

St. Katharine Drexel Preparatory Framework for Reopening School 2020 – 2021

In formulating a comprehensive plan for reopening the academic year to our students and families, four areas or domains have been considered with a set of guidelines governing each one:

- Operational Considerations
- Instructional Considerations
- Spiritual / Emotional Considerations
- Staff / Community Considerations

In addition, three distinct school settings have been addressed: traditional, hybrid, and non-traditional.

I. Traditional Setting

(This can be implemented when there is limited occurrence and transmission of COVID 19, and students can return to the school campus at 5116 Magazine Street.)

A.) **Operational Considerations** are given to those tasks related to day-to-day operations, logistics, maintenance, and finance.

✓ **Entrance and Exit Protocols**

▪ Teachers

Next to the “time clock” in the teachers’ workroom will be a temperature measuring device. Upon clocking in, each teacher and staff member must have a temperature check. If the temperature registers 100.4° F or above, the teacher or staff member must fill out the “Calling in Sick” form found on the school web site (drexelprep.com) and must return home. He or she must then follow the procedures outlined on page 14 of this document for providing daily lessons via Google Classroom while at home. The procedure for returning to work outlined on page 15 must be followed.

▪ Students

Only those students who plan to eat breakfast will be allowed in the cafeteria. Wearing face masks, they must enter the door nearest the kitchen and should take a seat at one of the tables. Chairs are pre-positioned to allow for social distancing and may not be moved. Once the cafeteria is filled, students will go to another designated area. When breakfast is ready to be served, each student must use the sanitizing lotion that is available near the start of the serving line. One of the cafeteria workers will take the temperature of each student as she moves through the serving line. Once a student has

picked up her meal and has returned to her table, she may remove her face mask. After finishing her meal, she should replace her face mask, deposit all debris in the garbage can, and return to the school yard.

When the homeroom bell rings at 7:30, all students should report to their homeroom's designated area in the outer school yard, lining up in alphabetical order and remaining at least an arm's length behind the student in front of her. After Morning Prayer and essential announcements, each homeroom teacher will take role, check the uniform, and will check each student's temperature. (Any student who registers a temperature of 100.4°F or above or who shows other signs of illness will be sent to the sick room near the office where she will be isolated until she can be picked up and taken back home.)

When the bell rings to end homeroom, all other students should go directly to their first period class. (Because social distancing is not possible at the lockers, students should make sure that they take home the materials that they will need for their morning classes.) Hand sanitizer is available inside the door of each classroom, and each student must sanitize her hands upon entering. Clorox wipes will also be available at the door, and each student will be responsible for wiping down the desk that she will occupy.

Students who are so late that they missed the homeroom roll call and temperature check must enter the building through the breezeway door and wait in a single line in the lobby using the floor markers to help maintain social distancing.

If a student becomes ill during the day, she should notify her teacher who will, in turn, buzz the office informing the office staff that the student is on her way to the "sick room" to wait for a parent or guardian. If an employee becomes ill during the day, he/she must report immediately to the principal or to the administrative assistant and should make plans either to drive home or to contact someone to provide a ride.

During inclement weather, students who are not eating breakfast should report to the Drexel Center where they will wait for the homeroom bell. Designated areas in Drexel will be marked for the respective homerooms to gather on such days when the homeroom bell rings at 7:30.

If an employee or a student feels ill before leaving home in the morning, or if he/she has come in recent close contact with someone diagnosed with COVID 19, he/she should remain home without fear of reprisal. The following steps should be taken for reporting in:

- Go to drexelprep.com and fill out the “Calling in Sick” form reporting temperature, symptoms, length of illness, etc. This information will be shared with local health officials, as appropriate, as a basic “contact tracing” strategy if the employee or student has tested positive for COVID 19.
- The employee or student may return to school if there have been no symptoms nor fever for at least 24 hours or if the 2-week “self-quarantine” period has elapsed in the case of those who had come in close contact with someone diagnosed with COVID 19.

- **Parents / Other Visitors**

If a parent or guardian needs to take care of business in the office, he/she must wear a mask, enter the building through the Magazine Street door, and wait in the lobby until a staff member can check temperature. After the parent’s business has been concluded, he/she should exit through those same doors on to Magazine Street.

- ✓ **Transitioning**

Wooden benches as well as desks that are not needed in the classrooms will be placed as a barrier down the center of the corridors to prevent the students from huddling together while moving from class to class. Visual supports and directional arrows will be placed on the floor to monitor social distancing and one-way traffic flow.

- Students must stay to the right when moving from one classroom to another within the main classroom building.
- Students moving to the gym or to the art studio above the gym should use the Soniat Street door near 108 to exit the main classroom building.
- Students moving from the gym or from the art studio should cross Constance Street and enter the school yard through the pedestrian gate on Constance Street. They should then enter the building using the double doors near the vending machines and blend in to the one-way traffic there.
- Students moving to the Band Room should exit the classroom building through the double doors near the underclassmen restroom and walk across the yard to the Band Hall maintaining social distancing.

- Students moving from the Band Hall to the main classroom building should walk across the yard and use the double doors nears the vending machines and blend in to the one-way traffic there.

✓ **Finances**

No matter which setting is being employed (traditional, hybrid, or non-traditional), the following policy regarding payment of tuition has been adopted by the Archdiocese of New Orleans: *“In the event of a natural disaster, disease outbreak, or any other circumstances which, in the judgment of the school administration, make it infeasible, unsafe, or otherwise imprudent to continue campus-based education, school shall resume as soon as practical via distance learning and/or other methods adopted and/or developed by the school administration and faculty. Due to continuing financial obligations relating to operational costs, including administrative, faculty and staff salaries, there shall be no suspension, reduction, or refund of tuition or applicable fees.”*

Parents should refer to the Student Handbook, pp. 24 - 27, for a detailed explanation of the school’s financial policy. Parents who have taken out a tuition loan from Gulf Coast Bank should make every attempt to meet those payment deadlines. All parents are encouraged to use the automated payment portal available on the Drexel Prep web site for any other payment that must be made to the school.

Parents who may need financial aid due to loss of employment or other extenuating circumstances must contact the Finance Office to get an application for a possible scholarship from the Archdiocese, the XUP Alumni Association, or private benefactors.

✓ **Maintenance and Custodial Services**

- Maintenance staff has received appropriate training to execute the deep cleaning protocols necessary to provide and maintain a safe and healthy environment. They participated in a CNect webinar on July 16 entitled “Cleaning Processes for Reopening to Ensure a Safe Environment” given by Steve Johnson, a certified professional trainer with the International Sanitary Supply Association. Topics included: Best Practices in Post COVID 19 Cleaning Procedures, Specific Cleaning Guidelines from the CDC, and Alternative Disinfection Methods.
- At least a two-week supply of the following items will be maintained:
 - soap / hand sanitizer with at least 60% alcohol;
 - paper towels;
 - boxes of facial tissue;

- disinfectant wipes;
- toilet paper
- Enough temperature check devices have been procured for homeroom temperature checks, one for the gym, and one for the main office.
- Door knobs in all classrooms and sink handles and vanity tops in the restrooms will be cleaned and disinfected at least twice daily.
- All cleaning and disinfection products have been stored in the maintenance supply room on the first floor across from 105 and are used according to the manufacturer's instructions. This room is locked at all times.
- Drinking fountains have been cleaned and sanitized; however, staff and students have been encouraged to bring their own water in clear containers to minimize the use and touching of water fountains.

✓ **Physical Spaces and Student Supplies**

- Each student has been assigned her own Chromebook to avoid the sharing of electronic devices. In the event that a student must borrow another student's Chromebook, it must be sanitized before returning it.
- All desks in each classroom will be faced in the same direction. If tables are used, students will sit on only one side of the tables, spaced apart to the greatest extent possible.
- Sneeze guards have been installed in all of the administrative offices.
- Physical guides (i.e., tape on the floors and signs on the walls) ensuring social distancing and one-way routes in the hallways are in place.
- At the beginning of the lunch break, classes will be staggered:
 - Some will line up in the cafeteria to pick up their lunch.
 - Some will be released a few at a time to use the restroom.
 - Some will be released a few at a time to go to their lockers.
- When it has been ascertained that a school space has been occupied by someone who was sick with COVID 19, the area will be closed off for 24 hours and will then be cleaned and disinfected.

✓ **Food Services**

Our food service program will follow all social distancing measures set forth by the CDC and the Archdiocese of New Orleans Food and Nutrition Program. Students must put money on their account during breakfast. The meals will be prepared by the cafeteria staff and given to the students. Students will not be allowed to change their mind once they pick up a plate.

In the past, students were allowed to get their own bread, dessert, and gather their own fruit. The cafeteria workers will now have to put all items on the student's plate.

When we have salads, the salad dressing will be served in 2 ounce individual containers. In the past, there was a condiment table set up in the back of the cafeteria that contained salad dressing, mayonnaise, mustard, and ketchup. We will no longer be allowed to have this table. Condiments such as ketchup, mayonnaise, and mustard will be served and individually wrapped packets.

We will not be allowed to serve extras such as French fries or additional food items such as sandwiches, burgers, or pizza during the pandemic. If a student feel that the lunch served in the cafeteria is not enough, she can bring additional snacks to eat during the lunch period.

✓ **Additional Administrative Measures**

Because the COVID 19 situation is fluid and ever-changing, the plans described in this document might be subject to change at any moment based on guidance issued by federal, state, or local agencies.

- Schedules and work environments for all personnel during each of the three school settings have been clearly defined. Essential personnel have been identified, and they will be required to report to campus on a daily or a reduced schedule basis in the event that the “distance learning” setting is enacted.
- Mrs. Sharon Lacey has been designated as the staff member responsible for responding to COVID 19 concerns, and all families have been informed how she can be contacted.
- Google Meet (formerly, Hang Outs) will be used on a regular basis for class instruction, class meetings, faculty meetings, parent meetings, etc. in the event that “distance learning” is enacted.
- Nonessential visitors and volunteers and all field trips will be curtailed as much as possible.
- Teachers have been taught how to pursue virtual activities in lieu of field trips.
- Coaches have pursued options to convene volleyball, basketball, and softball games in ways that minimize the risk of transmission of COVID 19 to players, families, coaches, and communities. They will adhere to guidance promulgated by the Louisiana High School Athletic Association for the safe operating of sporting events.

II. Hybrid Setting

This setting must be implemented when local health authorities mandate an occupancy level of 50% or lower.

A.) Operational Considerations are given to those tasks related to day-to-day operations logistics, maintenance, and finance.

✓ **Entrance and Exit Protocols**

(Scenario A) On Mondays and Tuesdays, our 8th and 10th grade students will report to the school for face-to-face instruction. The 8th and 10th grade students will continue to receive virtual instruction at home on Wednesdays, Thursdays, and Fridays.

Our 9th, 11th, and 12th, grade students will have virtual instruction at home on Mondays, Tuesdays, and Fridays. The 9th, 11th, and 12th, grade students will have face-to-face instruction at SKDP on Wednesdays and Thursdays.

On Tuesdays, the cafeteria will give the 8th and 10th grade students three breakfasts and lunches to take home with them. This will be their meals at home for Wednesday, Thursday, and Friday.

The cafeteria will provide the 9th, 11th, and 12th, grade students three breakfasts and lunches on Thursdays so that they will have breakfast and lunch at home for Friday, Monday, and Tuesday.

✓

(Scenario B) These would be the same as those delineated in the Traditional Setting; however, in order to provide maximum social distancing in the classrooms, each class of 20 – 28 students will be divided into two cohorts of 10 to 14 students. During the regular 90-minute class period, Cohort 1 would report to the designated classroom for direct face-to-face instruction with the teacher for the first 45 minutes while Cohort 2 would report to the Drexel Center, to the Library, or to Computer Lab 203 (depending upon on which floor the class meets). Those students would use that 45 minute period to do independent work posted by their teachers in their Google Classrooms. Chairs/tables, and/or desks will be strategically placed in those areas to provide for social distancing. After 45 minutes have elapsed, the two cohorts would exchange places and Cohort 2 would receive direct instruction from the teacher in the classroom.

At the end of the 90-minute class period each cohort would remain together and move to the next class. Because these students are homogeneously grouped, their class schedules would be identical throughout the day.

(Scenario C) Cohort 1 would report to school on Mondays / Wednesdays to receive direct face-to-face instruction in all 8 classes for 45-minutes each class. Cohort 2 would

remain at home on those days completing their independent assignments on Google Classroom. Cohort 2 would report to school on Tuesdays / Thursdays for direct face-to-face instruction while Cohort 1 remains at home to complete their independent work on Google Classroom.

Fridays would be a “multi-purpose” day:

- Liturgy for a limited number of students, either by classification level or by cohorts;
- Faculty meetings or Professional Development (in school, face-to-face);
- Classification Assemblies;
- Club meetings or activities;
- Faculty “office hours” to address the needs of individual students;
- “Catch-Up Day” for teachers and students.

B.) Instructional Considerations

(This domain focuses on curriculum which must be designed in such a way that it is flexible and can be shifted between in-person and online instruction.)

✓ **Instructional Design**

- SKDP teachers have participated in several Professional Development workshops during the summer to plan units that can transition between in-person and virtual instruction.
 - Each teacher has developed a year-long plan for each subject that he/she teaches, breaking the course down into Quarterly Calendars.
 - Each plan includes: the unit topic, the unit standards/objectives, and the summative assessment.
 - Each teacher is prepared to lay out a plan with several days or even weeks’ worth of content and learning activities visible to students and to parents in the event that the school must revert to “distance learning.”
- During the Professional Development Workshops, teachers have established inter-disciplinary connections and have designed some assignments that allow various degrees of integration. These assignments will afford the students opportunities to make authentic applications of their learning and understand the way the skills and content must intersect in the real world.
- Each teacher’s lesson design will follow Fisher and Frey’s Gradual Release of Responsibility:

- Each new lesson will begin with explicit instruction in which the teacher will establish the purpose and value of the learning and will model the skill or strategy. In “distance learning” this will be accomplished via pre-recorded videos using Google Meet.
- When not in the traditional setting, student participation will be facilitated by the teacher as guided instruction via Google Meet. Some of these sessions will be with smaller groups of students who may need re-teaching or more drill work before moving on.
- When in the non-traditional setting (“distance learning”), synchronous class sessions will be held via Google Meet. Each student must log in at the regular class time: 8:00, 9:33, 12:03, or 1:36 following the set A-B-C-D or the E-F-G-H rotation. Each class will begin with prayer, roll call, and social/emotional check-ins, followed by direct and guided instruction. Each session will not last more than one hour in order to give teachers and students a break between classes.
- The third stage in the learning process is collaboration:
 - In the traditional classroom, the teacher will rotate from group to group making suggestions, asking questions, and monitoring student progress.
 - In the hybrid and non-traditional settings, the teacher will use one of the following options, depending upon the subject matter:
 - ❖ a shared document or slide presentation that students can work on together via Google Drive;
 - ❖ a Zoom conference with “breakout rooms” that the teacher can monitor, answer specific questions, or give further directions;
 - ❖ Collaborative groups themselves may opt to work on a long range project on their own time via Google Meet.
- The fourth stage in the learning process is independence. Teachers will give the students options when it comes time to demonstrate what they have learned.
 - At the beginning of the school year in August, each teacher will spend time showing students all of the technology tools that are available to them (i.e., online textbooks with audio capability, online quizzes and selection tests, Google Forms, Zoom, Google Meet, Screencastify or Screen-cast-o-matic, videos uploaded to Google Classroom, gaming templates, etc.)

- Each teacher will do a “practice run” with each class conducting a mini-lesson via Google Meet. This mini-lesson will involve the teacher setting and explaining norms for student expectations: logging in on time, dressed in school uniform, sitting upright, camera on, microphone muted unless speaking. Each teacher will also show students how to access assignments on their Google Classroom, how to turn them in when finished, and how to view teacher feedback. Teachers who plan to utilize Zoom should also do a “practice run” including screen sharing, breakout rooms, and chat box.

✓ **Assessments**

- In order to identify the gap in learning triggered by the COVID 19 school shut-down, all 8th grade ELA and Math teachers are ready to administer the Diagnostic Assessments available on “louisianabelieves.com/measuringresults/leap-360” to determine readiness for new course work and to assist the teacher in setting meaningful and ambitious goals. 9th, 10th, and 11th grade will use the LEAP 2025 Practice Tests for English I and II, Algebra I, Geometry, Biology, and U.S. History
- When designing an assessment at the end of each unit, each teacher will design a project that will encourage the student to make real world applications. This project will be closely aligned to the standards addressed in the unit; and students will be encouraged to express their understanding of the topic in multiple ways: essays, journals, blogs, podcasts, videos, “live” presentations, drawings, or models.

✓ **Grade Reporting**

- Teachers will adhere to the following grading practices:
 - After a student submits a draft of an essay on a Google doc, the teacher will highlight areas that have language usage errors or content errors and will make marginal comments before “returning” it to the student to complete the final product. A grade will be given only after the final draft has been submitted.
 - Teachers will adhere to the “weighting of categories” as set up in Plus Portals when giving grades for various assignments.
 - If a student has not completed an assignment by the due date, the teacher should give an “Incomplete” (“I”) when inputting grades. This “I” will be changed to the appropriate grade after the assignment has been submitted. If an assignment has not been completed (even after a

phone call from the teacher and an extension of time) the teacher must give the student a 50%. No “0”s will be allowed.

✓ **Interventions and Other Considerations**

- Students who do not log in to the synchronous instruction at the given time will be contacted by phone or by email by their respective teachers. If contact cannot be made or if the student still refuses to join the class sessions after receiving a phone call, the teacher will notify the counselor who will make a follow-up phone call to the parent.
- The Catapult teacher will “check in” with small groups of students at least once a week to “touch base” and to see how they are handling the “distance learning” setting in all of their classes. These are our most vulnerable students who need much more support when they are out of the classroom. Teachers of all subjects will provide the Catapult teachers with access to their Google Classrooms so that the Catapult teachers can view the students’ assignments and be better able to provide appropriate intervention.
- All parents and students will be apprised of the “Help Desk” provided by SKDP’s IT contact person, Mr. Cliff Williams. If a student experiences any kind of technology issue with her Chromebook, he can be contacted at: cwilliams@drexelprep.com. If a student’s Chromebook needs to be replaced temporarily while it is being repaired, Mr. Williams will make arrangements with the student to meet him at the breezeway door of the school on a specific day and time where the exchange will be made.
- All teachers and parents will be provided with Zoom security guidelines, and all parents must sign the Computer Acceptable Use Policy and the Video Conferencing Parent Consent Form.

C.) Spiritual and Emotional Considerations

(During the “distance learning” scenario that we experienced in the spring, some parents closely examined the value proposition of their tuition dollar – wondering if the no-cost option in the public school would be better under the circumstances. But we Catholic educators affirm that Catholic education is not a transactional arrangement but rather a transformational experience.

SKDP has the two-fold mission of providing a quality education that is deeply rooted in Catholic identity, no matter the mode of delivery, no matter the grade level, and no matter the subject.)

✓ **Liturgy and Prayer**

- In the traditional and hybrid settings, each day will begin with a student-led morning prayer delivered via the school’s P.A. system. The morning announcements will always end with an inspirational “thought for the day.” In the non-traditional setting, all students will log in to Google Meet at 7:45a.m. One pre-selected student will lead the morning prayer, will make pertinent announcements, and will end with an inspirational “thought for the day.”
- Monthly liturgies celebrated in the Drexel Center by the school chaplain, Father Anthony Bozeman, S.S.J., will be attended in-person by no more than 75 students and staff members. All others will remain in their assigned classrooms (101, 102, 105, 106, 107, and 108) where they will participate in the celebration of the Mass virtually via Chromecast, viewing it on the TVs in the classrooms. A Communion count will be taken ahead of time in each classroom. After distributing Holy Communion in the Drexel Center, Father Bozeman will stand in front of the trophy case at the end of the first floor corridor. The staff members in each of the classrooms will usher the students out, one room at a time, to receive the Eucharist. When in the non-traditional setting, students will be alerted of the date and time when Father Bozeman will celebrate a virtual Mass. This will be done on Zoom.
- All synchronous video class sessions will begin with a prayer, and each teacher will solicit prayer intentions from the students.
- All parents and students will be given information about various virtual activities planned by the Catholic Charities Office of Peace and Justice (i.e., the virtual Way of the Cross, Peace Walks, etc.), and they will be encouraged to participate as a family in these activities.

✓ **Maintaining and Sustaining Catholic Identity**

- When drafting their Quarterly Calendars, each teacher will connect the current events with a Catholic perspective (using the tenets of Catholic Social Teaching, the Virtues, etc.) as a framework. All academic departments, not only Theology, will strive to do this.

✓ **Service Learning Opportunities**

- When in the non-traditional setting, the Theology teachers will draft a list of Service Learning Experiences that the students can participate in while “sheltering in place” (i.e., writing letters to the elderly who are confined to their rooms in nursing homes, sending thank you cards and assurances of prayers to the health care professionals in the local hospitals, etc.)

✓ **Social and Emotional Learning**

- A part-time counselor will be employed as part of SKDP's Catapult program. The students in the Catapult classes are much more susceptible to feeling of isolation and frustration when placed in a "shelter at home" setting. They have greater need of a teacher-facilitator at all times during the learning experience. Their regular Catapult ELA and Math teachers will "touch base" with them at least once a week via Google Meet to find out where they might be having difficulties academically. If the teacher senses that a student is experiencing an underlying problem that is affecting her academic progress or if a student fails to log on to the Google Meet sessions, the counselor will be notified and will follow through with further attempts to facilitate a resolution to the problem. After speaking to the student's parent to give clarity to the problem, she will provide the parent with the names and contact information of various agencies that are available to families, particularly during this COVID 19 pandemic.
- Because SKDP's gym is too small to allow for social distancing among spectators, none will be admitted to the volleyball and basketball games; however, to maintain the morale of the student body and the athletes, virtual pep rallies will be held at the beginning of each season and periodically during the season before important district games. These pep rallies will take place in the Drexel Center where the juniors and seniors will be present – "socially distancing" – and the underclassmen will be in their regular classrooms watching the event on their Chromebooks via Zoom.

✓ **Support Students Who Are Medically Fragile**

- When the school is in the traditional setting, the principal will advise each teacher of any students who are medically fragile or immuno-compromised whose parents deem it imprudent or unsafe for them to be in a group setting and prefer that they work from home. Teachers will video the "direct instruction" segment of the daily lessons, will post them in the students' Google Classrooms as well as all other information regarding the students' requirements for successful completion of that lesson.

✓ **Support Coping and Resilience**

- The principal will encourage faculty and staff to limit their viewing, reading about, or listening to news stories about COVID 19, especially if they are already fearful and overwhelmed. To emphasize that good can spring from evil, the principal will disseminate to the staff on a regular basis human interest

stories about ordinary people doing great things for their neighbors. He will invite staff members to share similar stories that they have come across.

- Every two weeks SKDP's resident "health guru" (Coach Terry Wilson) will share a brief tidbit with faculty and staff about healthy food choices, specific exercise routines, and ways to relieve stress. These brief messages will be posted on the teachers' Google Classroom.
- The following information will be posted in the faculty / staff workroom; and, in the event that the school reverts to the non-traditional setting, it will be posted in Mr. Smith's faculty Google Classroom:

National Distress Hotline 1-800-985-5990 or text TalkWithUs to 66746
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- The Senior Ring Mass and Ceremony has been scheduled for Tuesday, September 22, at St. Leo the Great / St. Raymond Church; but, in the event that the school is in the non-traditional setting at that time, an abbreviated ceremony will be held in the Drexel Center for the seniors only – no parents or guests. The traditional Mass with the blessing of the rings will take place at a later date when the CDC and local authorities deem it safe for large crowd gatherings.
- In the event that the school is in the non-traditional setting in November during Spirit Week (Nov. 16 - 20), the Student Council will plan a series of daily virtual activities and will promote competition among the classes to vie for the Spirit Stick that will be awarded at the virtual Spirit Pep Rally on Friday, Nov. 20. Each classification will have its own Google Classroom, and strategic planning meetings will be conducted through Google Meet. Classification moderators will monitor these meetings which will be conducted by each class president.

✓ **Facilitating Ongoing Connections**

- In the event that the school is in the non-traditional setting, Coach Wilson will set up monthly meetings with the Athletic Booster Club and Mr. Lockett will do the same for the Marching Units and Band Booster Club. Besides taking care of regular business, these meetings will also serve as a medium of social interaction and will afford the parents a way to get to know each other.
- When the school is in the non-traditional setting, Mr. Smith will invite the parents to "join him for coffee" via a Zoom coffee klatch on a regular basis. 8th

and 9th grade parents will join him to meet the parents of their daughters' classmates and to discuss common concerns with the principal. 10th, 11th, and 12th grade parents will meet at a different time in a similar way as was done in the spring during the "distance learning".

- Parents will be encouraged to email their daughters' teachers with any questions or concerns that they might have. Email addresses are consistent: "initial of the teacher's first name + last name @drexelprep.com (i.e., esmith@drexelprep.com) Teachers will likewise be required to respond to these emails in a timely fashion. Teachers must also email or call the parents of student who are falling behind in their work.

✓ **Catholic Identity**

- The faculty and staff of SKDP will gather on August 3 for a time of reflection on the school's Catholic identity.
 - They will view a video on the vision of Catholic education in light of St. Katharine Drexel's dream and mission and the reality brought about by COVID 19: "Catholic Schools Have It All!"
<https://www.youtube.com/watch?v=RIHVu6WIZv4>
 - After viewing the video and reflecting on a set of pertinent questions for 15 minutes, the faculty / staff will form small groups to share their insights.
 - The campus minister will then facilitate a sharing session during which one person from each group will report back to the whole group.
 - Collaboratively, a "plan of life" entitled "Living the Catholic/Christian Vision" will be formulated. This plan will contain three concrete, measurable steps that will be taken during the 2020 – 2021 school year to enhance and sustain this vision at SKDP.
 - During the monthly faculty / staff meetings there will be a 10-15 minute follow-up during which time progress on the three action steps will be reviewed and evaluated.

D.) Staff and Community Considerations are vital if the school community is going to remain intact in the event the school must revert to the non-traditional setting.

✓ **Sensible Human Resource Practices**

- SKDP's administrative assistant, Mrs. Jane Bell, has been designated as the staff member who will review CDC guidelines as they are released and she will advise the principal of all updates.
- While interviewing prospective teachers to replace faculty vacancies, the principal questioned each interviewee about his/her aptitude in technology use,

particularly knowledge of and familiarity with the Google Suite in the event that the school has to implement the hybrid or the non-traditional setting after the school year has begun.

- The Board of Directors has inserted into the Teacher Contracts language that addresses the teacher's expectations to deliver instruction via Google Classroom or Zoom across all three school settings.
- When functioning in the traditional setting, if a teacher must self-quarantine for two weeks because he/she has come in close contact with someone who has COVID 19 or who has tested positive, that teacher will be expected to prepare lessons at home and deliver them to students via Google Meet or Zoom at the regularly scheduled class time. A substitute will monitor those students in the classroom during that class period.
- Upon "clocking in" each morning in the faculty workroom, every staff member will undergo a temperature screening. Anyone with a temperature of 100.4°F or above will be sent home immediately. If a staff member becomes ill later in the day and feels too weak to drive himself/herself home, a family member will be notified to provide safe transport home.
- The Board of Directors will implement flexible sick leave policies that enable staff to stay home when they are sick or have been exposed to the virus and must self-quarantine. These policies will also apply to a staff member who must remain at home to care for a sick family member.
- Staff members who contract COVID 19 and miss work must present a clearance form from the doctor upon their return to work.
- The Education Committee of the Board of Directors will create a roster of trained substitutes (mostly Xavier Prep alumni who are retired teachers) who would be willing and able to step in, if needed, while the school is functioning under the traditional setting. These volunteers will be screened under the Safe Environment guidelines.
- During a faculty In-Service Workshop in early August faculty and staff will be trained on all safety protocols:
 - Visual supports and directional arrows on the floors to monitor and direct hallway traffic must be followed in order to maintain social distancing.
 - Students and teachers must maintain social distancing at all times and in all areas of the school. Furniture has been strategically placed in the cafeteria, the Drexel Center, and the classrooms to allow for this and **THIS FURNITURE MUST NOT BE MOVED.**
 - Students and teachers must wear a protective face covering at all times. The uniform cloth face mask for the students can be ordered and paid

for online. Each mask contains the school logo on one side of the face and the student's or staff member's name monogrammed on the other side. Teachers who do not feel that they can teach all day wearing this cloth face mask will have the option of wearing a face shield. Likewise, any student who experiences sensory issues may be given the option of wearing a face shield.

- All teachers and students should wash their hands often with soap and water for at least 20 seconds or use hand sanitizer that contains at least 60% alcohol. Hand sanitizer dispensers are attached to the wall just inside each classroom.
 - Students who have allergy or sinus problems and who sneeze often should be instructed to use the hand sanitizer each time after they have discarded the soiled tissue.
 - Staff members who plan to travel outside of the state must notify the principal before leaving. The staff member must be made aware of the possibility of quarantine upon returning. If the employee takes this risk, the consequences may include, in addition to the 14-day quarantine period, a reduction in pay and /or sick days, and/or termination. Employees may not use accumulated sick hours for this extended leave from school.
 - The principal will communicate to employees, if distance learning goes into effect, that they must be prepared to return to work in the traditional setting within 18 hours' notice. (The Board of Directors has drafted a policy regarding these last two items.)
 - The following employees have been determined as essential and may be required to return to school sooner than the teachers and perform standard duties as directed:
 - Mr. Eric Smith, Principal
 - Sister Margaret Mary, Religious Head of School
 - Mrs. Jane Bell, Administrative Assistant
 - Mrs. Renata Dandridge, Finance
 - Ms. Tamiquna June, Registrar
 - Mr. Clifford Williams, IT Director
- ✓ **Effective Communications** will always ensure calm, rational behavior in times of crisis. The communications strategy for SKDP includes:
- Posting signs in highly visible locations (i.e., the main lobby, the hallways, the cafeteria, the Drexel Center, the gym, the band room, and the rest-rooms) to promote everyday protective measures.

- Posting the application questionnaire for “Calling in Sick” in a prominent place on the SKDP web site and requiring parents to use it if their daughter exhibits symptoms of COVID 19, have tested positive for COVID 19, or who were exposed to someone with COVID 19 within the past 14 days.
- Notifying staff and families via the School Reach communication app of any temporary closure of SKDP in order to limit COVID 19 exposure.