



# THE DIOCESE OF HARRISBURG

## DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

Updated August 3, 2020

<b>School Name</b>	<b>Bishop McDevitt High School</b>	<b>School Location</b>	<b>Harrisburg, PA</b>
<b>Principal/President</b>	<b>Vincent Harper/David Gardiner</b>	<b>Reopening Date</b>	<b>8/17/2020</b>
<b>Type of Reopening</b>	Total Reopening for all students and staff (but some students/families opt for distance learning out of safety/health concern).		
<b>Pandemic Coordinator and Team</b> <ul style="list-style-type: none"> <li>• Health and Safety Plan Development: Individual will play a role in drafting the Health and Safety Plan</li> <li>• 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</li> <li>• 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.</li> </ul>			
<b>Individual</b>	<b>Stakeholder Group Represented</b>	<b>Pandemic Team Roles and Responsibilities</b>	
Vincent Harper	BMHS-Principal	Both	
David Gardiner	BMHS-President	Both	
Tricia Bosak	BMHS-School Nurse	Both	
Cheryl Reider	BMHS-Assistant Principal Student Services/Pandemic Team Coordinator	Both	
Cathy Pagliaro	BMHS-Assistant Principal for Academics	Both	

David Eichman	Director of Facilities	Both
MaryLou Kauffman	Director of Finance	Both
Thomas Baker	Campus Minister-Religion Teacher	Health and Safety Plan Development
Father Joshua Weaver	Chaplain	Health and Safety Plan Development
Tommy Mealy	Athletic Director	Both



**Logistics and Planning**

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

<b>Diocesan School Guidelines</b>	<b>Local School Plan</b> - 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.
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<p><i>LP 1 - Arrival Procedures</i> - Schools will establish clear protocols for students entering the building and how to proceed to classrooms. One of the goals of our health and safety protocols is to limit exposure between designated groups of students as much as possible. Schools will need multiple entrances.</p>	<p><b>Green Phase: All Students must wear face coverings when riding on school buses to and from school. Students should enter the building and report directly to homeroom classrooms. Students will be permitted to go to lockers during homeroom or staggered times during the day to reduce congestion at specific times of the day. Students will be encouraged to carry most educational materials needed for the day in backpacks to reduce the need for locker visits. Should student buses arrive prior to scheduled homeroom period, students will be socially distance in the auditorium where there is ample room to maximize distance until homeroom period.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: N</b></p>
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<p><i>LP 2 - Dismissal Procedures</i> - Schools will need multiple exits and protocols that may include staggered schedules.</p>	<p><b>Green Phase: Students will be dismissed by activities, car riders/drivers, and bus number in order to reduce congregation and increase traffic flow during dismissal times.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: N</b></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><b>Green Phase: Students will be dismissed by activities, car riders/drivers, and bus number in order to reduce congregation and increase traffic flow during dismissal times.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: N</b></p>
<p><i>LP 4 - Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p> <p>Each school will define the term cohort.</p> <p>In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities.</p> <p>All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation.</p>	<p><b>Green Phase: High Schools are inhibited with development of homogenous groups of students due to the varying levels of course classes, master schedule structure, and student distribution. Cohorts will be defined by grade level, homerooms, and classroom makeup. Cohorts will be tracked by lists of classroom attendance, club rosters, activity rosters. Students will remain with the same students during lunch periods to the extent possible.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support:</b> Homeroom lists, lunch room seating chart, activity rosters.</p> <p><b>Professional Development: Y</b></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><b>Green Phase: Signs will be placed throughout the building to encourage proper hygiene practices as defined by the CDC and PA Department of Health protocols in classrooms, cafeterias, restrooms and other high traffic areas. Students will be directed to follow a specific flow of traffic in hallways to indicate one way direction when feasible throughout hallways to reduce congestion.</b></p>

	<p><b>Lead Individuals: Administration and Facilities</b>  <b>Materials:</b> Signs posted in hallways by maintenance. Social Distancing posters, CDC Hygiene Posters, Handwashing procedures. One way signs in Hallways.</p> <p><b>Professional Development: N</b></p>
<p><i>LP 6 - Recess, Athletics</i> - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible.</p> <p>The school plan could include: keeping recess limited by cohort; offering a bag or bin of labelled equipment to be used for that cohort; clear direction on the use of the playground; and asking students to choose an activity at recess and stick with it for that period of time.</p> <p>All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021.</p> <p>Schools will comply with the guidelines of the PIAA for their athletics teams and programs.</p>	<p><b>Green Phase: School will comply with PIAA for athletic teams and programs.</b></p> <p><b>Lead Individuals: Athletic Director</b></p> <p><b>Resources/Support: PIAA Resume to Athletic Plan</b></p> <p><b>Professional Development: N</b></p>
<p><i>LP 7 - Lunch, Water Fountains</i> - Schools will create schedules that keep students in cohorts at lunch times and will follow social distancing guidelines, to the extent feasible, during the lunch period as well. Protocols for lunch will include efforts to minimize among students shared spaces and shared equipment or serving utensils and an emphasis on clearing protocols. In elementary schools, cafeterias should not be used for mealtime unless truly necessary. Elementary schools should explore use of classrooms and outdoor space first.</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</p>	<p><b>Green Phase: Students will be seated as the maximum social distancing as feasible for lunch periods. Use of extra space in hallways and outside may be required when possible. Cafeteria tables will be cleaned after each lunch period. Students will be permitted to remove masks when eating and drinking. Water fountain usage will be to refill H2O bottles only. Students will not be permitted to drink directly from water fountains. Students will be encouraged to wash hands in lavatory prior to consuming food or beverages during lunch periods and after lunch. Parents will be encouraged to deposit funds using the on-line payment portal to reduce or avoid cash transactions. Cafeteria will provide boxed lunch when possible to reduce congregation in lunch lines.</b></p> <p><b>Lead Individuals: Administration and Facilities</b>  <b>Resources/Support:</b></p>

<p>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><b>Professional Development: Y</b></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 coverings for their entire visit. (See LP 12 “designated individual.”) Schools are to be very specific with handling visitors, and they must be strictly limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All “safe environment” child protection rules will apply at all times.</p> <p>Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved.</p> <p>If the county in which the school is located is in the <u>green</u> phase, visitors are allowed but only for truly necessary purposes.</p> <p>If the county in which the school is located is in the <u>yellow</u> phase, or if there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, visitors will not be allowed.</p> <p>Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be</p>	<p><b>Green Phase: All visitors will be required to wear face coverings upon entering the building and utilize hand sanitizer. Visitors will be required to take temperature check prior to or upon entering the building. Visitors should self-report if they have any signs or symptoms of Covid-19. Non-essential visitors, volunteers, and activities will be restricted which involve large groups. Visitors will not be permitted to enter the building if any symptoms or signs are reported or observed or if they have come in contact with someone who has had Covid-19 in last 14 days.</b></p> <p><b>Yellow Phase: Visitors will not be permitted to enter the building. Parents/Guardians picking up students will be required to call the office and school personnel will verify identity of parent/guardian prior to releasing the student to the custody of parent/guardian or designee.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b> Sign in Sheet, Thermometers, Visitor Guideline Poster.</p> <p><b>Professional Development: Y</b></p>

<p>limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the 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: e.g., a “day in the life of” a teacher, an eighth grader, a school parent. This is helpful for internal planning and helpful to the stakeholder as well.</p>	<p><b>Green Phase: Staff will review during in-service week of August 17-20<sup>th</sup>.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b></p> <p><b>Resources/Support: Health and Safety Plan</b></p> <p><b>Professional Development: Y</b></p>
<p><b>Logistics and Planning</b></p> <ul style="list-style-type: none"> <li>Developing routines for daily health checks</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 10 - Faculty and Staff</i> - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process <u>before</u> arriving at school.</p> <p>The current science indicates that stricken adults may be more likely to pass the coronavirus among themselves. Therefore, the school must take steps to be sure that staff socially distance among themselves, that any common areas or typically-used common items (such as coffee pots) are not used, and that staff-to-staff meetings happen virtually, if feasible.</p>	<p><b>Green Phase: Staff will self-report any signs or symptoms prior to reporting to work. Staff will sign self reporting sheet upon entering work. Faculty and Staff must be fever free (without the use of fever reducing medications such as Aspirin or Ibuprofen) to return to work and cleared by physician. Staff meetings will be held in large gathering areas such as the auditorium or cafeteria in order to socially distance to the extent feasible.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b> Sign in Sheet and Thermometer</p> <p><b>Professional Development: Y</b></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</p>	<p><b>Green Phase: Parents/Guardians will utilize self reporting system through Parent Portal to report temperature check and/or signs and symptoms of Covid-19. Students/parents who are unable to manage self reporting guidelines will have to choose online options. Parents will ensure students with any signs or symptom do not ride transportation to school or report to school for 48 hours until symptom and fever free</b></p>

<p>not report to school.</p>	<p>(without the use of fever reducing medications such as Aspirin or Ibuprofen) and cleared by a physician if they have a fever. Students must be fever free for 48 hours as cleared by physician to return to school.</p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b> Online Reporting Form in Rediker.</p> <p><b>Resources/Support: Online Reporting Form in Rediker</b></p> <p><b>Professional Development: N</b></p>
<p><i>LP 12 - Designated Individual</i> - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. The school will provide to the designated individual PPE to be used when checking temperatures. The PPE includes, at a minimum, face shield, face mask and gloves.</p> <p>Schools will designate appropriate individuals who will be able to evaluate the health of students during the school day. To the extent possible, that individual should be a school nurse.</p> <p>These designated staff members must do four things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD. b) Adhere strictly to CDC protocols for these evaluations and c) Use appropriate PPE for these evaluations and d) Closely guard the dignity and privacy of the student being evaluated</p> <p>Parents should be informed any time the child's health has been evaluated for temperature and/or Covid symptoms and should be apprised of the results as well.</p>	<p><b>Green Phase: Staff monitoring sheet will be checked daily by designee. Student self reporting sheet will be checked daily by designee. Students and teachers not self reporting will be checked by designee. Student and staff not self reporting daily will be reminded of self reporting process. Student/Parent/Guardian continued refusal or reluctance to self report may result in disciplinary responses or transition to on-line learning for students.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials: Rediker Report and Homeroom Attendance Sheets</b></p> <p><b>Resources/Support: School Nurse, Director of Technology</b></p> <p><b>Professional Development: Y</b></p>
<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</p>	<p><b>Green Phase: Any student who is symptomatic or with a fever of 100.4 or greater should see a physician and obtain a note they are fever free and cleared to return to school. School nurse will follow</b></p>

<p>temperature checks and verbal symptom screening (see Appendix A) for each student every day, or taking a representative sample of student temperatures during the school day. This information 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 and/or coronavirus symptoms (see Appendix A) will follow the same protocols.</p>	<p><b>up with students to ensure they are fever free for 48 hours before returning to school as cleared by a physician.</b></p> <p><b>Lead Individuals: School Nurse</b></p> <p><b>Professional Development: N</b></p>
<p><i>LP 14 - Attendance</i> - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person. Schools will work closely with families on all matters of attendance and will extend grace and partnership whenever possible. Schools will discontinue “perfect attendance” awards, as they may encourage attendance at school when ill. Schools will maintain a clearly-communicated system for reporting absences and will be certain to check any messages, etc., frequently, in case we learn that a student has Covid symptoms or the like.</p>	<p><b>Green Phase: Attendance will be taken during homeroom each day. Virtual students will be required to “check into” blended or virtual classrooms and/or complete daily assignments asynchronously to meet attendance requirements.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials: Attendance Logs</b></p> <p><b>Professional Development: N</b></p>
<p><b>Logistics and Planning</b></p> <ul style="list-style-type: none"> <li>• Developing protocols for social distancing in the classroom.</li> <li>• Developing scheduling options to facilitate reduced capacity at school.</li> <li>• Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues.</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 15 - Structure of Classes/Cohorts</i> - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with.</p>	<p><b>Green Phase: Students will be group in homerooms by grade level alphabetically. Classroom Rosters, club rosters, activity rosters, sporting rosters will ensure lists of student contacts is maintained. Larger enrolled classrooms such as study halls may require the use of the Auditorium in order to socially distance students to the best extent</b></p>

Each school will define the term cohort.

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

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

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

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

High schools keep complex academic schedules and, in order to prepare students for college, they will need to continue to offer a full academic schedule while making efforts to minimize the contact that each student has whenever possible.

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

**possible. Schedules will remain as structured as possible. Student numbers will be limited to allow for minimum of 3-6 feet between students in each classroom to the extent feasible. Cohorts will be defined by grade level, homeroom, and classroom attendance**

**Yellow Phase:** Students will be placed on A/B rotation for in person learning to limit the number of students present in the building to the extent possible.

**Lead Individuals: Administration**

**Materials: Master Schedule**

**Professional Development: N**

learning can help to minimize movement in the halls and exposure and will be an asset in the cohort approach -- see the section on Curriculum and Instruction.

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

Schools should make sure to use the entire school campus, inside and outside, in order to maximize the usage of space for social distancing and to keep offering the best possible academic program and activities.

*LP 16 - Face Masks/Shields* - Note: In any situation in which a face mask is indicated, a face shield may be used as an alternative. The PA DOH 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: When face coverings are required, some students may not be able to wear them for various reasons. The Diocese will provide a template that schools will use for a waiver in these situations. If a student has a school-written support plan that should indicate exemption from the mask; or brings a current IEP established at a public school to our school that indicates the same; or previously written medical directives on file that indicate the same, then that will suffice for documentation for the waiver.

Note: The state of Pennsylvania issued a mandatory face-covering order on July 1, 2020. As we approach the start of school, we will update, if needed, the information on use of masks, below.

Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the

**Green Phase:** All students and staff will be required to wear a face mask or shield when 6ft social distancing cannot be maintained. BMHS will provide one school face covering (neck gaiter) to all students and staff. Additional school face coverings may be purchased on a limited basis. Students and parents are encouraged to provide face coverings for students in addition to the school neck gaiter. Face coverings should be plain and be consistent with already established dress code requirements. Face coverings should be plain blue, yellow/gold, white. Face coverings may not display any type of writing, words, symbols, etc

**Lead Individuals: Administration**

**Materials: Neck Gaiters**

**Professional Development: N**

room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart (see below).

We intend to welcome all students to return to school in person in August 2020. The school will make every effort, to the extent feasible, to adhere to federal and state social distance guidelines and the CDC standards during the entire school day. The students will always be seated at a minimum of three feet apart, the WHO standard, if a six-foot distance is not feasible. Distance between students is to be measured “shoulder to shoulder;” that is, from the shoulder of one student to the shoulder of the next.

When students are not able to be seated six feet apart, face coverings will be required, per the PA DOH order of July 1, for all students age two and older.

Schools will be sensitive to the challenges of wearing face coverings in the school environment and will strive to create an environment where student face coverings are not needed in the classroom setting, whenever possible. When face coverings are needed in the classroom setting, schools will provide regular breaks for students. Schools will understand that these breaks, like recess, are necessary and helpful to the learning environment. Mask breaks should, ideally, occur in an environment outside the classroom - outside, or in a gym, for example. Schools are encouraged to provide mask breaks roughly every two hours, as a guide.

Schools will strive to have limited use of face masks in classroom settings for younger elementary students (PK-5), in particular.

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

Staff members and students may wear face coverings at any time when in school, if they prefer.

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

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

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

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

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

It is possible for students to engage in group work during school but in particular, controlled circumstances. Doing small group work outside is ideal. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, facing one another and engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face coverings AND b) they are at least six feet apart. If students are

**Green Phase:** Classroom desks will be placed at minimum 3 feet apart from center of desk to center of desk. Students will be encouraged to maintain 6ft distance to the extent possible in each classroom space. Teachers will be encouraged to utilize outdoor space for instruction when weather permits. Classroom doors will remain open throughout the day.

**Yellow Phase: A/B (if utilized) schedule will reduce students in classrooms to create greater social distancing guidelines.**

**Lead Individuals: Administration**

**Professional Development:**

<p>in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class.</p> <p>The school should explore the idea of a work station (to include sneeze guards) in classrooms.</p>	
<p><b>Logistics and Planning</b></p> <ul style="list-style-type: none"> <li>• Creating a plan to handle confidentiality issues</li> <li>• Reviewing and updating the Emergency Contact Plan</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 18 - Coronavirus Parent Information</i> - Each school will provide parents with a set of notices to sign before the school year starts. These notices are to be separate from handbook signature forms, etc., so that they get the needed attention. The Office of Catholic Schools will provide templates; schools are to use these templates.</p>	<p><b>Green Phase:</b> Parents will receive notices before the start of school</p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b></p> <p><b>Resources/Support:</b></p> <p><b>Professional Development:</b></p>
<p><i>LP 19 - Coronavirus Confidentiality</i> - Schools will use a communication template to inform all school staff and all school parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. Schools will do everything possible to maintain the confidentiality of the sick person. Likewise, schools will inform parents when a staff member or student contracts other communicable diseases, such as chicken pox, influenza, etc. All communication templates need to be HIPAA compliant, and the school's health officer (nurse, principal or principal's designee) will assure compliance and will see that the information is stored according to HIPAA regulations. The Diocese will provide a template for communication with HIPAA compliance.</p>	<p><b>Green Phase:</b> Confidentiality will be maintained when communicating with parents and Staff. The Department of Health will require that all students and staff who test positive be identified to the Department of Health. HIPPA will be maintained for all students within the community and names of specific students, faculty, or staff who test positive will not be shared with non-essential personnel.</p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b> Covid-19 Parent Information Packet</p> <p><b>Resources/Support: Dioceses template</b></p> <p><b>Professional Development: N</b></p>
<p><i>LP 20 - Emergency Contact Plan</i> - Schools will make every effort to have a current and effective emergency contact plan so that the parents of all students may be contacted about their children's health status and</p>	<p><b>Green Phase:</b> Emergency Contacts are updated yearly. Parents will be required to pick students up within 30 minutes of quarantine due to signs or symptoms of Covid-19</p>

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.

**Lead Individuals: Administration**

**Materials: Emergency Contact Cards, Rediker, Parent Portal**

**Resources/Support: School Nurse**

**Professional Development: N**

*LP 21 - Communication and Quarantine* - Schools will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive.

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

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

If more students become ill, the school will consult with the board of health and the Office of Catholic Schools to make determinations on when to have the whole cohort, or possibly the whole school, quarantine. The school will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the cohort system will increase the likelihood that we can keep more students healthy and present in the school building.

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

**Green Phase:** Students/staff diagnosed with positive case will quarantine under supervision of PCP (Primary Care Physician) and CDC guidelines of minimally 10-14 days. School will utilize Diocese communication plan template to ensure HIPPA compliance. Students/Parents should notify administration if they have gone to any state deemed a "hotspot" where Quarantine is recommended upon return to PA. 10-14 day quarantine is recommended.

**Lead Individuals: Administration**

**Materials: Diocesan Communication Template**

**Resources/Support: Diocesan Center and School Nurse,**

**Professional Development: Y**

transportation agencies so that they may have the proper information about student illness.

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

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

All schools, school staff and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. Anyone entering PA from the states listed in the order “will need to quarantine for 14 days.” See: <https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>

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

**Logistics and Planning**

- Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc.
- Creating a plan for deep-cleaning of facilities and high touch areas daily, between alternate schedules, in the case of positive cases, etc.

**Diocesan School Guidelines**

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

<p><i>LP 22 - Responsibilities and Protocols</i> - We are in an exceptional time in our schools. Students have lost learning time and are very much out of the routine of in-person instruction. Catholic schools are known for their orderly environments, and we want to send all stakeholders the message that our health and safety protocols must be taken seriously and we expect full compliance. Intentional violations of these protocols are serious violations.</p> <p>On the other hand, we need to understand that most violations of protocol will be unintentional and there will be a learning curve. We want to educate, take different approaches in educating our students, practice routines and incentivize compliance. Rewarding good behavior and cooperation goes a lot farther than disciplining students in these unusual circumstances. Schools are <u>not</u> to impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.</p>	<p><b>Green Phase:</b> School will work with parents and students to follow Health and Safety Guidelines. Any Disciplinary measures utilized will be reviewed on case by case basis. Review and reinforcement of health and safety guidelines will be conducted.</p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials:</b></p> <p><b>Resources/Support: Health and Safety Plan, Student Handbook and Code of Conduct, Faculty Handbook</b></p> <p><b>Professional Development: Y</b></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><b>Green Phase:</b> Each classroom and common space is equipped with Touchless Hand Sanitizer stations. Students will be instructed to utilize hand sanitizer station upon entering and exiting classes. Students will be instructed to wash hands before and after lunch periods.</p> <p><b>Lead Individuals: Administration and Facilities</b></p> <p><b>Materials:</b> Touchless Hand Sanitizer and Soap Dispensers</p> <p><b>Professional Development: N</b></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><b>Green Phase:</b> The school custodial staff will conduct thorough cleaning and sanitizing of surfaces throughout the day as possible. This will include wiping down and spraying high traffic areas and high touch areas when feasible. The school will also complete a school wide cleaning after each school day to prepare for the next day as part of the evening custodial cleaning as needed and when possible.</p> <p><b>Lead Individuals: Administration and Facilities</b></p> <p><b>Materials:</b> CDC approved spray foggers (360 sanitizing machine) and</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>equipment as well as spray bottles and approved chemicals for general sanitizing.</p> <p><b>Professional Development: N</b></p>
<p><b>Logistics and Planning</b></p> <ul style="list-style-type: none"> <li>Periodically surveying stakeholders to evaluate programming and support and make adjustments.</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>LP 25 - Survey</i> - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.</p>	<p><b>Green Phase: Bishop McDevitt will conduct a survey during the weeks of September 8<sup>th</sup>, 2020 and October 6<sup>th</sup>, 2020.</b></p> <p><b>Yellow Phase:</b>  <b>Lead Individuals:</b>  <b>Materials:</b>  <b>Resources/Support:</b>  <b>Professional Development:</b></p>
<p><b>Creating and Maintaining Community</b></p> <ul style="list-style-type: none"> <li>Maintaining daily rituals (daily announcements, prayer, etc.)</li> <li>Creating community and connecting with students in new school configurations</li> <li>Facilitating community and connection with faculty and staff</li> <li>Developing authentic ways for parents to connect with the school community in a virtual world</li> <li>Structuring social opportunities for students and families</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>

<p><i>CMC 1 - Community and Culture</i> - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being “sterile,” or “cold,” instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a <u>culture of joy</u>.</p> <p>Culture of joy</p> <p>A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.</p>	<p><b>Green Phase: Bishop McDevitt will develop community building exercises as permitted by social distancing guidelines. We will attempt to conduct activities as usually permitted by social distancing and Covid-19 awareness.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials: TBD</b></p> <p><b>Resources/Support: TBD</b></p> <p><b>Professional Development: TBD</b></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><b>Green Phase: Regular communication will be provided to insure parents and school maintain relationships. We will utilize several methods to communicate with parents when in person opportunities are not possible such as: Live Streaming, Facebook, Rediker Portal Pages, and Admin Notify Announcements.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: N</b></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</p>	<p><b>Green Phase: A link to the Health and Safety Plan will be on Webpage.</b></p> <p><b>Lead Individuals: Administration and Director of Technology</b></p> <p><b>Professional Development: N</b></p>

<p>to be clearly visible and regularly updated.</p>	
<p><i>CMC 4 - Parent Connections</i> - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it.</p> <p>It is critical to stress to parents, now more than ever, the importance of the Church's principle of subsidiarity: take a problem to its source, and problems are best solved at the lowest level. If there is difficulty with a teacher, the parent is to take the problem to the teacher, first -- then the principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on 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><b>Green Phase: We will conduct a New Parent Orientation in August. We will continue to encourage new and current parents to follow protocols to express concerns and remain connected with school administration.</b></p> <p><b>Lead Individuals: Administration and Advancement</b></p> <p><b>Professional Development: N</b></p>
<p><b>Creating and Maintaining Community</b></p> <ul style="list-style-type: none"> <li>● Onboarding students to orient to the new realities of the classroom and school</li> <li>● Developing a differentiated on-boarding plan for students that are new to the school</li> <li>● Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled.</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CMC 5 - Testing of Procedures and Facilities</i> - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some "beta testing" to learn how our procedures and our facilities will work in this new situation.</p>	<p><b>Green Phase: Bishop McDevitt Covid-19 task force will review procedures and practices for implementation. The task force will continue to monitor for areas where improvement is required and adjust plans for procedures and facilities as needed. Bishop McDevitt will test distance learning platforms during teacher in-service week of August 17-21<sup>st</sup>.</b></p> <p><b>Lead Individuals: Administration</b></p>

	<b>Professional Development: Y</b>
<p><i>CMC 6 - Reaching families</i> - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a “word of mouth” world and parents who see a culture of joy and of partnership with them will in turn help to recruit new families, if you make intentional efforts to that end. A strong social media presence that documents your care and love for our students and that culture of joy and celebration will go a long way towards a school’s overall operational health.</p>	<p><b>Green Phase: Advancement Department continues to reach out and engage families in the community.</b></p> <p><b>Lead Individuals: Administration and Advancement</b></p> <p><b>Professional Development: N</b></p>
<p><b>Creating and Maintaining Community</b></p> <ul style="list-style-type: none"> <li>• Creating ways to mitigate stress responses in students, teachers, and families</li> <li>• Enhancing approaches to support social emotional learning</li> </ul>	
<b>Diocesan School Guidelines</b>	<b>Local School Plan</b> - 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>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><b>Green Phase: Thomas Baker has recently been appointed Campus Minister. He will be working with our students and staff to develop activities throughout the year to maintain and build upon Bishop McDevitt’s Catholic Identity.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support: Campus Ministry and Chaplain</b></p> <p><b>Professional Development: Y</b></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</p>	<p><b>Green Phase: Bishop McDevitt will continue to work with SAP team, counselors, PE teachers, and school nurse to provide supports for Safety, Health, and Wellness.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: Y</b></p>

<p>in whatever way they can in the school, as the needs will likely outstrip the means to serve them.</p>	
<p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Varying the way content is delivered to students and the way students can demonstrate their understanding</li> <li>• Engaging students through setting a purpose for the work and providing choice in the process and product of the work.</li> <li>• 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.</li> <li>• Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely</li> <li>• Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.</li> <li>• Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.</li> <li>• Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 1 - Quality of Education</i> - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and learning through methods such as requiring lesson plans and providing feedback on them; doing frequent walk-through observations including participating in Zoom meetings or “simultaneous teaching;” surveys of stakeholders; and student assessment data.</p>	<p><b>Green Phase: Bishop McDevitt will be working with teachers to implement a school wide lesson plan framework utilizing Classroom Curriculum Online Lesson Planning platform. Department Chairs and Administration will have access to online lesson plans and review them regularly. Classroom and virtual walkthroughs will be conducted to assist teachers develop pedagogical skills for virtual and online learning.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Materials: Classroom Curriculum Platform</b></p> <p><b>Resources/Support: Professional Development Team</b></p> <p><b>Professional Development: Y</b></p>
<p><i>CI 2 - Distance Learning and Blended Instruction</i> - Principals must see to it that teachers are preparing lessons in both in-person mode and distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially.</p>	<p><b>Green Phase:</b> All teachers will be required to utilize Google Classroom and Google Apps for instruction. Some features of Google Classroom are integrated into Rediker and will assist in reduction of differing platforms for instruction. Teachers will upload all assignments into</p>

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

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

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

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

*CI 3 - Interdisciplinary Work and Engaged Learning* - One of the lessons learned from distance learning is that lessons that are integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that

Google Classroom and utilize Google Meet for distance (virtual) lessons.

**Lead Individuals: Administration**

**Materials: Google LMS**

**Resources/Support: Professional Development Team**

**Professional Development: Y**

**Green Phase: Thomas Baker has recently been appointed Campus Minister. He will be working with our students and staff to develop activities throughout the year to maintain and build upon Bishop McDevitt’s Catholic Identity in order to integrate Catholic Identity more fully across curriculum.**

<p>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><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support: Campus Minister</b></p> <p><b>Professional Development: Y</b></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. 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><b>Green Phase: Bishop McDevitt will adapt Covid-19 guidelines for athletics and Band to meet any unique needs of our elective courses for Physical Education, choir, chorus, etc.</b></p> <p><b>Lead Individuals: Administration and Athletic Director</b></p> <p><b>Resources/Support: Return to Play Plan, and Band Return Plan</b></p> <p><b>Professional Development: N</b></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><b>Green Phase: Bishop McDevitt will have continue to utilize our substitution pool. We have advertised for personnel to join substitution pool and will repost for substitute interest. Substitutes will follow all protocols instituted for full time staff in self-reporting symptoms of COVID-19.</b></p> <p><b>Lead Individuals: Administration</b></p>
<p><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>● Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.</li> <li>● Utilizing authentic assessments rather than an over-reliance on tests.</li> <li>● Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.</li> <li>● Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment.</li> <li>● Ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools.</li> <li>● Creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.</li> </ul>	

- Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.

<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>CI 6 - Intervention</i> - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards.</p> <p>NWEA published the following in April 2020:</p> <p>“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”</p> <p>(from: <a href="https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf">https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf</a>)</p> <p>Academic intervention will be very important in our students’ success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.</p>	<p><b>Green Phase: Bishop McDevitt will continue to deploy SST, SAP, and intervention resources for our students. Bishop McDevitt has added an Instructional Support position to the 2020-21 school year in order to provide more support to students with learning difficulties. We are currently in process of reviewing our support services in the counseling department to provide added support in various areas. Bishop McDevitt continues to receive CAIU support from a Reading Specialist and Social Worker to implement intervention services for students.</b></p> <p><b>Lead Individuals: Administration and SST TEAM</b></p> <p><b>Resources/Support: CAIU</b></p> <p><b>Professional Development: Y</b></p>
<p><i>CI 7 - Testing and Grading</i> - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision.</p> <p>As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-</p>	<p><b>Green Phase: McDevitt took a rigorous approach to student learning during the Spring of 2020. Department Chairs and teachers are confident prioritization of curriculum prepared students to move to their next level course work. Departments are prepared to remediate students where needed to continue delivering a viable and guaranteed curriculum to our students.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support: Department Chairs</b></p> <p><b>Professional Development: Y</b></p>

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.

**Curriculum and Instruction**

- Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year.
- Adjusting curricular and supply orders to reflex the most useful tools for both face-to-face and distance learning.

**Diocesan School Guidelines**

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

*CI 8 - Academic Standards* - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical overarching academic standards (“superstandards”) in each grade level. Each elementary school will consult with the other elementary schools in the deanery in making this decision. Teachers will start to teach in the fall of 2020 from the standards established for that grade level and, when necessary, will go back to the previous year’s standards to fill in gaps.

**Green Phase: Bishop McDevitt will structure course curriculum aligned with all academic standards while offering in person and distance learning.**

**Yellow Phase: Should the need arise to adapt curricular standards to meet the needs of at risk students ill equipped to manage asynchronous learning standards, Bishop McDevitt will adapt and modify curriculum on a case by case basis.**

**Lead Individuals: Administration**

**Professional Development: Y**

**Maintaining our Catholic Identity in Virtual Spaces**

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

**Diocesan School Guidelines**

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

<p><i>MCI 1 - Spiritual Focus</i> - As people of hope, as “resurrection people,” we must seize this moment in our Catholic schools and let our identity as Catholic institutions shine through.</p> <p>Our goal is still to help children get to Heaven. They will grow in a life of virtue and holiness if we do all we can to create an atmosphere in which they can do so. A simple yet beautiful goal for our school staff: Be Christ to others. If they are Christ to others, they will see students striving to emulate them.</p> <p>Schools are encouraged to use this year to embrace our Mother Mary and to discover their own charisms as Catholic institutions.</p>	<p><b>Green Phase: Thomas Baker has recently been appointed Campus Minister. He and Father Joshua Weaver will be working together to ensure Bishop McDevitt remains committed to a Spiritual Focus, Catholic Identity, and teaching of Christ.</b></p> <p><b>Lead Individuals: Administration and Campus Minister</b></p> <p><b>Professional Development: Y</b></p>
<p><i>MCI 2 - Mass</i> - We must make attendance at Mass a priority. If the Eucharist is the “source and summit” of Christian life, we must make every effort to see that Mass is offered at least as often to each student as it was before the pandemic. While this is a challenge, and will require logistics and strong collaboration with pastors, it is a non-negotiable. Everything else must fit into the schedule that allows for Mass. In this time of creative approaches, apply the same creativity to Mass. Perhaps we blend the approach, so that we have an “all school” Mass though Zoom one week, and we have students attend Mass in person in cohorts the following week. Having Mass outdoors would be a wonderful opportunity.</p> <p>Each school will determine a way to attend Mass that takes into account available space, population, and appropriate social distancing. Schools will follow all current Diocesan guidance regarding norms for attendance at Mass during the coronavirus pandemic by the Diocesan Office of Divine Worship. Expectations for social distancing at Mass includes six feet of spacing between people. In consultation with the pastor, schools will make a plan for Mass attendance that includes the goals of keeping students in cohorts and in restricting any student interaction with people beyond the school community.</p>	<p><b>Green Phase: We will consult with our Chaplain to ensure we hold mass as regularly scheduled for students. To reduce large gatherings we plan to livestream mass into classrooms for students during the celebration of the Mass. We will work with Diocese of Harrisburg to ensure we are consistent with Diocesan procedures for Mass Celebrations.</b></p> <p><b>Lead Individuals: Administration and Chaplain</b></p> <p><b>Resources/Support: Diocese of Harrisburg</b></p> <p><b>Professional Development: N</b></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</p>	<p><b>Green Phase: We will consult with partner schools and parishes concerning the need for Confirmation preparation.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support: Partner Schools and Parishes</b></p>

<p>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><b>Professional Development: N</b></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><b>Green Phase:</b> 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><b>Lead Individuals: Chaplain and Campus Minister</b></p> <p><b>Professional Development: N</b></p>
<p><i>MCI 5 - Parental Involvement</i> - Likewise, parents need to be involved in the faith life of our schools. Take full advantage of this new set of circumstances in our world and allow parents to plan prayer events such as: a virtual parent rosary said for the intentions of our students and teachers. (We can make sure to ask students and teachers regularly for their intentions and to model intercessory prayer.) Peer to peer example, and peer to peer leadership, are powerful, and can motivate parents to participate in the school's prayer life. Parents, too, are yearning for thoughts on how to raise good Christian children in today's society. As busy as we will be, consider soliciting parent leadership to start a virtual "raising great kids" program that could involve guest speakers, book studies, etc., and address topics such as friendships, chastity, technology, dating, and more. When the school is a hub for the whole family, it will be more successful in its mission.</p>	<p><b>Green Phase: Bishop McDevitt will livestream masses and prayer services. We will work to livestream opportunities to participate in devotional activities throughout the year when they occur.</b></p> <p><b>Lead Individuals: Chaplain and Campus Minister</b></p> <p><b>Resources/Support: Director of IT</b></p> <p><b>Professional Development: N</b></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><b>Green Phase: Thomas Baker has recently been appointed Campus Minister. He will be working with our students and staff to develop activities throughout the year to maintain and build upon Bishop McDevitt's Catholic Identity.</b></p> <p><b>Lead Individuals: Campus Minister</b></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><b>Lead Individuals: Administration and Chaplain</b></p>
<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.</li> <li>● Coordinating consistent apps and platforms across grade levels.</li> <li>● Developing learning plans that offer rigorous learning for those without predictable access to online learning.</li> <li>● Identifying ways for school-owned devices to download new technologies (once they have left school).</li> <li>● 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.</li> <li>● Surveying school population to determine what equity and access to technology exists.</li> <li>● Providing a pick-up line with social distancing for families to pick up devices.</li> </ul>	
<p><b>Diocesan School Guidelines</b></p>	<p><b>Local School Plan</b> - Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.</p>
<p><i>T 1- Accessibility</i> - Schools will have wrestled with many issues in educational technology over the course of the spring of 2020.</p> <p>Schools will ensure that they have proper bandwidth to support the use of devices, the ongoing efforts in blended learning, and the introduction of “simultaneous teaching,” including webcams or the like. Consideration for elementary schools will also include technical requirements for Renaissance STAR testing.</p> <p>Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21.</p>	<p><b>Green Phase: Bishop McDevitt will reconstitute and review bandwidth requirements. New drop spots for wireless access are being installed to maximize bandwidth within the school setting. Teachers will utilize chromebooks and built in cameras to live stream in person lesson to distance learning. Staff will record instructional lessons for students to review asynchronously for classes.</b></p> <p><b>Lead Individuals: Administration and Director of IT</b></p>

<p>Schools will ensure that all parents and guardians have access to students' grades, assignments and school work.</p>	
<p><i>T 2 - Health, Paper, Technology</i> - Teachers, to the extent feasible, should avoid using traditional paper assignments, tests, etc., that they collect. This approach involves a higher risk for transmission of germs. Paperless assignments and the use of a LMS to organize them are strongly preferred. When papers are collected, schools should allow 48 hours to pass before a staff member handles the papers. Anyone handling the papers in the school environment before 48 hours elapsed must use proper gloves as PPE. Likewise, library books and similar materials should not be handled for 48 hours without gloves once the materials are used. Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.</p>	<p><b>Green Phase: Assignments will be presented through Google Classroom to allow teachers and students to upload work submissions to the maximum extent possible for work completion. Bishop McDevitt is 1:1 computer usage for all students (12<sup>th</sup> grade is currently BYOD). Library usage will be monitored and reduced for online resources to the maximum extent possible.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Resources/Support: Department Chairs</b></p> <p><b>Professional Development: Y</b></p>
<p><i>T 3 - Digital Citizenship</i> - Schools will teach students explicitly how to be good, Catholic digital citizens online. They will use appropriate standards and markers from NCEA and ISTE to achieve this goal.</p>	<p><b>Green Phase: Bishop McDevitt promotes digital citizenship in entry level Computer Technology course. Students are engaged in peer counseling and we will be working with Campus Minister to integrate Catholic values throughout curriculum.</b></p> <p><b>Lead Individuals: Administration</b></p> <p><b>Professional Development: Y</b></p>

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

Employee or Student Name:

Assigned Cohort:

Temperature:

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

Is the student/employee experiencing any of the following

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

**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](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html)
- Catholic Mutual suggests a particular temperature scanner that schools could lease. <https://www.safecheckusa.com/sales-and-leasing/>
- PDE June 3 preliminary guidance: <https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/Pages/default.aspx>
- PDE research with REL: <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf>
- What was learned on transmission from child care centers that stayed open: [https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns?utm\\_term=nprnews&utm\\_source=facebook.com&utm\\_campaign=npr&utm\\_medium=social](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](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](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/>