

General Principles for the Building

Introduction

There are several key practices that will be implemented in each building to help maintain a safe learning environment.

Philosophy

Foundational premises when designing a safe learning environment are the concepts of maintaining cohorts, social distancing and frequent cleaning. The use of these practices is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

Process

1. Limit the admission of visitors to the school.
2. High touch surfaces will be cleaned frequently such as door knobs, remotes, and light switches.
3. Signage will be in each classroom and throughout the building reminding students to practice good hygiene.
4. Hand sanitizers will be available in the hallways, near entrances and in other strategic areas.
5. It is recommended that each school make part of its group prayer time a reminder to social distance and to wash hands.
6. Each student is encouraged to provide their own supplies to reduce the need to share supplies.
7. Group singing will be discontinued.
8. Computer class - Students will use individually assigned devices when possible.
9. When possible, special teachers will go into the students' classroom.
10. No outside food for sharing is permitted.
11. Ventilation is important - windows and doors will be opened.
12. Field trips are experiences that break cohorting and expose students and staff to risk of exposure to COVID-19. There will be no in-person field trips; instead virtual trips will be alternative options.

Catholic Identity

Introduction

Excellence in education is characterized by having a strong curriculum, student engagement, utilizing quality instructional methods, making good use of data and regular communication with parents and stakeholders. What is at the heart of learning in a Catholic school is the inclusion of faith and Catholic identity in all we do.

Philosophy

Catholic schools have a two-fold charge: providing an education that is academically excellent and one that is deeply rooted in Catholic identity. The challenge, then, is to ensure that the education that is delivered (no matter what the mode of delivery) meets this standard.

Process

1. There must be a level of intentionality across all grade levels and all subject matter that course content is intentionally Catholic.
2. When face-to-face instruction is possible, school Masses will maintain the appropriate social distancing between cohorts.
 - Attendance of parents and general community at the school liturgies may be suspended depending on local guidelines. If the Mass is live-streamed, parents and families are invited to attend.
 - Because of social distance, part of the school may attend the Mass and the rest of the school live streaming the Mass should make a spiritual Communion.
3. When it is necessary to deliver remote instruction to all students, maintain the emphasis on school liturgy by streaming all-school Masses.
4. Provide opportunities for daily prayer in a community.
5. All schools across the diocesan community should include the prayer of Pope Francis daily.
6. Support and make modifications to other faith-based activities that are important in the life of the school (i.e., retreats, prayer services).
7. Increase opportunities for cross-grade faith sharing using virtual means (i.e., prayer buddies meeting virtually).
8. Begin all synchronous video sessions with prayer, including soliciting prayer intentions from students.
9. Support the faith life of faculty and staff through community prayer and scripture study.

10. Invite parents and families to join in virtual prayer and faith life.
11. Connect the current events with a Catholic perspective (using the tenets of Catholic Social Teaching, the Virtues, etc.) as a framework to support understanding.
12. Promote service-learning experiences in virtual spaces.
13. Find opportunities in the current situation that would lend themselves to a community response (acknowledgements and prayers for police, first responders, holding food drives, etc.).
14. Maintain Catholic Identity in the school environment:
 - Every classroom has a prayer corner, crucifix, statues, bulletin boards reflecting faith values.
 - Laminate the Prayer of Pope Francis and display in a prominent place in the school and classrooms.
 - Keep in focus the Standards for Ministerial Behavior

The Prayer of Pope Francis during the Coronavirus:

Lord, may you bless the world, give health to our bodies and comfort our hearts. You ask us not to be afraid. Yet our faith is weak and we are fearful. But you, Lord, will not leave us at the mercy of the storm. Tell us again: "Do not be afraid" (Mt 28:5). And we, together with Peter, "cast all our anxieties onto you, for you care about us" (1 Pet 5:7). Amen.

Entering the Building

Introduction

Entering the building every morning is the activity which unofficially begins the day. It is important that this is smooth, stress free, efficient and conducted in a manner that keeps children safe.

Philosophy

A foundational premise when designing a safe entry throughout the day and controlling transmission of any virus, is to help keep it from the building. During the entry into the building social distancing and hand sterilization will be implemented. The use of hand sanitation and social distancing is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

Process

1. Parents will be mandated to take temperatures of their children and submit an online health checklist by 7:30AM every morning. Students will not be permitted to class until the health checklist is submitted.
2. Buses will unload one at a time to maintain social distancing.
3. School entrances will be monitored by staff to ensure students maintain a social distance and receive hand sanitizer upon entering the building.
4. Use of a mask is mandatory at all times, including riding the bus, entering the building, hallway travel and within classrooms.
5. Teachers will review the daily monitoring health checklist for students each day.
6. School signage will be posted in classrooms and throughout the school building as daily reminders of health and hygiene practices.

Daily Monitoring of Health

Introduction

The guidance provided by the State of Pennsylvania suggests that each school monitor health daily. To provide the healthiest environment possible for Staff and Students, schools will implement a Daily Health Monitoring System that meets the specific and unique circumstance of the school.

Philosophy

Health monitoring should be done in conjunction with efforts taken at home with the parents of children attending the school. Parents have the greatest information regarding the health of their children and are an integral part of this process.

Process

School will disseminate an online health checklist form to be submitted by parents by 7:30AM each day. This will engage parents in monitoring daily the identified possible symptoms of COVID-19. As we learn about the disease, we may need to alter the list by adding or subtracting symptoms. *Symptoms include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.*

1. Online Health Checklist:

- Submit a daily, online health checklist via Google Forms.
- **Checklists must be submitted no later than 7:30AM each morning.** Back up paper copies are suggested when access to the internet is not available.
- **Students will not be permitted to class without a completed health checklist.** They will be supervised in a designated location until the completed form is received, and a parent will be called.
- **If parents answer "Yes" to any item on the checklist or if their child is experiencing any of the named symptoms, the child (and any siblings) must stay home that day.**
 - 1. Parents must call the school office by 8:30 AM to call the child out as sick and state if the child will be absent or attending virtually.
 - 2. The parent is then required to speak with the school nurse directly to discuss their child's symptoms and to determine when the student is able to return to school per Chester County Department of Health's "Exclusion From and Return to School" Guidelines. SHS is following these guidelines to

determine when students who are having symptoms, or are in contact with someone who is having symptoms, can safely return to school.

In the classroom, the school will establish a designated time to conduct a daily, general health scan of the students to monitor any concerns related to health.

- Any student or staff member exhibiting symptoms will be referred to the school nurse for further monitoring.
- The nurse will triage cases as general illness or possible COVID-19 symptoms.

Lunch

Introduction

Lunch in school serves multiple purposes. It is a time to replenish and nourish as well as a time to socialize and receive mental rest. It is important to provide all these goals while keeping children safe.

Philosophy

A foundational premise when designing a safe lunch environment are the concepts of maintaining cohorts and social distancing. The use of cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

Process

1. Students will wash hands before lunch.
2. Students will eat lunch in their homeroom classroom in order to remain in their cohort; separate from other cohorts.
3. Students will remain socially distant during lunch, maintaining a minimum of 6 feet distance from classmates and school staff.
4. The tables/desks will be wiped down before and after each meal.
5. Sharing food is strictly prohibited.
6. Meals and utensils will be served directly to the student and prepackaged if possible.
7. Students will wash hands after lunch.

Recess

Introduction

Recess is an important part of a child's school day. A safe and healthy recess promotes time to develop socially, emotionally, physically, and academically.

During recess, students learn and practice important social and emotional skills, such as conflict resolution, decision-making, compromise, and self-regulation. Additionally, recess provides needed mental rest that facilitates the learning process. With this in mind, the following procedures will be put in place to ensure our students have a safe recess.

Philosophy

To the best extent possible, recess will continue applying safe physical contact of equipment and social distancing. In general, six feet of separation is the distance that should be kept between people interacting within their peers. Games that utilize physical and social activities, yet limit physical contact will be played.

Process

1. Students will be accompanied by their teacher one cohort at a time to the school yard for recess. Social distance and masks will be maintained during travel and using the procedures established in school operations regarding movement within the building.
2. Students will sanitize their hands before and after recess and snack time.
3. The use of masks will be maintained by students and staff during recess time.
4. Approved equipment will be wiped down before and after each recess.
5. Games and activities used during recess will be pre-approved as part of the safe list for limiting the spread of infectious disease.
6. Allocate separate bins of equipment for each class to be used only during recess; clean equipment between recess periods.
7. Students are not permitted to bring equipment from home.
8. Each cohort will exit and enter the building separately and have designated play areas.
9. The use of the gym for indoor recess will be prohibited.
10. PreK and Kindergarten will follow their own recess schedule under the supervision of their teachers, however will maintain proper social distancing procedures when traveling to and from the recess yard.

Other considerations regarding physical activities.

1. Minimize contact sport engagement during recess to ensure social distancing. Games that have natural social distancing, such as kick ball jump rope are good choices. Games that require close physical contact and exchange of equipment are not suggested (such as football and basketball). Other sources for socially distant games can be found at <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>.
2. A variety of outside spaces will be provided for cohorts to engage in free choice activities, including quiet, creative, and solo activity.
3. Students are required to carry personal water bottles labeled with their name for hydration. Only the fill feature on water fountains will be available for use.
4. When equipment sanitizing is not feasible, equipment will be quarantined for 3 days or more before being used again. A rotation schedule will be maintained by staff.
5. Whenever possible, use social distancing activities and masks when social distancing is not possible.
6. Considerations will continue to be made for students with respiratory disorders or any other pertinent disorders.

Traveling Within the Building

Introduction

Movement about the building is essential and cannot be eliminated. Schools will devise a plan to allow for travel throughout the building while keeping the students and staff safe.

Philosophy

Students must travel from the bus or car, to their classroom, to the lavatory and other essential areas. The specifics will differ from school to school due to individualized building blueprints.

Process

1. As faculty, staff and students travel about the building, masks will always be worn.
2. Directionality will be established in school using the following principles:
 - Directional arrows will be placed on the floors of the hallways to ensure students will travel in one direction through the hallway keeping travel restricted on each side of the hall to one direction.
 - The main stairwell (Manoa Rd.) will be designated for “up” travel and the rear stairwell (West Chester Pike) will be for “down” travel.
 - A schedule will be developed to control the movement of cohorts throughout the building.
3. Planned travel, including recess, bathroom breaks and hallway travel in general, will be organized so one cohort is moving at one time.
4. Routines and processes such as keeping material and books as students travel to other rooms will be established in each classroom. Cohort materials will be kept separate.
5. Increased cleaning of all commonly touched items such as railings, door knobs will be cleaned throughout the day by onsite maintenance staff.
6. Classroom and stairwell doors will remain open throughout the school day to avoid unnecessary contact.

Library

Introduction

The use of the library has evolved over the last several years and has moved from book borrowing to a curriculum integrated research center. With the need for cohorting and social distancing, there are many safe alternatives to delivering the same academic support provided by a traditional library class.

Philosophy

Library resources continue to be an integral part of the academic program.

Process

1. Library class will be held in the homeroom when feasible and appropriate--- lessons about research, types of literature, authors, genres, read alouds, electronic research and much of the curriculum can be conducted in the classroom.
2. If a student must borrow a book from the library, they will be able to do so individually in coordination with the librarian.
 1. Returned books will be isolated for 72 hours before being returned to circulation.
 2. A selection of books can be made prior to student arrival based on a child's interest, themes in the curriculum, or based on a recommendation from the teacher or the librarian.
4. If a class must visit the library, it will be done one cohort at a time and in half the numbers to maintain proper social distancing. Table areas and commonly touched surfaces will be cleaned between cohort visits.

Physical Education

Introduction

These guidelines are written with the goal of maintaining the integrity of quality Physical Education programs. Physical Educators will work with the administrators to formulate protocols that fall in line with the following guidelines.

Philosophy

Physical education is an integral part of the curriculum in an elementary school and essential that it continue safely.

Process

1. Weather permitting, PE class will be held in outside space. Weather non-permitting, PE in the gymnasium is feasible so long as approved social distancing activities are implemented. PE class may also take place in the classroom if/when appropriate.
2. PE and homeroom teachers will cooperate to ensure students wash hands before and after PE class.
3. Students must provide their own personal water bottles marked with their name for hydration before, during and after activity. Only the fill feature on the water fountain can be used.
4. The PE teacher will ensure equipment is sanitized between each cohort use.
5. When equipment sanitizing is not feasible, equipment will be quarantined for 3 days or more before being used again. Tracking of equipment will be maintained by PE staff.
6. Limit shared items. Equipment will be separated per cohort in designated storage containers.
7. Considerations for lesson planning:
 - Emphasize teaching personal health and safety and being responsible for equipment use.
 - Emphasize teaching personal skill development and personal fitness concepts to promote physical distancing.
 - Health curriculum will be implemented throughout the year to offset PE curriculum when necessary.
11. Use social distancing activities and masks when social distancing is not possible.

St. Raphael Room

Introduction

When students are experiencing potential symptoms of COVID-19, there must be a designated location where they are isolated from others with enough room to maintain 6 feet of social distance.

Philosophy

The concept is to provide a safe, supervised staging area where students can wait until they are transported from school.

Process

1. The school nurse will triage any ill students/staff to determine if they need to be isolated in the St. Raphael Room. The designated St. Raphael Room is located in the office space at the bottom of the rear stairwell formerly occupied by the Director of Religious Education (DRE).
2. The school nurse, or any available school staff member, will supervise the student(s) waiting in this room. A parent will be called to pick up the student.
3. Sanitize after each use.
4. Materials on-hand in this room:
 1. Disposable paper towels
 2. Tissues
 3. Waste container with plastic liner
 4. Alcohol-based hand sanitizer containing at least 70% alcohol
 5. Hard-surface disinfectant
 6. Personal protective equipment (PPE) materials including: disposable gloves, gowns, masks (surgical and N95), and eye protection/face shields

All school faculty and staff will be trained by medical professionals on the proper donning and doffing of PPE materials.

Visual aids from the CDC showing proper donning and doffing of PPE will be posted on the inside and outside of the door for the St. Raphael Room.

Classroom Set-up

Introduction

The organization of the classroom is important in supporting the academic progress of students. Classroom space will provide an environment that allows teachers and students to interact comfortably and safely. Careful consideration has been given to the strategic placement of furniture, learning centers, and materials to optimize student learning, reduce distractions and keep children safe.

Philosophy

Fundamental premises when designing a safe classroom environment are the concepts of maintaining cohorts and social distancing. The use of cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

Process

1. All non-essential furniture, materials and equipment will be removed from the classroom in order to maximize space.
2. Desks will be facing in the same direction.
3. Desks will be placed 6 feet from the center of each desk to the center of the next desk.
4. All throw rugs and roll-up carpets will be removed from the classroom.
5. Classrooms can accommodate up to 25 students per room.
6. Teachers will wear face shields so students can see their lips as they are providing direction and instruction. When teachers must be less than 6 feet from a student or staff member, they will wear a face mask.

Materials Within the Classroom

Introduction

The organization of the classroom is important in supporting the academic progress of students. The use of a variety of materials is essential for learning including books, writing instruments and materials for special area subjects.

Philosophy

Foundational premises when designing a safe classroom environment are the concepts of maintaining cohorts, social distancing and frequent cleaning. The use of these practices is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

Process

1. Classrooms will eliminate, when possible, the use of shared materials.
2. Classrooms will set up areas where students can store personal items that keep them isolated from use by others.
3. When materials must be shared, they will be sanitized before and after each use.
4. Students will wash their hands before and after using a shared item.

Distance Learning Model

Full Cohort Instruction

Introduction

While we realize that in-person instruction has greater impact at the elementary level, the need for virtual learning has become a reality in a variety of circumstances including the pandemic-related quarantines, weather-related situations, and building maintenance issues. Physical presence in the classroom allows time for students to develop spiritually, socially, emotionally, physically, and academically. When this is not possible, it is important to provide a means for student learning without interruption.

Philosophy

As much as possible, instruction will continue to apply best practices incorporating our Catholic Identity and based on educational research and sound pedagogy. The term “virtual learning” refers to adapted instructional practices being utilized by means of online instruction and interaction with students using various tools and asynchronous methods. Virtual learning can take place in situations where students are unable to be physically present in the school building.

Process

1. If a positive case of COVID-19 is confirmed within a PreK-5 cohort, the teacher and the entire cohort of students must quarantine at home for 14 days and employ distance learning to maintain academic continuity.
2. If a positive case of COVID-19 is confirmed within a Grade 6-8 cohort, all middle school teachers and the entire middle school cohort of students must quarantine at home for 14 days and employ distance learning to maintain academic continuity.
3. Due to weekly interaction with all grades, specials teachers must also quarantine if a positive case of COVID-19 is confirmed at any grade level. They will employ the distance learning model for students during the isolation period.
4. Google Classroom is deemed the Learning Management System (LMS) to centralize materials, lessons, instruction, assessments, feedback and communications for grades PreK - 8.
5. Direct instruction will take place as teachers:
 - a. Provide a continued focus on our Catholic identity throughout instruction and in all content areas.
 - b. Required live-stream direct instruction by teacher in ELA, math and religion.

- c. Live streaming of science, social studies and special area subjects is permitted but not required. These subject areas must be facilitated via the LMS with regular follow up.
 - d. Incorporate recorded instruction via YouTube videos with follow up.
 - e. Provide materials that are age- and grade-appropriate.
 - f. Use textbook online components with timely follow-up.
6. Use assessments with timely feedback.
 7. Goal is mastery of the curriculum for the year.
 8. A general instructional model will be established in each grade band to be followed during distance learning periods.
 9. The use of small group and large group instruction will be employed to meet the needs of students virtually.
 10. Regular means of communication will be established with parents/guardians.
 11. Students will be provided with instructions to view class from home.
 12. Teachers are to encourage age appropriate physical movement and screen breaks to avoid sitting too long. Include the principle of movement within lessons when possible.
 13. Keep focus on the Standards for Ministerial Behavior and school handbook guidelines.

Virtual Learning Model

Individual Instruction

Introduction

While we realize that in-person instruction has greater impact at the elementary level, the need for virtual learning has become a reality in a variety of circumstances including the pandemic-related quarantines. Physical presence in the classroom allows time for students to develop spiritually, socially, emotionally, physically, and academically. When this is not possible, it is important to provide a means for student learning without interruption.

This guidance is for situations in which an individual child cannot attend class in person, however still healthy enough to participate. This may be because a parent feels more comfortable not sending their child to school or because the child must do a limited time of individualized quarantine.

Philosophy

The term “virtual learning” refers to instructional practices being utilized so a child can access what is taking place in class by means of connecting virtually in real-time.

Process

1. Parents are required to call the school office and give at least one week’s notice that their child(ren) will be participating in virtual learning starting the following week (unless they are participating in virtual learning because of illness or quarantine).
2. Google Classroom is deemed the Learning Management System (LMS) to centralize materials, lessons, instruction, assessments, feedback and communications for grades PreK - 8.
3. A video connection to the classroom will be provided for real-time instruction during ELA, math and religion lessons.
4. Live streaming of science, social studies and special area subjects is permitted but not required. These subject areas must be facilitated via the LMS with regular follow up.
5. Students will receive direct instruction by the teacher(s).
6. Use textbook online components with timely follow-up will be provided.
7. Use of assessments with timely feedback.
8. Goal is mastery of the curriculum so the child stays current and can return prepared to rejoin the class.
9. Establish regular communication with parents/guardians.
10. Keep focus on the Standards for Ministerial Behavior and school handbook guidelines.

Playbooks
Guidance for Dealing with COVID-19 Cases

School will make efforts to monitor the health of their students and staff, although it is not required or suggested by the CDC. Specifically, they suggest schools and Child Care programs are **not expected** to screen children, students, or staff to identify cases of COVID-19. If a community, or specifically school, has cases of COVID-19, local health officials will help identify those individuals and follow up on next steps.

Below is some specific guidance related to situations involving the school, community and COVID-19.

If a staff member or volunteer has a confirmed case of COVID-19

1. Notify the local health officials – ask for guidance.
2. Dismiss the staff or volunteer for 2 to 5 days until health officials can determine next steps.
3. Consider dismissal of cohort(s), related to the suspected case of COVID-19, according to health official guidance.
4. Discourage the cohort from gathering during the initial period.
5. Communicate to staff and families that there was a confirmed case – without using a name or identifying information of the person(s) involved.
6. Close off the potentially infected area for 24 hours and clean the areas that may have been infected by the identified case of COVID-19.
7. During the initial 2 to 5-day period, evaluate if any other cases related to the case were identified and decide to extend or end the cohort dismissal.
8. The staff/volunteer can return after the following conditions have been met:
 - 24 hours with no fever **and**
 - Symptoms improved **and**
 - 10 days since symptoms first appeared
9. A doctor note is NOT required to return to school.

If a student has a confirmed case of COVID-19

1. Notify local health officials to ask for guidance.
2. Dismiss the student, the student's entire cohort, and teacher(s), and notify health officials to determine further steps. The student, cohort, and teacher(s) will quarantine for 2 weeks and move to full cohort distance learning.

3. Siblings and household members of the COVID-19 positive student must also quarantine for the suggested period of isolation and may employ the virtual learning model so not to lose academic momentum.
4. Discourage the cohort from gathering during the initial period and the situation has been evaluated.
5. Communicate to staff and families that there was a confirmed case. Name or identifying information of the student with COVID-19 is not permitted.
6. Close off the contact area for 24 hours. Clean areas related to the identified case of COVID-19.
7. During the initial 2 to 5-day period, evaluate if any other cases related to the case were identified and quarantine accordingly with guidance from health officials.
8. The student can return after the following conditions have been met:
 - 24 hours with no fever **and**
 - Symptoms improved **and**
 - 10 days since symptoms first appeared

10. A doctor note is NOT required to return to school.

If a student or staff has a suspected case of COVID-19 or is demonstrating symptoms.

1. The school nurse will direct staff or students with COVID-19 symptoms to the St. Raphael Isolation Room.
2. Individuals who are sick must go home or to a healthcare facility depending on the severity of symptoms. CDC guidance for caring for oneself and others who are sick should be followed.
3. Call for home transportation, if necessary.
4. Students/Staff may return when:
 1. 24 hours with no fever **and**
 2. Symptoms improved **and**
 3. 10 days since symptoms first appeared or,
 4. or if cleared by a medical professional.
5. A doctor note is NOT required to return to school.

If a case is confirmed, please see aforementioned section (**confirmed case of COVID-19**)

CARES

Introduction

It is integral for our schools to provide a CARES program especially during the current circumstances. CARES is an offshoot of the regular school day thus, all procedures in place for the school should be adhered to during the CARES program.

Philosophy

It is paramount that we provide a safe, healthy and sanitized environment for those students entrusted to our care after regular school hours. It is important to engage these students in a social setting which they have not experienced in months and to provide a pleasant atmosphere for them. We are the protectors and providers for these students during the hours they are entrusted to us.

Process

1. Social and safe-distancing practices will be observed. When able, the cohort model will be maintained within the CARES program.
2. CARES enrollment will be capped at 25 students to ensure proper social distancing.
3. CARES will be directed and supervised by in-house school staff.
4. Outside visitors will not be permitted to enter the area where the CARES program is being held. Children will be met at the school door both entering and leaving the building.
5. Students are responsible for providing their own snack and beverage during their time in CARES. There will be no snack sharing.
6. All CARES staff will follow the same health checklist practices.
7. All operational guidelines put into place in the school (i.e. masks, movement through the building, recess, etc.) will be practiced during CARES sessions.
8. A procedure for dismissal at the end of the school day that limits CARES students to vulnerability will be established.
9. If the CARES room is a room used during the school day, it will be sanitized prior to student entry for the CARES program.
10. Materials used by CARES students on a regular basis need to be sanitized daily and/or quarantined for 3 or more days. A rotation of materials will be maintained by CARES staff.
11. Monitored hand washing and sanitizing will be done on a regular basis.
12. Follow the Playbook recommendations for any suspected illness.
13. The CARES program will comply with any emergency actions and resulting decisions that occur during the school day.

14. CARES personnel will use a mobile phone for communications purposes in the event a situation arises during the CARES session.
15. CARES guidelines and expectations will be clearly communicated and provided to each parent for understanding and agreement.
16. Establish a safe place for the students' materials and personal belongings such as schoolbags, hats, gloves, lunch boxes and jackets that provides safe distancing from other student belongings.
17. Ensure that students are not sharing materials. (e.g. crayons, pencils, markers).
18. Provide opportunities for planned activities for safe, student engagement.
19. All employees need to be apprised of the Standards for CARES and identified in the CARES Handbook as well as the Standards put in place by the CSO Task Force and the Standards for Ministerial Behavior.
20. In keeping with Catholic Identity practices, every CARES session should begin with a prayer.
21. Any person serving as a substitute for a CARES employee needs to be apprised of the standards identified above and agree to adhering to them.
22. Proper notification to a CARES designee of students who will be missing (e.g. left school early) or who have a special circumstance (e.g. crutches) during a CARES session is beneficial.

Parents will receive a CARES Handbook outlining specific details and directives of the program and must submit a signed agreement form.

Early Childhood/ Pre-K

Introduction

The need for careful strategic planning has become a reality in the “new-normal” circumstances including the pandemic-related quarantines. Physical presence in the classroom allows time for students to develop spiritually, socially, emotionally, physically, and academically. Care needs to be taken so that they are safe and learning in a healthy environment.

Philosophy

Students and their families should be provided with safe, quality, Catholic childcare in our schools and Early Learning Centers. Educators need to nurture a sense of community, curiosity and a love of learning at these beginning levels. Freedom from anxiety and a sense of happiness should permeate the students’ learning experience.

Process

1. Goals focus on social, physical and emotional well-being.
2. Create a well-defined plan and communicate expectations to parents/guardians:
 - Wearing of face coverings by employees and children
 - Entrance and exit processes.
 - Process for when a child becomes ill during school.
3. A regular routine for cleaning and sanitizing beyond the usual procedures will be in place.
4. Regular and ongoing communication with parents/guardians.
5. Safe-distancing with young children becomes very difficult; therefore, the students will be kept in their cohort and must wear face masks at all times except for eating and drinking.
6. Health checks must be done at home prior to the school day and the staff will follow protocols established at school regarding scheduled daily health monitoring.
7. If distance learning takes place, it will be consistent with the school model established per grade band.
8. Daily sanitizing efforts will be maintained by onsite maintenance staff throughout the day.
9. Shared materials will be limited; require parents to provide students with individualized pencil cases/art boxes/utensils.
10. If items must be shared, they will be sanitized before and after each use.

11. A rotation schedule of items will be maintained by teachers and staff to limit exposure of unnecessary classroom materials.

Mental Health/Whole Health

Introduction

It is important to educate and support teachers, staff and families on how to help students successfully and effectively transition back into school in a healthy manner. Students need to be in school to support whole health development.

While school closures might have been reasonable as part of the early pandemic response, current evidence and experience support the concept that children can return to school in a manner that maximizes children's health and minimizes risks from a public health perspective.

Consequently, whole health including mental health is our focus. Supporting views include those expressed by the HHS Assistant Secretary for Mental Health and Substance Use (Dr. Elinor F McCance-Katz) and Children's Hospital of Philadelphia (CHOP) - Policy Lab. (Dr. David Rubin at policylab.chop.edu).

Philosophy

It is our philosophy, that through a holistic approach of mind, body and spirit, we provide necessary mental and whole health support along with interventions as needed for students to have a safe and effective transition to a new school year, as well as provide additional support as needed.

General Process

- Establish a safe environment to learn
- Recognize the signs and symptoms when a student is at risk
- Continue to emphasize the importance of mandated reporting
- Communicate with parents/guardians during the summer months to prepare the student to return to school from a social-emotional standpoint; provide helpful resources.
- Ongoing collaboration with the DCIU to provide intervention when necessary
- Monitor the mental health and wellbeing of students on regular basis; communicating concerns to parents/guardians
- Help students work on coping skills and resiliency

- Helping teachers with anxiety that they might be facing and that administration will support them with training so they are reassured
- Support teachers collaborating with each other prior to the beginning of the school year

Student Awareness

Introduction

COVID-19 and the resulting shut down of activities that students were accustomed to, has caused anxiety in many students. It is important to take steps to educate students in a manner that does not heighten fear and anxiety.

Philosophy

Develop activities that will help students learn about COVID-19 in a rational and non-threatening manner.

Process

- Provide a lesson on COVID-19, the precautions and steps to take to prevent the spread of the disease including:
 - Frequent hand washing
 - Social distancing
 - Staying within the cohort
 - Not exposing others to sickness
 - Coughing in a safe manner
 - Wearing a face covering
- Create activities in which students can use their creativity to display their knowledge of preventative techniques and the need to treat each other with dignity and respect.

After School Activities

Introduction

Catholic School buildings are regularly used by various groups and activities after school hours. During the Coronavirus, these activities may need to be curtailed or modified. The After-School Activities subcommittee of the Catholic Schools Onward, CSO, will make recommendations.

Philosophy

Our students have experienced significant challenges since the shutdown on March 13, 2020. Where possible, keeping as many after school activities running, would help our students.

Process

1. Choir and drama clubs are suspended until further notice.
2. Handbells will continue; students must wear a face covering at all times. Bells will be disinfected before and after each use. There will be no concert performance.
3. General after school clubs may continue under the direct supervision of school staff. Proper social distancing and face coverings must be maintained. The club moderator will decide whether or not to run the club.
4. All rooms will be disinfected after use by the activity/club.
5. Only students enrolled in Sacred Heart School may attend the after-school activities. This includes students learning in-person and virtually.
6. Home and School meetings and Back to School Nights will take place virtually.
7. Outside groups will have limited access to the school building. If outside groups use school space, the pastor makes the decision if their club may continue. Space must be disinfected after use.
8. According to CYO Athletic Director, the 2020 CYO season is suspended until further notice.