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# **Saint Patrick Catholic School**

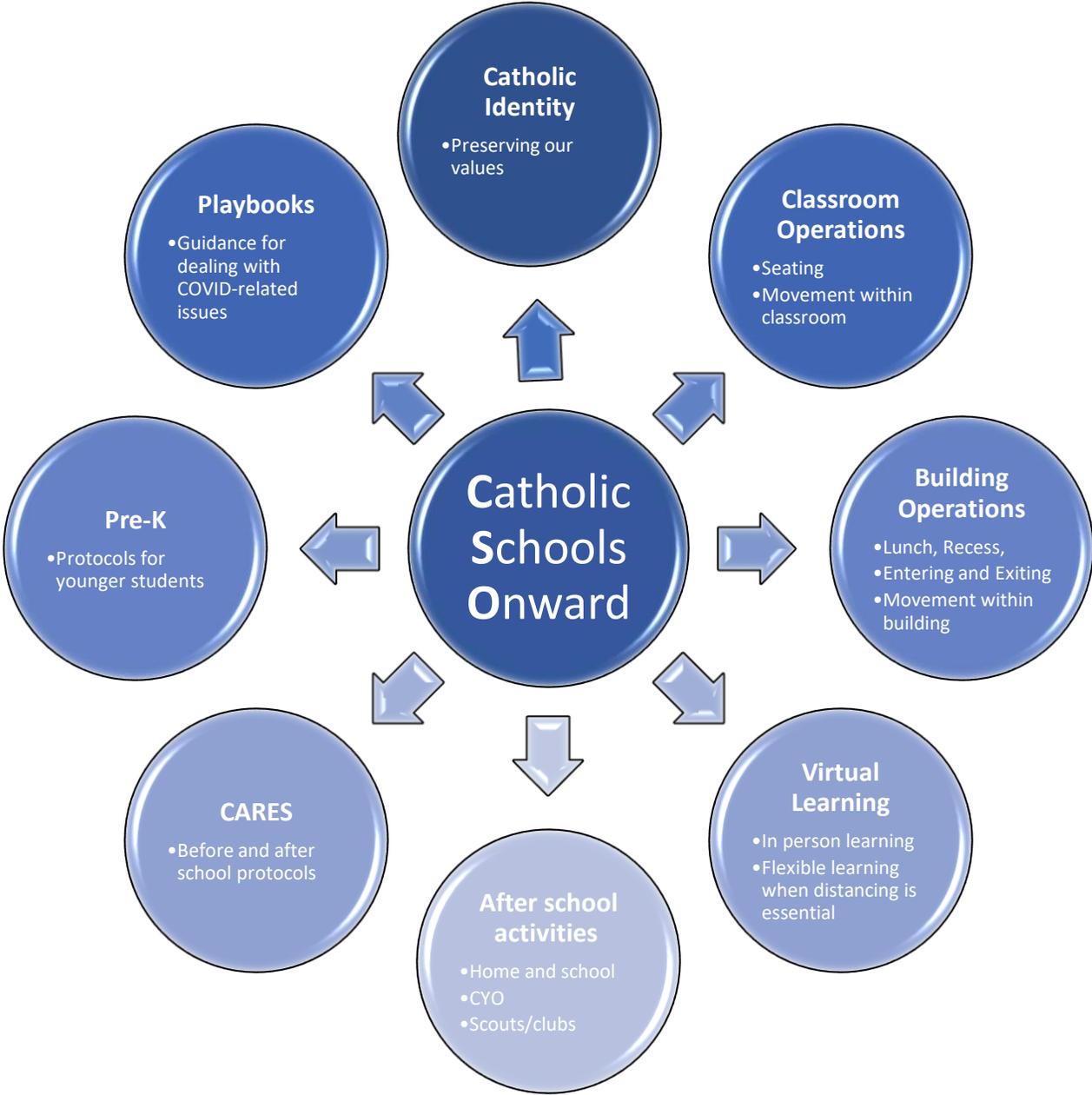
## **Catholic Schools Onward** *Best Practices and New Opportunities* *as We Move Forward*

### **Guidance and Procedures**



**July 2020**

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## Introduction and Philosophy

### **Introduction**

This document will provide information regarding the plan to return to in-person learning for the 2020-2021 school year. Before we discuss the specific aspects of the plan, let us start with an introduction to several of the key foundational premises that the plan is built upon. The principles listed below, will allow us to remain open and only use virtual learning for those who have been identified with COVID-19 or in a situation in which a parent feels working from home is beneficial.

**Partnership** – Catholic elementary schools are inherently a partnership between the parent and the school. This is never more important than at this time and an even greater partnership is now needed. It is our goal to open this school year and to remain open. This cannot be possible unless the school and the parents agree to the importance of monitoring your child’s health daily. Most importantly, this means that children who are experiencing symptoms – such as:

fever	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

parents need to keep their child home until medically cleared to return to school. With parental cooperation in this matter, we will be able to keep the schools open and safe.

### **Cohorting**

*A **cohort** is a group of students in the same grade, and in most cases, this is a single homeroom but, in some situations; it could be a larger group. Teachers will rotate from cohort to cohort to give instruction and the students will remain in their homeroom.*

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Cohorting is recommended by many health organizations as an environmental measure to prevent the spread of disease. Although we are using other recommendations to stop the spread of the disease, cohorting is a major part of the plan. With this, we will keep groups of children together for the entire day. They will attend lunch, recess and classes as a cohort. If a case of COVID-19 were to surface with a cohort, we would then move to virtual learning at home with just the identified cohort. The rest of the school would continue to operate with in-class instruction.

**Social distancing** – Social distancing is also a fundamental practice in all our procedures of operations. Social distancing is deliberately increasing the physical space between people to avoid spreading illness. Keeping your distance from others lessens the chances of catching and spreading COVID-19. Travel in the hallway, lunch periods, and classroom instruction have all been planned to maximize social distancing.

**Strategic Use of Masks** – Per Chester County Health Department – September 1, 2020

- PA Secretary of Health updated the Universal Face Covering Order to require students to wear face coverings at all times while in school, even while six feet of social distancing can be achieved.
- Provide face covering breaks throughout the day while maintaining a distance of at least 6 feet for no longer than 10 minutes.

**Enhanced Cleaning** – The school will increase the cleaning of common areas and highly used features such as door knobs, handrails, and counters. Children are encouraged to bring their own water bottles to school, as common water fountains will not be in use. With this enhanced cleaning, a safer environment can be established.

**Monitoring health** – Every day, parents are primarily responsible for monitoring the health of their children. Teachers will be reminded to check the health of their students during a common activity. Additionally, the school will implement random temperature monitoring.

**Virtual Learning** – Use of both distance learning and virtual learning. We will make two types of non-traditional learning available.

- If a child is sick, or a parent suspects the child may be sick, we will have an option where the child can join the class via a telecommuting practice. The major subjects will be available through this method.
  - Grades 1-8 will use Google Classroom as the Learning Management System and provide instruction for all subjects except some specials
  - Grades PreK3, PreK4 and K will use Seesaw as the Learning Management System and provide instruction for Reading, Math and Religion.
- In the case where a cohort has been dismissed from school and COVID-19 has been identified, the entire cohort will utilize distance learning for the isolation

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period. Lessons will be delivered through a telecommuting platform, with heavy reliance on the LMS.

- The telecommuting platform for Grades 1-8 will be Google Meet.
- PreK and K will continue to use Seesaw.

**Modified Attendance** – Since we are encouraging parents to monitor health closely, and we also encourage keeping children home if they display symptoms, the grading of attendance has changed. Children will be marked as attending in person or attending virtually. Only when children cannot or do not participate in any of the virtual lessons, will they be marked absent.

### **General Principles for the Building**

#### **Introduction**

There are several key practices that should 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 should be cleaned frequently such as door knobs, remotes, and light switches.
3. Signage should be in each classroom and throughout the building reminding students to practice good hygiene.
4. Hand sanitizers should 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 should be discouraged unless increased social distancing is possible. Refrain from singing.
8. Computer class - use own devices when possible. Investigate price of infrared wands
9. When possible, special teachers and departmental teachers should go into the students' classroom.
10. No outside food for sharing should be available
11. Ventilation is important - windows should be opened if possible.
12. Field trips are experiences that break cohorting and expose students and staff to risk of exposure to Covid-19.
13. Any child traveling to a location designated as a "Hot Spot," will need to be quarantined for 14 days.
14. Each classroom and office has an air purifier.

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## **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 require their own protocol that will maintain the appropriate social distancing.
  - o Attendance of parents and general community at the school liturgies may have to be suspended depending on local guidelines. If the Mass is live-streamed, parents and families should be invited to attend.
  - o 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.

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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. Ensure the presence of the pastor in new school configurations.
13. Reinforce the role of the principal in the faith life of the school.
14. Create approaches to minister to families who experience food insecurity, financial issues, and other crises.
15. Promote service learning experiences in virtual spaces.
16. 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.) .
17. Maintain Catholic Identity in the school environment:
  - Grade levels will rotate attending mass Thursdays and Fridays during the week.
  - Make sure that every classroom has a prayer corner, crucifix, statues, bulletin boards reflecting faith values.
  - Laminate the prayer or Pope Francis during the COVID and Prayer of St. Michael and put in a prominent place in the school and classrooms.
  - Restore practices of having a class patron
  - 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.



# Building Operations

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## **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 child 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 entering 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 virus and manage any possible outbreak.

### **Process**

1. Mandate parents take temperatures of children before they leave home.
2. Students should immediately sanitize their hands by using sanitizers or washing hands.
3. Empty buses one at time per entrance, so social distancing can be maintained and each child's hands can be sanitized.
4. Have each entrance monitored by staff to help insure students maintain a social distance.
5. Use of a mask is mandatory as students ride the bus, enter the building and travel to the classroom.
6. Students should store their mask in a storage bag if they are going to remove it once they reach their desk.
7. Once students enter the building, teachers should review the daily monitoring health check list.
8. Encourage school signage which asks — “Did you answer your daily health questions at home?” Put this perhaps after # 1 in process.

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### **Daily monitoring of Health**

#### **Introduction**

The guidance provided by the State of Pennsylvania, the CDC and the Chester County Health Department suggests that each school monitor health daily.

#### **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**

- . As we learn about the disease, we may need to alter the list by adding or subtracting symptoms:

Fever or chills	Cough	Shortness of breath or difficulty breathing
Fatigue	Headache	New loss of taste of smell
Sore throat	Congestion or runny nose	Nausea or vomiting/diarrhea

- Parents will indicate that their child(ren)'s health has been monitored by agreeing at the start of the year to monitor the health of their children daily.
- Any outside state travel is discouraged. If travel is necessary, please notify the school and follow Pennsylvania and CDC quarantine guidelines upon return.
- The teacher does a daily scan of the students to monitor if there are any concerns related to health regarding COVID-19.

### **Lunch**

#### **Introduction**

Lunch in school serves multiple purposes, it is a time to replenish and nourish as well as a time to socialize and get a brain break. It is important to provide all these goals and keep children safe.

#### **Philosophy**

A foundational premise when designing a safe lunch environment are the concepts of

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maintaining cohort 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.

## **Process**

1. Students will wash their hands before lunch.
2. Students will stay in their cohort as they eat lunch, separate from other cohorts.
3. Students will eat lunch in their classrooms.
4. Students will remain socially distant during lunch.
5. The desks will be wiped down before and after each meal.
6. There will not be any shared meals.
7. Meals and utensils will be served directly to the student.
8. 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 a needed brain break and facilitates the learning process. With this in mind, the following procedures will be put in place to insure our students have a safe recess.

### **Philosophy**

To the best extent possible, recess will continue applying safe physical contact of equipment and social distancing. The term "social distancing" refers to measures being taken to restrict where and when people can gather to stop or slow the spread of infectious disease. 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 go to recess using the procedures established in school operations regarding movement between the building.
2. Students will wash/sanitize their hands before going to recess and before returning to class.

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3. Students will need to wear a mask while at recess with their cohort and are playing socially distant activities, if they are unable to be with their cohort, students should wear masks during recess.
4. Equipment will be wiped down before 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. Students will wash/ sanitize their hands before returning to class.
7. Students will practice social distancing while walking to recess.

### **Traveling Within the Building**

#### **Introduction**

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

#### **Philosophy**

Students need to travel from the bus, to their classroom, to the lavatory and other essential areas. The specifics will differ from school to school, because each school's physical layout is different. As this plan or movement is developed, please keep in mind the strategic use of masks, social distancing and maintaining cohorts.

#### **Process**

1. As people travel about the building, masks should always be worn.
2. Directionality will be established using the right side of the hallways and steps when traveling through the school.
3. Schedules have been developed that take into consideration the movement of cohorts around the building.
  - o Planned travel, such as to recess, going to mass, the science lab, etc. have been organized so several cohorts are not in the hallway simultaneously.
4. Increased cleaning of all commonly touched items, like railings and door knobs will be cleaned throughout the day.
5. All classroom doors will be kept open during the change of classes to avoid unnecessary touching by students.

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## **Library**

### **Introduction**

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.

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. Grades 1-8 will go to library in their cohorts.
2. Students will follow the proper methods of traveling within the building.
3. Students will sanitize their hands when entering the library.
4. Social distancing will be used.
5. Returned books will be in a holding area and not put back into circulation until the appropriate time.
6. SPS library is equipped with partitions on each table for social distancing.
7. Library books should be kept in the student's backpack or desk.
8. Library will be cleaned and sanitized with proper cleaning equipment, i.e. UV Wand, Sanitizing Spray
9. Students will sanitize their hands when leaving the library.

## **Physical Education**

### **Introduction**

These guidelines are written with the goal of keeping the integrity of quality Physical Education programs while navigating through a “new normal.” Physical Educators should work with their 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.

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## **Process**

1. Weather permitting, PE class held outside. If weather does not permit, PE will be in the gym.
2. Hand washing before and after activity
3. It is preferred that students are carrying personal water bottles for hydration before, during and after activity.
4. Class equipment will be sanitized frequently.
5. When equipment sanitizing is not feasible, equipment will be quarantined for 3 days or more before it is used again.

## **Quarantine Room**

### **Introduction**

When students are experiencing discomfort or potential symptoms of COVID, they need to be removed to a place where they are isolated from others with enough room that several students could sit in the room and be six- feet apart.

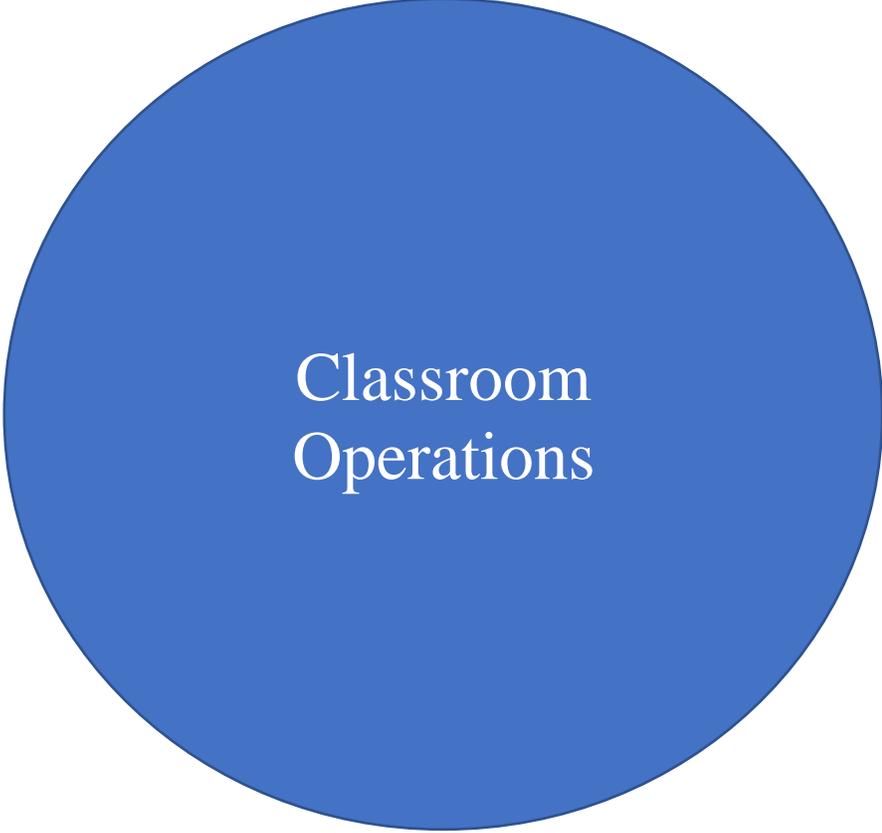
### **Philosophy**

The concept is to provide a safe supervised staging area where students can wait until they could get a transportation from school.

## **Process**

1. A private area outside the Nurse's office will be set up as the quarantine room in the main building.
2. An unused classroom in the primary building will be set up as the quarantine room.
3. The necessary supplies and resources will be available.
4. The rooms will be sanitized after each use.
5. Parents will call the main office number – 610-644-5797 and an office staff member will alert the nurse/main building or Office manager/primary building that the parent is at the door to pick up their child.
  - a. Pick up in the main building is at the back door off of Woodland Ave, underneath the library, behind the dumpster enclosure – signage is posted
  - b. Pick up in the primary building is at the side door of the church in the church parking lot.
6. Parents will sign their child out in the sign-out log.

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# Classroom Operations

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## **Classroom Set-up**

### **Introduction**

The organization of the classroom is important in supporting the academic progress of students. Classroom space should 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 Cohort 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. Schools should move any non-essential furniture, materials of equipment that is not needed and store them in a place outside of the room
2. Schools should measure the width and length of the room to begin planning for maximum distancing of desks.
3. Desks should all face in the same direction.
4. Desks should be placed 6 feet from the center of each desk to the center of the next desk.
5. All throw rugs and roll-up carpets should be removed from room. (Rugs that are a part of the learning experience in Early Childhood Classrooms should be sanitized on a daily basis.)
6. Rooms should be planned around 25 students per room. All of our rooms are below this recommended number.
7. It is recommended that teachers use face shields, so students can see their lips as they are proving direction and instruction.
8. Each classroom and office is supplied with an air purifier.

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## **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. This includes, book, 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. All non-essential equipment and furniture have been removed from the classrooms.
2. Classrooms will eliminate the use of shared materials.
3. Classrooms will set up areas where students can store personal items.
4. When materials must be shared, cleaning in between use is essential.
5. Remind children to wash their hands after using a shared item.

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**Virtual Learning**  
**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, (including individual or small group situations) 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 technological devices and platforms aligned to the curriculum through various devices synchronous and asynchronous methods. Virtual learning can take place in situations where students are unable to be physically present in the school building.

## **Process**

1. Provide the use of a Learning Management System (LMS) to centralize materials, lessons, instruction, assessments, feedback and communications.
2. Provide a direct video connection to the classroom during the period the child is unable to attend class.
  - Child is able to receive direct instruction by teacher
  - Use textbook online components
  - Use of assessments
3. Goal is mastery of curriculum so the child stays current and can return prepared to rejoin the class.
4. Regular communication with parents/guardians.

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## **Virtual Learning** **For 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 a child cannot attend class.

### **Philosophy**

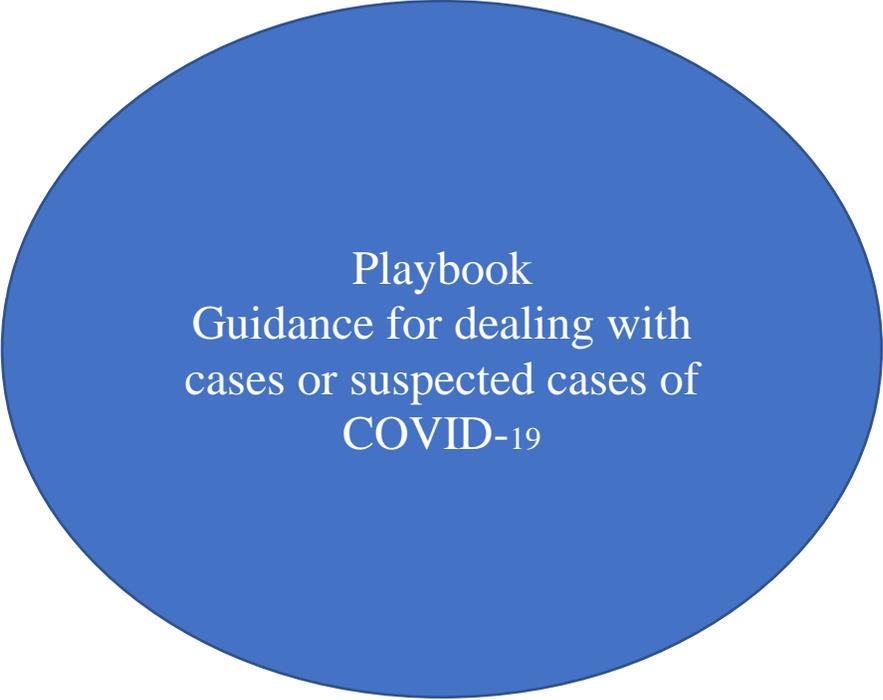
The term “virtual learning” refers to instructional practices being utilized so a child can access what is taking place with his /her class by means of connecting virtually to the classroom in real-time.

### **Process**

1. Provide the use of a Learning Management System to centralize materials, lessons, instruction, assessments, feedback and communications
2. Saint Patrick School will use Google Meet.
3. Provide a direct video connection to the classroom during the period the child is unable to attend class.
  - Child is able to receive direct instruction by teacher
  - Use textbook online components with timely follow-up
  - Use of assessments
4. Goal is mastery of curriculum so the child stays current and can return prepared to rejoin the class.
5. Drop Boxes will be set up at the main door to school for families to return any work that is required by the teachers.
6. Regular communication with parents/guardians

### **Other Considerations.**

- Keep in focus the Standards for Ministerial Behavior.



Playbook  
Guidance for dealing with  
cases or suspected cases of  
COVID-19

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**Playbooks**  
**Guidance for Dealing with COVID Cases**

Schools will make efforts to monitor the health of their students and staff, although it is not required or suggested by the CDC. Additionally, 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 student or staff member has a suspected case of COVID-19 or is demonstrating symptoms**

1. Notify the local health officials to ask for guidance.
2. Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. The individual should be comforted in the Quarantine Room until a parent or guardian can come and take them home. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are. CDC guidance for caring for oneself and others who are sick should be followed.
3. Can return after the following conditions have been met:
  - 3 days with no fever **and**
  - Symptoms improved **and**
  - 14 days since symptoms first appeared or if cleared by a medical professional.
  - If case is confirmed, please see **confirmed case of COVID-19 below**

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

1. Notify local health officials to ask for guidance.
2. Dismiss the student(s) for 2 to 5 days until health officials can determine next steps.
3. The individual should be comforted in the St. Raphael Room until a parent or guardian can come and take them home.
4. Consider a dismissal of cohort related to the suspected case of COVID-19 using health official guidance for this.

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5. Discourage the cohort from gathering during the initial period and the situation has been evaluated.
6. Communicate to staff and families that there was a confirmed case. Name or identifying information of the student with COVID-19 is not permitted.
7. Close off area the person was in and wait 24 hours. Clean areas related to the identified case of COVID-19.
8. 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.
9. The student can return after the following conditions have been met:
  - o 3 days with no fever and no medication **and**
  - o Symptoms improved **and**
  - o 14 days since symptoms first appeared

## CARES

### **Introduction**

It is integral for our schools to provide a CARES program especially during the current circumstances. For many of our students, this will be their first re-entry into the school setting. 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 before and 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 are to be observed as much as possible. When able, the cohort model should be kept within the CARES program. Students should be kept with the same adult monitor in the program.
2. Outside visitors should not be allowed to enter the area where the CARES program is being held. Children should be met at the school door both entering and leaving the building.
3. Students are responsible for providing their own snack and beverage during their time in CARES. There will be no snack sharing.
4. All employees and volunteers (including teens) should follow the same health checklist practices as school employees.

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5. All operational guidelines put into place in the school (e.g. movement through the building, recess, etc.) are to be practiced during CARES sessions.
6. Establish a procedure for dismissal at the end of the school day that limits CARES students to vulnerability. (e.g. Call CARES students to the CARES room after all other lines are dismissed.)
7. If the CARES room is a room used during the school day, it must be sanitized prior to and after student entry and exit of the CARES program.
8. Materials used by CARES students on a regular basis need to be sanitized daily.
9. Hand washing and sanitizing will be done on a regular basis.
10. Playbook recommendations for any suspected illness will be followed.
11. The CARES program will comply with any emergency actions and resulting decisions that occur during the school day.
12. A mobile phone needs to be available to CARES personnel for communications purposes in the event a situation arises during the CARES session.
  - a. Students in Grades PreK3, PreK4 and K will have CARES in the primary building cafeteria.
  - b. Students in Grades 1-8 will have CARES in the Parish Center.
  - c. Parents must call the CARES phone number and their child/ren will be brought to the door for pick up.

## **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. This guidance is for situations in which students below the first grade are enrolled.

### **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. Set as a goal social, physical and emotional well-being.
2. Create a well-defined plan and communicate it to parents/guardians so they know what to expect.
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- Wearing of masks by employees and children—when they are needed and when they are optional.
  - Entrance and exit processes.
  - Process for when a child becomes ill during school.
3. Establish a regular routine for cleaning and sanitizing beyond the usual procedures.
  4. Regular communication with parents/guardians. Emphasize to the parents that much of what will be done, we already do on a regular basis (cleaning, sanitizing children’s toys, etc.) However, we will be taking extra precautions.
  5. Safe-distancing with young children becomes very difficult; therefore, the students will be kept in cohorts as much as possible.
  6. Health checks should be done at home and the staff will follow protocols established at school regarding daily health monitoring.
  7. If virtual learning takes place, be sure it is being used consistently throughout the school.
  8. Follow the directives established by the CSO task force in all other areas—building management, Catholic Identity, Trauma, CARES, etc.
  9. Keep in focus the Standards for Ministerial Behavior

### **Checklist**

- Obtain the necessary supplies—hand sanitizers, paper towels, tissues.
- Spray carpets with a sanitizer at the end of the day (e.g. Woolite carpet sanitizer kills 99% of germs) During the day, spraying with vinegar will sanitize. Vacuum in the morning.
- Foam 3 x 3 puzzle blocks can also be used and cleaned with a bleach solution.
- Frequently used toys should be cleaned daily. Communicate exactly what your plan is so that parent know what to expect. Be sure to include in school handbook the obligation of the parent to take daily health checks.

## **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. For the following reasons: Let us briefly say a bit more:

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.

This document is fluid and may change as information and data becomes available –  
updated 1-7-21

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](http://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
- Start communicating with the parents/guardians during the summer months to prepare the student to return to school from a social-emotional standpoint
- Working with the Intermediate Units to provide intervention
- Survey parents and providing resources during the summer and continue to check-in during the school year
- 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
- Provide an opportunity for a type of move-up day
- Share resources from...
  - CORA
  - Suicide prevention
  - CHOP

At this time, no After School activities are planned to be held during the 2020-2021 school year except for CARES.

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**Family Vacations and Travel -**

<https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx>

All SPS students who travel outside of the state of Pennsylvania will be required to have a negative COVID test result and documentation 5 days after returning to PA or quarantine for 14 days and log into virtual learning.

