Diocese of Scranton
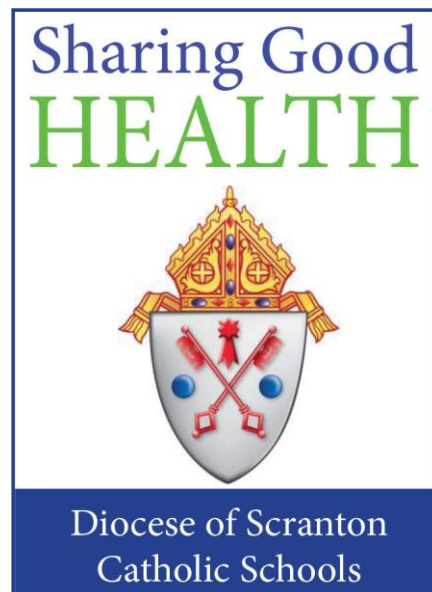# Reopening of Schools

Sharing Good Health

Guidance and Procedures

July 2020

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Introduction and Philosophy

Introduction

The Diocese of Scranton Catholic Schools Office continues to plan for the 2020-2021 school year. This effort is being spearheaded by the Diocesan Health and Safety committee, which is comprised of diocesan and local school administration and clergy along with medical professionals with expertise in pediatrics, healthcare administration and quality assurance. The individuals include:

Cathy Chiumento, M.S. Vice Principal of Holy Cross High School	Eric Deabill, B.A. Diocesan Secretary of Communications
Kristen Donohue, M.Ed. Superintendent of Catholic Schools	Kathleen Gilmartin, M.S. Associate Superintendent of Catholic Schools
James Jones, M.S. Principal of Good Shepherd Academy	Katherine Lincoln, DO, MHA, FACOFP, FAAFP, Wound Care Specialist, Chair of Clinical Quality Care Committee at Guthrie Hospital, and Parent
Michele Long, M.S. Associate Superintendent of Catholic Schools	Jason Morrison, M.B.A. CEO / Diocesan Secretary of Education
Monsignor Thomas Muldowney, V.G. Vicar General and Moderator of the Curia	April L Troy, M.D. M.P.H. Board Certified Pediatrician and Pediatric Regional Education Coordinator for Geisinger Commonwealth School of Medicine, and Parent

Using the latest guidance from the Centers for Disease Control (CDC), Pennsylvania Departments of Education and Health, American Academy of Pediatrics, and parent feedback, the Diocesan Health and Safety Committee created the guidance of what to expect for this upcoming school year. Each school will work with their own committee to implement this framework within their respective schools.

The following provides details regarding the plan to reopen our schools in the safest manner possible for the 2020-2021 school year. Our goal remains to reopen for in-person instruction five days a week this fall in a way that, above all else, prioritizes the best interest, safety and health of all students, faculty, staff and school families. Given the dynamic nature of the current environment, we will continually monitor the data and will be flexible should need arise to adjust our plans. Additionally, given the unpredictability of this virus, we will be unveiling the plans for

a virtual learning environment should our families desire or need this educational opportunity. These plans will be coming in a separate communication the first week of August.

We take this opportunity to thank the dedicated efforts of the Diocesan Health and Safety committee for sharing their expertise and time. Because of their collaboration, this framework will allow our Catholic schools to fulfill their promise in a safe environment.

We are also grateful to the Archdiocese of Philadelphia for allowing us to use their template.

Key Terms and Information

Partnership – Catholic 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 parents who notice that their children 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, will need to keep their child home until 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, most cases, this is a single homeroom, but, in some situations; it could be a larger group.*

Cohorting is recommended by many health organizations as an environmental measure to prevent the spread of disease. Our schools will be using cohorting and additional precautionary measures, to ensure the safest environment for students, faculty and staff. With this, we will keep groups of students together for the entire day. They will attend lunch, recess and classes as a cohort. If a case of COVID-19 were to surface within a cohort, we could then move to virtual learning at home with just the identified cohort rather than the entire school pending the guidance from the Department of Health.

Physical distancing – Physical distancing is also a fundamental practice in all our procedures of operations. Physical distancing is deliberately increasing the physical space between people to avoid spreading illness. Physical distancing measures will not only be applied to the classroom, but also other spaces within the school including, but not limited to: hallways, cafeterias, and gyms.

Use of Face Masks – By order of the PA Department of Health, students, faculty, and staff will be required to wear face masks when in school. Masks can be removed for eating and drinking.

Additional mask breaks will occur at specified times outside, while maintaining appropriate physical distancing.

PreK through Grade 2 teachers may wear either clear masks or face shields when teaching phonics or other times when their mouths must be seen for teaching.   A strict distance of at least 6 feet between the teacher and the closest student must be met.

Enhanced Cleaning – The school will increase the cleaning of common areas and highly used features such as door knobs, handrails, and counters. Students are encouraged to bring their own water bottles to school, as common water fountains will not be in use for drinking purposes; however, they can be used to refill water bottles. 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. Diocesan screening tools will help families determine when students should be kept home (Attachment A). Teachers will be reminded to check the health of their students during a common activity. Additionally, the school will implement temperature screening daily.

Virtual Learning – Use of both distance learning and virtual learning. We will make two types of non-traditional learning available. We will be using the G-Suite Enterprise platform and additional online instructional and supplemental resources will be deployed to enhance student learning

Distance Learning

If a student or cohort of students will be required to miss an extended period of school time due to quarantine, the school will provide a remote experience through G-Suite Enterprise. The major subjects will be available through this method on a daily basis.

Virtual Academy

For families that do not wish to return to in-person instruction, the Diocese will be offering a Virtual Academy. The details of this option will be released the first week of August.

Attendance – Since we are encouraging parents to monitor health closely, and we also encourage keeping children home if they display symptoms of illness, the record keeping of attendance will be flexible. Students will be marked as attending in person or attending virtually. Only when a student is unable to attend the in-person or virtual lessons, will he/she be marked absent. We will continue to encourage parents/guardians to keep students home if they display symptoms of illness beyond COVID, not only this year but also in the future. Therefore, there will no longer be annual awards for Perfect Attendance, beginning with the 2020-21 school year.

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, physical distancing and frequent cleaning and sanitizing. 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. Restrict the admission of visitors to the school.
2. High touch surfaces should be cleaned and sanitized frequently.
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 physically distance and to wash hands.
6. Sharing supplies will not be allowed. Each student will need to provide their own supplies.
7. Group singing will not be allowed. Students and teachers will refrain from singing until further notice.
8. Students and teacher will use individual technology devices when possible.
9. When possible, special teachers and departmental teachers should go into the students' classrooms in order to maintain cohorts.
10. Sharing of food and bringing in food for school parties will not be permitted until further notice.
11. To increase ventilation, windows should be opened if possible.
12. At this time, field trips will not be permitted. Field trips are experiences that break cohorting and expose students and staff to risk of exposure to COVID-19.

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 protocols that will maintain the appropriate physical distancing. Principals will work with their respective pastors and/or chaplains to develop a Mass schedule that is either in person or live-streamed.
   - 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 virtually.
   - Because of physical distancing measures, part of the school may attend the Mass and the rest of the school live streaming the Mass should make a spiritual Communion.
3. If 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 while following physical distancing protocol.
5. All schools across the Diocesan community should include their commitment to daily prayer.
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. Ensure the presence of the pastor(s) or chaplain 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:

   o Continue to ensure presence of faith values through bulletin boards, virtual school-wide prayer, etc.
   o Consider having a class patron
   o Keep daily prayer and reflection a focus

Building Operations

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 through a designated entryway in a manner that keeps students 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 mask wearing, physical distancing, temperature screening, and hand sanitization will be implemented and enforced. The use of soap and water or hand sanitizer, mask wearing, temperature screening, and physical distancing at the entry are all measures that will be in place upon entering the building to minimize the spread of the virus.

Process

1. Parents will complete the daily health questionnaire at home. (Attachment A)
2. Temperatures of students, faculty and staff will be taken when they enter the building.
3. All who enter the building should immediately sanitize their hands by using sanitizers or washing hands.
4. Have each entrance monitored by staff to help ensure students maintain a physical distance.
5. Use of a mask is mandatory as students ride the bus.
6. Masks must be worn properly by faculty staff and students as they enter the building and throughout the day.
7. Students should store their mask in a storage bag when eating or when outdoor learning is available.

Daily Monitoring of Health

Introduction

The guidance provided by the Pennsylvania Department of Health suggests that each school monitor health daily. To provide the healthiest environment possible for faculty, staff and students, schools will work with their local Health and Safety Committee to develop and implement a Daily Health monitoring system which may include the following items.

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

- Adherence to the Diocese of Scranton's Five Fundamentals of Sharing Good Health.
    - Daily temperature checks
    - Daily promoting good hygiene and proper handwashing
    - Daily physical distancing measures
    - Daily requirement of masks
    - Daily proper cleaning and disinfection
- Daily use of Symptom Screening Tool (Attachment A)
- Faculty and staff will also use the Symptom Screening Tool before arriving to work.
- Ongoing health monitoring of faculty, staff and students

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 students safe.

Philosophy

A foundational premise when designing a safe lunch environment are the concepts of maintaining cohort and physical 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 should wash hands before lunch.
2. Students should stay in their cohort as they eat lunch, separate from other cohorts.
3. It is recommended that students eat lunch in their classroom, unless cohorting and physical distancing can be implemented.
4. Students should remain physically distant during lunch, ideally 6 feet apart.
5. The table and desks should be wiped down before and after each meal.
6. Meals will not be shared.
7. Meals and utensils should be served directly to the student and prepackaged if possible.
8. Students should wash hands after lunch.

Recess

Introduction

Recess is an important part of a student'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 ensure our students have a safe recess.

Philosophy

To the best extent possible, recess will continue applying safe physical contact of equipment and physical distancing. The term "physical 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 with 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 within the building.
2. Students will wash/sanitize their hands before going to recess and before returning to class.
3. Students will not need to wear masks for outdoor recess while at recess with their cohort and are playing physically distant activities.
4. Equipment will be wiped down before each recess. Equipment should not be shared between peers.
5. Games and activities used during recess will be pre-approved locally by the principal and school health and safety committee to limit the spread of infectious disease.
6. Students will wash/ sanitize their hands before returning to class.
7. Practice physical distancing while walking to recess.
8. Use activities that have been pre-approved by the principal or school level Health and Safety Committee.

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 use of masks, physical distancing and maintaining cohorts.

Process

1. As people travel about the building, masks will be worn.
2. Directionality should be established in each school using some of the following principles:
   - Each school needs to determine if the hall will be split so students will travel in one direction through the hallway keeping travel restricted on each side of the hall to one direction.
   - Schools can dedicate a hallway to only travel in one direction if a loop is possible and students can get to point A and back following the loop.
3. A schedule should be developed that takes into consideration the movement of cohorts around the building.
4. Planned travel, such as to recess, should be organized so several cohorts are not in the hallway simultaneously.
5. If students need to travel to classes at other discipline areas at the same time a dedicated plan needs to be established to minimize students being in the same area at the same time.
   - This could mean rehearsal of the movement
   - Establishing a staging area where students wait while others move past them
6. Routines and process such as keeping material and books with students if they are to travel to other rooms need to be established.
7. Increased cleaning of all commonly touched items, like railings, door knobs should be cleaned throughout the day.

Library

Introduction

The use of the library has evolved over the last several years and has moved from a place where students borrowed books to a research center. With the need for cohorting and physical

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. Hold library in the homeroom when appropriate. Lessons about research, the different types of literature and much of the curriculum can be delivered in the classroom.
2. Activities such as the introduction of authors, genres and the read aloud of books can be conducted in the classroom.
3. There are many possibilities to exchange books, but a media specialist, could make a number of selections for students and deliver them to the room so students can "take out" a book for the week.
   a. Returned books will be isolated for at least 24 hours before being returned to circulation.
   b. The selection of books can be made based on a student's interest, based on themes in the curriculum, or based on a recommendation from the teacher or the librarian.
4. If a class must visit the library, it should be done one cohort at a time. Areas used should be cleaned between cohort visits.
5. Much of the research that students do can be done electronically without entering 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 safety guidelines.

Philosophy

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

Process

1. Weather permitting, PE class held in outside space. Weather non-permitting, PE in the Gymnasium is preferred, PE class in classroom if needed
2. Students should wash hands before and after activity.
3. It is preferred that students are carrying personal water bottles for hydration before, during and after activity

4. PE teachers should be trained thoroughly in sanitizing protocols set out by local schools.
5. Class equipment sanitized frequently (arrange class times to allow for buffer between classes to allow teacher to facilitate moving, washing and sanitizing).
6. When equipment sanitizing is not feasible, consider quarantining used equipment for three days or more before being used again.
7. Limit shared items or keep same groupings throughout lessons.
8. Consider tracking the use of equipment so it is having a break period between uses.
9. Consider designating resources to each class for use by only one class.
10. 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.

Isolation 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.

Philosophy

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

Process

1. Establish an area that is supervised and can be physically distanced until a parent arrives.
2. Require masks to all who enter the room.
3. Sanitize room after each use.
4. Provide the room monitor additional PPE: Mask, Gown, Disposable Gloves, Face Shield or Goggles etc.
5. Keep in the room:
   a. Disposable paper towels
   b. Tissues
   c. Waste container with plastic liner
   d. Soap and Water or Hand Sanitizer
   e. Hard-surface disinfectant

Classroom Set-up

Introduction

Each school will be sending information home which will provide a description and visual of the classroom environment. 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 students safe.

Philosophy

Fundamental premises when designing a safe classroom environment are the concepts of maintaining cohort and physical 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, or 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 apart when feasible, but no less than 3 feet apart.
5. The first row of desks must be at least six feet from the teacher when he/she is teaching. Large spaces, such as gymnasiums and cafeterias, may be reconfigured to accommodate larger classes and safe protocols will be created for recess, physical education classes, and outdoor academic experiences. Schedule and movement within the building will also be adapted to maximize physical distancing.
6. All throw rugs and roll-up carpets should be removed from room.
7. The number of students that can be accommodated depends on the size of the room.
8. Rooms should be planned according to the local, state, and federal guidelines.

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 books, writing instruments and materials for special area subjects.

Philosophy

Foundational premises when designing a safe classroom environment are the concepts of maintaining cohorts, physical 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 should eliminate the use of shared materials with limited exception.
2. Classrooms should set up areas where students can store personal items that keep them isolated from use by others.
3. When materials must be shared, cleaning in between use is essential.
4. Establish procedures to wipe down before and after every use.
5. Remind students to wash their hands after using a shared item.
6. If students travel to an alternative room, an area and place should be established for the traveling student to store items away from being used by others.

<u>**Virtual Learning**</u>

<u>**Enhanced Distance Learning**</u>

Introduction

While we realize that in-person instruction is the most conducive environment for student learning and well-being, the need for enhanced distanced learning may become necessary for a variety of circumstances including the pandemic-related quarantines (including individual or small group situations). In these circumstances, when in-person instruction is not possible, students will be able to access the enhanced distance learning option.

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 "enhanced distance learning" refers to the improvements made to the distance learning offered in the spring of 2020. The use of a consistent Learning Management System, G-Suite Enterprise, will be used by each school. Additional consistent online instructional and supplemental resources will also be used to support student learning and promote student engagement. Students will be provided asynchronous instruction and interaction with the classroom teacher. Enhanced Distance Learning can take place in situations where students are unable to be physically present in the school building for an extended period of time.

Process

1. Provide the use of a Learning Management System (LMS), G-Suite Enterprise, to centralize materials, lessons, instruction, assessments, feedback and communications.
2. Enhanced Distance Learning instruction will take place as teachers:
   o Provide a continued focus on our Catholic identity throughout instruction and in all content areas.
   o Provide asynchronous and synchronous direct instruction by teacher.
   o Incorporate recorded instructional follow up videos.
   o Provide materials that are age- and grade-appropriate.
   o Use textbook online components with timely follow-up.
3. Use assessments with timely feedback.
4. Goal is mastery of concepts within the curriculum.
5. Use small group and large group instruction to meet needs of students.
6. Have regular communication with parents/guardians.
7. Teachers will offer age appropriate physical movement to prevent your child(ren) from sitting too long. This may include the principle of movement within lessons when possible.

Virtual Academy

Full details regarding the plan for the Diocesan Virtual Academy will be released during the first week of August.

Introduction

The Diocese of Scranton will be offering a Virtual Academy option in the Fall. This option will provide families with the opportunity to begin the school year completely online or transition to the completely virtual platform at another point throughout the year. Families will need to commit to a particular period of time to engage in the Virtual Academy.

Philosophy

The term "virtual academy" refers to the learning environment provided through the use of technology where teachers will provide a combination of synchronous and asynchronous lessons that will be aligned to the student's grade level curriculum.

Process

1. Provide the use of a consistent Learning Management System (LMS), G-Suite Enterprise, to centralize materials, lessons, instruction, assessments, feedback and communications.
2. Virtual Academy teachers will provide instruction for Virtual Academy students.
3. Virtual Academy teachers will
   - Provide a continued focus on our Catholic identity throughout instruction and in all content areas.
   - Provide asynchronous and synchronous direct instruction.
   - Incorporate recorded instructional follow up videos.
   - Provide materials that are age- and grade-appropriate.
   - Use textbook online components with timely follow-up.
4. Use assessments with timely feedback.
5. Goal is mastery of concepts within the curriculum.
6. Use small group and large group instruction to meet needs of students.
7. Have regular communication with parents/guardians.
8. Virtual Academy Teachers will offer age appropriate physical movement to prevent your child(ren) from sitting too long. This may include the principle of movement within lessons when possible.
9. Virtual Academy Students will be provided with opportunities to engage in school related activities in a virtual manner, such as attending live-streamed class Masses and class meetings with school based grade level teacher and students.

Health Protocol

Guidance for Dealing with COVID Cases

Schools will make efforts to monitor for COVID related symptoms of students, faculty and staff. 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. All guidelines are subject to change due to updated public health guidance.

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

1. Immediately separate staff and sudent with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. 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.
2. Provide an isolation room.
3. Call for home transportation, if necessary.
4. Can return when
   a. With a negative COVID test:
      1. Documentation of a negative COVID test from the individual's health care provider
      2. At least 24 hours fever free with no fever reducing medication
      3. Symptoms improving
   b. With an alternative diagnosis
      1. Documentation of an alternative diagnosis from the individual's health care provider
      2. At least 24 hours fever free with no fever reducing medication
      3. Symptoms improving
   c. With no COVID Test
      1. 24 hours with no fever with no fever reducing medication and
      2. Symptoms have improved
      3. And 10 days since the symptoms first appeared

If case is confirmed, please see the following section (**confirmed case of COVID-19**)

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

1. Notify the local health officials to ask for guidance.
2. Dismiss the staff or volunteer while local health officials can determine next step.
3. Consider dismissal of cohort, 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. 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 with no fever reducing medication **and**
   - Symptoms improved **and**
   - 10 days since symptoms first appeared

If a student has a confirmed case of COVID-19

1. Notify local health officials to ask for guidance.
2. Dismiss the student(s) for while health officials can determine next steps.
3. Consider a dismissal of cohort related to the suspected case of COVID-19 using health official guidance for this.
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 area the person was in and wait 24 hours. Clean areas related to the identified case of COVID-19.
7. Evaluate if any other cases related to the case were identified and decide to extend or end the cohort dismissal.
8. The student can return after the following conditions have been met:
   - 24 hours with no fever and no fever reducing medicine **and**
   - Symptoms improved **and**
   - 10 days since symptoms first appeared

Aftercare (if applicable)

Introduction

It is integral for our schools to provide the Aftercare program especially during the current circumstances. Aftercare is an offshoot of the regular school day; thus, all procedures in place for the school should be adhered to during the Aftercare 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. Physical and safe-distancing practices are to be observed. When able, the cohort model should be kept within the Aftercare 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 Aftercare program is being held. Students 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 Aftercare. There will be no snack sharing.
4. All employees should follow the same health checklist practices as school employees.
5. All operational guidelines put into place in the school (e.g. movement through the building, recess, etc.) are to be practiced during Aftercare sessions.
6. Establish a procedure for dismissal at the end of the school day that limits Aftercare students to vulnerability. (e.g. Call Aftercare students to the Aftercare room after all other lines are dismissed.)
7. If the Aftercare room is a room used during the school day, it must be sanitized prior to student entry for the Aftercare program.
8. Materials and toys used by Aftercare students on a regular basis need to be cleaned and sanitized daily.
9. Monitored hand washing and sanitizing will be done on a regular basis.
10. Follow the recommendations for any suspected illness.
11. The Aftercare 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 Aftercare personnel for communication purposes in the event a situation arises during the Aftercare session.
13. Communicate exactly what your plan is so that parents know what to expect.

Afterschool 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 Diocesan Health and Safety Committee 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. Each principal is asked to examine the after-school activities in the school. This does not include parish activities, such as CCD, which is up to the decision of the Pastor.
2. If there is a room available, where students may be physically distant and possibly stay close to their cohorts, after school activities may continue. Due to the nature of chorus and singing, that activity may need to be suspended until further notice. All rooms must be disinfected after use by the activity/club.
3. Only students enrolled in the school during the day may attend the after-school activities. If students come from outside the school, investigate the possibility of these students attending virtually.
4. Any activities that can take place virtually, such as Home and School and back to school nights, should take place virtually.
5. At this time, non-parish or school related groups will be restricted from using the facility.

Attachment A

Part of our Partnership in Sharing Good Health will require teachers, staff and students/parents to review this Screening Tool at home each day prior to coming to school. While it will not be collected, it is imperative that the screening be completed at home to ensure everyone's safety.

Diocese of Scranton School Symptom Screening Tool

Part I: If you answer "yes" to questions 1, 2, or 3, please contact your school prior to sending your child to school.

1. Are you/is the student taking any medication to treat or reduce a fever such as Ibuprofen (i.e. Advil, Motrin) or Acetaminophen (Tylenol)?
2. Have you traveled to an area (state or region) with required quarantine according to either Pennsylvania or United States guidelines?
3. Have you/your child been in close contact with someone diagnosed with COVID-19 in the last 14 days or told by the Department of Health that you/your child should quarantine?

Part II

1. Are you/is the student experiencing any of the following?

Group A 1 or more symptoms	Group B 2 or more symptoms
Fever (100.4 or higher) Cough Shortness of breath Difficulty breathing	Sore throat Runny nose/congestion Chills New lack of smell or taste Muscle pain Nausea or Vomiting Headache Diarrhea

Stay home if, you or the student:

- Have one or more symptoms in Group A **OR**
- Have two or more symptoms in Group B **OR**
- Are taking fever reducing medication **OR**
- Are within a window for recommended quarantine