



Archdiocese of Washington

2021-2022

Returning to Ministry and School Guidelines

Onward Together in Faith

2021-2022

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For Internal Use Only

Archdiocese of Washington
Framework for Return to Parish Ministry and Operation of Schools and Early Learning Centers

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Archdiocesan Pastoral Center: 5001 Eastern Avenue, Hyattsville, MD 20782-3447
Mailing Address: Post Office Box 29260, Washington, DC 20017-0260
301-853-4500

Vicar General
and Moderator of the Curia

June 18, 2021

How good and how pleasant it is, when brothers and sisters dwell together as one!
Psalm 133:1

Dear Brothers and Sisters in Christ,

I want to express my gratitude to you all for your perseverance during the past year as we have faced many challenges through the COVID crisis. You have worked hard together to continue ensure that the mission of evangelization remains strong in our Archdiocese of Washington community. You have learned and utilized new digital platforms, taken enhanced precautions and cleaning measures, and welcomed back members of the community in thoughtful, smaller and safer ways. With more widespread vaccination opportunities, more effective treatments and lower case incidences in general, now is the time to look toward returning to full engagement as the missionary disciples we are called to be.

The attached guidance is provided to guide the process of welcoming the faithful back into our parish and school communities after this experience – as well as after summer vacations – in a responsible manner. To do so, it will be more important than ever for parish and school leaders to plan together. Using this guide to begin the dialogue, ministry leaders can discuss how to utilize shared spaces in a way that keeps members safe as we continue to navigate what are hopefully the last vestiges of COVID, but with a recognition that it might not be, while at the same time allowing all ministries to come together to strengthen and renew our bonds of community.

Again, I wish to thank you for your service as we work to return to our parishes while continuing to be vigilant about health and safety, not only in the wake of the pandemic, but generally. God's grace has seen us through to this point and we trust that He will shepherd us through. Please be assured of my prayers going forward as we all work to build our community back...together.

Sincerely in Christ,

Very Reverend Daniel B. Carson
Vicar General and Moderator of the Curia

Framework for Parish Programs, Schools and Early Learning Centers August/September 2021

ADDENDUM TO STANDARD OPERATIONAL PRACTICES

Purpose of This Addendum

This framework provides procedures that relate to the safe operation of parish programs, schools and early learning centers (ELCs) and must be followed in maintaining the daily operations of parish and school programs as we continue to recover from the COVID-19 outbreak. Specifically, this addendum provides instructions for pastors, chief administrators, parish staff, catechetical leaders, principals, ELC directors, teachers and parish program volunteers, as well as the necessary, archdiocesan forms that must be used.

ADW Task Force COVID-19 Pandemic Planning

This framework is the product of a thorough and ongoing planning process that includes the ADW pastoral administration, parishes, schools and ELCs collaborating with key stakeholders and following the most current public health assumptions and information as of the date of this publication. Health and Safety guidelines are universal across parish and school operations.

INTRODUCTION

Lord, send out your Spirit and renew the face of the earth.
cf. Psalm 104:30

In Baptism, we received the indelible sacramental mark of the Holy Spirit, which unites and fortifies us. The Spirit compels us to gather for worship, prayer, study and fellowship as a *community of believers*.

The public health measures imposed during the coronavirus pandemic made us all appreciate how profoundly we are social beings in need of one another's presence in our lives. The innovative use of technologies for meetings, virtual services and remote learning during the pandemic did allow for a measure of continued contact, but many found that these are no substitute for in-person interaction.

Although "sometimes in trying times you do feel alone," Cardinal Gregory has said, "because we are people of faith, we believe we are a family moving towards the Lord together," adding that "the work of the Church certainly is to provide hands-on assistance." To be sure, "baptism speaks to us of the incarnational structure of faith" (*Lumen Fidei*, 42). Our apostolic faith is lived out and transmitted by engaging the entire person, spirit and body, "as a member of a living subject and part of a network of communitarian relationships" (*Id.*, 40).

With more people being vaccinated, the risk of COVID-19 transmission had plummeted by early June 2021, with less than three positive cases per 100,000 people in the District of Columbia and less than two cases per 100,000 in Maryland at that time. Nevertheless, the experience of the last year and the nature of the virus may leave some people feeling anxiety about returning to the parish community. Some parishioners, vaccinated and not, may not feel safe or comfortable gathering in person. We should remember in all charity and mercy that the virus, the shutdowns and the past changes in parish ministry have had, and will continue to have, an impact on our staff, volunteers, parishioners and families. It is important to understand in particular that many staff members, volunteers, parishioners and their families may still be grieving very real losses: someone they love, a job, a home, or even a way of life.

Pastoral and cultural sensitivity in listening and accompanying individuals is an integral element of planning for in-person ministry. Parishes must proceed in a manner that balances community life with prudence and sensitivity for each individual. Flexibility and pastoral concern are of crucial importance, with attention be given to accompaniment, evangelization, and community building. Leaders should creatively increase accessibility, foster a sense of connectedness and cultural awareness, provide clear directions, and make sure all community members have the necessary means to succeed as parishes engage in in-person ministry.

The following guidelines are organized in the following main areas:

- General Health and Safety Practices.
- Parish Adult and Youth Events and Gatherings.
- Parish-Based Catechetical Programs.
- Schools and Early Learning Centers.
- Resources and Appendices.

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General Health and Safety Practices

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Health and Safety

Operating Decisions

Before COVID-19, masks and social distancing were largely not even thought of in our parish communities. Persons who were sick were simply expected to stay home to avoid spreading their illness to others. It is hoped and expected that in the Fall of 2021, communities will return to the norm. ADW ministries, catechetical programs, schools, and ELCs should thus 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. Of course, this should respect the freedom that people have always had to voluntarily socially distance on their own or wear a mask for whatever reason.

Parishes, schools and ELCs also need to be prepared to follow any required state or local orders and consider any additional guidance or recommendations from state or local health authorities, including appropriate physical distancing and cleaning protocols established by the CDC, AAP and state and local departments of health.

Cleaning protocols and any space requirements may change the availability of the gathering spaces. Each facility should conduct an audit to understand potential spacing limitations and consider creating a master schedule that allows people to gather in accordance with applicable guidelines.

Prevention Strategies: All Ministries and Programs

Key prevention strategies for our communities:

- Universal and correct use of masks, if required.
- Physical distancing, if required.
- Handwashing and respiratory etiquette.
- Cleaning and maintaining healthy facilities.
- Contact tracing in combination with isolation and quarantine.

See Appendices for detailed guidelines and protocols for prevention strategies.

Social Distancing and Face Coverings

Area jurisdictions do not require any minimum social distancing. Per CDC guidelines, vaccinated persons do not need to wear a mask in most circumstances. However, as of June 2021, D.C. and Maryland both required that masks be worn by all persons in schools and childcare facilities.

Medical Privacy Concerns

No area jurisdiction requires that facilities check the vaccination status of individuals or otherwise inquire whether they have a high-risk health condition. Please follow Human Resources guidance regarding employees providing information on their vaccination status.

Cleaning

CDC reports that the risk of COVID infection from touching a surface is low in most situations. Thus, cleaning of facilities with ordinary soap and water once a day, including high-touch surfaces, is usually sufficient when no one with a confirmed or suspected case of COVID-19 is known to have been in a space. More frequent cleaning, or use

of a disinfectant, might be needed when the space is occupied by young children and others who may not consistently wear masks, wash hands, or cover coughs and sneezes.

Planning Goals:

- All ministries and school programs open and return to parishes.
- Collaboration amongst all parish leadership to support the opening of all parish programs
- Return to the safe use of shared spaces.
- Open with protocols to keep children, staff, and volunteers safe.
- Preserve continuity of core operations of parish programs, schools and early learning centers.
- Minimize disruption of faith formation, teaching and learning.
- Minimize educational and economic loss.
- Coordinate planning, response, and recovery efforts with public health officials and relevant agencies.

Human Resources

School and parish leaders should take time to have conversations with faculty, staff and volunteers to better understand the impact of the pandemic on these individuals. Discuss returning to fully open, in-person activities and learning, if you have not already done so.

Managers with employees must consult with Human Resources regarding specific staffing questions that relate to job functions, FMLA, extended absences, change in pay, potential furloughs, layoffs, or termination. Please do not approve any modification to employment that you would not be able to offer to all employees.

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 FMLA or ADA accommodation requests
2. Employee concerns with in-person work should be addressed privately and confidentially.
 - a. Offer resources associated with the human resource office as well as the employee assistance program
 - 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 on the Principal Portal, etc).
 - a. Virtual options may be available (consider what you offer to one employee should be offered to another – fairness).
 - b. Smaller groups sizes to allow for social distancing.
 - c. Online classes, when offered.

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Parish Adult and Youth Events and Gatherings

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Parish Adult and Youth Events and Gatherings

Parishes may create specific guidelines for their parish or parish ministries at the pastor's discretion, provided they do not contradict this framework or CDC and local jurisdictional guidelines.

Use of Parish and School Facilities

Parishes and adjoining schools comprise one Catholic community. Thus, school personnel and students may at times utilize parish facilities and parish ministries may use the parish's school space for activities outside classroom hours. Note that area jurisdictions as of June 2021 require that all persons wear a face covering in schools. Close collaboration with the pastor, parish staff and principal are essential in meeting health and safety guidelines, as well as child protection requirements.

Ministry groups using school space should also be aware of school protocols. To minimize disruption, ministry groups are not to move classroom furniture.

Parish Communications

- Continue to communicate that anyone who is sick is to stay home.
- When possible, provide online or teleconference options for in-person events and gatherings (e.g. presentations, prayer meetings, etc.).
- Provide ongoing updates to staff, volunteers and parishioners about the safety protocols for indoor and outdoor parish gatherings when the CDC and local jurisdictions provide updates.

Adult and Youth Overnight and Offsite Trips and Retreats

- Overnight or offsite trips and retreats are allowed provided the parish is in compliance with Child Protection & Safe Environment Policy, any requirements from Catholic Mutual, and any local COVID-19 guidelines for the jurisdiction in which groups are traveling. Follow established policies with respect to shared transportation.

Parish Picnics and Gatherings with Food

- Parish picnics, events offering hospitality, and other parish gatherings with food are no longer discouraged, provided that the parish has a plan regarding how to safely serve food or beverages that is communicated to staff and volunteers. All food distribution must comply with local jurisdictional guidelines. Individually boxed, plated, and pre-packaged food is still recommended.
- Food provided by outside parties must continue to comply with Office of General Council Facility Usage policies.

Catholic Youth Organization

- Catholic Youth Organization (CYO) is a parish-based ministry, and not a third-party vendor or outside group.
- Catholic Youth Organization (CYO) is conducting pilot summer in-person athletic activities in compliance with applicable guidelines.

- Fall CYO sports (e.g. Cross Country, Soccer, Basketball) plan to have normal in-person participation in compliance with local COVID-19 guidelines.
- CYO has no plan to require proof of vaccination for coaches or participants.

For additional questions or consultation, contact:

- Dr. Jeannine Marino, Secretary for Pastoral Ministry and Social Concerns, Archdiocese of Washington.
- Chris Anzidei, General Counsel, Archdiocese of Washington.

For questions about ministry with youth contact:

- Kevin Donoghue, President, Catholic Youth Organization.
- Emily Colangelo, Claims Risk Manager, Catholic Mutual.
- Courtney Chase, Executive Director of Child Protection & Safe Environment.

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Catechetical Programs

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Parish-Based Religious Education

The decision of when and how to begin parish catechetical ministry resides at the parish level. Pastors should align all program plans with current COVID-19 guidelines.

Scheduling and Facilities

As with other parish ministries, if the parish has a school, that school space may be used for catechetical classes and activities. Note that area jurisdictions as of June 2021 require that all persons wear a face covering in schools. Close collaboration with the pastor and principal are essential in meeting health and safety guidelines, as well as child protection protocols.

Close collaboration with the pastor and principal are essential to assure a consistent approach to health and safety protocols. Catechetical programs using school space should also be aware of school protocols. To minimize disruption, do not move classroom furniture.

Health Screening Protocol

CDC does not currently recommend that schools conduct screening for all students in grades K-12 on a routine (e.g., daily) basis. However, individuals should be strongly encouraged to monitor their own health. Parents should monitor their children for symptoms of infectious illness through home-based screening. Individuals who display symptoms of any kind of illness should not attend in-person gatherings/class.

RCIA and Adult Faith Formation

- Planning should strive to preserve the continuity of the communal aspects of the catechumenal process. However, alternate meeting options for all catechumenal gatherings should be available as well.
- Consider using larger, well-ventilated spaces for catechumenal sessions. This is both a safe practice and good methodology.
- Hospitality for in-person sessions should be kept to a minimum and avoid foods/snacks prepared at home. The use of individually packaged items ensures limited handling and prevents possible cross contamination.

Children's Catechesis Requirements:

The parish has a particular obligation to maintain a safe learning environment. Because students under the age of 12 may not be fully vaccinated, persons involved in catechetical ministry should adopt practices such as frequent hand washing and any applicable mask policies and safe distance guidelines. The need for catechists to continue wearing masks depends on local public health regulations, whether catechists are fully vaccinated, and if there is enough space to meet current distance guidelines. Because this will be difficult to monitor, it is recommended that catechists continue to wear masks while in the presence of students.

In addition to these guidelines, the following general policies remain in effect for catechetical ministry with students in Kindergarten through 8th grade.

- Parishes are to provide 30 contact hours of intentional faith formation. The 30-hour requirement does not all need to be done within the traditional in-person class setting, nor be led by a parish catechist. Parishes should establish accountability protocols to track participation.
- Each parish must complete the Annual Safe Environment Training and Reporting for all students - regardless of whether the program is an in-person, virtual or blended formation model.
- All students in grades 3 – 8 will take the Faith Knowledge Assessment in the spring of 2022.

Field Trips and Retreats

Offsite gatherings are allowed provided that regular child protection practices are followed. Event plans should also be in full compliance with the rules and regulations of the given destination – both that of the jurisdiction and of the specific venue.

- If possible, do not use buses to and from events. Follow established policies with respect to any shared transportation.
- Students should remain in small groups/cohorts throughout the event. Any safe distance protocols should be maintained between the cohort groups. Avoid mixing cohort groups together.
- Permission forms should include information on health and safety expectations. Both parents and students should sign given forms. Students who do not comply with safety protocols should be sent home from the event.
- Avoid home baked foods/snacks. The use of individually packaged items ensures limited handling and prevents possible cross contamination. Students may bring their own food/snacks, but should not share with other students.

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Catholic Schools and Early Learning Centers

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Archdiocese of Washington Catholic Schools Plan and Guidelines

In the Fall of 2020, many of our Catholic schools and early learning centers (ELCs) opened to some level of in-person instruction. Prior to this, the task force had 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.

The task force now offers this updated 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 2021-22 school year. This document was created with the most current information as of the date of this publication, including the understanding that most educational staff have received the COVID vaccine. 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 end-stage pandemic plan. Please note that certain guidelines and recommendations that are applicable to more than one section of the framework are only placed in one section.

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 2021-22 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 2021-22 school year.

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	williams@adw.org

Communicating Decisions to Stakeholders

Stakeholder communication and collaboration with decision-making is essential to the successful opening 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. Opening 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.

Catholic Schools and ELCs Section I

Program Operations and Facility Usage

For the 2021-22 School Year, all schools and ELCs will open for in-person instruction five (5) full days per week, utilizing buildings to the maximum potential allowed in their given district. Schools should consider options, however, for those students with severe medical conditions or other appropriate reasons. In March 2021, prior to widespread vaccination, the CDC recommended that three-foot spacing between students in classrooms was sufficient. As of June 2021, all area jurisdictions required the wearing of masks by all persons in schools and childcare facilities, but had no physical distancing requirements.

Overall Planning

1. Establish a school/ELC-based committee to begin planning for the 2021-2022 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 (if appropriate), and health room supplies.
4. Determine a process for collecting feedback from stakeholders for making necessary adjustments regarding your school and ELC 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 any physical distancing guidelines).
6. Create a plan for possible daily arrival screening for employees and students on site or at home.
7. Develop your individual school/ELC plan, based on task force guidelines for potential physical 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 protocols 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.

Facilities

10. Conduct an audit of your facility to thoroughly understand potential spacing limitations or potential problematic areas (traffic flow)
11. Analyze the school's/ELC's ability to meet any physical distancing guidelines:
 - a. Evaluate each classroom to determine size, enrollment, and layout for physical distancing.
 - b. Determine health screening areas, if conducted on site, to avoid long lines and delays.
 - c. Designate a space for an isolation room, in addition to the health room.
 - d. School administrators will need to create plans for students and staff to eat [lunch](#) and participate in [recess](#) in a clean and safe environment.
 - e. 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 physical distancing reminders, entry information. 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, which state that cleaning high touch surfaces and shared objects once a day with ordinary soap and water is usually enough to sufficiently remove virus that may be on surfaces unless someone with confirmed or suspected COVID-19 has been in your school. CDC further recommends cleaning more frequently and/or using disinfectant on surfaces and objects if there is a high level of community transmission, there is improper or infrequent mask usage, infrequent hand hygiene, or the space is occupied by people at increased risk for severe illness from COVID-19.

20. School administrators/ELC directors will need to create plans in collaboration with parish ministry groups to safely utilize shared spaces in the building. Third-party vendors should have limited access to the building with principal's using their discretion.

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 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.

Catholic Schools and ELCs 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 (CDC), 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.

General Health Awareness and Practices

1. School and ELC leaders will continue some level of daily screening either at school or home. Schools and ELCs must also 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 frequently washing hands/using hand sanitizer, avoid touching your face, wear face coverings, and maintain physical distance. Children must be taught and monitored on using hand sanitizer safely. Any required physical distance must be maintained at all times whether indoors or outdoors.
3. All staff must wear a face covering at all times while in the building per area jurisdictional requirements as of June 2020. Face coverings are not required to be worn outdoors. Any individual entering the school or ELC must wear a face covering and maintain any required physical distance at all times.
4. Opportunities for non-mask time will be made available during lunch or snacks when physical distancing can be maintained.
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 experience of the pandemic and the resulting changes in school and ELCs' procedures may continue to have an impact on students and staff. In order to calm fears and nurture students' and communities' mental well-being, 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 to support students and staff in different stages:

1. All students and staff can be supported by:

- a. Being mindful of possible increased financial strain for families when talking about supplies and fees

- i. Opening communication on how the past year has affected family life
 - ii. Facilitating ways for families to support each other
 - b. Utilizing parent leaders in planning
 - c. Increasing leadership and faculty knowledge of grief and trauma

- 2. Students and staff that remain in full or partial distance learning can be supported by:**
 - a. Continuing or creating activities that nurture community connection (i.e. book clubs, lunch or fun Zoom calls, community projects, phone calls, virtual bulletin boards)
 - b. Offering consistent lunch or casual Zoom sessions that focus on connecting rather than content
 - c. Celebrating birthdays on Zoom
 - 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. Students & families newly returning to in-person learning can be supported by:**
 - a. Clear directions about what to expect on their return
 - b. Holding small-scale “back to school” events for families to adjust to being in the building with new rules, masks and social distancing
 - c. Make and share school videos on new procedures and space use
 - d. ADW CSO created videos on general procedures. (See resources on the Principal Portal.)
 - e. School specific videos can include modeling of movement during school day, taped markings and classroom layout
 - f. Allowing for discussions and reflections about returning to school
 - g. Considering fears of students with pre-existing conditions

- 4. Students that have returned to in-person learning can be supported by:**
 - a. Integrating songs and other playful ways of talking about safety precautions
 - b. Introducing mindfulness routines through class prayers, reflection opportunities, and breathing exercises
 - c. Allowing for access to in-person school counselors using all of the same precautions as teachers (e.g. distancing, face coverings, wiping surfaces).

- 5. 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. Study supports
 - d. Online tools
 - e. Study skills groups/ support sessions
 - f. Art projects that allow for social/emotional expression and/or take-home art packets
 - g. Rethinking extracurricular activities
 - h. Creative accommodations on existing clubs
 - i. New, replacement clubs that work in existing parameters
 - j. Time for gratitude
 - k. Principal supports
 - l. Continued frequency of online meetings and conversations to support the reopening of schools and ELCs

- m. Continue Principal/CSO Leadership Teams
- n. Teacher supports
 - i. mentoring/ partnering
- o. Individual plans for teachers with health concerns
- p. Parent supports
 - i. “Coffee” chats to discuss concerns
 - ii. Parenting skill-building workshops
- q. 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

6. **ADW will offer an initial presentation for administrators and others**

- a. Slides will be available for individual school discussions
- b. See appendix and [counseling website](#) for links

*We will provide HR guidance on fully vaccinated people in the workplace when available.

Catholic Schools and ELCs 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 operation of schools. Community building and prayer should be an important part of all plans. Celebration of the Eucharist is an important aspect of school prayer and care should be taken to provide access to the celebration whether all in person or some in person and some virtually as size limitations dictate. 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 with Cardinal Gregory on August 30, 2021.
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/attendance restrictions on a regular basis.
4. Every school should have daily community-wide prayer.
5. Schools are expected to provide service/outreach opportunities for students.
6. 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 E for additional Catholic identity resources and information.

Catholic Schools and ELCs Section IV

Academics

The Catholic Schools Office, in partnership with our school community, principals and pastors, continues our commitment to bring meaningful learning to students and support to schools.

Develop a Flexible Learning Approach

Schools should include in their campus plan how quality academic instruction will take place during various possible scenarios. Some students may need to return to distance learning due to severe medical conditions.

If campus is open

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

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

Plans should include ready-to-go at-home work for students in the event of a sudden short closing perhaps for deep cleaning, local emergency, 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 electronic 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.

If 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 after a lengthy closure. 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.

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 in-person and distance learning
- Teachers demonstrate use of technology platforms to students and utilize them with assignments and lessons
- Teachers develop distance learning units and have them ready when/if we are required to go out

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

Whether students are learning in-person or virtually, ADW schools will continue to provide spiritual development and academic instruction.

Scantron Testing

Baseline Testing Dates: August 23 - October 1, 2021 Students must be assessed upon their return to school in math and ELA/reading using the Performance Series Express. If a student is virtual, then that student may test from home. 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. Scantron science testing in grades 5 and 8 will be required.

Professional Development

Encouraging educators to engage in professional development opportunities provided by the CSO will remain a priority for the 2021-22 school year. Topics will include blended learning, assessment, project-based learning, differentiated instruction, grading, STREAM, 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.

See Appendix G for a link to and information about the learning management system.

Catholic Schools and ELCs Section V

Marketing and Communications

This section pertains to marketing and communications related to promotion of the school operations plan for school year 2021-2022. Please note that this section does not pertain to marketing for enrollment management for the school year 2022-2023. A marketing and communications plan should be included as a part of the schools plan for the new school year. 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 plan for the new school year 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.

Communication of the School Year 2021-2022 Operating Plan

Archdiocesan schools should announce their operating plan as soon as possible. The following communications are recommended:

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 operating plans and expectations. Please coordinate with Human Resources as needed particularly related to faculty members who may have concerns about the operating plan.
3. Update public facing information about campus operations. Update school website, handbooks and other materials that describe school operations and approach to instructions.
 - a. Provide CSO with updated school profile for use at adwcatholicsschools.org (please email quattronea@adw.org by August 11, 2021).

Communication with Families

Plan for clear and consistent communication with parents during the academic year. Communication should be more intentional with this return to in-person interactions.

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.

Events and Meetings

Archdiocesan schools should conduct meetings and events in-person and/or in a virtual setting based on community needs. Adults and children will wear face coverings when inside school buildings.

Archdiocese of Washington

Resources and Appendices

Onward Together in Faith

APPENDIX A

Cleaning and Disinfecting

Always follow standard practices and appropriate regulations specific to your type of facility for minimum standards for cleaning and disinfection. Infographic - [Cleaning & Disinfecting: Best Practices during the COVID-19 Pandemic](#)

Cleaning your Facility

CDC reports that the risk of COVID infection from touching a surface is low in most situations. Thus, cleaning of facilities with ordinary soap and water once a day, including high-touch surfaces, is usually sufficient when no one with a confirmed or suspected case of COVID-19 is known to have been in a space.

Disinfecting your Facility

Per CDC, more frequent or deeper cleaning, or use of a disinfectant, might be needed when the space is occupied by young children and others who may not consistently wear masks, wash hands or cover coughs and sneezes. All disinfectants on [this list](#) meet the Environmental Protection Agency's criteria for use against COVID-19. See also the Product Use [Guidance](#) from the National Pesticide Information Center.

Maintain a list of products used or safety purposes (Poison Control 1-800-222-1222).

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 percent alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Ventilation in Buildings

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.

- See information about [Upper-Room Ultraviolet Germicidal Irradiation \(UVGI\)](#)

Disinfecting Wipes: Unsafe for Kids & Classrooms!

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.

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.

APPENDIX B

School and ELC 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.

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

Schools and ELCs should plan on opening to the fullest extent allowable in their given district. Administrators may nevertheless choose to implement – and circumstances may necessitate – certain protective measures, to wit:

1. Administrators have discretion to limit direct contact with parents, including entering 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 physical distance rather than congregate.
 - a. Students may 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 needed to ensure proper physical distancing.
5. If arrival screening is conducted at school, determine if students will remain in their vehicle or while exiting the vehicle. Consider a plan for students who walk to school or have bus transportation. If screening will be conducted at home, school will determine which method/app will be utilized.
 - 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 screening.
 - c. If the parent has already pulled away, [isolate the student in a safe place](#) until picked up.

Attendance

School administrators will develop a method to keep track of student attendance of virtual learners. This is imperative for both legal and safety matters.

Extracurricular Activities, Band, and Other Third-Party Vendors

Schools may offer extracurricular activities (clubs), band, and other third-party vendors at the start of the 2021-2022 school year. School leaders should make these decisions based on the needs of their community. Each organization should submit their safety protocols and plan to the school leader who will submit to CSO for approval.

Once a vendor is approved for one school, they will be added to an approved list for other schools to utilize. This list will be posted to the Principal Portal.

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 per area jurisdiction requirements.
 - a. Visitors (not delivery people) may have their temperature taken.
3. Essential visitors include those offering student services; need to access the building for important school matters, necessary deliveries, or an emergency.

Schedules

1. Logistics
 - a. Cohorting of students when feasible is still advised. Teachers should move whenever possible, not students. In the event students are moving to different classrooms, any required cleaning must take place between groups.
 - b. Supplies and equipment should not be shared. In the event that different classes will be sharing supplies or equipment, any required cleaning must take place between groups.
2. Create Cleaning Schedules for School Spaces - high touch areas may need cleaning more frequently. Determine cleaning based on level of use and changes in groups.

Provide Pandemic Awareness Training for New Employees - available on the ADW Principal Portal.

Field Trips

Field trips may resume at the start of the 2021-2022 school year. The following guidelines be adhered to:

- State, District, and local orders are followed
- Any social distancing and face coverings requirements are implemented
- Hand sanitizer is provided
- Outdoor events preferred
- Indoor venues should have the ability to isolate the school group from the general public
- Groups remain together and lists of names recorded in the event of exposure to COVID where contact tracing or quarantine is needed
- If busing is used, then any required social distancing must be implemented and face coverings must be utilized
- Parents acting as chaperones or otherwise joining in field trips is within administrators' discretion

Shadow Visit Days

Shadow days may resume for in-person visits at the start of the 2021-2022 school year.

APPENDIX C

Classroom Facilities

Ventilation

Facilities that are reopening after a prolonged campus shutdown, including the summer break, 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 unless a touchless system is available. Students should have their own water. Administrators will develop plans so that students may safely fill a water bottle.
- Further details on steps for water safety can be found on the [CDC website](#).

Schools and ELCs should plan on opening to the fullest extent allowable in their given district, utilizing their buildings to maximum potential. Circumstances, however, may necessitate the implementation of protective measures pursuant to guidance or recommendations from CDC, AAP and/or state and local authorities. Schools and ELCs should thus be prepared for the following practices:

Office Set-Up

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

- Office personnel should be prepared to have a physical barrier of protection (desk shields/dividers) that are created with material that is easily sanitized and assists with physical distancing, especially for visitors/deliveries.
- Hand sanitizer must be available at the front office
- Use floor markers to provide a safe distance to ensure physical distancing if necessary
- 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 any required physical distancing for the safety of students and staff. Cohorting of students is still advised at this time.

- 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 physical 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. Additional spaces/rooms in the building may need to be considered in order to achieve any necessary physical distancing, including measures such as:

- Schools will ensure that **students remain at least three feet apart in the classroom and** everyone remains 6 feet apart at all other times.
- Adults, at all times, must stay 6 feet apart.
- 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 physical distancing guidelines.
- 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.
- Students in grades 5 and below should remain self-contained as much as possible.

Everyone must wear a mask or face covering in schools and childcare centers. 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 percent alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.
- Maintain distance between users.

Holy Mass

School administrators will create plans to ensure that students and staff can attend Mass in a safe manner

- ADW Mass guidelines generally, as implemented under the direction of the pastor, except that masks will be required of students and staff.
- Ensure that daily Mass attendees are not seated with students. Schools in collaboration with the parish may choose to designate special sections for students and implement social distancing if desired.

Lunch/Meals

School administrators will need to create a plan for meals that ensures the safety of staff and students. Because students must remove their mask for lunch, physical distance must be at 6 feet.

1. Clean areas before and after lunch to ensure the safety of students and staff.
2. If utilizing a cafeteria, cleaning and physical distancing must occur, no mixing of groups
3. All students must be 6 feet apart during meals.
4. Consider meals in classrooms (if 6 feet can be maintained) or outside, weather permitting.

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. Any required social distance must be maintained.

1. If required spacing can't be achieved between groups, stagger recess times to reduce the number of groups outside at one time.
2. Students should wash hands or use hand sanitizer before and after recess.
3. 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 while maintaining physical distance.
4. Recess monitors must **CLOSELY** supervise play to ensure that students are playing in a safe AND appropriate manner.

Cleaning playground and equipment CDC and American Academy of Pediatrics

1. Guidance indicates that outdoor areas like playgrounds in schools and ELCs and parks generally require normal routine cleaning, but do not require disinfection.
2. Establish daily routines for cleaning playground equipment such as rubber balls, jump ropes, etc.

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 on a daily basis.
- 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 may establish limits and recommendations related to physical 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*

Facility Usage Between Shared Groups

It is our goal that all parish programs be open in-person in August/September 2021. 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 operation of all parish programs. Ensure that school and parish leaders/maintenance personnel are trained on cleaning protocols and effectively communicate with all stakeholders. Note that an area may need 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).

APPENDIX D

School and ELC Health and Safety Resources

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 or other diseases. For more information review [People at Increased Risk](#).

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 providers, know which students have underlying health conditions and ensure care plans are updated. Determine appropriate accommodations to maintain learning for all students.

Students with Asthma

Students with moderate to severe asthma may be at higher risk of getting very sick from COVID-19.

First, students with symptoms of COVID-19 should not attend school or an ELC. Symptoms of asthma and COVID-19 may overlap and include cough and shortness of breath. Therefore, students experiencing acute asthma attacks should not attend 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. The American Lung Association recommends using inhalers with disposable spacers/mouthpieces or nebulizers with disposable tubing with mask/mouthpieces. These treatments may be initiated before the student is sent home or an ambulance arrives. When inhalers and nebulizers are used, they should be cleaned according to the manufacturer's instructions.

Students with asthma are required to have an individualized treatment plan. During the COVID-19 pandemic, asthma treatments using inhalers with spacers (with or without face mask) has been the preferred method over the use of 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, 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.

When asthma treatments or peak flow meters are necessary, appropriate PPE should be donned including gloves, medical or surgical facemask and eye protection. Non-medical staff should also be trained on how to administer nebulizer treatments and peak flow meters.

During the 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.

Routine Immunizations

Please remind parents to maintain the proper schedule for immunizations other than the COVID vaccine.

Daily Screenings for Students and Employees

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

- Fever of 100.4° or higher
- Cough
- Diarrhea or vomiting
- Sore Throat
- Difficulty breathing
- New loss of taste or smell
- New onset of severe headache (esp. with fever)

Encourage staff to stay home if they have any kind of illness and encourage parents to keep sick children home. If schools or ELCs choose to conduct daily health screenings for students and employees, or if they otherwise become necessary, they can be conducted at home or school. School leaders must determine the best option for their community. Conduct daily health screenings (e.g. temperature screening and/or symptoms checking) 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. Remind families of [School Exclusion Criteria](#) (DC) [School Exclusion Criteria](#) (MD).

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

For daily at-home temperature screening and symptom checking, consider tools to assist with this process. Some examples include Google Forms ([see example](#)), [mymedbot](#), [cleared4school](#), [Magnus Health](#), and Rediker. Keep a list of those not completing the screening prior to parent drop-off. Have parents complete it before the child is allowed to exit the car.

Screening Questions - This symptom screening should accompany a daily temperature check.

1. Since last in school, have you had any of the following COVID-19 symptoms?

- Fever of 100.4° or higher
- Cough
- Diarrhea or vomiting
- Sore Throat
- Difficulty breathing
- New loss of taste or smell
- New onset of severe headache (esp. with fever)

* For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

If **YES**, the student/staff should not be admitted into school. Refer to [“Response to Confirmed Case of COVID-19 and Persons with COVID-19 Symptoms in Schools”](#).

2. Since last in school, have you been in close contact with someone diagnosed with COVID-19 or suspected of having COVID-19?

If **YES**, the student/staff should not be admitted into school. Refer to [“Response to Confirmed Case of COVID-19 and Persons with COVID-19 Symptoms in Schools”](#).

3. Have you not completed quarantine per health department guidance, are you waiting for a COVID-19 test result, or have you been diagnosed with COVID-19 and not completed isolation?

If **YES**, the student/staff should not be admitted into school. The student may return after they have completed quarantine or isolation according to health department guidance.

If the answer to **ALL** of the questions above is **NO**, the student/staff may be admitted into school that day.

If staff or students have a temperature at or above 100.4°, answer “yes” to any of the daily arrival [screening questions](#), or have 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](#)

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)

Guidelines for Someone Suspected of COVID-19

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.

All schools and ELCs must have an established, dedicated, and well-ventilated isolation room or area for students/staff who become ill while in the school building. 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).
- Methods of contacting family members to ensure expedient pick up should be readily accessible.
- 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.
- 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.

Returning to School or Work after Testing Positive for COVID-19

Sick students and staff must not return to the school or ELC until they have met criteria or specific guidance from the local health department. Generally, [you can be with others](#) 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)

If the individual with laboratory confirmed COVID-19 has **never had symptoms**, he or she may return when at least 10 days have passed since the date of the person's first positive COVID-19 diagnostic test.

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.

For fully vaccinated people who are exposed to a COVID-19 positive person, there is no need to quarantine unless symptoms develop, in which case the person must quarantine unless cleared by a negative COVID test.

If any student or staff member (not fully vaccinated) 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](#). Student and staff temperatures do not need to be recorded daily unless the person has a temperature over 100.4. This is confidential information.

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

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. Use this [link](#) to learn more about MIS-C from the American Academy of Pediatrics.

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% ethanol or 70% isopropanol. 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 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.

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.
- **ABHR effectively reduces the number of pathogens** that may be present on the hands after brief interactions with students or the care environment.
- **Hands should be washed with soap and water for at least 20 seconds when visibly soiled, before eating, and after using the restroom.**

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:

- Provide 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.
- Providing adequate supplies for good hygiene, including clean and functional handwashing stations, soap, and paper towels.

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

All adults and children over 2 years old must wear a cloth face covering or mask at all times while in the school/program building per area jurisdictional requirements. (Children must not wear face coverings when napping.) Students and staff do not need to wear face coverings outdoors. Students should be afforded opportunities throughout the day to have a break from wearing a mask.

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.

Physical Distancing

Social distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. As of June 2021, no area jurisdiction required distancing. If social or physical distancing is implemented, stay at least 3 feet (about one 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.

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)

APPENDIX E

School and ELC 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!

Physical and Virtual Opportunities for Student Masses

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 any 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.

Sacramental Preparation and Celebration

1. **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.

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. Loving Letters for Grandfriends- pairs students with seniors (with adult supervision.)
2. **Lessons and service action ideas for students** during the COVID pandemic: YSA
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 Youth Service America



[Use Maryknoll Magazine Contents for Service Learning Conversations](#)

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 missionaries 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.

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 as a Collective Grief Experience](#) (4:25)
- [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

- [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)
- [The Pandemic Will Affect Students' Mental Health for Years to Come. How Schools Can Help](#)

Documents

- [NAMI COVID-19 Resource and Information Guide](#)
- [COVID-19 and Your Staff](#)
- [Psychological First Aid \(PFA\) for Schools, Teachers and Students](#)

Books

- [Downloadable Ebooks to Help Children Cope with COVID-19](#)
- [Recommended COVID-19 Books for Kids](#)

APPENDIX G

Academic Resources

Educational resources are located on Schoology at

<https://adwschools.schoology.com/school/2647474519/materials#/school/2647474519/materials>.

- Materials include webinars on Scantron Data, Student Engagement, Social Emotional Learning, Using Thinking Routines, and more.
- To receive your login information, email mccannv@adw.org.