PREVENTION

PROTECTION

PREPAREDNESS

CATHOLIC DIOCESE OF BIRMINGHAM

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Guidelines for a Safe Return
Covid-19 Protocols and Responses

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' (Matthew 28:5). And we, together with Peter, "cast all our anxieties onto you, for you care about us" (1 Peter 5:7).

- Pope Francis
Strong in the Face of Tribulation:
A Sure Support in Time of Trial

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INTRODUCTION

There is no one size fits all approach when it comes to our Catholic schools or to the students and staff within them, particularly when addressing their health and their safety. Recommendations within this document are predicated on the needs of the school and the level of infection within the school's community and are based on guidance from the Centers for Disease Control (CDC) and the Alabama Department of Public Health (ADPH).

A set of tiered options allows for schools to operate flexibly according to the situation at hand in the hope that extended building closures will not be needed. The purpose of this document is to guide school administrators, teachers, and staff to align their school and classroom plans with guidance developed in accordance with research, state and national public health guidance, and a committee of relevant experts.

Our priority remains, as always, with providing a safe, healthy learning and working environment for our students and our staff while recognizing that adjustments will need to be made to maintain safety, academic excellence, feelings of belonging, and an emphasis on our faith life.

Take this guidance and use it to develop the plan that meets your school's needs with the aid of the tools provided.

ASSURANCES

This guidance was developed to:

- **Prioritize safety**
- Incorporate CDC and ADPH health guidance into plans for our Catholic school communities
- Ensure the continuation of high quality academic and spiritual instruction throughout changing circumstances
- Be mindful and respectful of the shared burdens involved in a large-scale shift
- Begin stringently with the hope of easing measures as the health situation and research evolves

This guidance is to be interpreted through the assumptions that:

- Until an effective vaccine and/or treatment is widely available, preventative, protective, and preparedness measures are necessary to create the safest environment that we can
- All school and diocesan stakeholders will have to adapt to this new environment
- We must all do our part to mitigate the risk of contracting illness
- Protective measures will be lessened if/when health guidance and research indicates that we can do so

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Plans created in response to a global pandemic require a coordinated effort that can only be achieved through clarity of roles, clarity of expectations, and clarity of responsibility. Mutual understanding, support, and a commitment to not only work together but also to communicate openly are necessary for the achievement of our goals.

The role of the Catholic Schools Office…	Work in conjunction with relevant experts to develop guidance to achieve our goals of providing a safe, healthy, supported learning and working environment for all
	Support administrators and schools in the development and the implementation of school-specific plans
	Provide structures and suggestions for achievement of guidelines
	Communicate plans and needs to the broader diocesan community
The role of the school pastor…	Work in conjunction with the Catholic Schools Office and the school administration to achieve our goal of providing a safe, healthy, supported learning and working environment for all
	Support the school administrator and the Catholic Schools Office in the implementation of plans
	Communicate plans and needs to the school and parish community
The role of the school administration…	Provide constructive input and feedback to diocesan plans
	Work in conjunction with the Catholic Schools Office to achieve our goals of providing a safe, healthy, supported learning and working environment for all
	Align school specific plans with diocesan guidance as well as national, state, and local health guidance

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Communicate diocesan plans and school specific plans to school community

Communicate needs to the school community

Select programs, supports, techniques, and resources that best support the school community

The role of the teacher…	Provide constructive input and feedback to school and diocesan plans
	Work in conjunction with the Catholic Schools Office and the school administration to achieve our goal of providing a safe, healthy, supported learning and working environment for all
	Align classroom plans and procedures with school and diocesan guidance
	Communicate classroom plans and expectations to students and to families
The role of the staff member…	Provide constructive input and feedback to school and diocesan plans
	Work in conjunction with the Catholic Schools Office and the school administration to achieve our goal of providing a safe, healthy, supported learning and working environment for all
	Align plans and procedures with school and diocesan guidance
	Communicate plans and expectations to students and to families
The role of the parent…	Provide constructive input and feedback to school and diocesan plans
	Support the work of the Catholic Schools Office, the school administration, the teachers, and the staff to achieve the goal of a safe, healthy, supported learning and working environment for all

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	Communicate needs and fulfill obligations of reporting symptoms and exposures to assist in the achievement of a safe, healthy, supported learning and working environment for all
The role of the student…	Provide constructive input and feedback to school and diocesan plans
	Participate academically, spiritually, and behaviorally to achieve the goal of a safe, healthy, supported learning and working environment for all
	Communicate needs and fulfill obligations of reporting symptoms and exposures and of carrying out academic expectations to assist in the achievement of a safe, healthy, supported learning and working environment for all

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MAY-JUNE, 2020

Survey administrators, parents, and teachers

Form committee to plan for return to school

PHASE I

PHASE II

JUNE 2020

School administrators work with committee to assess needs
Initial Plans communicated to diocesan community

JUNE-AUGUST, 2020

School specific plans refined and communicated

Collect necessary supplies

Training, planning, and support provided for staff, teachers, and families

PHASE III

PHASE IV

AUGUST-ONGOING

Safe return plans implemented

Family training and support continue

Feedback and input solicited
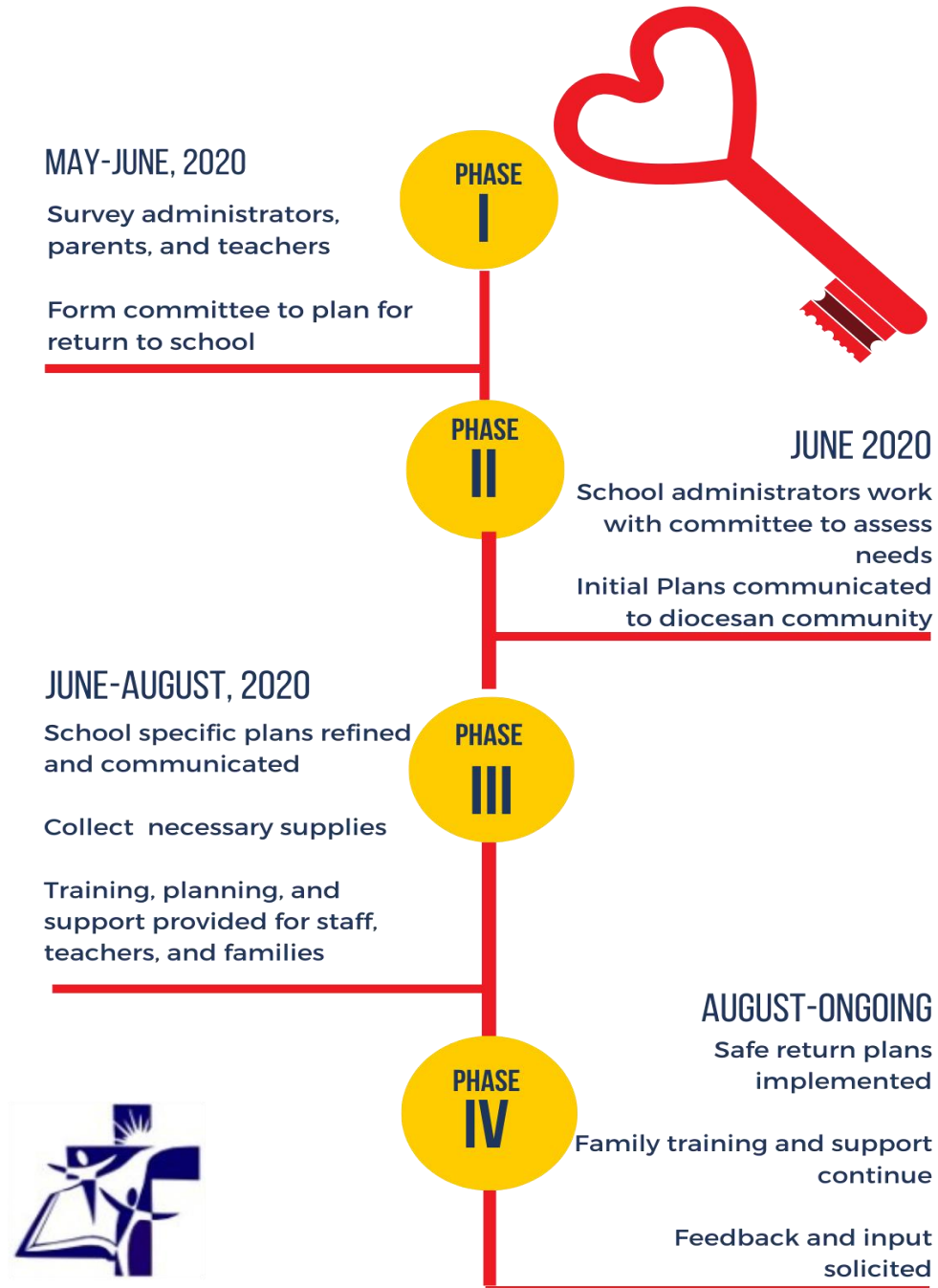
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TIERED SYSTEM OF RESPONSE

These tiers are to be enacted according to the situation at the school. The decision is made by the school pastor and/or president, principal, and the Director of Catholic Schools, based on the current level of risk and exposure within the school or its surrounding community and utilizing guidance from national, state, county, and/or local health authorities.

Tier 1: Face to Face Instruction	**Tier 2: Hybrid Learning**	**Tier 3: CASE Learning**
Tier 1 is utilized when national, state, and/or local health orders, guidance, and/or conditions allow for face to face instruction to occur in school buildings. A full-time virtual option will be offered through Catholic Virtual.	Tier 2 is utilized when additional precaution is necessary due to national, state, and/or local health orders, guidance, and/or conditions OR when school facilities and/or personnel constraints do not allow for Tier I instruction to safely occur.	Tier 3 is utilized when national, state, and/or local health orders, guidance, and/or conditions do not allow for face to face instruction to occur in school buildings. Continuation of Academic and Spiritual Education (CASE Learning) takes place for a short period.
Screening Protocols Arrival and Dismissal Protocols Cleaning Protocols Social Distancing Scheduling Visual Cues High Quality Instruction & Assessment Create and Maintain Community Promote Catholic Identity	Scheduling- Alternate Weeks Screening Protocols Arrival and Dismissal Protocols Cleaning Protocols Social Distancing Visual Cues High Quality Hybrid Instruction Technology Support Create and Maintain Community Promote Catholic Identity	High Quality Online Instruction & Assessment- CASE Learning Technology Support Create and Maintain Community Promote Catholic Identity

CRITERIA AND CONDITIONS FOR TIER SELECTION

Tier I is utilized when national, state, and/or local health orders, guidance, and/or conditions allow for face to face instruction to occur within school buildings.

Full time virtual instruction is available for families who choose to continue with this mode of instruction for the academic year through a partnership with Catholic Virtual.

Many considerations and adjustments will be made to the protocols, procedures, and physical configurations within each school and within each classroom to address cleaning, scheduling, social distancing, and hygiene.

Tier II is utilized when additional precaution is necessary due to national, state, and/or local health orders, guidance, and/or conditions OR when school facilities and/or personnel constraints do not allow for Tier I instruction to safely occur.

A Week A/Week B schedule is deployed with half of the school's enrollment attending in person during Week A with the other half attending virtually at home. This flips during the B week, so that each group receives face to face instruction every other week. Consistent methods for splitting enrollment will be utilized across the diocese so that siblings follow the same attendance schedule regardless of school enrollment.

Considerations and adjustments continue to be made to address cleaning, scheduling, social distancing, and hygiene. CASE Learning Guidelines are in effect for the students learning at home each week.

Tier III is utilized when national, state, and/or local health orders, guidance, and/or conditions do not allow for any face to face instruction to occur within school buildings.

CASE Learning Guidelines go into effect for all students.

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Working in conjunction with the tiered system of response outlined above and in keeping with state, local, and national health guidance, our schools will minimize risk and maximize instructional time through three pillars: Preventative Measures, Protective Measures, and Preparedness Measures, while continuing to emphasize Catholic Identity; high-quality, developmentally-appropriate curriculum and instruction; community building and relationships; and the importance of outdoor play and socialization.

Prevention	Protection	Preparedness
Updating attendance and sick leave policies for students and staff to encourage all to stay home when sick	Maintaining 6-foot distance as much as possible	Remaining up-to-date with guidance from national, state, and local health organizations
Implementing new "return to school" criteria after a student or staff member has been sick	Maintaining student cohort groups as much as possible	Continually evaluating practices within the 3 Pillars to lessen or strengthen according to the current local health situation and to maintain efficiency and effectiveness
Screening students, staff, and visitors through temperature checks and a short questionnaire daily	For the safety of all, wearing a face covering is required	Planning for and communicating steps to be taken should cases occur within the school community
Increased frequency for cleaning and disinfecting shared items and spaces throughout the school day and at the end of each day	Creating community through virtual opportunities for interaction	Implementing a tiered system of short-term virtual adaptations to instruction in response to the local health situation when needed
Increasing hand washing opportunities and teaching safe hygiene practices	Updating certain systems and schedules to allow for recess, food service, hallway traffic, and school assemblies to continue in safe ways	Train students, staff, and families in protocols that will be implemented and instructional methods that will be used
Reducing entry to the school building during school hours for non-essential contractors or vendors	Increase ventilation and airflow in indoor spaces and encourage outdoor time	Implement social-emotional learning supports for students, families, and staff
Maintaining 6-foot distance for all visitors not within the same household		Offer Catholic Virtual for families who prefer a fully virtual option

ENTRANCE PROTOCOLS

Each school will create well-defined entrance protocols for students, teachers, and visitors. These protocols define the processes that determine where, how, and which criteria need to be met to enter the school building each day. Processes may continually be revised to maintain efficiency, to meet the needs of the school based on observation and/or feedback, and to account for changes to health guidance.

SCREENING PROTOCOLS

Prior to Start of School

- Obtain parent consent to take student temperatures
- Obtain signature to COVID-19 waiver (see page 38)
- Create system designating who, where, and how the daily screening protocols will be conducted, including what to do when criteria are not met
  - Consider carrying out protocol before student(s) exits the car, so that student(s) not meeting criteria do not enter the school building and can leave with guardian immediately
  - If requiring an employee to take temperatures, OSHA recommends PPE consisting of a combination of gloves, gown, face mask, and/or face shield/goggles
- Review local requirements regarding taking temperatures as well as Equal Employment Opportunity Commission (EEOC) and ADA guidelines. Taking temperatures is currently allowed by these organizations due to the incidence of COVID-19 but this may change
- Stay up to date with local orders requiring masks/facial coverings. When a facial covering is required to be worn the school should provide the coverings and have a supply for those without. Masks do not need to be medical grade; cotton cloth masks are acceptable.
  - Require masks for all students, kindergarten through 12th grade.
  - Require masks for all staff
  - Require masks for all visitors/vendors, if others will be entering the school building
  - Allow for alternative coverings for students and/or staff with medical, sensory, hearing, or other similar needs
- Proactively and repeatedly communicate updates to procedures and protocols

Daily

In order to enter the school building, students, teachers, and staff must meet certain criteria:

- Answer a screening questionnaire (see page 37)
- Have temperature taken
  - Temperature of 100° or above results in non-entry
  - Temperatures are not recorded
- Sanitize hands
- Wear a facial covering

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Adjust visitor protocols to limit interaction between visiting adults, students, and staff through measures such as:

- Schedule routine visits from outside contractors, repair people, and vendors to occur outside of school hours.
- If an emergency repair must occur during the school day, restrict students and staff from entering that area
- Limit visits from parents or other family members only to instances where 6-foot distance can be maintained between people not within the same household, if visitors are allowed at all

STUDENT ARRIVAL/DISMISSAL PROTOCOLS

Review and update arrival and dismissal procedures to reduce intermingling between student groups, maintain small congregations, and keep 6-foot distance between students. Consider:

- Staggering arrival/dismissal times
  AND/OR
- Increase the number of morning entry/afternoon exit points.
  - Designate the doors to be used each day by the same set of students
  - Assign staff trained in the screening protocol to monitor entry/exit points
  - Ensure that doors are locked at the end of the designated arrival/dismissal and that late-arriving students know where to report instead
- Create routines for where students entering/exiting the school should report, so that large groups that cannot be 6-feet apart are not gathered.

FACILITIES PROTOCOLS

VISUAL CUES

- Utilize signage and visual cues to direct traffic and to maintain proper social distancing in school lobby, entry and exit doors, school office, etc.
- Have signage and visual cues for hygiene practices in classrooms, restrooms, lunchroom, and other common, visible areas
- Create visual supports to indicate social distancing measures such as:
  - 6-foot distance lines/markers
  - Directional arrows on floors to direct hallway, classroom, and other traffic
    - Directional lines in hallways are especially important for class changes in high school, etc.
  - Marking "personal space" within the classroom- taped areas on floors, hula hoops, etc.

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PHYSICAL STRATEGIES

- Consider controlling traffic flow through designated entry and exit doors
- Have hand sanitizing stations visible and readily accessible with signage indicating need to clean hands upon entry
- Minimize potential for exposure through means such as sneeze guards in office areas (plexiglass or clear vinyl curtain) and use of dividers that can be easily sanitized between spaces that are harder to maintain distance (clear vinyl curtains that can be moved and re-positioned as needed could work well)
- Update to touchless systems as much as possible for shared items such as:
  - Sign-in/sign-out systems for staff, students, and visitors
  - Dispensing water
  - Trash cans (lidless or foot-pedal operated)
- Identify ways to limit sharing of materials, manipulatives, and supplies and sanitize any shared materials between uses
  - In instructional spaces
  - In office/meeting/lounge spaces
- Have ventilation and airflow evaluated and increased if necessary

USE OF FACILITIES

- Maintain, communicate, and enforce clear systems for use of facilities outside of school hours (religious education, parish events, extracurriculars, athletics), including cleaning expectations, use of entrance protocols, etc.

HEALTH/HYGIENE PROTOCOLS

Each school will have a standard routine of checking the health status of all who enter the school, prevention measures to be utilized, enforced, and taught, and protocols for addressing health concerns throughout the school day. Names of positive cases may be disclosed to the local public health agency.

GENERAL

- Communicate to all the obligation to report symptoms of illness, known exposure to illness, and/or pending COVID test results
- Conduct entrance protocols daily for students, staff, and visitors. Proactively communicate to all staff and families the criteria which determine non-admittance to the school building and which activities are restricted for visitors
- Determine second time to check student temperatures during the school day
- Teach and utilize visual cues/signage to remind all to:

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- o Wash hands often with soap and water for at least 20 seconds. Build into daily classroom/school schedule at designated intervals. Use hand sanitizer with at least 60% alcohol when soap and water are not available.
        - o Avoid touching eyes, nose, and mouth
        - o Wear a facial covering
        - o Cover mouth and nose with a tissue or with the inside of elbow when you cough or sneeze
- Train all staff in plan to handle confidentiality regarding health

ISOLATION PROTOCOLS

- Create a procedure for when student(s) and/or staff develop symptoms during a school day
        - o Symptoms currently 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**, and **diarrhea. Distinctions for decision making based on major and minor symptoms (as per ADPH) are in the resources beginning on pg. 39.**
            - ▪ Since runny nose is common in young children and in those with seasonal allergies, current guidance says runny nose is of greater concern when it occurs with two other symptoms
        - o Designate a place of isolation for the affected individual(s) to remain until he/she can leave the school.
            - ▪ Student(s) should always remain visible to a school employee while in isolation.
            - ▪ Consider using plexiglass and/or clear vinyl curtain to create cubicles within the designated isolation space.
            - ▪ Ensure that staff member monitoring isolation area(s) has proper PPE
        - o Review and update emergency contact information regularly for students and for staff so that guardian(s)/emergency contact(s) can be easily reached when needed
        - o Immediately close off and then disinfect affected classrooms, common areas, and the isolation area (recommendation is to wait 24 hours before cleaning and disinfecting)

IN THE EVENT OF A POSITIVE CASE

In the event of a positive case within the household of a student or staff member, current health guidance requires the members of the household to be quarantined for 14 days or until released by the health department. The student/staff member would not be able to come to school during that time. Call the health department for your area for further direction and call the Director of Catholic Schools.

In the event of a positive or potentially positive case (based on major/minor symptom distinction beginning on pg. 39) of a student or staff member, the student or staff member may be able to return after being quarantined for 10 days since the onset of symptoms AND being fever-free for at least 24 hours without the aid of fever-reducing medications AND with improvement to respiratory symptoms without the use of medications, or until released by the health department. See resources beginning on pg. 39 for an outline of the steps to take.

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- Notify the local health department and the Director of Catholic Schools immediately and submit positive or potential positive cases to the ADPH Report Card
- Plan will be developed with the entities above to address who needs to be notified of potential exposure, disinfection protocols, and next steps for school or class closure depending on the circumstances involved
- When notifying families and staff, maintain confidentiality in accordance with ADA policy

STUDENT ABSENCE PROTOCOLS

- Establish and communicate new protocol for reporting of illness by students. Designate staff member(s) to receive these calls and to use a consistent reporting system for symptoms, duration of illness, etc.
- Strengthen the school's "return to school" protocol to include updated benchmarks that allow a student to return
    - 10 days from the onset of symptoms
      AND
    - 24 hours fever free, without the aid of fever-reducing medications
      AND
    - Significant improvement in symptoms, without the use of medications
    - This does not necessarily equate to 11 days because they all have to occur
- Update attendance policies and procedures for students to accommodate need to stay home when sick or exposed to illness and to remain out of school until return criteria can be met.
- Eliminate perfect attendance awards and other attendance incentives (to be comped from exams, etc.- change criteria)

PERSONNEL PROTOCOLS

- Establish and communicate new protocol for reporting of illness by staff. Designate staff member(s) to receive these calls and to use a consistent reporting system for symptoms, duration of illness, etc.
- Update attendance policies and procedures for staff to accommodate need to stay home when sick or exposed to illness and to remain out of school until return criteria can be met.
    - 10 days from the onset of symptoms
      AND
    - 24 hours fever free, without the aid of fever-reducing medications
      AND
    - Significant improvement in symptoms, without the use of medications
    - This does not necessarily equate to 11 days because they all have to occur
- Special considerations for staff:
    - Do not tell a staff member he/she must stay home due to age or an underlying health condition unless a health order requires it or the disability poses a direct threat to their

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health/safety as defined by the ADA and the risk cannot be mitigated or eliminated by accommodation

- When a staff member informs administration that they cannot return to work due to COVID-19 or an underlying health condition:
  - Engage in the interactive ADA process- meet with the employee to understand the situation and the limitations and determine whether any accommodations can be made so the employee can still perform essential functions of the job
  - You may obtain medical evidence of the condition and the physician's suggested accommodations and the physician's determination of the limitations
  - If the school feels accommodations cannot be made, consult legal counsel before taking or stating any action
- Address concerns with staff who may be fearful or uncomfortable returning to work by outlining safety steps being taken to reduce likelihood of exposure. If the employee refuses to return to work, consult legal counsel
- State or local health orders may mandate wearing of masks in schools. If the school chooses to require staff to wear face coverings, the school should pay for them as Personal Protective Equipment (PPE) and be aware that OSHA standards for PPE likely apply. Before requiring an employee to use PPE, the school must:
  - Perform a hazard assessment
  - Consider alternative options to protect employees
  - Identity and provide appropriate PPE
  - Train employees in the use and care of PPE
  - Train employees how to clean and care for PPE
  - Prepare a plan that is periodically reviewed
- Plan for employee absences. Contingency plans could include:
  - Maintain an active list of substitute teachers
  - Hire teaching assistants or floating substitutes (aids with social distancing of classes when there are no teacher absences to cover)
  - Institute CASE Learning for some classes temporarily
  - Have substitute teaching plans ready for 14-day periods. Make plans accessible to school staff so that others know where to find them when needed

CLEANING PROTOCOLS

Schools need to develop additional cleaning protocols to ensure safe environments through regular disinfection. The whole school community- students, staff, parents, and parish- to ensure safety. Staff are encouraged to assist with cleaning throughout the school day as much as possible.

- Procure necessary supplies for each space for cleaning and for hygiene. Schools will need larger amounts of hand sanitizer, hand soap, disinfecting spray, disinfecting wipes, disinfecting cleaners,

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Kleenex, paper towels, etc. The school's janitorial service and the school/parish community will need to work together to collect supplies since these items are in much higher demand.

- Ensure that maintenance staff, custodial staff, and school staff receive proper training relevant to the role they will play in regular disinfection throughout the school day and after hours
- Confirm that the current janitorial staff:
  - Cleans AND disinfects
  - Increase frequency and type of cleaning
  - Request confirmation that procedures and supplies used meet CDC guidelines
- Keep accurate cleaning records- area cleaned, time, by whom, etc.
- Encourage staff and students to regularly wipe down classroom furniture, supplies, and equipment
- Create cleaning plans, with designated frequency and responsibility for:
  - High-touch items and areas (when students are present, do not use sprays or cleaners with fumes)
    - Electronic equipment such as copy machines, shared computers/tablets/electronic devices, telephones, remote controls, keyboards- between each use
    - Shared items (when impossible to create student sets for individual use)- between each use
    - Restrooms, light switches, door knobs/handles, desks or tables- frequently throughout the day
    - Common areas or items such as countertops, cafeteria, library, conference rooms, gym, special area classrooms, playground equipment, etc.- between groups
    - Appliances such as coffee makers, refrigerators, microwaves- frequently throughout the day and/or create a system for use
  - Daily deep cleaning
    - Classrooms
    - Offices
    - Common areas
    - Restrooms
  - After a student or staff member develops symptoms during a school day
  - After identification of positive cases
- Ensure compliance with cleaning protocols by all who use the school outside of school hours- religious education, parish events, clubs, etc.

CALENDARS AND SCHEDULES

YEARLY CALENDAR

School calendars, including start and end dates and holiday breaks, are a local decision due to needs set by the Local Education Agency and the school community; however, consideration may need to be given to re-

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examination of the calendar to allow for flexibility in the case of school closures. Schools within metro areas are encouraged to adopt similar calendars to account for siblings and staff with children in our schools.

- Building a calendar that plans for and anticipates potential closures, particularly short-term closures, minimizes disruption
- Consideration should also be given to additional time for staff training given the changes that will occur
- Intersessional calendars include longer breaks dispersed throughout the year that provide flexibility
    o Intersessional days also aid with remediation, acceleration, and enrichment

DAILY SCHEDULING CONSIDERATIONS

Components of individual school schedules may require re-examination to adjust for social distancing and cleaning between student groups.

- Staggered arrival and dismissal windows to minimize entry and exit crowds
- Consider use of controlled transitions to release smaller groups of students at a time to change classes, to go to lockers, to enter the lunchroom, to go to the restroom, etc.
- Space out assigned lockers when there is a surplus of unoccupied lockers or stagger access to lockers with designated times (get books for two classes at a time, with half enrollment going before odd numbered periods and half before even numbered periods). Ensure regular cleaning and wiping of locker areas while students are in class.
- For departmentalized elementary and middle school classes, consider having the teacher change classrooms rather than the students
- Adjust lunchroom schedule to allow for social distancing and disinfection between groups in the cafeteria. Consider the use of alternative spaces for classes to eat if space and/or schedules do not allow for cafeteria use.
- Adapt routines to discontinue large gatherings (videoconference assemblies or morning prayer into classrooms, dismiss students from classrooms or from multiple smaller waiting areas for afternoon dismissal)
- Create recess schedule to ensure one class at a time in designated recess spot.
    o Allow extra time for the class to wash hands before going out and immediately when coming back inside
    o Allow time between classes for recess equipment to be cleaned
- Allow extra time between classes for spaces, furniture, and equipment/supplies to be cleaned before another group of students enters

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MAINTAINING SOCIAL DISTANCING

How social distancing can be achieved within each school varies according to the enrollment of the school or grade level, the personnel employed by the school, the age of the students, and the space(s) and furniture available within the school.

WITHIN THE CLASSROOM

- Measures that can be utilized to ensure social distancing for schools with larger enrollments:
  - Enlist teaching assistants, available personnel, and/or trained volunteers (a consistent set to minimize sources of potential exposure) to monitor independent work with half of a class in a flex space designated for that class
  - Utilize outdoor spaces as much as weather permits
- Remove non-essential items from classrooms to maximize space
- Organize classroom seating to maintain 6-foot distance between students
- Explicitly teach, model, and re-teach protocols to develop social distancing
- Adopt a re-teaching mentality for those who have difficulty remembering to maintain 6-foot distance

THROUGHOUT THE SCHOOL BUILDING

- Create visual supports (6-foot distance lines/markers, directional arrows on floors for hallway traffic)
  - Teach and model new recess expectations- taking turns, limiting numbers of students on a piece of equipment at a time
  - Create routine to wash hands before going out to recess and after coming in
  - Clean equipment between uses
- As much as possible, take entire class to the restroom at designated times to monitor number of students in the restroom at a time. Students can still go to the restroom during non-designated times, with limited numbers in at a time and mask required to enter.
- Decrease interaction between different classes of students as much as possible

IN STAFF SPACES

- Spread out staff workspaces as much as possible. Repurpose unused spaces as offices if necessary. Avoid sharing of workspaces unless there is room to maintain distance. Use dividers when spacing options are not possible.
- Provide staff with expectations and/or updated procedures for social distancing and cleaning of shared spaces such as copy rooms, supply rooms, lounges, and conference/meeting rooms. Post signage that state the expectations for use of that space.
- Consider alternatives to shared coffee, water, and food/snack service
- Consider alternative spaces for staff to eat lunch for those not eating with students

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- Hold faculty meetings, trainings, retreats, professional development, etc. in a space large enough for all to maintain a 6-foot distance or via video conference if distance cannot be maintained
    - Model methods that can be replicated in the classrooms- use of individual supplies rather than shared, collaboration through virtual platforms instead of shared chart paper, etc.

ADDITIONAL SOCIAL DISTANCING CONSIDERATIONS

- Encourage not having students change clothes for physical education. If it absolutely cannot be avoided, consider ways to avoid large groups of students changing clothes for physical education at once such as having small groups at a time in the locker room with designated spots marked on floor.
- Select physical education activities that allow for limited physical interaction or sharing of equipment, such as kickball, badminton, calisthenics, etc.
- Focus on music instruction in reading music, playing percussion instruments, composing music
- Organize art supplies for use by individual students. Disinfect shared supplies between each use.
- Limit attendance at school Masses to maintain social distancing. Suspend attendance at these Masses by the public. Consider suspending attendance by parents. Follow all liturgical guidelines in place by the diocese for health precautions.
- Limit attendance at extracurricular and school community events in accordance with state and local health guidelines in place at the time. Provide virtual options for attendance of these events as much as possible.
- Adjust before and after school care services to be socially distanced, to maintain student cohorts utilized during the school day, and involve the same routines/procedures as throughout the school day

ATHLETICS

- Ensure compliance with AHSAA guidelines
- Keep up to date with changes to AHSAA guidelines and communicate changes to all involved
- Plan ways to maintain social distancing for spectators and/or limit attendance according to current local health orders
- Continue use of streaming of athletic events to maintain school spirit and involvement during times of limited attendance
- Consider having back-up players ready to play in the event of player illness or absence

FINE ARTS, CHOIR, AND BAND

- Hold band practices outdoors with a greater distance than 6 feet apart, if they occur. Indoor band practice with wind instruments is not recommended. Percussion instruments may be held indoors with 6 foot distance.
- Plan ways to accomplish the purpose with fewer students attending rehearsals, meetings, or events at a time

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- Plan for social distancing of students during rehearsals, practices, or activities
- Plan ways to maintain social distancing for spectators and/or limit attendance according to current local health orders
- Consider use of understudies, etc. who are ready to step in for absent performers

TRANSPORTATION AND TRAVEL

Transportation to/from School and/or School Events

- Stagger seating to maintain 6 feet between students
- Seat one student per row
- Consider use of facial coverings for all on the bus, especially when 6-foot distance cannot be maintained
- Utilize same health protocols for driver and for students as used to enter the school building
- Clean and disinfect vehicles after each use

Travel to Outside Events

- Encourage virtual events as much as possible
  - Virtual field trip opportunities
  - Virtual professional development
  - Virtual retreats
  - Virtual conferences for staff and student organizations
- Suspend overnight events for students, including field trips, retreats, and conferences, until further notice
- Suspend field trips until further notice

FOOD SERVICE

Food service can be safely continued on campus with provisions in place to ensure safe practices. These considerations are dependent upon the school's food service facilities.

Considerations for food service include:

- Ensure that glass or plastic partitions in food service lines allow students and staff to see and select the food but not breathe on, touch, or self-serve
- Develop system for food service employees to be checked daily for symptoms and wear facial covering and gloves when serving and preparing food
- Consider use of individually packed and disposable eating utensils and trays or boxes (boxes are also a good option if students and staff will need to carry their lunch to another space to eat)
- Consider that requiring students to bring their own lunches increases risk of allergen transmission
- Create lunchroom schedule that allows for social distancing to be maintained

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- Allow for alternative spaces to be designated for supervised class lunch use if more space is needed
- Consider whether plexiglass dividers would allow for safe socialization to continue

Suspend use of drinking fountains, water dispensers, and other such high-touch methods. Instead, consider:

- Obtain a supply of single serve water bottles to be distributed individually throughout the day. Have students bring their own each day when possible. Have a supply to provide those who need water.
- Install touchless water dispensing stations for students and staff to refill their own reusable bottles

FINANCE

Financial issues will continue to present challenges as COVID-19 has had a tremendous financial impact on the nation. Explicit updates to financial practices will need to occur and be communicated proactively.

- Review tuition collection procedures to reflect the school's current reality. Adjust payment due dates and financial assistance options to be sensitive to family situations.
- Provide support to assist families with navigating FACTS applications, SGO applications, and/or the school/parish financial aid process.
- Brainstorm and plan creative approaches to traditional fundraising activities since the ability to hold the usual in-person events may continue to be limited. Consider that restaurants and businesses may be unable to donate given their own financial impact.
- Explore ways for surrounding parishes to "adopt" students to anonymously assist with the continuation of their Catholic education for families who have financial constraints

CONSISTENT COMMUNICATION

Proactive, clear communication between the Catholic Schools Office, the school administrators, teachers, staff, and parents is necessary for success. This includes updating handbooks, contracts, documents, and guidelines to address the needs presented by our current circumstances.

- Review enrollment applications and/or contracts to address flexibility needed in the event of partial or total building closures due to pandemics or other events
- Review video and photography releases to ensure that they permit participation in and potential recording of virtual learning sessions
- Update harassment, discrimination, retaliation, and accommodation policies to be in compliance with PPP regulations
- Update student and staff sick leave/attendance policies to be more flexible and without incentives for attendance
- Update handbooks, job descriptions, website information, etc. to include the possibility of CASE Learning

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- Update financial policies and procedures to include payment of tuition in the event of building closure/implementation of CASE Learning. See page for updated

FOCUS ON CONTINUAL IMPROVEMENT

Schools and the Catholic Schools Office will collaborate to establish processes, surveys, and systems to review the effectiveness of the many new practices that will be occurring. Feedback from all stakeholders to hear about successes and challenges will be necessary to adjust programming, procedures, resources, and support when needed. Communication between all parties will be necessary for success.

While continuous improvement is always important, administrators should not introduce any new initiatives not related to COVID-19 since COVID-19 protocols are requiring so many changes and shifts already.

CREATING AND MAINTAINING COMMUNITY

One of the defining characteristics of our Catholic schools is the strength of the school community. With new instructional models and social distancing practices in place, the continuation of rituals, of support, of instilling a sense of belonging, of building the faith, and of rebuilding a sense of safety will be explicitly planned.

CREATING COMMUNITY IN THE CLASSROOM

While the possibility exists for schools to transition between Tiers of Response at any time, special care must be given to prioritizing the establishment of community within each classroom during face to face and/or CASE Learning.

- Ensure that students have had the opportunity for closure to the 2019-20 school year.
- In advance of the first day of school, consider scheduling one-on-one or small group opportunities to meet the teacher and get to know students
- Establish a classroom meeting routine that includes greeting and sharing that can continue during CASE Learning and be video conferenced to students at home due to quarantine or other factors
- Utilize feedback mechanisms to assess sense of belonging and comfort in the class
- Take brain breaks to play socially distanced games that encourage conversation between classmates
- During times when masks are required, explore opportunities for breaks from wearing masks
- Identify benchmark moments/activities for the class/school. Identify terms under which they can occur and ways to accommodate if needed.

MAINTAINING ROUTINES THAT SUPPORT COMMUNITY

Special consideration should be given for maintaining rituals and traditions for the school as a whole and to support the partnership between the school and the family.

- Create a visual "Welcome Back to School" guide to show students what to expect upon return to school

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- - Can be digital or a hard copy booklet/trifold
  - Include teachers with and without masks
  - Show classrooms
  - Include common use areas modeling changes for social distancing
- Develop procedures for prayer, morning announcement, and school assemblies that can be continued in the event of CASE Learning or students learning at home during quarantine or other situations
  - Video conference into classrooms daily- can be led by the principal or by students/classes according to a schedule that continues during CASE Learning
- Consider virtual options or smaller, scheduled options for Back to School nights and parent conferences
- With many opportunities for interactions limited, the fun of school must continue differently. Spirit weeks, student challenges, contests, etc. can be incorporated throughout the year, even virtually.
- Enlist students to assist with taking a list of special school rituals and traditions and adapting them to new, creative formats that allow the traditions to continue
- Develop an on-boarding plan for all students to orient them to new procedures at school
- Create new ways to orient students and families new to the school, such as assigning a buddy family

FACILITATING ONGOING CONNECTIONS

Connections that naturally occur due to frequent interaction may be lost due to new procedures and configurations without intentional planning. Some of these approaches may result in even greater connections due to increased access due to virtual formats.

- Continue previous avenues of communication in a virtual format, such as a virtual Coffee with the Principal, Town Hall Meetings, PTA meetings, etc.
- Identify and communicate channels of communication with faculty so parents know how and when to contact them, particularly during CASE Learning.
  - Utilize options such as Google Voice or other similar applications, so that staff do not need to use personal contact information.
  - Consider an easily accessible digital resource of "Who to Contact" or FAQs for parents
- Create opportunities for informal connections between faculty and staff
- Consider onboarding of new faculty and staff members and utilizing small group mentorship programs
- Consider both small group and virtual opportunities for teachers to plan, to collaborate, and to interact
- Encourage teachers to participate in diocesan Professional Learning Communities for collaboration, planning, sharing expertise, and interacting with others of similar grade levels or content areas

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ENROLLMENT AND MARKETING

The shift to a largely virtual environment allows for increased opportunity to reach new families and to tell our stories.

- Reach out to newly enrolled and current families to check in and to provide an update on plans for the upcoming year
- Pair newly enrolled families with current families for continual communication
- Communicate through social media, marketing materials, newsletters, etc. to highlight the school's key messages and to provide examples of the continuation of academic and spiritual instruction during face to face and CASE Learning
- Utilize parent, staff, and student testimonials about the successes experienced during CASE Learning
- Host virtual open houses or tours during stay at home orders and hold them in person in accordance with local health guidelines when allowed. Continue to provide a virtual option for families who prefer that option
- Develop a group of parent ambassadors to assist with broadcasting the school's message in ways designated by the school
- Get message out now:
  - CDC and State guidelines are guidelines and will be used in creating our policies
  - We are developing a plan not only for re-opening in August but also for how we will adjust to the changing environment of COVID throughout the year

MITIGATING STRESS RESPONSES

Students, staff, and families are likely to experience stress from the experiences of Spring 2020 as well as potential anxiety about returning to a changed school environment. Concerns about finances, health, and maintaining a balanced workload will likely be factors as well. Methods employed proactively to dissipate feelings of stress and anxiety before they occur or become debilitating will be important.

- Plan for explicit instruction and integration of Social Emotional Learning (SEL) as a preventative measure. Provide training for teachers to incorporate. Enlist school counselors to teach lessons. Catholic Family Services (CFS) can assist schools without counselors in securing services.
- Develop a system to identify students or staff members who are struggling
  - CFS can provide a student assessment/survey and training to help schools identify students who might need additional support
  - Students should be identified mid-summer, if possible, to allow for intervention prior to returning to school
- Identify supports for teachers with struggling students – CFS can help with training on identifying and managing mental health issues
- Identify supports for all staff – at faculty meetings or back-to-school meetings
  - Facilitated by someone outside the staff (CFS)

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- o In person is more effective
- Communicate mental health resources to families
- Create an anonymous process for families to access financial, food, and/or mental health resources
- Collaborate as a faculty as much as possible to stagger due dates for larger assignments, tests, or projects
- Adopt alternative schedules such as four days of instruction and one day to catch up, remediate, and plan when using CASE Learning or even in face to face instruction
- Plan in advance for ways to assist, support, and build up teachers and staff- covered duty days, encouraging notes, mentor systems for all since so much will be new for everyone, acknowledgements of efforts and hard work, etc.
- Plan in advance for the CSO to assist, support, and build up administrators

CURRICULUM AND INSTRUCTION

Prioritizing essential standards and skills will be even more important as we plan for learning gaps that may have occurred during Spring 2020, and as we plan for the potential shifts to CASE Learning for students or schools at any time due to quarantines, cases, or health orders. Harnessing assessment data to make instructional decisions and beginning with the end in mind to plan units of instruction will be helpful in designing flexible learning plans for these potential shifts. This section addresses curriculum and instruction needs during Tiers I and II. Tier III which results in school-wide CASE Learning is addressed by the CASE Learning Guidelines.

GENERAL CONSIDERATIONS

- A virtual option will be provided for families preferring to continue instruction in that format. This option will be provided by Catholic Virtual and can only be utilized by semester or year. Students can and should join their grade level virtually for class parties, retreats, or other such community building events.
- Teachers will need to be prepared to shift to CASE Learning at any time, if health orders or circumstances dictate the need to do so. A segment of students may be learning virtually at any time due to need to quarantine after exposure. Practices should be created at the school level, based on staff and community needs, as to how this will be carried out in accordance with CASE Guidelines.
- CASE Learning Guidelines will be in effect for any at-home learning carried out by Diocese of Birmingham teachers. Catholic Virtual practices, developed with the Diocese of Birmingham, will guide the full-time virtual student learning.
- NWEA Map data from the August test administration will be analyzed to identify learning gaps and plan instruction and intervention. Map screening assessments may also be used.

PROMOTING CATHOLIC IDENTITY

Continuing to provide the transformational experience that is Catholic education becomes harder in a socially distanced or virtual environment without intentional planning across all grade levels and all subject matter.

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LITURGY AND PRAYER

Along with intentional SEL instruction and supports, continuing to model reliance on prayer and the sacramental life will be important for the overall well-being all students, staff, and families

- Continue school Masses in accordance with social distancing with limits on attendance if needed to maintain social distancing and maintain cohorts. Liturgical guidelines from the diocese will be followed in all school Masses. Public attendance will be suspended. Parent attendance may be as well. Consider additional masses to allow different cohorts of students to attend at different times and/or live-streaming masses into classrooms.
- Maintain emphasis on school liturgy through streaming of school Mass if a school moves to Tier III with full CASE Learning
- Coordinate with the local parish to ensure safe continuation of sacramental preparation, even during Tier II and Tier III
- Provide opportunities for daily prayer as a school community (video conferenced in each classroom, socially distanced outdoor prayer services, socially distanced or streamed Rosary)
- Make modifications to retreats, prayer services, and other faith-based activities so they can still occur
- Work with the school pastor/chaplain to modify opportunities for reconciliation for students and staff
- Increase opportunities for cross-grade faith sharing using virtual means, such as virtual prayer buddies
- Involve students in the planning of new ways to hold Eucharistic celebrations, reconciliation services, retreats, and other faith life opportunities
- Begin all class sessions with prayer, whether face to face or CASE Learning, including soliciting prayer intentions from students
- Support the faith life of faculty and staff through community prayer, scripture study, etc.
- Invite families to join virtual prayer and faith life activities

CATHOLIC IDENTITY

Increased emphasis on multi-disciplinary instruction allows for greater opportunity of real-life application of Catholic Identity to other content areas. Emphasizing the integration of faith into all aspects of life is the greatest success of a Catholic school.

- Continue to imbue a Catholic worldview and Gospel Values in curricular content areas
- Connect current events with a Catholic perspective (Catholic Social Teaching, Virtues, Beatitudes, etc.) as a framework to support understanding
- Ensure the presence of the school pastor/chaplain in new school configurations, processes, and prayer opportunities
- Ensure the presence of the principal in the faith life of the school
- Create approaches to minister to families
- Encourage positive, supportive partnerships in all interactions among staff, students, and families

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SERVICE LEARNING OPPORTUNITIES

Service learning should not stop during this time of social distancing; service learning needs to adapt to virtual or non-contact formats.

- Promote service learning opportunities in virtual spaces, such as adopting a nursing home for virtual visits with residents
- Find ways to continue traditional grade level/school based service projects safely
- Find opportunities in the current situation, such as writing letters or prayers for first responders, food drives, cards for those in nursing homes or hospitals
- Continue collection drives to support community organizations

TECHNOLOGY SUPPORT

As with the Curriculum and Instruction section, many aspects of technology support are addressed in the CASE Learning Guidelines. This section addresses items specific to Tier I as well as preparedness for sudden shifts to CASE Learning that may need to occur.

MULTIPLE PATHS FOR ACCESS TO INSTRUCTION

As addressed in the CASE Learning Guidelines, academic and spiritual education continue for all students in formats that meet the needs of the school community and in ways that are developmentally appropriate for the age of the students.

- During CASE Learning, create lessons that incorporate both synchronous and asynchronous approaches to instruction to accommodate those sharing devices, with time constraints, for internet outages, etc.
- Consider "no-tech" options for younger students or to meet other needs within the school community. Arrange socially distanced pick up and drop off systems.

SUPPORT AND READINESS

Readiness for sudden shifts in format will be a hallmark of this year.

- Provide opportunities for students to practice online learning while in the classroom for Tier I to troubleshoot problems and to provide familiarity with the routines, expectations, and processes.
- Provide training for students in video or small group formats when not given the opportunity for classroom practice.
- Provide training for parents in video or small group formats to provide familiarity with resources and platforms that will be used during CASE Learning.
- Provide training for teachers to build capacity for CASE Learning
- Survey new and current parents to assess technology needs

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- Ensure that all school devices have access to needed technology when utilized in homes
- Create options for access for students to technology, such as loan programs for devices, providing mobile hotspots, acquiring additional devices through grants, donations, or use of equitable services
- Survey staff to assess technology needs
- Ensure that each teacher has access to a video camera or webcam for recording lessons
- Develop a "Help Desk" for student, staff, and family access to technology assistance

SAFE ENVIRONMENT

With increased electronic communication and interaction, a review of current policies and communication of updates are necessary for the protection of all involved.

- Review the school's current Acceptable Use Policies and electronics policies. Make updates as needed to reflect current needs.
- Communicate and clarify all technology and safe environment policies with staff, students, and families
- Review applications and digital learning tools to ensure compliance with all school and diocesan technology policies as well as state and federal regulations for protection of student privacy
- Communicate behavioral expectations to students and families to ensure understanding that policies will be enforced whether in school or at home

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SCHOOL PLANNING TOOLS AND RESOURCES

School:

Principal:

Total Number of Students:

Total Number of Staff:

SIGNAGE PLANNING TOOL

Type of Sign					
Where to Post					
Number Needed					

HAND SANITIZER STATION PLANNING TOOL

Where to Place/Install				
Type Needed				
Number Needed				
Person Responsible for Refilling/Replacing				

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ARRIVAL PROCEDURE PLANNING TOOL

To accommodate an efficient student arrival each day while minimizing the number of students in an area, consider which option meets the needs of your facility and your community:

Staggered arrival times ☐   Additional entry doors ☐   Both   ☐

Number of Entry Doors Needed	Doors Used	Name of Staff at Door	Supplies Needed at Door	Who Enters through that Door
Where do students go upon arrival?				
Grade Level		Location		

DISMISSAL PROCEDURE PLANNING TOOL

To accommodate an efficient student dismissal each day while minimizing the number of students in an area, consider which option meets the needs of your facility and your community:

Staggered dismissal times ☐   Additional waiting spots ☐   Both   ☐

Number of Waiting Areas Needed	Locations Used	Staff to Monitor	Supplies Needed at Location	Who Uses that Location

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VISUAL CUES PLANNING TOOL

Type of Cue	Where to Place	Number Needed
Directional Floor Arrow		
6 Foot Marker		
Stop Signs		

OUTSIDE USE OF FACILITIES PLANNING TOOL

Group	Point of Contact	Times Used	Policies Communicated
			Cleaning Protocol ☐ Entrance Protocol ☐
			Cleaning Protocol ☐ Entrance Protocol ☐
			Cleaning Protocol ☐ Entrance Protocol ☐

HEALTH DEPARTMENT CONTACTS BY COUNTY/REGION

Public Health Districts- Map and Contacts

County Health Department Contacts

Alabama Public Health COVID-19 Resource Page

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RESOURCES FOR CATHOLIC IDENTITY	
EWTN	https://www.ewtn.com/
Catholify App	https://catholify.com/
USCCB Website	http://usccb.org/
NCEA Website	https://www.ncea.org/
FORMED	https://formed.org/
Sadlier (Religion)	https://www.sadlier.com/religion
Sophia Institute for Teachers	https://sophiainstituteforteachers.org/
Loyola Press	https://www.loyolapress.com/
The Cardinal Newman Society	https://newmansociety.org/
Magnificat / Magnifikid	https://us.magnificat.net/free https://us.magnificat.net/home/magnifikid
Pflaum Publishing Group	https://www.pflaum.com/
McGrath Institute for Church Life (University of Notre Dame)	https://mcgrath.nd.edu/
Dynamic Catholic	https://dynamiccatholic.com/
Ave Maria Press	https://www.avemariapress.com/
Ascension Press	https://ascensionpress.com/
Life Teen	https://lifeteen.com/
Augustine Institute	https://www.augustineinstitute.org/schools/

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This questionnaire could be administered in person each day upon drop off, by QR code, or through email as long as the method utilized ensures review of responses prior to student(s), staff, or visitors entering the school building.

An affirmative answer to any one question results in non-entry to the school building.

Temperature would be taken prior to administering the questions below/prior to building entry. Temperature of 100° or above results in non-entry.

1. Have you (or the student) and/or anyone in your household experienced any of the following symptoms in the past 24 hours:

   ☐ Fever and/or chills

   ☐ New cough

   ☐ Difficulty breathing

   ☐ New or unexplained muscle aches or body aches

   ☐ Vomiting or diarrhea

   ☐ New loss of taste or smell

2. Are you (or the student) and/or anyone in the household awaiting test results for COVID-19?

3. Have you (or the student) and/or anyone in the household tested positive for COVID-19 within the past 14 days?

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Introduction:

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious. The school intends to follow federal, state and local standards of conduct and has put in place reasonable preventative measures to reduce the spread of the virus. However, even though such standards will be followed, and reasonable measures put into place, we cannot guarantee that you or your child will not become infected with COVID-19. Further, attending school and participating in activities associated with the school could increase your risk of you or your child contracting the disease.

Acknowledgment:

By permitting your child's attendance at school and/or participating in school activities you acknowledge the contagious nature of COVID-19 and that your child may be exposed to or infected by COVID-19 and that such exposure or infection may result in injury, illness, disability, or death. You acknowledge too that the risk of becoming exposed to or infected by COVID-19 at school may result from the actions, omissions, or negligence of yourself or others, including, but not limited to, school employees and volunteers.

Further, in an effort to reduce the risk to your child, you agree that you will take your child's temperature daily and will not take him or her to school should the temperature exceed 100 degrees. You agree that you will instruct and continue to instruct your child about the hazards of the virus, social distancing protocols and proper virus prevention hygiene practices.[1] You agree that you will continue to monitor your child's health and wellbeing, and will have him or her tested whenever it appears that he or she may have become infected with COVID-19. Should that happen you agree that you will quarantine your child and notify the school officials. You understand and agree that delivering your child to school is confirmation that you have followed federal, state and local directives, instructions provided herein above and that you have answered the daily screening questionnaire(s) truthfully.

Waiver:

With an understanding of the risks involved, I further agree on behalf of myself, my child(ren), my spouse, our heirs, successors, and assigns, to release, indemnify, hold harmless, and defend the school, Diocese of Birmingham in Alabama, their teachers, staff, administration, employees, agents and representatives ("indemnitees") associated with the school arising from or in connection with any negligent act or omission of the indemnitees' in relation to prevention of the spread of the COVID-19 virus only.

I SPECIFICALLY UNDERSTAND AND ACKNOWLEDGE THAT I AM AGREEING TO DEFEND, INDEMNIFY AND HOLD HARMLESS THE INDEMNITEES' FROM THEIR OWN NEGLIGENCE IN REGARD TO THE INDEMNITEES' NEGLIGENT ACTION AND/OR INACTION IN REGARD TO PROTECTION AGAINST THE COVID-19 VIRUS.

Student(s) Name(s)_____   Signature_____

Parent/Guardian_____   Date_____

---

[1] Proper virus prevention hygiene includes regular and thorough washing of hands with anti-bacterial soap and hot water for at least 20 seconds; regular use of alcohol-based hand sanitizer after touching surfaces within the school and in situations where handwashing is not available; and refraining from touching the face area.

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ADPH BACK-TO-SCHOOL TOOLKIT RESOURCES

The entire Back-to-School Toolkit can be found here and should be read and reviewed in its entirety; however, a few of the resources have been inserted into this document for your assistance. ADPH Report Card can be found here.

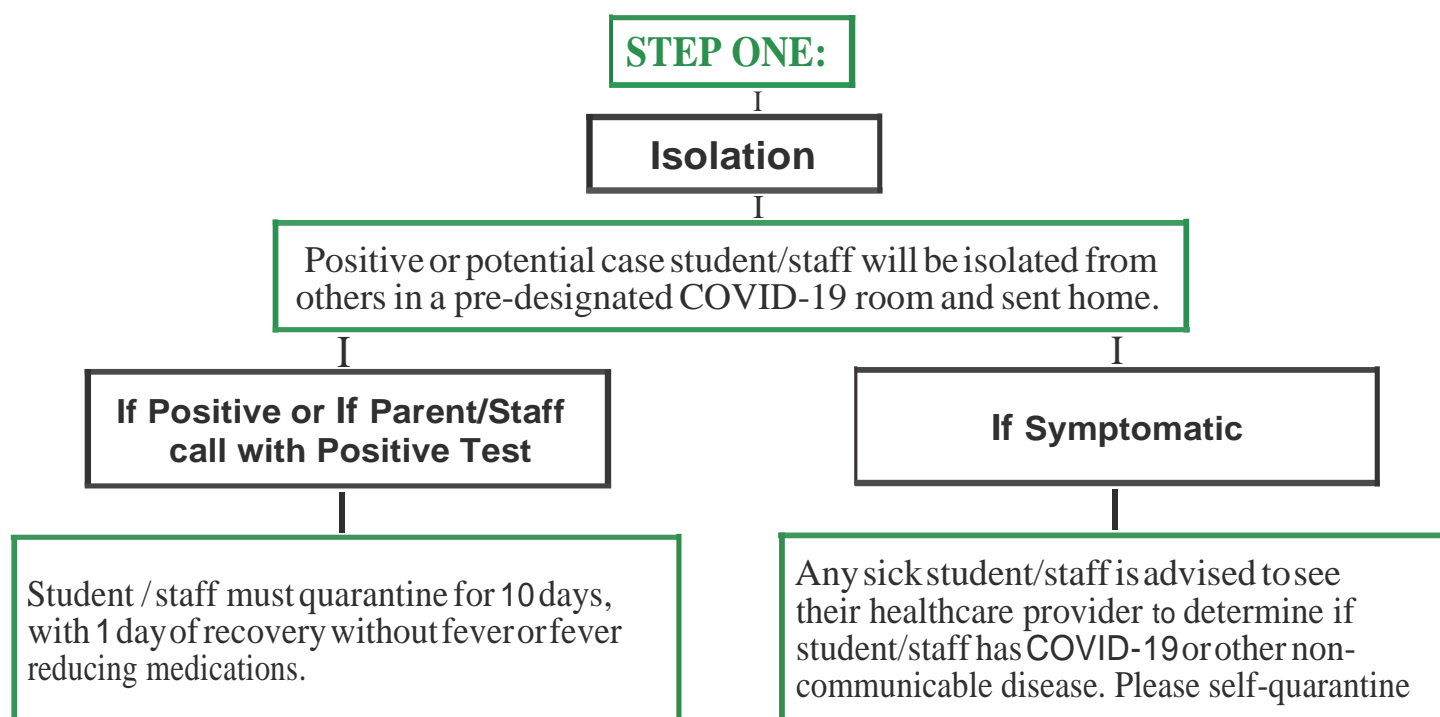*Boldly Catholic | Academically Excellent | Rooted in Truth*

Scenario - Student or Staff Member is Positive or ill with COVID like symptoms

Reminder: Close Contact is defined as those students/staff that have been within 6 feet for at least 15 minutes. (6/15 rule)

In order to help determine the "6 feet 15 minute" scenario, an assigned seating chart for the bus and a seating chart for the classroom will assist school nurses in determining close contacts.

SCHOOL ROLE: Per our notifiable disease rule, the Healthcare Provider, school nurse, or principal should immediately report COVID-19 positive or potential cases to public health using our online ADPH Report Card. https:// www.alabamapublichealth.gov/covid19/healthcare.html

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STEP ONE:

Isolation

Positive or potential case student/staff will be isolated from others in a pre-designated COVID-19 room and sent home.

If Positive or If Parent/Staff call with Positive Test

Student / staff must quarantine for 10 days, with 1 day of recovery without fever or fever reducing medications.

If Symptomatic

Any sick student/staff is advised to see their healthcare provider to determine if student/staff has COVID-19 or other non-communicable disease. Please self-quarantine

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STEP TWO: Identify Close Contacts to symptomatic staff or student

- The School Nurse will help determine who are close contacts to the positive or symptomatic student or staff.

- The close contacts will be isolated and sent home until COVID-19 is confirmed or other diagnosis is confirmed. The school may require a healthcare provider's release to return to school/work.

- If COVID-19 is confirmed, the school nurse will advise close contacts (6/15 rule, masked or un-masked) to self-quarantine for 14 days from exposure (see CDC time frames) and monitor their health closely. (refer to page 19)

- School nurse will communicate that a representative from the Alabama Department of Public Health may be contacting them.

- Aggressively clean and disinfect per CDC guidance (see cleaning and disinfecting guidance).

STEP THREE: Report to ADPH

- The school nurse shall report the positive or potential case using the ADPH on-line COVID- 19 Report Card.
  https://www.alabamapublichealth.gov/covid19 /healthcare.html

- Information needed in the ADPH on-line COVID-19 Report Card includes the list of students in the classroom, Teacher/staff names, guardians for the students and telephone numbers.

STEP FOUR: School Communication with Parents/Guardians and School Staff

- The school will use their existing school process to notify parents/guardians that an exposure has occurred. Confidentiality and privacy must be maintained.

STEP FIVE: CLEANING and DISINFECTING CLASSROOM - See Pages - 36-47

ALABAMA DEPARTMENT OF PUBLIC HEALTH'S ROLE

Public health will investigate and conduct contact tracing. Recommendations will be provided per the Alabama Department of Public Health and CDC guidelines.

ADPH Case Investigation

Public Health Staff work with a patient to help them recall anyone with whom they have had close contact during the time when they have been infectious.

ADPH Contact Tracing

Public Health Staff begin contact tracing by notifying exposed individuals (contacts) of their potential exposure as sensitively as possible, not revealing the infected patient's identity.

WHEN TO USE THE **COVID-19 REPORT CARD**

COVID-19 Major Symptoms

Shortness of breath or difficulty breathing   New cough   New loss of smell or taste

COVID-19 Minor Symptoms

Fever (measured or subjective)	Chills or rigors	Myalgia
Headache	Sore throat	Nausea or vomiting
Diarrhea	Fatigue	Congestion or runny nose

Does the individual have...

At least 1 COVID-19 major symptom?
- Yes
- No

At least 2 COVID-19 minor symptoms?
- Yes
- No

A laboratory-confirmed or clinical diagnosis of COVID-19?
- No
- Yes

STOP

- • **Send ill individual home to be medically assessed by their healthcare provider**

- • **For all other illnesses, refer to the exclusion criteria found at: https://go.usa.gov/xfFk**

- • **Send ill individual home to be medically assessed by their healthcare provider**
- • **Enter ill individual into the COVID-19 REPORT Card (https://redcap.link/87xjzxmu) and upload list of close contacts (within 6 feet for 15 minutes or more)**
- • **Send close contacts home**
- • **Provide parent/guardian of the ill individual and their close contacts with COVID-19 Parent Checklist and Provisional Quarantine/Isolation Order**

Uodated: 8/20/2020

COVID-19 School Contact Tracing Log

➢ Use this log to capture information pertaining to a student or school staff that was in close contact with a confirmed or potential COVID-19 case.

➢ Close contact is defined as being within 6 feet of a COVID-19 case for 15 minutes or longer in the two days prior to illness onset.

➢ Close contacts should remain at home to quarantine until test results are known.

➢ All close contacts should practice social distancing, wear masks/face coverings, and frequently wash hands.

_____   _____ / _____ / ____

Name of Student or Staff   **_Date of Birth**

_____

If Student, Name of Parent/Guardian or Proxy

_____   _____

Phone # of Staff, or Parent/Guardian or Proxy   **Alternate Phone # of Staff, or Parent/Guardian or Proxy**

Close Contact Name	DOB	Grade/Classroom	Phone# of Staff, or Parent/Guardian or Proxy	Alternate Phone# of Staff, or Parent/Guardian or Proxy

08/18/2020

COVID-19 Parent Checklist

D **Your student is being sent home from school because he or she has one or more of the following COVID-19 symptoms:** shortness of breath or difficulty breathing, new cough, new loss of taste or smell

Date first symptom began: _____/_____/_____

✓ .Contact your student's healthcare provider/doctor for a medical evaluation

✓ .If your student is diagnosed with COVID-19 or tested positive for COVID-19, he or she can return to school when a parent/guardian can ensure that they can answer YES to ALL three questions:
- o Has it been at least 10 days since the student first had symptoms?
- o Has it been at least 24 hours since the student had a fever (without using fever-reducing medicine)?
- o Has there been symptom improvement, including cough and shortness of breath?

✓ .If your student has received an alternate diagnosis that would explain the COVID-19-like symptoms, he or she can return to school following the advice of their healthcare provider/doctor and school policies. *This does not apply to close contacts of individuals with COVID-19.*

✓ .If your student has had a negative COVID-19 test, they can return to school after at least 10 days from the date the first symptoms began once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.

✓ .Report to the school nurse the results and outcome of the call to your student's healthcare provider/doctor.

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o **Your student may have had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with or exhibiting major symptoms of COVID-19**

Date of last exposure to close contact: _____/_____/_____

✓ If your student has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14 days since the last known contact.

✓ If your student becomes symptomatic during this time, have them evaluated by their healthcare provider/doctor and report to the school nurse the results and outcome of the medical evaluation. See section above for symptomatic students for return to school guidance.

✓ If your student tests positive during this time and remains asymptomatic, he or she can return to school after it has been at least 10 days since the positive test result.

✓ If your student tests negative during this time, they must complete the full 14 days of quarantine.

Student or School Staff
with **COVID-19:**

Schools with seating charts for classrooms and busses will help the school nurse identify close contacts for the COVID-19 School Contact Tracing Log.
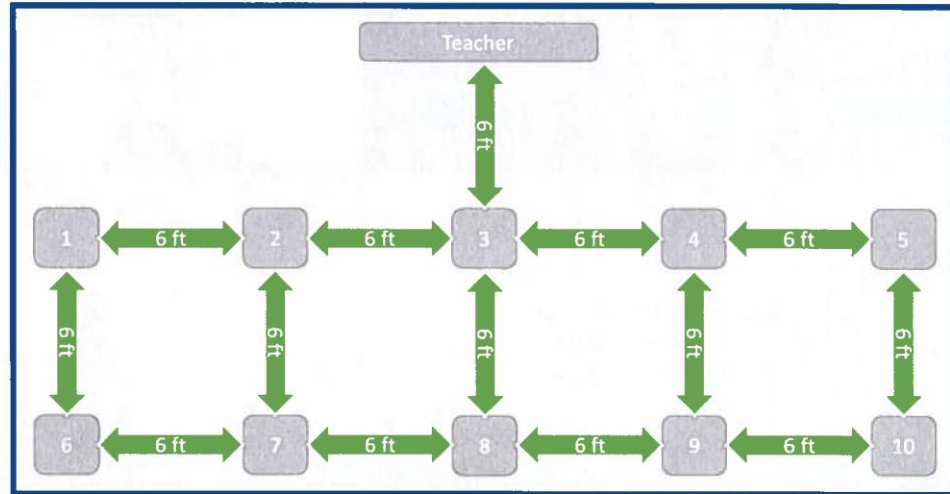
Doctors, School Nurse, or principal are required to report COVID-19 positive cases to ADPH online through the ADPH online report card within 4* hours of notification

*24 hours is requirement by statute. Request is for 4 hours due to congregant setting

ADPH Report Card includes list of student/staff/guardian names and telephone numbers

Self-isolation should occur until students/staff are contacted by ADPH and provided information on next steps. While home, monitor health and maintain social distance from others in your household.

Case Investigation will begin

Contact tracing

Frequently Asked Questions Regarding COVID 19

Frequently Asked Questions	RESPONSE
What should schools do if a student or staff member is experiencing flu like or COVID symptoms?	Insure students and staff who become sick at school or who arrive at school sick are sent home as soon as possible. Move the individual out of the classroom or group setting, isolate *in* a predetermined location, and inform the school nurse or school health staff member. School health staff must wear personal protective equipment (PPE), including N-95 facemask or surgical facemask, and gloves before entering the room to evaluate the individual. They must be sent home for 14 days of self-quarantine before returning to school. If symptoms persist or worsen, they should contact their healthcare provider.
What are recommendations for a class that is isolated sharing common bathrooms with other classes?	.Limit 2 - 3 students going to the bathroom at a time to limit number of students in the hallway and in the bathroom. Students should wear their masks.
Why is it important for students and staff to wear face coverings/masks all the time at school with minimal interruption?	Using a mask helps decrease the spread of COVID -19. Transmission from COVID -19 occurs in three main **ways;** droplets that are spread when a person breathes, coughs, or sneezes, contamination of the environment (surfaces that are touched such as tables) with those droplets and bringing them close to your nose or mouth, and aerosols, smaller articles in the air that linger in the air for long periods of time.
Should my school screen students for COVID-19?	Schools and childcare programs are not expected to screen children, students, or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and follow up on next steps.
Should parent/guardian monitor their child for COVID -19 like symptoms prior to sending them to school?	To help decrease the risk for spreading illness to others, if a child has any of the following symptoms and is attending school on site, a parent/guardian should report any of these symptoms to their child's teacher or school nurse; 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, or diarrhea.. For the most up to date list of symptoms, please visit CDC Symptoms of Coronavirus
Who needs to quarantine?	Anyone who has been in close contact with someone who has COVID-19. This includes people who previously had COVID-**19.**
Who counts as a close contact?	Persons who were within 6 feet of someone who has COVID-19 for at least 15 minutes, provided care at home to someone who is sick with COVID-19, shared eating or drinking utensils or, were sneezed, coughed on, or somehow got respiratory droplets on them.
Are schools required to report known positive COVID-19 cases of employees and students to the Alabama Department of Public Health **(ADPH)?**	Yes, COVID -19 is a notifiable disease and must be reported to ADPH. The Online Report Card on the ADPH website must be completed and submitted by a designated school employee to https://www.alabamapublichealth.gov/covid19/healthcare.html and click on COV1D-19 ReportCard.
What are the symptoms related to **COVID-19?**	The symptoms of COVID -19 have a wide-range of symptoms reported- ranging from mild symptoms to severe illness. People with these symptoms may have COVID -19: 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, or diarrhea. This list does not include all possible symptoms. For the most up- to- date list of symptoms, please visit CDC Symptoms of Coronavirus

SOURCE DOCUMENTS

Leading with Hope: A Reflective Guide for Catholic Schools in a New Reality; Andrew M. Greeley Center for Catholic Education

Return to School Plan: COVID-19 Protocols; Diocese of Sacramento

Back to School FAQs for Educational Institutions During the COVID-19 Era; Fisher Phillips

Return to Work Best Practices and Legal Requirements; Baker Donelson

Adjusting your School Calendar for COVID-19 Response; Texas Education Agency

The Return: How Should Education Leaders Prepare for Reentry and Beyond; Chiefs for Change & Johns Hopkins School of Education Institute for Education Policy

Centers for Disease Control and Prevention: Community, Work, and School Guidance

Jefferson County Department of Health Guidance

Alabama Department of Public Health Guidance

American Association of Pediatrics: COVID-19 Planning Considerations: Guidance for School Re-Entry

Alabama Department of Public Health Back to School Toolkit

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