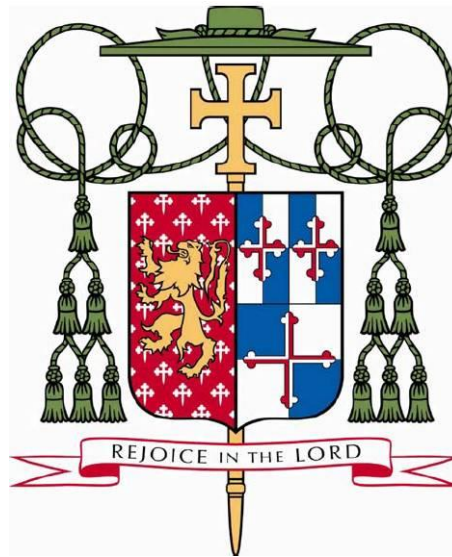


# ***Forward in Faith***



***Diocese of Wilmington  
Start of School Plan  
July 31, 2020***

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## ***Introduction***

*Forward in Faith*, the Catholic Diocese of Wilmington Start of School Plan, has been designed to provide general guidelines to parish and diocesan schools looking forward to the 2020-2021 school year. These guidelines will serve as parameters for individual school plans regarding the local school. Based upon the diocesan plan, each school will communicate its local plan to school families about the start of school.

In both the diocesan plan and local school plans, the health, safety, and mental well-being of adults and children is a priority. To the greatest extent possible, the plans seek to ensure that appropriate and safe practices are followed. In general, the following four practices supersede all requirements and recommendations and should be followed by all persons.

1. Distancing – Maintain social distancing.
2. Masking – Wear a face mask.
3. Hygiene – Wash hands regularly throughout the day.
4. Screening – Conduct a daily health screening.

*Forward in Faith* was created to address three scenarios – in-person, hybrid, and virtual education. While all three scenarios may be utilized at some point throughout the school year, at this time the Diocese of Wilmington plans to reopen schools in person, based upon local conditions at each school site. Such an undertaking requires changes to be made in what previously had been the accepted procedures and processes in schools. This document addresses such changes.

*Forward in Faith* contains both requirements and recommendations for schools to address in their local school plans. Requirements are printed in red; recommendations are printed in black.

Schools will have different opportunities and needs to be addressed. Even within a school, there may be differences based upon the level of the students and the composition of the staff. All decisions should be made in light of what is best for the safety and well-being of the students and staff, what promotes the optimal learning environment given the circumstances, and what is reasonable to do.

Communication is a key component of *Forward in Faith*. All constituencies of the school community must be addressed directly and clearly so that they understand what will occur, when, how, and why.

Upon reviewing *Forward in Faith*, it will be necessary to review the local school plan to see how these requirements and recommendations are interpreted at each local school. The cooperation and support of all constituencies will allow Catholic schools to continue to offer quality, Catholic education in the 2020-2021 school year.

**Scenario 1 – In-Person Instruction in School**

<p><b>Arrival and Dismissal</b></p>	<p>Respect social distancing for arrival and dismissal.</p>	<p><i>Require masks for all students (PreK-12) and adults at arrival and dismissal times.</i></p> <p><i>Require parents/guardians to remain an appropriate distance from the school building or in their vehicles.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Stagger arrival and dismissal times.</i></li> </ul> <p><i>Develop a system for signing-in a student who is tardy without the parent/guardian entering the school.</i></p> <p><i>Develop a system for signing-out a student requiring an early dismissal without the parent/guardian entering the school.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Include the procedure for students who are tardy or require an early dismissal in the school handbook, weekly newsletter, and/or other parent/guardian communications.</i></li> </ul>
<p><b>Athletics</b></p>	<p>Elementary-level Sports will be addressed by the CYM Office.</p> <p>Delaware High School Sports must align with DIAA Guidance. <a href="#">DIAA Guidelines</a></p> <p>Maryland High School Sports must align with MIAA Guidance. <a href="#">MIAA Guidelines</a></p>	<p><i>Additional DIAA Guidance that is issued to Member Schools must be followed.</i></p> <p><i>Additional MIAA Guidance that is issued to Member Schools must be followed.</i></p>

<p><b>Attendance</b></p>	<p>Record attendance daily.</p>	<p><i>Articulate the procedure for attendance.</i></p> <p><i>Communicate to parents/guardians the importance of informing school when a student is ill and the reason for the illness.</i></p> <p><i>Establish a system to track absenteeism and trends within the classrooms and the school.</i></p> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Include the procedure for attendance in the school handbook, weekly newsletter, and other parent/guardian communications.</i></li> <li>• <i>Plan for scenarios where students participate in classes online.</i></li> <li>• <i>Discontinue recognition of perfect attendance as a student award.</i></li> </ul>
<p><b>Bathrooms</b></p>	<p>Respect social distancing in bathrooms.</p>	<p><i>Number of persons is never more than the number of sinks in bathroom.</i></p> <p><i>Post signage on bathroom doors reflecting the maximum number of persons allowed in bathroom at one time.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Place markers on the floor outside of bathroom at which students stand waiting to use bathroom.</i></li> </ul>

<p><b>Campus Use</b></p>	<p>Determine campus use for:</p> <ul style="list-style-type: none"> <li>• Dining <a href="#">CDC Cafeteria Guidance</a></li> </ul>	<p><i>Require masks at all times for students in Grades 3-12, other than at snack time and/or lunch, and all adults in the building.</i></p> <p><i>Respect social distancing in building use.</i></p> <p><i>Maintain <u>six feet</u> of social distancing at all times for attendees from non-household members at large-scale gatherings (50 people or more). Examples include prayer services, faculty meetings, class meetings, etc.</i></p> <p><i>Develop a schedule for trash pick-up from the hallways, if students eat in the classroom.</i></p> <ul style="list-style-type: none"> <li>• <i>Staff only may handle trash.</i></li> <li>• <i>Staff are to wear mask and gloves when handling trash.</i></li> </ul> <p><i>Seat students in Grades 3-12 <u>six feet</u> apart from each other at lunchtime, since they will not be wearing masks.</i></p> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Plan for students in elementary school to eat in the classroom, when possible.</i></li> <li>• <i>Stagger lunch times.</i></li> <li>• <i>Encourage students to bring lunch from home. If not possible, bag-and-go lunches should be served.</i></li> <li>• <i>Utilize disposable cutlery.</i></li> <li>• <i>Monitor for a safe environment for students with food allergies.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• Co-and extra-curricular activities</li> </ul> <p>School Masses and Student Assemblies must adhere to social distancing, masking, and indoor group size regulations.</p> <p>Student Concerts and Plays must adhere to social distancing, masking, and indoor group size regulations.</p> <p>SAT, PSAT, Renaissance, and Admissions testing must adhere to social distancing, masking, and indoor group size regulations.</p>	<p><i>Communicate Extended Day information to parents/guardians including:</i></p> <ul style="list-style-type: none"> <li>• Reason for student groupings by age or grade level</li> <li>• Procedures for snack time, recess time, bathroom use</li> <li>• Process for a student who becomes ill</li> </ul> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• Plan for outdoor activities as often as possible.</li> <li>• Expect students to bring their own supplies or limit use of shared supplies.</li> <li>• Clean equipment regularly.</li> </ul> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• Determine if activity can be held based upon social distancing (i.e. Mathletes vs. Science Olympiad or Lego Club).</li> </ul>
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	<p>School Rallies and Student Dances are cancelled until further notice.</p> <p>Open Houses and Students on Campus for a Day may not be held until further notice. Small group tours, adhering to masks and social distancing, are permitted outside of school hours, including extended care hours.</p> <p>Development and fundraising events in which people are gathered on campus are cancelled until further notice.</p>	<p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Communicate to participants of group tours that a health screening should be completed before entering the building.</i></li> </ul>
<p><b>Classrooms</b></p>	<p>Respect social distancing in arranging classrooms.</p>	<p><i>Maintain a <u>three to six feet distance</u> between student desks.</i></p> <p><i>Face student desks one direction.</i></p> <p><i>Remove all area carpets, upholstered chairs, couches, and extra equipment from the classroom.</i></p> <p><i>Use materials/equipment that can be easily cleaned between uses.</i></p> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Consider use of spot mats or similar for students to sit upon during circle time. Mats are to be cleaned daily.</i></li> <li>• <i>Utilize spot mats or similar for floor activities, if classroom is fully carpeted.</i></li> </ul>

	<p>Early Childhood classrooms require additional attention.</p>	<p><i>Limit the number of manipulatives.</i></p> <p><i>Maintain a <u>six-foot</u> distance between students while napping. Alternate positioning so students are not head-to-head.</i></p> <p><i>Increase emphasis on proper hygiene (handwashing, proper cough/sneeze etiquette, etc.).</i></p>
<p><b>Cleaning and Disinfecting</b></p>	<p>Follow the <i>CDC Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation</i>  <a href="#">CDC Reopening Buildings</a></p> <ul style="list-style-type: none"> <li>• Ensure safe water systems.</li> <li>• Ensure proper ventilation.</li> </ul> <p>Increase circulation of outdoor air as much as possible.</p> <p>School campuses should undergo normal cleaning on a daily basis.  <a href="#">EPA approved disinfectants</a></p>	<p><i>Consider the use of portable air purifiers for classrooms without windows.</i></p> <p><i>Educate custodial staff on proper cleaning protocols.</i></p> <p><i>Clean and disinfect when students are not present.</i></p> <p><i>Ensure that only staff are responsible for cleaning and disinfecting.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Use EPA-approved regular pump sprayer.</i></li> </ul>

	<p>Frequently-touched surfaces (lights, doors, etc.) should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution (1/3 cup bleach in one gallon of water) at least twice daily. Certain areas of the school (bathrooms, railings, etc.) may need to be disinfected more frequently.</p> <p>Student desks should be wiped with an EPA-approved disinfectant at the beginning of each day and each change of class.</p> <p>Playground equipment and athletic equipment should be wiped with an EPA-approved disinfectant after each use.</p>	<p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• Allow older students (Grades 5-12) to assume this task.</li> <li>• Assign staff to assume this task for younger students (Pre-Kindergarten – Grade 4).</li> </ul>
<p><b>Communication</b></p>	<p>Regularly communicate with students, parents/guardians, and staff.</p>	<p><i>Utilize weekly communication venue and information blasts, as appropriate, to explain changes in situations or protocols.</i></p> <p><i>Review the use of online platforms early in the school year, in the event circumstances change to hybrid or virtual learning.</i></p> <p><i>Provide social-emotional learning information and strategies to meet needs of various groups.</i></p>
<p><b>Curriculum, Instruction, and Assessment</b></p>	<p>Core content standards take precedence in the curriculum.</p> <p>Instructional minutes may be adjusted to accommodate changes in instruction.</p>	<p><i>Assign appropriate time for core subjects.</i></p> <ul style="list-style-type: none"> <li>• Grades 9-12 – Theology, Mathematics, English, Science, Social Studies, and World Languages</li> </ul>

	<p>Enrichment subjects should be offered, when possible.</p>	<ul style="list-style-type: none"> <li>• <i>Grades 3-8 – Religion, Mathematics, English Language Arts, Science, and Social Studies</i></li> <li>• <i>Grades K-2 – Religion, Mathematics, English Language Arts, Science</i></li> <li>• <i>Pre-Kindergarten and Kindergarten – Religion, Mathematics, and English Language Arts</i></li> </ul> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Address instructional minutes in elementary school through a tiered approach regarding specific subjects (i.e., ELA and Math may receive additional time when compared with Science and Social Studies).</i></li> </ul> <p><i>Consider options for Physical Education, Visual and Performing Arts, and in elementary and middle schools, World Languages.</i></p> <p><i>Determine uniform for Physical Education classes in high school, since use of locker rooms to change is not permitted until further notice.</i></p> <p><i>Require masks in Grades 3-12 for Physical Education classes, depending upon the distance between students.</i></p> <p><i>Plan for no singing or choral classes until further notice.</i></p> <p><i>Instrumental music may occur with appropriate social distancing.</i></p>
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	<p>Schedule student cohorts to remain together as often as possible.</p> <p><i>Limit the number of students grouped for centers.</i></p> <p><i>Students engaged in collaborative work must maintain appropriate social distancing.</i></p> <p>Benchmark assessments should be given to determine students' levels of proficiency.</p>	<p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Schedule Physical Education classes outdoors as often as possible.</i></li> <li>• <i>Require individual visual arts supplies for each student.</i></li> <li>• <i>Plan for large indoor spaces, outdoors, or virtual opportunities for instrumental music.</i></li> </ul> <p><i>Consider the movement of teachers rather than student cohorts for instruction in elementary schools.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Re-position staff to serve core academic needs.</i></li> </ul> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Educate students and families about the purposes of benchmark assessment in teacher planning and student goal-setting to close the gap due to the COVID quarantine and summer slide.</i></li> <li>• <i>Prepare students for use of online assessments while present in school.</i></li> </ul>
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	<p>The diocesan grading policy for core subjects, as appropriate at various grade levels, will be used for trimester (elementary) and quarterly (secondary) grades.</p> <p>Field trips and service trips off campus are cancelled until further notice.</p>	<p><i>Provide students with frequent feedback on important tasks.</i></p> <p><i>Balance formative and summative assessments appropriately in determining grades.</i></p> <p><i>Report mastery on subject-level standards apart from participation or engagement.</i></p>
<b>Hallways</b>	<p>Respect social distancing in hallways.</p>	<p><i>Require masks for all students (PreK-12) and adults in hallways.</i></p> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Limit or eliminate locker use.</i></li> <li>• <i>Stagger use times or grades using lockers by intermingling students of various grades so not all students will be at lockers at the same time.</i></li> <li>• <i>Determine and post corridor directions for students moving in hallways.</i></li> <li>• <i>Display appropriate signage reminding students about social distancing and masking.</i></li> </ul>
<b>Health and Well-Being</b>	<p>Reaffirm students, parents, and staff of the significance and teachings of our Catholic faith related to their well-being.</p>	<p><i>Include intentions about blessings and needs in daily prayer.</i></p> <p><i>Reference Scripture passages of hope, compassion, and care.</i></p> <p><i>Offer opportunities for service.</i></p>

	<p>Create positive learning environments and opportunities for connection.</p> <p>Assess social-emotional well-being of students and staff.</p> <p>Communicate to the school community what has been done prior to opening of school.</p> <p>Communicate proper hygiene protocols.</p> <p>Communicate the need for daily home health screening.</p>	<p><i>Establish a school support team focused on mental health and wellness.</i></p> <p><i>Identify internal and external mental health/behavioral resources and make them available to families and staff.</i></p> <p><i>Support mental health readiness.</i></p> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Utilize appropriate health/social-emotional screening tools.</i></li> </ul> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Explain school cleaning processes.</i></li> <li>• <i>Provide site-specific information about planned changes in school protocols.</i></li> </ul> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Reinforce hand-washing best practices.</i></li> <li>• <i>Build time into the schedule for hand-washing.</i></li> <li>• <i>Post signage in bathrooms regarding hand-washing procedures.</i></li> </ul> <p><i>Remind parents to check children’s temperatures at home every morning using an oral, tympanic, or temporal scanner. Students with a temperature greater than 100.4 degrees must stay home and consider COVID testing, if no other explanation is available.</i></p>
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	<p>Update health records.</p> <p>Medically-fragile and high risk students and staff require conversations regarding their needs and the ability of the school to meet those needs.</p>	<p><i>Remind parents/guardians to ask their children about or monitor for any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent /guardian to keep the student home from school.</i></p> <p><i>Require faculty and staff to conduct the same daily health screening.</i></p> <p><i>Update information with respect to student and family exposure to COVID.</i></p> <p><i>Update staff health records.</i></p> <p><b>Recommended Strategies</b></p> <ul style="list-style-type: none"> <li><i>Engage parents/guardians, administrators, teachers, school counselor and nurse, and health care providers when a student is involved.</i></li> <li><i>Engage school administrators and diocesan administrators when a staff member is involved.</i></li> </ul>
<p><b>Personal Protective Equipment (PPE)</b></p>	<p>PPE must be available before school reopens for faculty and staff.</p> <p>Masks are to be worn at all times in the school building, at arrival, and at dismissal in Grades 3-12 and by all faculty and staff.</p>	<p><i>Require students to bring their own masks – plain, free of words or symbols – to school. Masks with school logos are permitted.</i></p>



	<p>Faculty and staff may wear face shields, but have masks available if contact closer than <u>six feet</u> with students is required for individual attention.</p> <p>Hand sanitizer stations will be available throughout the building.</p> <p>Gloves must be worn for all cleaning and disinfection processes.</p> <p>Gowns must be worn by staff cleaning up bodily fluids.</p> <p>Water fountains will be turned off; students may bring their own water bottles. Water refill stations may operate.</p> <p>A barrier should be in place in the front office to separate staff from those entering the office.</p>	<p><i>Provide face shields and masks for staff. Staff may utilize their own masks – plain, free of words or symbols. Masks with school logos are permitted.</i></p> <p><i>Provide masks for use, if necessary.</i></p> <p><i>Require authorization from a health care provider in the event a student or staff member is unable to wear a traditional mask due to health reasons.</i></p> <p><i>Require a written request if a parent/guardian wishes an Early Childhood student to wear a mask.</i></p> <p><i>Provide hand sanitizer in common areas for use. Require written request from a parent/guardian in the event the parent/guardian does not wish the student to use hand sanitizer.</i></p> <p><i>Provide gloves for use in cleaning and disinfection processes.</i></p> <p><i>Provide gowns for use in cleaning and disinfection processes.</i></p>
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	<p>School nurses are required to wear scrubs.</p> <p>Signage should be visible throughout the school campus regarding masks, social distancing, and hygiene.</p>	
<p><b>Testing and Responding to Positive Cases</b></p>	<p>Schools must identify an isolation area.</p> <p>Schools are not required to test students or staff.</p> <p>If a student/staff member tests positive for COVID-19, the school will contact the local Department of Public Health and follow its guidance.</p>	<p><i>Students who develop a fever or fall ill at school</i></p> <ul style="list-style-type: none"> <li>• <i>Send to the nurse for an evaluation utilizing an approved assessment tool.</i></li> <li>• <i>If deemed the student will need to go home, the student should be kept in an area of isolation with a surgical mask in place until they can be transported off campus.</i></li> <li>• <i>Student must be picked up by parents/guardians within one hour of being notified.</i></li> <li>• <i>Student should be transported by their parents/guardians or ambulance, if clinically unstable, for off-site testing. Testing sites can be found in Delaware and Maryland. School nurses should have access to the current testing sites</i></li> </ul> <p><i>The school will follow the guidelines of the local Department of Public Health.</i></p>

	<p>Positive results will require action by the school administrator.</p>	<p><i>This information is evolving and the school will follow the guidelines of the local Department of Public Health.</i></p> <p><i>Faculty and staff who fall ill at school should be kept in an area of quarantine with a surgical mask in place until they can leave school.</i></p> <p><i>Maintain confidentiality of the affected person at all times.</i></p> <p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Close smaller areas for 24 hours before cleaning to minimize the risk of airborne particles.</i></li> <li>• <i>Wear N95 respirator when performing cleaning of affected areas.</i></li> </ul>
<p><b>Transportation</b></p>	<p>Busing <a href="#">CDC Bus Safety Guidance</a></p> <p>Vans</p>	<p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Contact bus company to review scheduling and cleaning protocols.</i></li> <li>• <i>Ascertain that student seating is considerate of social distancing.</i></li> </ul> <p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Maintain mask and social distancing guidelines.</i></li> <li>• <i>Adhere to <a href="#">CDC Guidelines for Cleaning</a> to maintain van safety.</i></li> </ul>

	Carpooling	<p><i>Recommended Strategy</i></p> <ul style="list-style-type: none"> <li>• <i>Encourage consistent carpooling among students and families.</i></li> </ul>
<p><b>Visitors, Volunteers, and Substitute or Itinerant Teachers</b></p>	<p>Only essential visitors are permitted in the building.</p> <p>Limit essential volunteers in the building.</p> <p>Prepare for substitute or itinerant teachers.</p>	<p><i>Determine essential visitors.</i></p> <p><i>Communicate protocols, before or upon arrival, to essential visitors for when they are in the building.</i></p> <p><i>Determine a specific number of essential volunteers for the trimester or semester.</i></p> <p><i>Inservice essential volunteers about roles and responsibilities for when they are in the building.</i></p> <p><i>Utilize the <a href="#">School Volunteer Form</a> each time a volunteer arrives for service.</i></p> <p><i>Inservice substitute and itinerant teachers about roles and responsibilities for when they are in the building.</i></p> <p><i>Utilize the <a href="#">School Volunteer Form</a> each time a substitute or itinerant teacher arrives for service.</i></p>

## Scenario 2 – Hybrid Instruction in School and at Home

<b>Arrival and Dismissal</b>	Same as Scenario 1	
<b>Athletics</b>	Same as Scenario 1	
<b>Attendance</b>	Same as Scenario 1.  <i>Plan for the division of classes.</i>	<i>Recommended Strategies</i> <ul style="list-style-type: none"> <li>• <i>Group students by grade levels.</i></li> <li>• <i>Group students by family for in-class days.</i></li> <li>• <i>Group students by phases or tracks for in-class days.</i></li> </ul>
<b>Bathrooms</b>	Same as Scenario 1.	
<b>Campus Use</b>	Same as Scenario 1.	
<b>Classrooms</b>	Same as Scenario 1.	
<b>Cleaning and Disinfecting</b>	Same as Scenario 1.	
<b>Communication</b>	Same as Scenario 1.	
<b>Curriculum, Instruction, and Assessment</b>	Same as Scenario 1.  <i>Adjust curriculum, instruction, and assessment for both groups of students – in-class and at-home.</i>	<i>Determine in-class instruction and at-home independent or virtual instruction.</i>

		<p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Incorporate content area and enrichment subjects into core subjects (i.e. use literature to teach a social studies concept or use art in Religion instruction).</i></li> <li>• <i>Utilize the flipped classroom as an instructional strategy.</i></li> <li>• <i>Articulate clearly the expectations for students when not physically present in school.</i></li> <li>• <i>Distinguish clearly among learning activities that are essential or optional.</i></li> <li>• <i>Prepare students for use of online assessments.</i></li> <li>• <i>Balance use of in-school time appropriately for summative assessments.</i></li> <li>• <i>Expect appropriate attire to be worn by teachers and students for classes that are taught virtually.</i></li> </ul>
<b>Hallways</b>	Same as Scenario 1.	
<b>Health and Well-Being</b>	<p>Same as Scenario 1.</p> <p>Be more vigilant about student and staff mental health needs.</p>	<i>Make wellness calls to homes.</i>
<b>Personal Protective Equipment (PPE)</b>	Same as Scenario 1.	
<b>Testing and Responding to Positive Cases</b>	Same as Scenario 1.	
<b>Transportation</b>	Same as Scenario 1.	

<b>Visitors, Volunteers, and Substitute or Itinerant Teachers</b>	Same as Scenario 1.	
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### Scenario 3 – Virtual Instruction at Home

<b>Attendance</b>	Record attendance daily.	<i>Articulate the procedure for online attendance.</i>
<b>Cleaning and Disinfecting</b>	School is to be thoroughly cleaned with no further admittance to the school after cleaning.	
<b>Communication</b>	Same as Scenario 1.  Reach out to students and families through online, social media, and phone interactions for feedback, questions, and concerns.	
<b>Curriculum, Instruction, and Assessment</b>	Same as Scenario 2.  Adjust curriculum, instruction, and assessment for virtual environment.	<p><i>Recommended Strategies</i></p> <ul style="list-style-type: none"> <li>• <i>Provide for instruction that may be synchronous or asynchronous.</i></li> <li>• <i>Create a repository of core instructional lessons for replay by students or parents/guardians, as needed.</i></li> <li>• <i>Address academic integrity with students and families.</i></li> <li>• <i>Expect appropriate attire to be worn by teachers and students for classes.</i></li> </ul>



## **Resources**

***Guidance from the following resources was used in creating Forward in Faith.***

American Association of Pediatrics: COVID-19 Planning Considerations: Guidance for School Reentry, June 2020

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

CDC Activities and Initiatives Supporting the COVID-19 Response and the President’s Plan for Opening America Up Again, May 2020

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

CDC Coronavirus Disease 2019: Childcare, Schools, and Youth Programs, May 2020

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

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## ***Forward in Faith Task Force***

**Rev. Monsignor Steven P. Hurley, Vicar General, STL**

### **Steering Committee**

Diane Casey, Assistant Principal, Saint Mark's High School  
Dr. Louis P. De Angelo, Superintendent of Schools\*  
Kelly Donahue, Director of Human Resources, Diocese of Wilmington  
Rev. Monsignor John Hopkins, Pastor, St. Margaret of Scotland Church,  
Canonical Administrator, Christ the Teacher Catholic School  
Rev. James Nash, Pastor, Saints Peter & Paul Church and School  
Lucy O'Donnell, Chair, Board of Catholic Schools  
Carol Ripken, Associate Superintendent of Schools  
Terre Taylor, Principal, St. Elizabeth School (Grades 7-12)  
Debra Traum, Principal, St. Francis de Sales School  
Chriss Zimmerman, Lead Nurse, Diocese of Wilmington,  
and School Nurse, Christ the Teacher Catholic School

### **Education Committee**

Dr. Valerie Denton, Board of Catholic Schools  
Mary Filippone, Personnel Coordinator, Catholic Schools Office  
Kathleen Kenney, Teacher, St. John the Beloved School  
Dennis Leizear, Teacher, Padua Academy  
Cindy Luce, Technology Coordinator, Christ the Teacher Catholic School  
Rita Mello, Teacher, St. Francis de Sales School  
Gabriella Stella-Carlton, Teacher, St. Ann School  
and Parent, St. Ann School  
Fred Stinchcombe, Technology Coordinator, Padua Academy  
and Parent, St. Anthony of Padua School  
Terre Taylor, Principal, St. Elizabeth School (Grades 7-12)  
and Parent, St. Elizabeth School\*  
Patrick Tiernan, Principal, St. Mary Magdalen School  
and Parent, St. Mary Magdalen School  
Debra Traum, Principal, St. Francis de Sales School\*  
Mark Zitz, Principal, St. Peter the Apostle School

### **Health and Wellness Committee**

Marty Booth, Facilities Director, Saint Mark's High School  
Kelli Colella, Lead Counselor, Diocese of Wilmington,  
and Counselor, Christ the Teacher Catholic School  
Brent Outten, Facilities Director, Saints Peter & Paul School  
Dr. Vincent Schaller, Medical Director, Diocese of Wilmington  
Liz Stamper, Counselor, St. Elizabeth School  
Ann Stevenson, Assistant to the Superintendent,  
Catholic Schools Office  
Dr. Pat Sweeney, Board of Catholic Schools,  
and Parent, St. John the Beloved School  
Ana Wennberg, BSN, RN, St. Mary Magdalen School,  
and Parent, Padua Academy and St. Mary Magdalen School  
Chriss Zimmerman, Lead Nurse, Diocese of Wilmington,  
and School Nurse, Christ the Teacher Catholic School\*

### **Community Committee**

Mary Liz Biddle, Advisory Board, PNC Bank  
Matt Carucci, Sports Coordinator, Diocese of Wilmington  
Diane Casey, Assistant Principal, Saint Mark's High School\*  
Michael Connelly, Coordinator of Safe Environments,  
Diocese of Wilmington  
David Felice, Esq., Board of Catholic Schools,  
and Parent, St. Ann School  
Joe Fitzgerald, Fitzgerald Consulting, Inc.  
Kathy Manns, Principal, Most Blessed Sacrament Catholic School  
Shana Rossi, Advancement Director, Padua Academy  
Dan Swasey, Teacher, Saint Mark's High School

\*denotes Committee Chairperson