or more symptoms
<ul style="list-style-type: none"> • Fever (100.4 or higher) • Cough • Shortness of breath • Difficulty breathing 	<ul style="list-style-type: none"> • Sore throat • Runny nose/congestion • Chills • New lack of smell or taste • Muscle pain • Nausea or Vomiting • Headache • Diarrhea

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

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/>