Archdiocese of Washington Catholic Schools
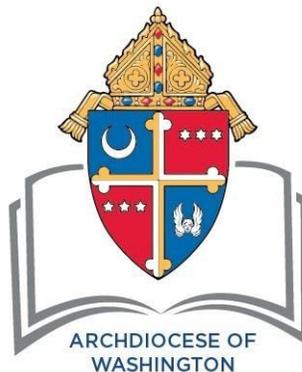
Reopening Plan and Guidelines

Onward Together in Faith

2020-2021

Revised 8/17/20

Catholic Schools
A Faith-Based Education
that Lasts a Lifetime

ARCHDIOCESE OF
WASHINGTON

"For God did not give us a spirit of fear but rather of power and love and self-control."
2 Timothy 1:7

Father in heaven,

In these uncertain and confusing times, we come to you for guidance.

We know, Father, that you did not give us **"a spirit of fear..."**

Help us to overcome our fears and worries and have a greater trust in you.

Holy Spirit, stir up the gifts you have given us.

Strengthen within us the gifts of knowledge and understanding,

    to better craft our plans for return.

Give us the gift of counsel,

    to make informed decisions that take into consideration the needs of all.

Give us the gift of fortitude,

    to strengthen our wills to carry out and adapt our plans.

Finally, strengthen within us the gift of piety,
    so that we always remember that every plan and decision we make should,
    ultimately, be to better love and serve you, God.

We ask all of this in the name of Jesus, our Lord. Amen

Archdiocese of Washington Catholic Schools
Framework for Reopening of Schools and Early Learning Centers

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A LETTER FROM THE SECRETARY FOR CATHOLIC SCHOOLS AND SUPERINTENDENT OF SCHOOLS

Dear School Leaders,

Thank you for your steadfast and pastoral leadership of Catholic schools during this time of uncertainty. We can all be proud of how the Archdiocese of Washington Catholic schools have responded to the coronavirus pandemic. We have endured keeping the safety of our staff, students and their families as our highest priority while also delivering high quality academic instruction and faith formation. Managing and overcoming the challenges of recent months proves that with Christ, all things are possible. Today, we move onward together in faith as a Catholic school community to reopen our campuses to students in August.

Archdiocese of Washington Catholic Schools Reopening Plan and Guidelines - *Onward Together in Faith* provides information and instructions for use by school leaders to develop their reopening plan for school year 2020-2021. I am grateful for the expertise and hard work of our reopening task force and committees, for their collaboration to develop this resource, and their commitment to provide additional support that may be needed in the future. Each school and early learning center will now utilize the enclosed guidelines to complete their plan for reopening that considers specific health and safety precautions. Utilizing the social-distancing requirements, schools can plan for delivery of instruction and faith formation. The Catholic Schools Office stands ready to support each of our schools with the implementation of local plans.

The health and safety guidelines have been provided to all groups that utilize parish facilities, including school buildings. Under the leadership of the pastor, and in collaboration with all stakeholders, each community must work together to ensure compliance with the guidelines to maintain a safe environment for all. Additionally, there is a human resource aspect to reopening our schools. The Office of Human Resources will support and advise school leaders as unique circumstances may be presented. And finally, we recognize that there is the potential for an economic impact related to reopening our campuses, as families adapt to their school's new operating model. Working diligently with the appropriate stakeholders, we will navigate the unforeseen circumstances as they are presented and work toward expeditious resolutions.

New information is being presented each day about the coronavirus pandemic and its impact on the citizenry. The Catholic Schools Office staff and taskforce will continue to monitor and evaluate new information and guidelines. We will update and communicate any changes to operating guidelines, as they are known.

You and your Catholic school communities remain in my daily prayers.

Sincerely in Christ,

Kelly Branaman
Secretary for Catholic Schools and Superintendent for Schools

Framework for Reopening of Schools and Early Learning Centers
August/September 2020

ADDENDUM TO STANDARD OPERATIONAL PRACTICES

Purpose of This Addendum

This framework for reopening addendum provides procedures that relate to the safe operation of archdiocesan schools and early learning centers (ELCs) and must be followed in maintaining the daily operations of archdiocesan schools and ELCs in direct response to the COVID-19 outbreak. Specifically, this addendum provides instructions for pastors, chief administrators, principals, ELC directors, and teachers to use in situations in response to the COVID-19 crisis. This addendum also provides schools and ELCs with the necessary, archdiocesan forms that must be used in relation to the COVID-19 pandemic.

ADW Reopening Task Force COVID-19 Pandemic Planning

The reopening framework is designed to support schools and ELCs in planning, developing, and implementing Prevention Mitigation, Preparedness, Response, and Recovery measures in a pandemic outbreak. Pandemic preparedness requires a thorough and ongoing planning process that includes the ADW Catholic Schools Office (CSO), ADW officials, schools and ELCs collaborating with key stakeholders and following public health and local, state and federal guidelines. The task force worked diligently to develop planning resources and a set of considerations for schools and ELCs to take into account in five primary focus areas: Program Operations and Facility Usage, Health and Safety, Catholic Identity, Academics and Marketing and Communications. Additionally the task force prioritized considering the need for effective communication with stakeholders, social-emotional support systems for faculty and students, and family and community engagement. Please note that certain guidelines and recommendations that are applicable to more than one section of the framework are only placed in one section.

The task force offers this framework as a guiding document for schools and ELCs as they exercise local control and support their individual communities by engaging staff, students, families, and community partners in planning for the 2020-21 school year. This document was created with the most current assumptions and information as of the date of this publication.The following information provides a process for ADW CSO officials, school and ELCs staff, and teachers to follow, and serves as a foundation for implementing a comprehensive Pandemic Plan.

Please see Appendix L for the list of task force members.

Planning Goals:
- Reopen schools and early learning centers with protocols to keep children, staff, and volunteers safe
- Reduce number of illness and deaths via prevention and education
- Preserve continuity of core operations of schools and early learning centers
- Minimize disruption of teaching and learning by developing alternative educational modalities and opportunities;
- Minimize educational and economic loss;
- Coordinate planning, response, and recovery efforts with public health officials and local, state, and federal agencies.
- Coordinates with all parish leadership to support the reopening of all parish programs

How to Use the Planning Framework

Archdiocesan schools and ELCs should use this framework to suit their local context and individual community needs. They may use all or parts of the framework in planning with their stakeholder groups for the 2020-21 school year. Each school and early learning center should strive for transparency and engage stakeholders throughout the planning processes. It is also recommended that partner parishes be consulted for coordination of efforts. In addition to guidelines and recommendations, this document contains several resources meant as optional guides to help teams assess needs and advance planning for the 2020-21 school year.

How to Use the Reopening of Schools and ELCs Planning Form

The task force has developed the Reopening of Schools and Early Learning Centers Planning Form to assist schools and ELCs with documenting reopening plans. The form addresses all topics that should be considered as a part of planning such as which instructional models will best serve students, how staff will be supported, health and safety processes and procedures and how schools and ELCs will manage facilities and operations.

Archdiocesan schools and ELCs are to submit their reopening plan to the CSO for review and approval by **July 31, 2020**. The CSO is committed to providing approval and/or feedback within three business days of receiving a school or ELC reopening plan.

For planning support and assistance, please contact:

Program Operations and Facility Usage	Chris Buchleitner	buchleitnerc@adw.org
Health and Safety	Anne Dillon	dillona@adw.org
Catholic Identity	Christina Mendez-Hall	mendezc@adw.org
Academics	Wendy Anderson	andersonw@adw.org
Marketing and Communications	Wendi Williams	williamsw@adw.org

Communicating Decisions to Stakeholders

Stakeholder communication and collaboration with decision making is essential to the successful reopening of school campuses. Using the framework, school leaders should consult with internal and external stakeholders in the development of the plan and devise an effective communications plan to share information and obtain feedback. Reopening decisions may have human resource and enrollment management implications depending on the ability and willingness of the faculty and families to abide by the guidelines. Please see Section VI for guidelines and recommendations about communication and marketing.

Section I
Program Operations and Facility Usage

Determination of how schools and early learning centers will reopen in the fall:

1. Maryland or District of Columbia Mandates <mark>(i.e., any future "stay at home" orders)</mark>
   a. Local directives/orders (District and 5 counties in MD)—Publics will follow state and local orders
      i. Calvert County
      ii. Charles County
      iii. Montgomery County
      iv. Prince George's County
      v. St. Mary's County
2. CDC and Local Health Department Guidelines <mark>(Note: Federal, state, and local guidance will be considered as recommendations but not mandates)</mark>
3. The ADW Reopening Task Force

Opening Decisions

The ADW schools and ELCs will follow <mark>any required state or local orders, consider any additional guidance or recommendations from state or local health authorities,</mark> and plan on opening to the fullest extent allowable in their given district. Each district/county will follow the recommendations made by the task force and the schools and ELCs will plan on utilizing their buildings to maximum potential while following the appropriate social distancing, and cleaning protocols established by the CDC and state and local departments of health. These entities will need to take into account:

School Year 2020-2021 Operational Phases

Each of the five Maryland counties and the District of Columbia may be operating in different stages of opening, depending on the state, district, and local <mark>"stay at home" orders or similar directives</mark>. Below are the parameters that schools and ELCs will operate within during the COVID19 pandemic. *Note, it is very possible that not all jurisdictions will open under the same stage. The task force and ADW leadership will determine the phases of each individual county.*

Model One: *Distance Learning*

With this model, officials are most likely enforcing a mandatory stay-at-home order or have changed the phase status. All learning and formation will take place virtually, utilizing the online platforms approved by the ADW. There will be no in person gatherings for students; however, any <mark>exchanges</mark> of necessary materials will continue, as needed, with safety procedures in place.

Model Two: *Blended Learning*

With this model, officials are still encouraging social distancing but restrictions have been lifted to allow for small gatherings with protective measures in place. Enrollment and space will be the primary factor in determining schedules. The *Blended Learning* stage combines both in-person and distance learning/formation. Classroom setups will be modified to ensure safety through social distancing. Face coverings will be required. All staff and students will have a daily arrival screening before entering the building each day. Groups should remain cohesive with no mixing of other students throughout the day. Outdoor breaks are encouraged to occur multiple times throughout the day. Schedules should reflect the appropriate instructional time per subject during the blended learning model.

Model Three: *Modified Classroom*
With this model, schools and ELCs are allowed to open at full capacity but preventative safety measures will be in place. Instruction is delivered in-person. Classroom set-ups will be modified to ensure social distancing and face coverings will be required. All staff and students will have a daily arrival screening before entering the building each day. Groups should remain cohesive with no mixing of other students throughout the day. Outdoor breaks are encouraged to occur multiple times throughout the day.

Model Four: *Post-Pandemic Classroom Model*
With this model, officials have dismissed all restrictions. Classroom learning/formation may resume in the traditional sense. All school students are required to return to school; absences require a doctor's note or a negative COVID test.

All health and safety frameworks will be issued to schools and early learning centers. Each school's reopening committee will create their plans to align with the framework of the Reopening Task Force and submit to the CSO no later than 07/31/2020. Plans are to be reviewed within 72 business hours, once received schools and ELCs will receive an approval or incomplete (incomplete, if not in compliance with mandatory state/local orders or not in alignment with CDC safety guidelines). All events will be virtual. Administrators, faculty, and staff may physically meet but must follow the state/district and local orders regarding social distancing limitations and personal protective equipment (PPE).

Overall Planning
1. Establish a school-/ELC-based committee to begin planning for the reopening of the 2020-2021 school year.
2. Continuously evaluate the information distributed by the District of Columbia or the state of Maryland and county in which your school is located. Each school/early learning center is mandated to comply with orders directed by the local jurisdiction and consider any other guidelines or recommendations issued by the relevant governmental authorities. Schools and ELCs will be directed by their local health department or mandates from the state/District in the event of an outbreak of COVID cases in the school/ELC.
3. Plan for and purchase the necessary PPE, disinfecting supplies, temperature scanning equipment, health room supplies, as soon as possible, as some items may be delayed due to demand.
4. Determine a process for collecting feedback from stakeholders to obtain feedback for making necessary adjustments regarding your schools and ELCs operational needs. Monitor and modify, as necessary.

Operational Policies and Procedures
5. Update the school/ELC handbook policies (include disciplinary actions for intentional violation of social distancing guidelines).
6. Create a plan for arrival and dismissal plans, building entry, and daily arrival screening for employees and students (and the time needed for the process).
7. Develop your individual school/ELC plan, based on task force guidelines for social distancing and the use of face coverings inside and outside of the classrooms, hallways, additional spaces such as the gym, library, bathrooms, and other common areas. Include policies for Mass and extracurricular activities.
8. Develop parent and essential visitor policies and procedures.
9. Adhere to ADW human resource policies regarding faculty and staff issues in relation to returning to the building in the fall.

Scheduling and Orientation

10. Determine how your school or ELC will begin the school year, ==considering local== health department ==guidance or mandates==. Schools and ELCs may need to adjust days/times to ensure social distancing by utilizing smaller groups for students, based on enrollment and space available.
11. Create a master schedule which allows students to attend the schools and ELCs safely, in accordance with the necessary social distancing orders. The schedule should allow for space between classes at all times, including class changes in the hallways.
12. Create plans for virtual and in-person orientation for both students and faculty/staff. Determine what is necessary for either scenario and be prepared for any scenario as last minute changes could be imposed by local health departments.
13. Communicate your plans with all stakeholders often, consider using mass communications in the appropriate languages for your community, as well as letters, and or live streaming events to allow for questions. Be sure to provide contact information for those answering the questions/concerns of parents.
14. Update your budgets based on enrollment/revenue changes. Contact vendors to inform them of new protocols or changes in inventory needs.

Facilities

15. Conduct an audit of your facility to thoroughly understand potential spacing limitations or potential problematic areas (traffic flow)
16. Analyze the school's/ELC's ability to meet social distancing guidelines:
    a. Evaluate each classroom to determine size, enrollment, and layout for social distancing.
    b. Consider the removal or rearrangement of furniture in order to create sufficient classroom space for students.
    c. Consider other areas that could be added as optional learning spaces, or the possibility of having larger classes use the bigger classrooms (consider the library, gym, chapel, theatre, other large open areas).
    d. Determine health screening areas to avoid long lines and delays.
    e. Designate a space for an isolation room, in addition to the health room.
    f. Add markers to the floor/walls for flow of traffic and designated standing spaces in places where you anticipate lines (allow for social distancing).
    g. School administrators will need to create plans for students and staff to eat lunch and participate in recess in a clean and safe environment.
    h. School administrators/ELC directors will need to develop a plan to allow for students and staff to use restrooms in a safe manner.
16. Post visuals throughout the building to direct traffic and for social distancing reminders, the correct entry and exit points. Also post signage about personal hygiene for faculty and staff and students.
17. Educate and train teachers and maintenance personnel regarding cleaning and disinfecting procedures to be implemented throughout each day and between internal and external user groups.
18. Make sanitizing and PPE materials available throughout the school or ELC, as well as, regular opportunities for handwashing.
19. Schools and ELCs are required to clean and disinfect according to CDC guidelines.
20. School administrators/ELC directors will need to create plans in collaboration with other parish groups to safely utilize shared spaces in the building. Third-party ==vendors== should not access the building until further notice.

Communication to Faculty and Staff

Faculty and staff should be notified, as soon as possible, of the plan to return to school. Such communication should clearly state what the expectations of teachers will be.

       i.   Hold virtual welcome meetings and introductions for new school staff.
       j.   Inform staff of reopening plans and expectations of faculty and staff
       k.   Make staff aware of screenings and disclosure forms
       l.   Regular and consistent communication of updates and schedules: Letting staff, parents and students know that they will get updates at the same time each day or week and that those updates lay out the plans and changes occurring in the next week.

Human Resources

School leaders must evaluate how the pandemic will impact their faculty and staff. School leaders must consult with Human Resources regarding specific staffing questions that relates to their job functions, FMLA, extended absences, change in pay, potential furloughs, layoffs, or termination.

1. Consult with Human Resources when:
    a. Changes in hours and schedules
    b. Utilizing staff for various roles
    c. Protocols for potential restructuring
    d. Accommodations for remote work, if feasible, or any ADA accommodation requests
2. Employee concerns with returning to work should be addressed privately and confidentially.
    a. Offer resources associated with the human resource office
    b. Discuss accommodations required and documentation with Human Resources
    c. Clarify confidentiality
3. Required staff training (VIRTUS, Living Catholic, Being Catholic Today, health and **mandated safety trainings,** etc)
    a. Virtual options may be available
    b. Smaller groups sizes to allow for social distancing
    c. Online classes, when offered
4. Required Face Coverings
    a. Schools and ELCs need to provide face coverings and PPE for school personnel.

Reassignment of Faculty Staff

As the instructional leader, the principal can reassign or move someone to a new location, department, or position. This may be necessary as part of the school reopening plan in order to meet CDC requirements in regards to group size, etc. For example, a principal could assign a teacher to different instructional duties. Classroom assistants can monitor, supervise and support groups. However, they are not paid as teachers and should not be assigned academic planning of whole group instruction. If classroom aides are used in this way, regular planning time should be provided between the aide and classroom teacher. Please keep in mind that a reassigned employee cannot have a change in hours or pay, without completing a restructuring form for approval by Human Resources.

The ADW Catholic elementary school teacher is responsible to deliver instruction that is based on the approved curricula and mission of the school and to create a safe, orderly and Catholic learning environment for his/her students. This may include delivering instruction face-to-face in the school building or remote learning that includes synchronous and asynchronous instruction. Full time professional staff should expect to work a minimum of 8 hours each school day.

Section II
Health and Safety

Health & Safety Procedures and Protocols

The following protocols for students and staff are designed to promote good health and safety. Information for guidance has been obtained from the Centers for Disease Control and Prevention, American Academy of Pediatrics (AAP), National Association of School Nurses (NASN), and state health departments. Refer to terms related to COVID-19 in the Glossary. Consider the Safety Protocol Checklist for guidance within your school/program and template for Cleaning Log.

General Health Awareness and Practices

1. Students and staff will participate in a daily health screening. Schools and ELCs must identify ways to Protect students and staff at a higher risk. If someone gets sick during the day, isolate those suspected of COVID-19 or have the individual leave immediately. Use this flowchart for guidance. Have *Acknowledgement Forms* returned on first day of school/work - Staff and families

2. Students and staff must practice health hygiene by washing hands/using hand sanitizer, avoid touching your face, wear face coverings, and maintain social distance. Children must be taught and monitored on using hand sanitizer safely.

3. Staff must wear a face covering at all times while in the building. Face coverings must be worn outdoors if social distancing cannot be maintained. Any individual entering the school or ELC must wear a face covering.

4. All students regardless of grade must wear a face covering or mask during arrival/dismissal, when moving through the building, while in the classroom, and at any time social distancing cannot feasibly be maintained outdoors. (Children under 2 years old should not wear face coverings.). Opportunities for non-mask time will be made available during lunch or snacks when proper social distancing can be maintained. (This procedure will be evaluated at a later date.) Students must wear a face covering during outdoor recess if social distancing cannot be maintained. See guidance for proceeding to outdoor recess
   a. Face coverings should not be placed on anyone who has trouble breathing, unconscious or unable to remove a mask without assistance.
   b. Identify accommodations for students with sensory issues or health conditions that prevent mask wearing (Documentation may be required. Contact CSO for additional guidance.)

5. Consider adding face coverings to the student list of personal supplies. Extra coverings are needed in the event one gets damaged or dirty during the day

6. Children must not use disinfecting wipes due to exposure to chemicals. Students must wash hands thoroughly with soap and water if they come in contact with wipes. For protection, gloves should be worn whenever using a cleaning agent including wipes.

7. Ensure adequate supplies to minimize sharing materials/objects especially items that are difficult to clean or disinfect. Keep each student's belongings separated from others' and in individually-labeled containers or areas, whenever possible. If items are shared, clean and disinfect them frequently and between use by different groups.

Mental Health Awareness and Practices

The virus, the shutdowns and the changes in school and ELCs' procedures have had and will continue to have an impact. In order to calm fears and nurture our students' and our communities' mental well-being, our schools and ELCs should foster a sense of connectedness, provide clear directions and communication, use playfulness and positivity whenever possible, maintain access to counseling services, and integrate social emotional skills into learning activities. Below are some recommended ways of doing so.

1. **Before school/ELC starts:**
   a. Create ways to nurture community connection (i.e. book clubs, lunch or fun Zoom calls, community projects, phone calls, virtual bulletin boards)
   b. Connect with and prepare parents by
      i. Encouraging them to help their children adjust to wearing a mask
      ii. Holding small-scale "back to school" events for families to adjust to being in the building with new rules, masks and social distancing
      iii. Being mindful of possible increased financial strain for families when talking about supplies and fees
      iv. Opening communication on how the shutdown and the virus is affecting family life
      v. Utilizing parent leaders in planning
   c. Increase leadership and faculty knowledge of grief and trauma
      i. ADW will offer an Initial presentation for administrators and others
      ii. Slides will be available for individual school discussions
      iii. See appendix and counseling website for links
   d. Make and share school videos on new procedures and space use
      i. ADW CSO will create videos on general procedures
      ii. School specific videos can include modeling of movement during school day, taped markings and classroom layout

2. **Maintain connection with students that are still studying remotely by**
   a. Offering consistent lunch or casual Zoom sessions that focus on connecting rather than content
   b. Celebrating birthdays on Zoom
   c. Holding book clubs
   d. Telephone calls to families
   e. Online "study hall"
   f. Having small groups hosted virtually by Virtus-trained parents or paraprofessionals
   g. Continuing to offer remote counseling using existing protocols when possible

3. **Be mindful of in-person learners by**
   a. Allowing for discussions and reflections about returning to school
   b. Considering fears of students with pre-existing conditions
   c. Integrating songs and other playful ways of talking about safety precautions
   d. Introducing mindfulness routines through class prayers, reflection opportunities, and breathing exercises
   e. Allowing for access to in-person school counselors using all of the same precautions as teachers (i.e. distancing, face coverings, wiping surfaces).

4. **General ideas for fall**
    a. Creating buddy systems for faculty, families and or students
    b. Assigning projects that involve peer and/or family collaboration
    c. Online movie/video watch parties
    d. Study Supports
        i. Online tools
        ii. Study skills groups/ support sessions
    e. Art projects that allow for social/emotional expression and/or take-home art packets
    f. Rethinking extracurricular activities
        i. Creative accommodations on existing clubs
        ii. New, replacement clubs that work in existing parameters
    g. Time for Gratitude
    h. Principal supports
        i. Continued frequency of online meetings and conversations to support the reopening of schools and ELCs
        ii. Continue Principal/CSO Leadership Teams
    i. Teacher supports
        i. mentoring/ partnering
        ii. Individual plans for teachers with health concerns
    j. Parent supports
        i. "Coffee" chats to discuss concerns
        ii. Parenting skill-building workshops
    k. Student supports
        i. CAP meetings to review on how to implement in current environment
        ii. Posted/shared vetted videos to teach coping skills, study skills and tips

Section III
Catholic Identity

Catholic Identity Guidelines and Expectations

The following expectations for schools and faculty are designed to guide Catholic identity aspects of the reopening of schools. Community building and prayer should be an important part of all plans regardless of how the school starts the year. Celebration of the Eucharist is an important aspect of school prayer and care should be taken to provide access to the celebration whether in person or virtually. In regards to Catholic identity, at a minimum, schools should ensure the following:

1. All schools and ELCs are expected to have a community welcome to start the year.

2. School and ELCs faculties will participate in the Opening of School Mass virtually with Archbishop Gregory on August 24.

3. Celebrating the Eucharist as a community is important and every effort should be made to include the whole community in Eucharistic celebrations whether in person or virtual depending on circumstances on a regular basis.

4. Every school should have a call to prayer each day you are scheduled to meet. Religion classes should have the opportunity to experience prayer services.

5. Religion classes are a core part of the curriculum and should be taught with the same rigor and number of classes as other core subjects.

6. Schools are expected to provide service/outreach opportunities for students.

7. Catechists are still expected to complete their catechist certification within the three year window as mandated by policy. The Office of Catechesis is working on offerings for the culminating retreat and the Living Catholic sessions, however, all other classes are available virtually. Please contact the Office of Catechesis for more information.

Please see Appendix I for additional Catholic identity resources and information.

Section IV
Academics

The Archdiocese of Washington Catholic Schools Office (CSO), in partnership with our school community, principals and pastors, continues our commitment to bring meaningful learning to students and support to schools as students are welcomed back to campus or continue to be supported through distance or blended instruction.

Develop a Flexible Learning Approach

Schools should include in their campus reopening plan how quality academic instruction will take place during various possible scenarios.

Campus is open under CDC guidelines

Teaching methodologies such as group work, labs, centers, etc. should continue, however appropriate social distancing must be maintained.

The return to campus could impose restrictions which will limit instructional time. Therefore a blended learning approach should be part of the school's plan. Blended learning is a style of education in which students learn via electronic and online media, as well as, traditional face-to-face teaching.

Another recommended approach is a flipped classroom. A flipped classroom is a type of blended learning, in which students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home.

In this blended learning approach, face-to-face interaction is mixed with independent study–usually via technology. In a common flipped classroom scenario, students might watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge.

Campus is closed for a short period of time (one week or less)

Reopening plans should include ready to go at home work for students in the event of a sudden short closing perhaps for deep cleaning etc. This could include work packets, as well as, recorded digital lessons and activities that could be accessed by families immediately upon a one week or less closure. Identify students who will need to be provided devices in advance. The goal is that instruction will continue without a break if the campus has to be closed. Teachers and students should "practice" distance learning when campus is open.

Campus is closed for a lengthy period of time (more than a week)

Schools must develop a Distance Learning Plan to implement, in the event of the need to close school and switch to virtual learning. Schools must ensure students can connect to schools when classes resume in the fall. Connectivity challenges in some schools have required creative efforts. As part of planning, schools should contact families to confirm what may prevent students from engaging with remote learning and implement solutions to overcome those barriers.

The implementation of distance-learning during the school year 2019-20 provided schools with lessons that should be applied as a part of planning. Getting all students connected to instruction is the goal. For certain circumstances, schools should determine workable solutions to connect without the internet.

Consider curricular options that are already available online: Khan Academy, Classworks etc.

Individual students are unable to be on campus
Schools are encouraged, when possible, to equip classrooms with the equipment necessary to livestream instruction daily to students that are participating from home due to illness or other reasons.

Clear Expectations for Teachers
- Helping teachers, through PD, develop lessons better suited to distance learning
- Teaching use of different platforms available to the school to teachers and requiring them to use it immediately upon return to school
- Teachers demonstrate use of technology platforms to students in August and utilize them with assignments and lessons
- Teachers develop distance learning units and have them ready when/if we are required to go out
- "Homeroom" digital facetime for 20 minutes each day. (teachers required to be on camera)
- Synchronous lesson time each day appropriate to guidelines for age of student
- Asynchronous work assigned each day appropriate to guidelines for age of student

Clear Expectations for Parents/Students
- Care for devices loaned by the school
- Time and space for students to be in meetings
- Support teachers
- Communication pathways for both parent to teacher and teacher to parent
- Troubleshooting help for devices/technology platforms
- Attendance
- School rules apply
- Online meetings protocols
- Deadlines

Effective Use of Instructional Time
Whether campuses are open or distance learning is provided ADW schools will continue to provide spiritual development and academic instruction. The uncertainty of how instruction will be delivered is a challenge to teachers, students and their families. Therefore, teachers are asked to develop a plan for prioritizing standards, learning opportunities and assessment for the instructional time. The CSO has developed simple tools to help teachers plan and be accountable at the beginning of the school year for instruction and assessment. These plans will include selecting critical standards, developing engaging learning opportunities aligned with these standards, and providing creative ways to assess these critical standards.

Priority Standards
1. Use data collected during campus closures
2. Mid-year Scantron data from 2020
3. Grade bands comparison/ Vertical alignment
4. Local decisions
5. Baseline Scantron data from 2020
6. Progress monitoring
7. Vertical planning and PD
8. Additional work to be completed at home

Academic Structure for Distance Learning
1. National Board of Professional Teaching Standards Recommendations
   a. Elementary grades and prek-5: 1-2 hours online each day
   b. Middle school 6-8: 2-3 hours online each day
   c. 1 hour outside each day for recreation and physical movement
2. Synchronous learning
   a. Existing or occurring at the same time
   b. Teaching while in the Zoom, teams, etc meeting
   c. For two-way communication and interaction; when collaboration and brainstorming for an immediate issue are needed
3. Asynchronous learning
   a. Not existing or happening at the same time
   b. Assignments done before or after the meeting time
   c. One-way communication where feedback can be provided after the fact or no feedback is needed.

Scantron Testing
Students must be assessed upon their return to school in math and ELA/reading using the Performance Series Express. This test provides a shorter, 25-question version of Scantron's Performance Series computer-adaptive diagnostic assessment while still providing the same reports and measurement scores.

Baseline Testing Dates: August 17 - October 16, 2020

Scantron data will be critical because the Scantron testing in the spring was canceled and it will be an important measure of student's progress during remote learning. The testing window will open earlier and therefore be longer. Schools will have the option to bring students in to school to test in small groups before school starts. Although students can be tested in the school's computer lab it is recommended then whenever possible students be tested using portable devices in their regular classroom. If devices are shared they must be sanitized between uses. At-home Scantron accommodations will be provided when needed. Additionally, schools will be required to administer Scantron testing to all students in grades 2-8 in January, and the Scantron science assessment in the spring to grades 5 and 8.

Accommodations for Students with Special Learning Needs
1. In collaboration with the resource teacher, teachers and administrators should identify the students' most critical and immediate needs (may not be limited to academics)
2. Review the students' Catholic Accommodation Plans to determine which accommodations are most applicable and possible to realistically implement in partnership with parents during a time of remote learning
3. Ensure frequent, consistent and predictable/scheduled patterns of communication with parents and students
4. As needed, provide parents with suggested resources for supporting their child's learning at home - Examples of daily schedules with visual cues, built-in breaks, alternating academic activities with creative ones, taking virtual "field trips"
5. Provide multiple ways for students to access content, i.e. speech to text technology, text with an audio component, etc.
6. Structure academic activities for success; Ask the question, "Can the student show understanding of the content without having the level of support received in the classroom setting?"

Grading Policy
The primary purpose of grading is to accurately describe a student's level of academic performance. To remain dedicated to ensuring that our schools are equitable, there are two critically important questions that should inform our decisions about whether, and how, students are graded while schools are closed during the novel coronavirus outbreak.

When schools open, all ADW schools will return to the established grading policy. Although there will be challenges and it will be necessary to provide accommodations to some students, it has been determined that it is the students best interest to resume our customary grading.

The CSO will provide professional development and resources support schools with assessments strategies that will support grading.

Blending Learning Grading
1. Blended learning combines the best of face-to-face and online instruction in ways that can customize the learning experience for each student, while making content more accessible.
2. Implement rubrics for assignments
3. Grading mindshift - (ie: all assignments are standards based for K-8)(gradebook assignments are standard based)
4. Continue to use Archdiocese of Washington grade scale (detailed description provided to teachers)

Professional Development
There will be optional weekly webinars for teachers on Wednesdays from 3-4pm. Webinars will be recorded for those who cannot attend live. Encouraging educators to engage in professional development opportunities provided by the CSO will remain a priority for fall 2020. Topics will include blended learning, assessment, project-based learning, differentiated instruction, grading, virtual instruction, and other topics. Opportunities to grow will be provided through book studies, webinars, courses, and websites. Training will also be conducted through a learning management system in order to help educators organize and collaborate in a secure environment.

Section V
Marketing and Communications

This section pertains to marketing and communications related to promotion of the school reopening plan for school year 2020-2021. Please note that this section does not pertain to marketing for enrollment management for the school year 2021-2022. A marketing and communications plan should be included as a part of the schools reopening plan. Aspects of communications are applicable and may be found in other sections of the framework.

Purpose of the marketing and communication plan is as follows:
1. Maintain communication with internal and external stakeholders.
2. Ensure that the reopening plan is adapted to public facing materials and platforms.
3. Manage communications with families to obtain feedback to maintain enrollment.
4. Promote a safe and healthy environment on campus by displaying appropriate signs and placards.

Parent Survey

Prior to developing the reopening plan, each archdiocesan school should survey parents to confirm preferences, interests and concerns. Using the planning framework, the parent survey should be utilized to obtain data that addresses and supports planning objectives.

Communication of the Reopening Decision

Archdiocesan schools should announce their reopening decisions as soon as possible upon obtaining plan approval:
1. Letter from the pastor and principal to parents.
    a. Personal calls may be appropriate particularly for families that may need special attention
2. Letter from the pastor and principal to faculty about the reopening and expectations.
    a. Please coordinate with Human Resources as needed particularly related to faculty members who may have concerns about the reopening plan.
3. Update public facing information about campus operations.
    a. Update school website, handbooks and other materials that describe school operations and approach to instructions.
    b. Announce reopening decisions on social media platforms.
    c. Provide CSO with updated school profile for use at adwcatholicschools.org (please email quattronea@adw.org by August 10, 2020).
    d. Provide CSO with public facing reopening plan to be used in ADW communications (please email quattronea@adw.org by August 10, 2020).

Communication with Families

Plan for clear and consistent communication with parents during the academic year. Communication should be more intentional due to limited face-to-face contact with parents.

1. Establish a routine for school-level and classroom-level communication to keep parents informed about school operation and the academic program.
2. Teachers should be more intentional about contacting parents to provide informal feedback about student performance and engagement in instructions.
3. Plan for a steady and effective social media message to engage the community; encourage activity from faculty and families.
4. Ensure information and calendars on digital platforms are up-to-date (school website, teacher websites, etc.)
5. Encourage the Home and School Association to engage parents virtually when in-person meetings are not permitted
6. Adapt parent-to-parent (ie: ambassador program) and student-to-student (ie: buddy program) programs to be virtual.

Communication with Partner Parishes

Archdiocesan schools should be intentional about announcing the reopening as plan as possible upon obtaining approval:

1. Involve and engage partner parish pastors in reopening decision making.
2. Promote reopening decision via partner parishes via parish website.
3. Announce reopening decision during Mass in August via bulletin announcements and pulpit announcements.
4. Enlist the support of parents who belong to partner parishes to support outreach efforts.

Virtual Events and Meetings

Archdiocesan schools should continue to conduct meetings and events whether in-person or in a virtual setting. For example:

1. Back to School Night - host the event in a virtual format (webinar), to include classroom meetings (ie: Zoom meeting).
2. 8th Grade Parent Information Night - host the event in a virtual format (webinar), to include 1:1 follow-up meetings with families (ie: Zoom meeting).
3. Host a virtual "Principal Coffee", or other event, with parents by grade-level quarterly, beginning in October, to share information, dialogue and obtain feedback.

APPENDIX A

Cleaning and Disinfecting

Cleaning and Disinfecting   Guidance for cleaning and disinfection

Work closely with the facilities staff; schools and ELCs will need to develop schedules for additional cleaning protocols in order to ensure safe environments.

1. Among the considerations are the following:
   a. Ensure that maintenance staff have the appropriate training to execute the deep cleaning protocols necessary to maintain the school (keep a log of training)
   b. Procure the necessary supplies
   c. Create regular cleaning protocols for high touch areas throughout the day - bathrooms, stair rails, desks, door handles, elevator buttons, toilets, faucets, etc
   d. Clean and disinfect after every transition and whenever a group leaves and enters a space
2. Materials, equipment, classroom & office supplies, including those used indoors and outdoors, must be frequently cleaned and sanitized throughout the day.
3. For early childhood, toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys must be cleaned and sanitized by a staff member wearing gloves, before being used by another child.
4. For all cleaning, sanitizing, and disinfecting products, follow the manufacturer's
   a. instructions for concentration, application method, contact time, and drying time prior to use by a child. See guidance for safe and correct application of disinfectants.
5. Schools and ELCs must place signage in every classroom reminding staff of cleaning protocols.
6. Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Cleaning Products

The link below provides cleaning products approved by the Environmental Protection Agency (EPA). **All products on this list** meet EPA's criteria for use against SARS-CoV-2, the virus that causes COVID-19. The column for USE SITE shows the environment where products can be used. schools and ELCs, office buildings, and restaurants are listed under *Institutional*.

Product Use Guidance from the National Pesticide Information Center

1. Cleaning and disinfecting your building or facility if someone is sick
   a. Close off areas used by the person who is sick.
   b. Open outside doors and windows to increase air circulation in the area

    c.   Wait 24 hours before if you can before disinfecting. If 24 hours is not feasible, wait as long as possible.

    d.   Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tables, touch screens, keyboards, remotes

    e.   [Vacuum the space if needed](#). Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.

    f.   Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

    g.   Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

    h.   Once area has been appropriately disinfected, it can be opened for use

2. Workers without close contact with the person who is sick can return to work after disinfection.

    a.   If more than 7 days since the person who is sick visited or used the facility, additional clearing and disinfection is not necessary.

    b.   Continue routine cleaning and disinfection. This includes everyday practices normally used to maintain a healthy environment.

General Cleaning

1. Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

2. Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.

    a.   Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

3. If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

4. Wash your hands often with soap and water for 20 seconds.

    a.   Always wash immediately after removing gloves and after contact with a person who is sick.

    b.   Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

5. Clean your hands before and after. Ensure cleaning products do not remain on your hands.

Cleaning Electronics

For electronics such as cell phones, tablets, touch screens, remote controls, and keyboards, remove visible contamination if present.

- Follow the manufacturer's instructions for all cleaning and disinfection products.
- Consider the use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Use products effectively:

- To kill the virus, the surface must stay wet for the entire time on the label. Look for "contact time" or "dwell time".
- Surface wipes can dry out during use. They must remain wet to be effective.
- Each product has only been shown to work where the label says it can be used. Look for **"use sites"** on the label.
- Disinfectants may not work on all surfaces. Follow the label carefully. Examples of surface types are listed in Table 1 below.
- "Cleaning" wipes do not kill viruses. They do not make claims to disinfect and are not registered by the U.S. EPA.

Table 1. Porosity of common household materials[1,2,3,4]		
Porous	**Semi-porous**	**Non-porous**
Carpeting Clothing Bedding Pillows Mattresses Upholstered furniture Fabrics Leather Wall Insulation Ceiling tile	Wood Drywall Tile grout Hardwood floor Linoleum Concrete	Some tiles Some sealed countertops Glass Metal

Consider these steps to reduce your risk when using disinfectants:

- To avoid chemical exposure when using disinfectants, follow the label's "precautionary statements". If no label guidance is provided, consider wearing gloves, eye protection, shoes with socks, and long sleeves/pants.
- Keep children, pets, and other people away during the application until the product is dry and there is no odor.
- Open windows and use fans to ventilate. Step away from odors if they become too strong.
- Wash your hands after using any disinfectant, including surface wipes.
- Keep lids tightly closed when not in use. Spills and accidents are more likely to happen when containers are open.
- Do not allow children to use disinfectant wipes. Keep cleaners and disinfectants out of reach from children and pets.
- Throw away disposable items like gloves and masks after use. They cannot be cleaned.
- Do not use disinfectant wipes to clean hands or as baby wipes.

Maintain a list of products used

For safety purposes (Poison Control 1-800-222-1222)

Ventilation

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening doors or windows. Never open doors or windows that could pose a safety or health risk to an individual.

Disinfecting Wipes: Unsafe for Kids & Classrooms!
Healthy Schools Network, Inc. ©2016

Disinfecting Wipes Pose Health Threat For School Children - Dangers Of Disinfecting Wipes

- Many popular wipes contain toxic chemicals that can cause immediate acute side effects such as skin and eye irritation (Fig.1), as well as contribute to chronic and long-term conditions.
- Disinfecting wipes contain active ingredients that have been found to cause:
    - Asthma (e.g., chlorine bleach/sodium hypochlorite, peroxyacetic acid, quats.)
    - Cancer (e.g., ortho-phenylphenol)
    - Skin sensitization (e.g., chlorine bleach, pine oil, thymol).
- Disinfecting chemicals often contain a class of substances called quaternary ammonium compounds or "quats". These chemicals are skin irritants, can irritate your lungs, and have been linked to asthma and reproductive harm.
- The overuse of antibacterial cleaners can promote antibacterial-resistant bacteria, aka "super-bugs."

Children should never be directed to use disinfectant wipes or other hazardous chemicals at school.
But they can and should help keep their classrooms clean. Children can usually clean up small classroom spills with damp paper towels or microfiber cloths. For bigger jobs, teachers should keep a water-diluted, certified green cleaning product in a spritzer bottle at the ready or alert the custodian.

NOTE: Children must not use disinfecting wipes due to exposure to chemicals. Students must wash hands thoroughly with soap and water if they come in contact with wipes. For protection, gloves should be worn whenever using a cleaning agent including wipes.

Operational Procedures

Mass Communication

School administrators must ensure that all information is updated in AP Notify (or other mass communication System) so messages can be sent immediately in the event of school closures or the need to deliver academic information quickly.

Signage

School administrators must develop a plan which will direct the flow of indoor/outdoor traffic which incorporates social distancing. Faculty and students must know how and where to safely access the building, and where to go once inside.

- Determine entrance points that allow safe spacing and utilize signage for smooth flow of traffic
  - [Feeling Sick?](#) (CDC)
  - [Do Not Enter](#) (Maryland DoH)
- Provide directional information outside and inside the school, make it obvious
  - Directional signage for one-way hallways (tape arrows)
  - Markers indicating 6 feet distance
  - Designated exits and entrances

Create Arrival and Departure Plans

School administrators must create plans to ensure the safety of students and staff for both arrival and departure procedures.

Student Arrival/Dismissal

1. Limit direct contact with parents. Parents should not enter the school building on drop off or pickup. Parents will be permitted to enter the building under special circumstances with administrator approval.
2. Determine which entrance/exit makes the most sense for staff and individual grades, they should enter close to their classroom to limit long walks through building
3. Anyone dropping a student off or picking up must wear a face covering.
4. Establish school/program protocols that encourage children and/or parents to move and social distance rather than congregate.
   a. Students will be directed to specific entrances to avoid clusters and crowding and remain at least six feet apart at all times.
   b. Stagger arrival/dismissal if possible to ensure proper social distancing.
5. Determine if students will have daily arrival screening in their vehicle or while exiting the vehicle. Consider a plan for students who walk to school or have bus transportation.
   a. If a student has a temperature at or above 100.4°, and/or shows signs/symptoms of COVID-19 that have not been identified by a medical professional as symptoms of another pre-existing health condition (e.g., seasonal allergies), they will be asked to not enter the building. Administrators must have a plan to accommodate.

    b.   Inform the parents that the student is unable to attend school based on the results of the daily arrival screening.

    c.   If the parent has already pulled away, <u>isolate the student in a safe place</u> until picked up

    d.   Students who have tested positive for COVID19 will be required to have a <u>note</u> from their healthcare provider or <mark>documented negative test result before returning</mark>

6.   Students must wear face covering to enter the building

    a.   Students should report directly to their classroom or designated space to avoid mixing of groups

        i.   Students should remain in their designated groups during the day

    b.   Establish dismissal routines to ensure social distancing while departing

        i.   Control which exits will be used, ensure students are gathering after school

        ii.   Consider staggering dismissal times or groups, encourage students to go straight to their vehicles, maintain social distancing

        iii.   Adopt pick-up protocols to keep the transition to parents outside, parents should only enter the building under special circumstances

Employee Arrival

School administrators will develop plans to ensure the safe arrival of all personnel.

1.   Staff will wear face coverings once exiting their vehicles
2.   Staff will be directed to a designated entrance where they will have their daily arrival screening, before entering the building
3.   Staff will use hand sanitizer outside of the entrance before entering the building
4.   Staff will report to their classrooms or designated area/post, and avoid gathering in places like the copy room or teachers lounge. It is recommended that electronic communications are utilized as much as possible as opposed to physical gatherings.

    a.   Determine how staff will exit the building

        i.   Avoid congregating

        ii.   Consider having virtual collaborative planning and faculty meetings

Attendance

School Administrators will keep track of student attendance through Rediker on days that students attend school in person. This is imperative for both legal and safety matters. schools and ELCs will keep a record of each student's attendance/participation during distance learning. schools and ELCs will determine the method in which they keep these records. schools and ELCs must know if students are either missing from virtual instruction or not submitting assignments/assessments, teachers should report these instances to the principal and the parents of the student.

Band and Extracurricular Activities

Schools will not offer band or extracurricular activities (clubs) at the start of the 2020-2021 school year. The goal is to evaluate school operations in September and begin these activities after evaluation, and the Task Force determines it is safe to do so. Before- and aftercare will be offered in compliance with local, state, and district requirements. Title I and other student services are not considered to be extracurricular and schools and ELCs must have plans to ensure students are receiving services in a safe manner.

Establish Procedures for Deliveries and Essential Visitors

School administrators must create plans to allow for essential visitors and deliveries (Mail/deliveries, water, student services personnel, CPS, etc.)

1. Maintain a record of visitors who enter into the building - date, time, nature of visit
2. No one is allowed inside the building without a face covering
    a. Most ==vendors== are wearing face coverings and gloves
    b. ==Vendors== have to right to refuse to have their temperature taken and can and take delivery back with them if denied access to delivering items
    c. Very few deliveries require a signature during the pandemic
        i. If a signature is required, maintain all safety protocols - face covering, wash hands immediately afterwards, do not touch your face
        ii. Keep all deliveries, when possible, outside of the building
3. For deliveries, have a table outside or just inside the door with clear and large signage
    a. Have someone on staff physically open the door for them to enter so there is no touching
    b. Water delivery - consider having containers dropped off at the entrance
        i. If not possible, have a staff member follow the delivery person to the designated area to promptly leave containers
4. Consider having school deliveries made at the rectory when that is an option

School Schedules

School administrators must create a school schedule that safely meets the needs of all students. Each school will create their individual plans based on the District of Columbia's/Maryland's and local county =="stay at home" mandates, and based upon consideration of applicable guidance from relevant governmental agencies and the ADW Reopening Task Force.== Schools and ELCs must take into account current enrollment and student space per square footage to maintain social distancing and accessibility for students and staff. Examine use of common areas or underutilized areas to be reassigned for instructional purposes. Consider implications of scheduling decisions on families. Utilize the survey resources provided by the CSO to determine what works best in your community.

Factors/Questions to Consider

1. Examples of School Day Schedules
    a. A/B Day - students alternate between face-to-face and virtual instruction. A students might attend Mon. and Tues, use Wed. as a cleaning day with distance learning, B students attend Thurs. and Fri.
    b. A/B Week- students alternate between face to face and virtual instruction. A students physically attend a full week while B students are virtual, the next week B students physically attend while A students are virtual.
2. Specials
    a. Teachers should move whenever possible, not students. In the event students are moving to different classrooms, the required cleaning must take place between groups.
    b. Consider if some specials need to be put on hold for a period of time to utilize space and staff
    c. Supplies and equipment should not be shared. In the event that different classes will be sharing supplies or equipment, the required cleaning must take place between groups.
3. Create Cleaning Schedules for School Spaces - high touch areas need cleaning more frequently. Determine cleaning based on level of use and changes in groups.
    a. Restrooms
    b. Classrooms
    c. Additional areas utilized by students or staff

d. Cafeteria

        e. Church

    4. Scheduling Supervision

        a. Redeployment of staff may be required to support appropriate student supervision

        b. Consider teacher:student ratio in the classroom

            i. Include use of special educator and other personnel

        c. Substitutes or approved volunteers must be trained on the safety protocols to protect themselves and students.

Provide Pandemic Awareness Training

School administrators must train their faculty, staff, volunteers and students on best practices and procedures to ensure the safest possible environment. Share information with parents to reinforce concepts at home. Teachers and volunteers need to model, practice, and reinforce protocols with students on a regular basis.

    1. For Staff:

        a. Mandatory - Staff Presentation

        b. Mandatory - CDC Video: COVID-19 Stop the Spread of Germs

        c. Mandatory - Video: Fight Germs: Wash Your Hands! (3:00) - (CDC)

        d. Mandatory - Video: Prevent COVID-19: Wear a Cloth Face Covering (1:33) - (CDC)

        e. Mandatory - Video: Reopening Guidance for Cleaning & Disinfecting Public Spaces, Businesses, Schools & Homes (4:02) - (CDC)

        f. Mandatory (for nurses, CMTs, those monitoring isolation room)– PPE for COVID-19 (18:57)

    2. Younger Students

        a. Optional - Henry's School Visit - The germs around us and washing out hands.

        b. Required - Dr. Will and Henry the Hand's Coronavirus Prevention Tips (2:08)

            i. Coronavirus Prevention Tips

            ii. Estrategias Para Evitar Contraer el Coronavirus

        c. Required - PPT - Coronavirus: What Kids Can Do

        d. Optional - Video: Wear a Mask Song for Kids: Mask Around Me by Drs. Bop n Pop (3:10) -

        e. Optional - Video: Virus Song by Drs Bop 'n Pop: Coronavirus Explanation for Kids (2:02) -

        f. Required (grades 3 and up)- Video: Kid's Video Guide to Coronavirus (1:21) - (Children's National Medical Center) (No audio, may need to be read to younger children)

    3. For Older Students:

        a. Required - PPT - Coronavirus: What Teens Can Do

        b. Required - Fight Germs: Wash Your Hands! (3:00) - https://www.youtube.com/watch?v=vxV6xiXq2ZY

        c. Required - Video: A More Scientific Understanding for Teens - Coronavirus (COVID-19) (3:13)

    4. Resources for Parents

        a. From American Academy of Pediatrics (AAP) regarding face coverings and how to work with children to wear them

        b. Talking with children about Coronavirus Disease 2019 - CDC

        c. Coronavirus: What Kids Can Do (KidsHealth)

        d. Coronavirus (COVID-19): How You Can Make a Difference (TeensHealth)

        e. Video: Making Masks Funs: Tips for Helping a Child Wear a Face Mask (4:05) - (Michigan Medicine)

        f. Video: How to Get Kids to Wear a Face Mask (2:05) - (Nationwide Children's)

APPENDIX C

Facilities

Facility Usage During the Day

Ventilation

Facilities that are reopening after a prolonged campus shutdown should ensure all ventilation systems are safe to use as follows:

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.
- Increase in air circulation should be continued after reopening where safe and possible.
- Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

Water

Before reopening ensure water systems and features (e.g. sink faucets, drinking fountains, decorative fountains) are safe to use as follow:

- Flush water systems to clear out stagnant water and replace it with fresh water. This will remove any metals (e.g. lead) that may have leached into the water and minimize the risk of Legionnaires' disease and other diseases associated with water.
- Water fountains are not to be used during the pandemic, students should have their own water. Administrators will develop plans so that students may safely fill a water bottle without utilizing drinking fountains.
- Further details on steps for this process can be found on the CDC website

Office Set-Up

School administrators must consider the layout of the front office to provide for social distancing and health & safety of office personnel.

- Office personnel must have a physical barrier of protection (desk shields/dividers) that are created with material that is easily sanitized could be considered to assist with social distancing, especially for visitors/deliveries.
- Hand sanitizer must be available at the front office
- Use floor markers to provide a safe distance to ensure social distancing
- Office personnel should physically sign in/out students, visitors, or employees to minimize the spread of germs. If parents or visitors are required to sign anything, pens or pencils should be sanitized. Make accommodations so that there is no need for visitors to touch items in the office.

Hallways

School administrators must create plans to ensure the safe and efficient use of the hallways that incorporate social distancing for the safety of students and staff.

- Limit transitions of students
    - Have teachers, catechists, and volunteers move, limit movement of students as much as possible.
    - Arrange schedules to limit traffic in hallways to avoid crowds and gatherings.
    - Students keep their books/lunch in backpacks and their own desk, the use of lockers are not recommended
    - Place markers on the floor indicating 6 feet and the direction one should walk.
    - Clearly delineate hallways between 2-way traffic, if necessary. Avoid students crowding in the halls
    - Avoid trips to the office when possible (utilize technology/intercom for exchange of information)
- If teachers, catechists, and volunteers move from one class to another, remember to:
    - Maintain social distance, wear a face covering, and use hand sanitizer when leaving one classroom and entering another.
    - High touch surfaces must be wiped down upon leaving a room. Try to avoid the shared use of desks, podiums, or keyboards.
    - It is recommended that teacher movement should be limited as much as possible.

Classroom Setup

School administrators will create plans that will examine and modify classroom layout In order to practice social distancing in the classroom. Spatial awareness for appropriate distancing in a classroom may be required by local jurisdictions or health departments. Additional spaces/rooms in the building may need to be considered in order to achieve social distancing:

- Schools and ELCs will ensure that students remain at least six feet apart while in their classroom and throughout the building
- Desks will not be clustered together; desks must face the same direction
- Walking lanes should be established (tape or cones) to ensure that students ensure the six feet from others as they move throughout the room
- Classrooms should be measured and desks, tables, and other furniture is placed to meet the expected social distancing guidelines of 6 feet.
- Students should not share any classroom equipment (pencils, books, etc.). If items must be shared, clean and disinfect frequently and between each use by groups
- The use of study carrels or other shields/dividers created with material that is easily sanitized could be considered to assist with social distancing, especially for younger students, small group instruction, or intervention services (special education, speech & language, etc).

If a teacher is alone in a classroom space, then a mask or face covering does not need to be worn. However, at any point another person enters the room, everyone must be wearing a mask or face covering and maintaining social distance by at least 6 feet. It is advised to open windows, if possible, to increase ventilation. If another teacher uses a classroom at a different time, then the space occupied by the first teacher must be wiped down and items should not be shared unless they can be disinfected. The second teacher should wipe down areas as well upon exiting. Always wash hands or use hand sanitizer when leaving and entering spaces.

Technology and Computer Labs

School administrators must develop plans to ensure the safe use of technology

- Avoid sharing if possible. If devices are shared, then follow the manufacturer's instructions for all cleaning

and disinfection products. Any shared device must be disinfected between users.
- Consider allowing students to bring their own device to prevent sharing.
- Consider the use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Maintain 6 feet distance between users.

Mass

School administrators will create plans to ensure that students and staff can attend mass in a safe manner
- Spread students throughout church by 6 feet and alternate or skip rows.
- Clean and disinfect afterwards. Markers on pews (could be there from Sunday services).
- Singing should not occur in order to prevent respiratory droplets entering the air.
- Ensure that daily mass attendees are not seated with students.

Close communal areas (cafeterias, gymnasiums)
Consider using these spaces for instructional purposes in order to allow for social distancing.
If a group uses a space and another group enters afterwards, allow for cleaning and disinfecting prior to the new group.

Lunch/Meals

School administrators will need to create a plan for meals that ensures the safety of staff and students

1. Clean areas before and after lunch to ensure the safety of students and staff
2. If utilizing a cafeteria, cleaning and social distancing must occur, no mixing of groups
3. No large gatherings (one class or group at a time)
4. Consider lunch in classrooms or outside, weather permitting
5. CDC, FDA and USDA are not aware of any reports at this time that suggest COVID-19 can be transmitted by food or food packaging. The CDC currently has no evidence to support transmission of COVID-19 associated with food. Current evidence shows the biggest risk of transmission of COVID-19 is being around individuals who are symptomatic (and to a lesser extent, infected but not showing symptoms.) Food businesses should be following employee health policies and health department recommendations to keep these individuals at home.
   a. Wash hands for 20 seconds with soap and water before and after eating.
   b. It is recommended when placing food orders from local vendors for hot lunch or pizza lunch fundraisers to use vendors that have a contact free delivery policy to the school or parish site.
   c. It is recommended meal providers provide bagged or pre-packaged meals.
6. Avoid using communal items such as Ketchup, salt/pepper or sauces.
   a. Only individual packaged items of this type are permitted to be used.
   b. No utensil sharing
   c. No buffet style meals

Recess

School and ELC administrators must create plans for recess/play areas which ensures the safety of students and staff. These plans will include creating designated safe spaces to allow classes to play without the mixing of groups. Recess times may need to be staggered to ensure the spacing needed for safe play.

1. If multiple groups are outside at the same time, they should have a minimum of 30 feet of open space between each group. This space should prevent groups from mixing.
2. If spacing can't be achieved between groups, stagger recess times to reduce the number of groups outside at one time
3. The use of shared play equipment should be limited when possible (balls, jump ropes, etc.), and cleaned in between each group use.
4. Equipment should never be shared between groups
5. Teach and facilitate games with no physical contact or use of equipment when possible
6. Students should wash hands or use hand sanitizer before and after recess.
7. Students need outdoor play for their physical and mental health, consider adding additional time(s) to allow students a chance to socialize and remove their face covering
8. Recess monitors must **CLOSELY** supervise play to ensure that students are playing in a safe AND appropriate manner
9. Introduce games such as relays, red light/green light, obstacle courses based on activities rather than equipment, etc.
10. Start walking and running clubs or dance competitions.
11. Organize track and field type of events (e.g., long jump).
12. Playground rotating circuit challenges – individual activity stations. Be creative! Seek additional input from physical education teachers for more idea

Cleaning playground and equipment CDC

1. Guidance from the CDC indicates that outdoor areas like playgrounds in schools and ELCs and parks generally require normal routine cleaning, but do not require disinfection.
2. Focus cleaning efforts on plastic or metal high-touch surfaces where hands frequently make direct contact like grab bars and railings between groups of children. It is not practical to disinfect entire large playground structures, and is not proven to reduce risk of COVID19 to the public. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
3. Establish daily routines for cleaning playground equipment such as rubber balls, jump ropes, etc. Set up a system and educate children about how to care for equipment when they start and end play. Label containers for clean, unused playground equipment and for equipment that needs to be cleaned. Consider color code or labels with simple symbols so children of all ages can help with this daily activity.

Additional Resources

1. SHAPE America: Strategies for Recess in Schools
2. Playground Guidance for Schools and Child Care Programs (PDF) (Minnesota Dept. of Health)
3. Minnesota Department of Education: Active Schools
4. Playworks: Resources
    a. This tool could map specific play zones to maintain social distancing.
5. Recess Lab: Map Your Playground

Cleaning Resources:
[CDC: Cleaning and Disinfecting Your Facility](#)
[CDC: Guidance for Child Care Programs that Remain Open](#) – Supplemental Guidance

Use of Restrooms:
School administrators must develop plans for staff and students to use restrooms in safe manner

- Assign a restroom to each group of students and staff. If possible, avoid groups sharing restrooms.
- Ensure that bathrooms are cleaned and disinfected after each group use.
- When possible, add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least six feet apart.
- Ensure adequate soap supplies and paper towels. Paper towels should be used, the hand dryers that blow air are not recommended during the pandemic.

Licensed Programs in Maryland (Pre-K, Extended Day, Early Learning Centers):
All licensed programs must follow the requirements established by the Maryland Department of Education (MSDE) Division of Early Childhood. MSDE has set forth limits and recommendations related to social distancing, maximum group size, child to staff ratios, etc… These requirements change based on guidance from local, state and federal mandates. Current guidance can be found on the [MSDE Division of Early Childhood website](#)

*Pre-k programs in schools located in the District of Columbia meet an exemption and are not licensed by the Office of the State Superintendent of Education

Before/Aftercare:
School administrators must create a plan to operate the before and aftercare (extended day program) in a safe manner. Schools will operate their before and aftercare programs in accordance with state/district guidelines.
- Students will remain with their same classroom groupings to avoid mixing of groups throughout the day
- Social distancing of six feet between students and staff members
- If several groups share a classroom, section off the room to create barriers between groups. This can be accomplished by arranging furniture or cones to create a separation of groups.
- Parents/Guardians will come to the designated exterior entrance to drop off and pick up their children. A parent could be permitted to enter the building if there is a special circumstance that warrants this, school administrators will need to approve
- Incorporate plans that allow parents to sign in/out in a safe way that allows distancing and supply hand sanitizer. Parents/Guardians should remain outside of the building and utilize face coverings while on school property.

Facility Usage Between Shared Groups
Shared groups include parish programs like catechetical programs, CYO and other parish run programs. Pastors will work with all parish leaders to plan accordingly the phasing in and reopening of all parish programs. Third party vendors should not access the building until further notice. Ensure that school and parish leaders/maintenance personnel are trained on cleaning protocols and effectively communicate with all stakeholders. Any area needs to be thoroughly cleaned after one group leaves and before the next group utilizes any given space. Cleaning protocols/checklists should be used.

Leadership will need to develop a plan for controlled access to the building during and after the school day and on the weekends. Parishes should limit access and keys to those approved to use the building. Usage of the facility by various groups of persons will depend on the ability to clean and disinfect each space in between usage (before and after). Consideration should be given to whether groups or activities are mixing cohorts of students by age/grade who are endeavoring to remain distanced from each other during the school day.

APPENDIX D

Protecting Children and Staff at Higher Risk for Severe Illness

Individuals with underlying medical issues may be at a higher risk for severe illness from COVID-19. Underlying medical conditions include people with chronic lung disease or moderate to severe asthma, serious heart conditions, immuno-compromised, severe obesity (body mass index [BMI] of 40 or higher), diabetes, chronic kidney disease and undergoing dialysis, and liver disease. Though not a medical condition, individuals over the age of 65 years old are also at a higher risk.

Additional precautions should be taken to prevent illness. Precautions include keeping space between others (stay 6 feet away, frequent hand washing, keeping away from people who are sick, and cleaning and disinfecting frequently touched areas.

Reasonable accommodations should be made to support individuals who are at a higher risk. Consult with the Office of Human Resources regarding support for teachers and staff. In consultation with the school nurse, families and their healthcare provider, know which students have underlying health conditions and ensure care plans are updated. Determine appropriate accommodations to maintain learning for all students.

Multidose Medication

Multidose medication bottles must not be shared with multiple children in the school setting. Any child who requires medications while in school or an ELC, whether prescription or over-the-counter, must have a written order by a licensed healthcare provider for the specific medication. The family must supply the appropriately labeled medication to the school or ELC. The medication will only be used for the child for whom it was prescribed. Medication may only be administered in school by a certified medication technician or a nurse. *Form 8, Student Medication Authorization*, must be completed for both prescribed and over-the-counter medications.

Students with Asthma

From the CDC: Planning and Responding to COVID-19

People with moderate to severe asthma may be at higher risk of getting very sick from COVID-19. CDC has more information on COVID-19 for schools and ELCs and healthcare providers (including school nurses).

First, students with symptoms of COVID-19 should not attend school or an ELC. Symptoms of asthma and COVID-19 may overlap, including cough and shortness of breath. Therefore, students experiencing acute asthma attacks should not be attending school or ELC without approval by a healthcare provider; if an asthma attack starts at school or the ELC, a student may need a bronchodilator treatment before being sent home or before an ambulance arrives. The American Lung Association recommends using inhalers with disposable spacers/mouthpieces and nebulizers with disposable tubing with mask/mouthpieces. Inhalers and nebulizers should be used and cleaned according to the manufacturer's instructions.

During this COVID-19 pandemic, asthma treatments using inhalers with spacers (with or without face mask, according to each student's individualized treatment plan) are preferred over nebulizer treatments, whenever possible. Based on limited data, use of asthma inhalers (with or without spacers or face masks) is not considered an aerosol-generating procedure.

Use of peak flow meters, including in the school setting, includes forceful exhalation. Based on limited available data[1], forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19. However, for some people with asthma, using a peak flow meter can trigger cough.

Schools and ELCs should obtain the appropriate personal protective equipment (PPE) for staff who administer nebulizer treatments and peak flow meters to students with asthma. PPE for use when administering nebulizer treatments or peak flow meters to students with asthma consists of gloves, medical or surgical facemask and eye protection. School and ELC staff should be trained on when to use PPE, what PPE is necessary, where this PPE is stored, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of used PPE. CDC has information on using PPE. Staff should also be trained on how to administer nebulizer treatments and peak flow meters.

During this COVID-19 pandemic, if a nebulizer treatment or use of a peak flow meter is necessary at school for a student, the number of people present in the room should be limited to the student and the staff member administering the treatment or peak flow meter. If appropriate, based on the student's age and level of maturity, the staff member could leave the room and return when the nebulizer treatment is finished. After the nebulizer treatment or use of a peak flow meter, this room should undergo routine cleaning and disinfection. CDC has information on how to clean and disinfect and how to prevent asthma attacks triggered by cleaning and disinfecting activities.

Encourage families, whose children use nebulizers, to consult with their healthcare provider to transition to use the medication as a metered dose inhaler (MDI) and a spacer.

CDC has additional information about asthma (non-COVID related) for health professionals and schools and ELCs.

Immunizations
Please remind parents to maintain the proper schedule for immunizations. They should work with healthcare providers to schedule appointments, attend well-child visits and make sure they get back on track with any overdue vaccinations, as soon as possible. "Pediatric practices have implemented many strategies to make acute and routine care of children as safe as possible during the COVID-19 pandemic," said Dr. Maria Brown, president of the Maryland chapter of the American Academy of Pediatrics. "Pediatricians and pediatric healthcare providers want to ensure that children are up-to-date on essential immunizations to avoid outbreaks of vaccine-preventable diseases, such as measles and whooping cough." These practices will help protect everyone.

APPENDIX E

Daily Arrival Screenings for Students and Employees

Know symptoms related to COVID-19. Symptoms may appear 2-14 days after exposure:

- Fever or chills
- Cough
- Shortness of breath, difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Conduct daily health checks (e.g. temperature screening and/or symptoms checking) of staff and students safely, respectfully, as well as, in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained. Please reference the Office of the General Counsel guidance regarding which screening measures and other precautions are temporarily allowed (and those not allowed) for employers during the pendency of the COVID pandemic.

School, ELCs and camp administrators may use examples of screening methods in CDC's supplemental Guidance for Childcare Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff. Encourage staff to stay home if they are sick and encourage parents to keep sick children home.

If staff or students have a temperature at or above 100.4°, answer "yes" to any of the daily arrival screening questions or signs/symptoms of COVID-19 that have not been identified by a medical professional as symptoms of another pre-existing health condition, they will be asked to not enter the building.

- If a student or staff member reports contact to COVID-19 case, the individual should not enter the building. Notify the Catholic Schools Office for further guidance.
  - Staff and students may be required to have a note from their healthcare provider or a documented negative test result, and meet CDC guidelines before returning.
- Keep records
  - Screening Log - Signs of Illness
  - Maintain confidentiality

Entry Assessment Guidelines
1. The school nurse and/or staff performing the screening will wash hands and put on a face mask and gloves.
2. Staff/parent will submit an acknowledgment form on the first day of work/school and confirm no current symptoms of COVID-19.

3. Make a visual inspection of the student for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or irritability, skin changes (rash), and confirm that the student is not experiencing coughing or shortness of breath. Ensure these signs are not attributed to another health condition.
4. Take the staff/student's temperature using a non-contact infrared thermometer. Those with a temperature of 100.4 F or higher, or other signs of illness unless attributed to another medical ailment previously identified by a healthcare provider (i.e. seasonal allergies), will not be permitted to attend school or the ELC.
5. Follow the manufacturer's directions for using thermometers. Directions for appropriately capturing a temperature will vary based on the product being used.
6. All should wear a mask upon entering the building (unless unable to do so due to age or health condition) and use hand sanitizer at the door.

Screening Log - Signs of Illness

The first point for screening begins at home. Families need to be aware of symptoms that indicate a student should stay home. Encourage families to self-report symptoms of illness which could involve fever or cough. Educate parents about not giving fever-reducing medication prior to sending their child to school. Remind families of School Exclusion Criteria (DC) School Exclusion Criteria (MD)

School is the final point of screening. Staff should visually check for symptoms, which include temperature checks, and confirm with families that students are COVID-19 symptom-free. Students with a temperature of 100.4° F or higher and/or symptoms described above, unless identified by a medical professional as symptoms of a pre-existing health condition, should not be allowed in school. Students and staff who show symptoms above, must contact their licensed healthcare provider and may be required to obtain a note, a documented negative test, and be without symptoms and fever for 24 hours before returning. Prepare conversations and actions when a staff person or student is not allowed to enter school, based on symptoms.

Staff and families sign and return agreement form on the first day of work (staff) and first day of school (students). Send out form, a week prior to returning, and have staff and families bring to school or ELC on the first day.

Screening Questions
1. In the past 15 days, have you knowingly been directly exposed or been around anyone who has been exposed to Coronavirus known as COVID-19?
2. In the past 15 days, have you or anyone in your household exhibited any symptoms such as: cough, shortness of breath/difficulty breathing, fever, chills, muscle pain, sore throat, or new loss of taste or smell.
3. In the past 15 days, has anyone in your household been subject to quarantine by an employer or any other school?

Resources:
HIPPA and FERPA graphic
Symptoms of COVID-19
Symptoms of COVID-19 (Spanish)

- Signage on entrance door
  - Feeling Sick? (CDC)
  - Do Not Enter (Maryland DoH)
- School Exclusion Criteria (DC)
- School Exclusion Criteria (MD)

APPENDIX F

Guidelines for Someone Suspected of COVID-19

From the CDC: schools and ELCs should establish procedures to ensure students and staff who become sick at school or who arrive at school sick are sent home as soon as possible. Keep anyone sick separate from well students and staff until the sick person can be sent home.

A room to isolate someone suspected of COVID-19 must be identified prior to returning to the school/program. This link provides guidance on isolation rooms, donning (putting on) and doffing (removing) PPE in this environment. Each school should have the following:

Proper personal protection equipment (PPE - masks, gloves and face shield; clothing covering optional) for each staff member assigned to the isolation area for students/staff members.
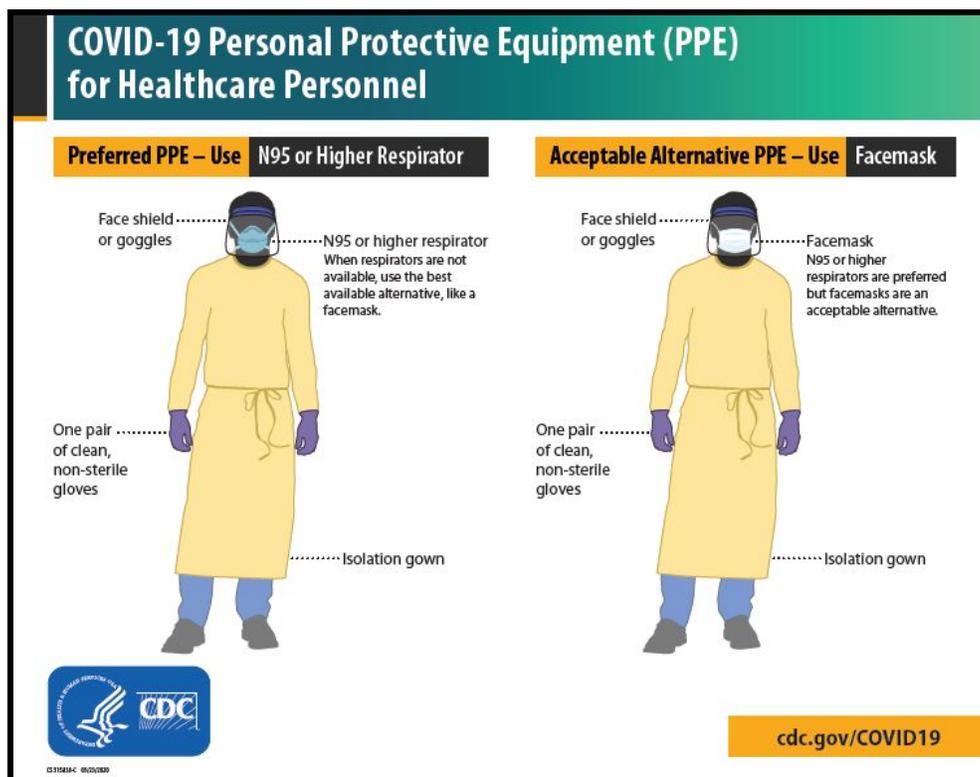
Dedicated staff members trained on donning (applying)/doffing (removing) technique and available to address ill students and staff.

        a.   While a school nurse is preferred to staff isolation areas, the delegating nurse should make staffing decisions.

        b.   If neither is available, then the principal should make staffing decisions (contact the CSO for further assistance).

An established, dedicated, and well-ventilated isolation room or area for students/staff who become ill while in the school building.

Methods of contacting family members to ensure expedient pick up should be readily accessible.

Flow charts for decision-making should be clearly visible for staff and must be followed.

Proper documentation must occur to track signs and reported symptoms of illness including initial contact tracing of students/staff.

      a. Actions taken per the protocol should be documented

      b. Times and dates should be clearly noted.

1. Cleaning and disinfecting protocols for the isolation area and PPE, if reusable, must be performed immediately following the departure of ill students or staff members and prior to the next person(s) entering the isolation area.

Guidelines for students or staff that become ill at the school during the COVID-19 pandemic must include the above, in order for safety to be maintained for staff and students. The individual must be isolated immediately and leave the premises with the recommendation to contact their healthcare provider. Surfaces in their workspace should be cleaned and disinfected. The following are steps to be performed when student/staff illness is reported or suspected:

1. Don PPE, for care of ill staff or students.
2. Isolate the student/staff member who reported illness to establish isolation space. Ensure that the room is well ventilated, mask student/staff member, as appropriate if not masked.
   a. Per National Association of School Nurses (NASN), if masking small children and/or special needs individuals is not appropriate or effective for their developmental stage, an increase in distancing may be the best course of action.
3. Contact a family member for immediate pick up, note the time of call so the length of school nurse/designee exposure is captured.
   a. Encourage family to contact physician or other healthcare provider for COVID-19 more thorough screening and possible COVID-19 testing.
   b. Per NASN, Remember that schools and ELCs are not **expected** to screen students or staff to **identify** cases of COVID-19. If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
4. Begin preliminary tracing and additional documentation for that student/staff member, ensuring that additional signs and symptoms are discussed and captured.
   a. Documentation will be necessary and vital in this stage in order to begin contact tracing that will assist local health departments in their efforts to understand the spread of COVID-19. Those at the facility with close contact (within 6 feet) of the employee during this time would be considered exposed and should follow the exposure protocols established by the health department.
   b. Documentation should coincide with the flowchart.
5. Once the child has been picked up from the health room, disinfect stringently and the remaining room according to CDC and NASN recommendations. (See cleaning and disinfection section)
6. Don PPE and disinfect as applicable.
7. Ensure follow up with family or staff members, ask about pending tests and involve administration.
8. Notify local health officials. These officials will help administrators determine a course of action for their childcare programs or schools.
   a. Per the CDC, you will likely dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school/program and for custodial staff to clean and disinfect the affected facilities. Work with the local health officials to determine appropriate next steps, including whether

extended dismissal duration is needed to stop or slow further spread of COVID-19. Plan accordingly.

Reporting Requirements
1. On the same day, notify the CSO, and pastor/president. The CSO will guide you through the process
   a. Gather the facts of the potential contact (names and contacts of people)
   b. Contact Chris Buchleitner or Anne Dillon at the CSO via phone or email
   c. The CSO may give direct guidance or contact local health department for consultation
   d. Fill out the Incident Report Form (#19)
   e. It's possible that the building may need to temporarily close for disinfecting.
   f. Inform Human Resources for FMLA consideration or complete and submit an FMLA Intake Form
   g. If the community needs to be alerted, CSO and Communications will help you with a draft. We never disclose personal information, all drafts must be approved by the Communications Department. Information to include:
      i. Education about COVID-19, including the signs and symptoms of COVID-19
      ii. Guidance for close contacts of a person confirmed to have COVID-19 (self quarantine if exposed)
      iii. Schools and ELCs may be expected to provide a contact tracing list of all contacts within the last 14 days (possible request of health dept.)
      iv. Information on options for area COVID-19 testing, provided by health dept.

Returning to School after Testing Positive for COVID-19
Sick students and staff must not return to the school or ELC until they have met CDC's criteria to Return to School Policy or specific guidance from the local health department. A staff member must provide a note from the healthcare provider or provide the results of a negative test before returning to work. Generally, you can be with others (updated from CDC 8/7/20) after
   i. 10 days since symptoms first appeared and
   ii. 24 hours with no fever without the use of fever-reducing medications and
   iii. COVID-19 symptoms have improved (e.g., cough, shortness of breath)

Student or Staff Reports Contact with COVID-19 Case
If any student or staff member has been in close contact with a person who is positive for COVID-19, then the child or staff member must not access the premises or enter the facility until evaluated by their healthcare provider, or until they have completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not access the premises or enter the facility until the close contact tests negative. If the close contact tests positive, then they must seek guidance from their healthcare provider and follow local jurisdiction health requirements. If a student or staff member contracts COVID-19, they will need to provide a doctor's note stating they are cleared to return to work/school or a COVID-19 test with a negative result.

Maintain Confidentiality

It is important to regularly remind the school community of confidentiality policies regarding the health status of a student and faculty, to ensure that this information is not inadvertently shared. At the same time, the school will want to establish a culture of encouraging employees, students and families to self-report consistent with applicable laws and regulations, if they or a child have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19.

Please contact the CSO (student) or Human Resources, if you have questions regarding an appropriate course of action with a family or employee.

Special Considerations for Students

From the CDC: Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19, is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes COVID-19, or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care. **Symptoms of MIS-C include**:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms. **Seek emergency care right away** if the student is showing any of these **emergency warning signs of MIS-C** or other concerning signs:

Trouble breathing	Pain or pressure in the chest that does not go away	Bluish lips or face
New confusion	Inability to wake or stay awake	Severe abdominal pain

Suspected COVID-19 Isolation and Exclusion Flow Chart

Student/Staff Member becomes ill at school complaining of COVID-19 or MIS-C symptoms.
- Mask Student or Staff member if not already masked.
- Isolate Student or Staff member in isolation area and don PPE.
- If *emergent signs or symptoms are noted **stop here** and call 9-1-1.

* Emergent Symptoms:
- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

*CALL 911 IMMEDIATLEY
-Proceed to follow up step

If emergent symptoms are not seen or reported, begin to gather and document information on signs and symptoms using symptoms list.

What does the Student or Staff member report?

What do you observe?

Ask the following:
When did symptoms appear?
Have you had a recent COVID-19 exposure?

Symptoms related to COVID-19. Symptoms may appear 2-14 days after exposure:
- Fever of 100.4° F or above
- Chills
- Cough
- Shortness of Breath, difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Symptoms of MIS-C include:
- Fever of 100.4° F or above
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Automatic exclusion from school for any illness:
- Fever of 100.4° F or above
- Vomiting
- Diarrhea

Does the student or staff member have symptoms related to COVID-19 or should they be excluded from school? (For automatic exclusion, use your school's policy on illness).

NO

YES

Allow student to rest for 5-15 minutes

- Contact family member for immediate pick up.
- Note the time of call so length of exposure is captured.
- Encourage family to contact physician or other HCP for COVID screening and testing

Improving?

NO

YES

Return to class/work

Once child has been picked up from the health room, disinfect Zone 2 stringently and the remaining room according to CDC and NASN recommendations.

Ensure follow up with family or staff member, **ask about pending test, and involve administration and health department as applicable. Refer to school closure plan if positive case is reported.
Families and Staff are **not required to report their testing status to schools, per HIPPA.

APPENDIX G

Health Hygiene

Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your eyes, nose, and mouth with unwashed hands.

Promote healthy hygiene to protect yourself and others. Healthy hygiene includes social distancing (6 feet apart) and wearing a face covering (see section on Face Coverings). If staff cannot wear a face covering or mask for any reason, then in-person participation may not be an option.

Promote health

- Help children reach at least 60 minutes of physical activity a day.
- Wash hands before and after outdoor playground time.
- Provide education about and demonstration of proper handwashing.
- Talk with children about how to stay healthy – avoid touching their eyes, nose, and mouth and covering their cough.
- Provide age appropriate activities/games for children to learn about taking care of their bodies and helping their peers stay healthy, too!

Avoid sharing materials/objects

Discourage sharing of items that are difficult to clean or disinfect. Keep each student's belongings separated from others' and in individually labeled containers or areas, whenever possible. Ensure adequate supplies to minimize sharing. If items are shared, clean and disinfect them frequently and between use by different groups.

Students and staff must wash hands/use hand sanitizer regularly throughout the day.
- Arrival
- Before and after putting on, touching, or removing cloth face coverings or touching your face
- After blowing your nose, coughing, or sneezing
- After using shared materials
- After using the restroom
- Before lunch and snack time
- Before and after recess

Teach and monitor student use of hand sanitizer with children.
- Students should never put hands to their mouth
- Early childhood (0-5 years) students should only use soap and water or baby wipes, NEVER hand sanitizer to clean their hands.

Guidance for Hand Sanitizer and Students

- **Hand hygiene is an important part of the U.S. response** to the international emergence of COVID-19. Practicing hand hygiene, which includes the use of alcohol-based hand rub (ABHR) or hand washing, is a simple yet effective way to prevent the spread of pathogens and infections in healthcare settings. CDC recommendations reflect this important role.

- **The exact contribution of hand hygiene** to the reduction of direct and indirect spread of coronaviruses between people is currently unknown. However, hand washing mechanically removes pathogens, and laboratory data demonstrate that ABHR formulations in the range of alcohol concentrations recommended by CDC, inactivate SARS-CoV-2. [1,2]

- **ABHR effectively reduces the number of pathogens** that may be present on the hands after brief interactions with students or the care environment.

- **DC recommends using ABHR (alcohol-based hand rub) with greater than 60% ethanol or 70% isopropanol**. Unless hands are visibly soiled, an alcohol-based hand rub is preferred over soap and water in most clinical situations due to evidence of better compliance compared to soap and water. Hand rubs are generally less irritating to hands and are effective in the absence of a sink.

- **Hands should be washed with soap and water for at least 20 seconds when visibly soiled, before eating, and after using the restroom.**

  CDC: Hand Hygiene Recommendations

Four Steps: Cleaning Hands with Hand Sanitizer (Minnesota Department of Health)
1. Make sure all visible organic matter (such as dirt) is removed from hands.
2. Apply a dime sized amount of waterless hand sanitizer to the palm of one hand or use a waterless hand sanitizer wipe.
3. Rub hands together covering all surfaces of hands and fingers.
4. Rub until waterless hand sanitizer is absorbed.

Additionally, staff may need to train students under the guidance of the school nurse or delegating nurse. Staff may also need to monitor use for younger children.

Hand Sanitizer and Young Children (From Maryland - Division of Early Childhood)
"Childcare programs must take extraordinary precautions beyond what is normally recommended to prevent the spread of the COVID-19 virus, including:
1. If soap and water are not readily available, closely supervise use of an alcohol-based hand sanitizer with at least 60% alcohol to avoid ingestion. Providing children with soap and water to wash hands; adults may use an alcohol-based hand sanitizer with at least 60% alcohol, but this is very toxic to children."
2. Providing adequate supplies for good hygiene, including clean and functional handwashing stations, soap, paper towels, and alcohol-based hand sanitizer.

Food and Drug Administration - [Safely Using Hand Sanitizer](#)

1. Hand sanitizers are regulated as over-the-counter (non-prescription) drugs by the U.S. Food and Drug Administration. If you use alcohol-based hand sanitizers, read and follow the Drug Facts label, particularly the warnings section.
2. Store hand sanitizer out of the reach of pets and children, and children should use it only with adult supervision.

NOTE: Children must not use disinfecting wipes due to exposure to chemicals. Students must wash hands thoroughly with soap and water if they come in contact with wipes. For protection, gloves should be worn whenever using a cleaning agent including wipes.

Face Coverings and Social Distancing

Face Coverings

All adults must wear a ==cloth== face covering or mask at all times while in the school/program building. ==Students and staff should wear a face covering during outdoor recess if social distancing cannot be maintained.== Students should be afforded opportunities throughout the day to have a break from wearing a mask.

Any individual entering the school/program must wear a face covering. All students must wear a face covering or mask ==at all times while in the building== regardless of grade (children under 2 years old should not wear face coverings ==when napping==). This procedure will be evaluated at a later date.

When students proceed to outdoor recess, a face covering should be worn until they are outside. To protect the face covering when students are not wearing it, the following options are available:
- Face covering is wrapped in a sheet of paper or paper towel and placed in a plastic enclosable bag.
- Face covering is placed in a small paper bag then put into a plastic enclosable bag.

Face coverings should not go directly in a plastic bag due to moisture retention. Consider having students bring paper and enclosable bags as a part of their classroom contribution similar to boxes of tissues, paper towels, etc.

Review the following points regarding face coverings:
- Masks must fit snugly to cover the nose bridge, mouth and chin
- Wash hands before putting on mask and when removing mask
- Only touch mask by its straps
- Avoid touching the mask while it is being worn
- Change mask if it becomes wet
- Place mask in a container when not in use
- Bring an extra mask to school

In some situations and grades, it may be more appropriate for a ==teacher== to wear a face shield in lieu of a mask ==for a short duration. Wearing a face shield may be necessary in order to not impede the educational process. Circumstances such as showing students how to articulate a sound may be an example for using a face shield. The CDC guidance on face shields (updated 7/16/2020) states:==

> *==It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of face shields for normal everyday activities or as a substitute for masks. Some people may choose to use a face shield when sustained close contact with other people is expected. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use.==*

However, ==if a face shield is used for short periods during instruction, then 6 feet social distancing must continue to be maintained.== However, when staff or students move around the building and at all other times, a mask must be worn. ==It is not recommended for students to wear face shields as their only face covering.==

*Face covering guidance subject to change ==based upon guidance== from the health department and local jurisdiction.

From [American Academy of Pediatrics](#) (AAP) regarding face coverings and how to work with children to wear them.

Note: Consider adding face coverings to the student list of personal supplies. Extra coverings are needed in the event one gets damaged or dirty during the day.

Posters:

[Protect Yourself & Others](#)
[Protect Yourself & Others](#) (Spanish)
[Please Wear a Face Covering](#)
[Please Wear a Face Covering](#) (Spanish)
[How to Wear & Safely Take Off a Face Covering](#)
[How to Wear & Safely Take Off a Face Covering](#) (Spanish)

Social Distancing

[Social distancing](#), also called "physical distancing," means keeping space between yourself and other people outside of your home. To practice social or physical distancing stay at least 6 feet (about 2 arms' length) from other people. In addition to [everyday steps to prevent COVID-19](#), keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread locally and across the country and world. Limit close contact with others outside your household in indoor and outdoor spaces. Since people can spread the virus before they know they are sick, it is important to stay away from others when possible, even if you—or they—have no symptoms.

- Reminders throughout the building using markings and signs
- Use physical reminds especially for younger students (e.g. sheets and shower curtains as physical reminders)

APPENDIX I

Catholic Identity Resources

Community Building for New School Year

All of the strategies listed below can be adapted to specifically strengthen Catholic identity.

These benefits are often lasting. Researchers have found that the positive effects of certain community-building programs for elementary schools persist through middle and high school. During middle school, for example, students from elementary schools that had implemented the Developmental Studies Center's Child Development Project—a program that emphasizes community building—were found to outperform middle school students from comparison elementary schools on academic outcomes (higher grade-point averages and achievement test scores), teacher ratings of behavior (better academic engagement, respectful behavior, and social skills), and self-reported misbehavior (less misconduct in school and fewer delinquent acts) (Battistich, 2001).

Schools can readily assess the degree to which students experience community in school by asking students how much they agree or disagree with such statements as

- My class is like a family.
- Students in my class help one another learn.
- I believe that I can talk to the teachers in this school about things that are bothering me.
- Students in my class can get a rule changed if they think that it is unfair.

Ways to enhance community
- Class meetings are useful for setting goals and norms, planning activities, and identifying and solving problems.
- A buddies program pairs whole classes of older and younger students for academic and recreational activities. Every older student gets a younger buddy for the year.
- "Homeside" activities are short conversation activities for students and parents or other caregivers to do at home once or twice a month.
- Schoolwide community-building activities link students, parents, and teachers; help foster new school traditions; and promote helpfulness, inclusiveness, and responsibility. They can be as undemanding as Family Film Nights, invitations to the entire family to view a feature-length movie at school and perhaps discuss a question related to it within the family. Or the activities can be as challenging as creating a Family Heritage Museum, for which students and their caregivers prepare displays of information and artifacts that tell something about their family heritage.
- 10 Powerful Community Building Ideas
- Shout-Outs: This is a quick way for students to celebrate each other for doing a job well or for attempting something difficult.

- Friendly Fridays: Elizabeth Peterson, a fourth-grade teacher in Amesbury, Massachusetts, uses Friendly Fridays as a simple way for students to lift each other and themselves up. Peterson has her students write a friendly, anonymous note to a classmate, practice using positive self-talk, or use storytelling to give a peer a pep talk.
- Sharing Acts of Kindness: Fifth-grade teacher Marissa King, of Tulsa, Oklahoma, shares two activities that encourage kindness. In the first, the teacher gives students secret kindness instructions, such as writing an anonymous note to a peer who is struggling in one of their classes.
- Group Salutes: A moment shared between two or more students at the beginning or end of an activity, a Group Salute is a teacher-prompted interaction that is a quick, low-prep way to cultivate community. There's some interesting data supporting this idea: Researchers found that NBA teams whose players touch the most early in the season—high fives, fist bumps, etc.—had the best records later for the season. **Obviously these will need to be contactless but still having some sort of gesture can be important!**
- [Remote Unity: Building a Sense of Community during School Closures](#)

1. Read to your students.
2. Bring normal community-building routines to the digital space.
   a. Many schools have already instituted morning announcement videos on Twitter, YouTube, and Facebook. Students still get to start off the day with the Pledge of Allegiance, birthdays, and announcements—and they know everyone from school is doing the same in their own living rooms or kitchens.
3. Lunchtime is another daily routine that could be transferred to a digital space. An online platform could be used to host virtual lunch, with students eating at home but gathering and chatting as if they're together in person.
4. Use a buddy system.
   a. Assigning buddies is another way to make sure each student feels cared for. K-5 students, with the help of their parents, might report daily to their buddies about what activities they did at home and what their favorite part of their day was. A parent could facilitate the check-in by video chat (like FaceTime or Skype), by email, or by phone.
5. Share experiences.
   a. Give your students shared experiences that they can bond over and reminisce about. Plan virtual field trips that you "attend" together, and then arrange for a post-trip discussion on a video conferencing platform (see above for free options).

Physical and Virtual Opportunities for Student Masses

Virtual

Schools/parishes are encouraged to provide virtual Masses in which the school community could participate together. Understanding that not all parishes have the ability to live stream their services, we would like to create a list of all schools/parishes willing to provide live-streamed children's Masses, Prayer Services, or Adoration that

other schools, who cannot provide that ministry, may participate in virtually. Please email Jennifer Thompson at **principal@olsss.org** if your schools/parishes are willing to provide this service.

> **Our Lady Star of the Sea School** will host a Children's Mass every Wednesday at 9 AM. Other schools are invited to celebrate virtually. An email will be sent each week with the order of the Mass for others to follow along virtually. Fr. Ken Gill, OLSS, prays a prayer of Spiritual Communion. This Mass is also recorded and could be viewed at a later time on Youtube. Our Lady Star of the Sea School also has Adoration every Tuesday from 9AM to 11AM This could be live streamed if other schools so desire.

Physical

Mass attendance is encouraged on as **regular** a basis as is possible. That could be weekly, bi-weekly or monthly. Certain segments of the school population (depending on your enrollment) could celebrate in person with others participating virtually through a live stream in their classrooms if CDC spacing guidelines make it not possible to bring your whole school community together in one place. If available, Eucharistic Ministers could go to classrooms to distribute Communion to all watching the Mass.

Extend the Mass (whether physical or virtual) into the classroom with discussions about the readings or the theme of the Mass. Older students could even FaceTime with their Buddies (younger students)in the same school or with students from like grades at other schools (with Teacher Supervision) to create more community.

Fr. Ken of Our Lady, Star of the Sea, has also provided Spiritual direction (about 15 minutes of one on one time for discussion, in a private but observable location) to 8th Grade students. This has resulted in an increase of their participation at mass. Providing Spiritual Direction iis a suggestion for other Pastors if the possibility exists.

One terrific resource is TheReligionTeacher.com which provides worksheets on Gospel Readings and also many relevant pre-recorded videos. There is also a unit on the parts of the Mass that is appropriate for grades 1 / 2 -8 Catholic Icing, and Catholic Mom are also good resources

Sacramental Preparation and Celebration

1. **Virtual Children's Mass: Msgr Robert Panke f**rom Saint John Neumann communicated that he knows a few young priests who would absolutely love to do children's masses for the ADW.
2. **Live Stream of Mass** - Build community by breaking open the Scriptures together after mass. Meet for a virtual coffee/donuts conversation to talk about what touched you at mass; how you hope to live out the Gospel this week
3. **Celebration of the Sacraments** - there are specific guidelines by the Office for Worship that we must adhere to in the administration of the Sacraments. Pastors should consult the Worship Office for more information
4. **At Home First Communion and Confirmation Retreats -** The Office for Catechesis created an at home retreat for families to work through together

    a. Invites families to reflect upon the graces of these sacraments, and prepare for their reception through prayer and at home activities

5. **Catechetical Gatherings online** (for all ages) - Those in RCIA, and children of all ages in sacramental prep, can be gathered online via Zoom or GoToMeeting or Google Classroom (or other platforms) for structured catechetical lessons. These sessions could take place at the 'regularly scheduled time' for catechetical instruction at the parish. All Child Protection Policies should be followed in the implementation of such gatherings

6. **Live Stream of Adoration / Drive by Adoration**
   a. Offer a livestream of the Eucharist exposed in the Church. One can also invite the parish to parking lot adoration by cohort (youth group / RCIA / catechesis / etc). There could also be 'drive by' adoration where the Eucharist is placed in a window or behind a glass door for people to worship Him from outside

7. **Drive by Confession / Confession by Appointment**
   a. Encourage parishioners to contact the parish to schedule time for confession. Make the sacrament as available as possible

Adult Faith Formation

Certification Courses (Faith Foundations) are currently available online via www.adwfaith.org. We are also developing the possibility of certification courses happening via zoom to allow greater conversation/interaction. These Zoom course offerings should be available soon. Living Catholic is available online, but this online course does not count towards the employee requirement.

Service Learning Opportunities- Virtual and In school

1. **Letter Writing/Cards:** for homebound, nursing homes, assisted living
   a. <u>Loving Letters for Grandfriends</u>- pairs students with seniors (with adult supervision.)

2. **Lessons and service action ideas for students** during the Covid pandemic: <u>YSA</u>

3. **Animal Shelters:** Partner with a local pet rescue or animal shelter and collect old (clean) towels and cloths for the facility. Schools with more resources may want to include animal toys as part of the collection.

4. **Pantry Partners:** The school identifies one local pantry with which to partner and takes turns (by grade) each week/month to make donations.

5. **The Children's Inn at NIH Thoughtful Treasures Mailbox Gifts**
   a. Bring happiness to a child's stay at The Inn by making **Thoughtful Treasures** for their mailboxes. Upon check-in, each child along with his or her sibling(s) is assigned their very own mailbox where they can find a special treasure awaiting them every day. Thoughtful Treasures can be crafted or store-bought.

6. How Youth Can Help: See graphic below from <u>Youth Service America</u>

<u>Use Maryknoll Magazine Contents for Service Learning Conversations</u>
Download free issues of Maryknoll Magazine to access key topics about social justice issues, especially ones pertaining to our Catholic Social Teachings: Dignity of the Human Person, Option for the Poor & Vulnerable, Solidarity, Rights of Workers, Community & Participation, and Care for God's Creation.

Create "Mission Mondays" to read about Maryknoll's mission efforts; pray for the missioners and the people whom they serve. This era is an important one for demonstrating /conveying the idea that praying for the welfare of others is a critical part of our faith community and a Spiritual Work of Mercy.

APPENDIX J

Mental Health Resources

Songs
- Wash Your Hands with Baby Shark
- Hand wash and Mask wearing Song for kids
- Wear Your Mask Song with Vlad and Niki

Videos
- Understanding Trauma: Learning Brain vs Survival Brain (5 min)
- Finding Meaning in Challenging Times (4:39)
- COVID-19 Video Resources for Families and Educators (multiple topics incl. Kids and masks, How Uncertainty Impacts the Brain, Social Emotional guidance for families)

Articles
- When SEL is Used as Another Form of Policing
- A Guide to Managing Your (Newly) Remote Workers
- Cloth Face Coverings for Children During COVID-19 (has suggestions for helping children adjust to wearing one and how to talk to them about it)

Documents
- Families in Tight Quarters: Tips for Managing Big Emotions at All Ages (Wendt Center, relevant to teachers too)
- Self care advice (from Missouri School Counselor Association, p. 70)

Books
- Be a Virus Warrior! A Kid's Guide to Keeping Safe

APPENDIX K

Academic Resources

- https://www.cultofpedagogy.com/reopening-school-what-it-might-look-like/
- http://www.ascd.org/publications/books/117032/chapters/What-Differentiated-Instruction-Is%E2%80%94and-Isn't.aspx
- https://www.ronritchhart.com/power-of-mtv
- http://www.ascd.org/publications/educational-leadership/summer20/vol77/num10/Accommodations,-Modifications,-and-Intervention-at-a-Distance.aspx
- https://www.tolerance.org/magazine/supporting-students-with-learning-disabilities-during-school-closures
- https://www.edweek.org/ew/articles/2020/04/01/grading-students-during-the-coronavirus-crisis-whats.html
- https://www.eschoolnews.com/2017/06/02/3-ways-ease-grading-technology/
- https://thejournal.com/Articles/2017/01/11/What-Effective-Blended-Learning-Looks-Like.aspx?Page=3

APPENDIX L
Task Force

The Archdiocese of Washington thanks and acknowledges the individuals and entities that participated in the development of the *Archdiocese of Washington Catholic Schools Reopening Plan and Guidelines.* The task force developed the document based on the health and safety guidelines provided by the Center for Disease Control and Prevention and guidance from government, state, and local jurisdictions.

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Special thanks to the following providing review and support of the document:
Rev. Daniel Carson, Vicar General and Moderator of the Curia
Christopher DeBettencourt, Attorney, Office of the General Counsel
Rev. Joseph Calis, pastor, Saint John the Evangelist, Silver Spring
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The Archdiocese of Washington thanks all who participated in the formulation of the Framework for Reopening Schools and Early Learning Centers including the many pastors, principals, health care specialists, Catholic Schools Office and Central Pastoral Administration staff.