THE DIOCESE OF HARRISBURG

DIOCESE OF HARRISBURG CATHOLIC SCHOOLS REOPENING PLAN FRAMEWORK 2020-21

Updated September 1, 2020

School Name	**Trinity High School**	**School Location**	**Camp Hill**
Principal	**John Cominsky**	**Reopening Date**	**August 31, 2020**
Type of Reopening	Total Reopening for all students and staff (but some students/families opt for distance learning out of safety/health concern).		

Pandemic Coordinator and Team

- Health and Safety Plan Development: Individual will play a role in drafting the Health and Safety Plan
- Pandemic Crisis Response Team: Individual will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students
- Both: Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of a confirmed positive case.

Individual	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities
Mr. John Cominsky, '85	**Principal/Alumnus**	**Both**
Mr. Richard Gagliano	**Director of Students/Pandemic Coordinator**	**Both**
Ms. Eileen Poplaski	**Vice Principal/Director of Studies**	**Both**
Sister Susan Kuk, IHM	**Director of Activities/House**	**Both**
Mr. Kevin Heilman	**Director of IT/Building Maintenance**	**Both**

Mr. Martin Carr	**Dean of Faculty**	**Health and Safety Plan Development**
Mr. Scott Root	**Campus Minister**	**Both**
Rev. Timothy Sahd	**Chaplain**	**Both**
Mrs. Cecelia Stock	**Director of Guidance**	**Pandemic Crisis Response Team**
Dr. Christian Caicedo	**Parent**	**Health and Safety Plan Development**
Mrs. Karen Shook, RN	**Parent**	**Health and Safety Plan Development**
Mr. Brian Jackson, '85	**Board of Directors/Alumnus**	**Health and Safety Plan Development**
Mr. Michael Manning	**Board of Directors/Parent**	**Health and Safety Plan Development**

Logistics and Planning

- Creating well defined entrance protocols for students, teachers, and visitors
- Developing a plan for social distancing outside of the classroom in highly populated areas like hallway/locker areas, restrooms, locker rooms, cafeteria, library, etc. This includes a plan for Mass and extra-curricular activities.

Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
LP 1 - Arrival Procedures - Schools will establish clear protocols for students entering the building and how to proceed to classrooms. One of the goals of our health and safety protocols is to limit exposure between designated groups of students as much as possible. Schools will need multiple entrances.	**Using a Thermal Temperature Screening Camera purchased for this school year, Trinity staff will take the temperature of all students who enter before 8:15 a.m. at a single designated entrance. Any student with a temperature of 100.4 degrees F will be separated and retested in an adjoining room, to prevent mixing with the general population. Students arriving later in the day will be screened immediately upon entry. Should the screening camera become unavailable, touchless thermometers will be used.** **As students arrive in the building they will report directly to their first period class and will not be permitted to congregate in the**

	hallway or cafeteria prior to 8:00 a.m. The school building will open at 6:45 a.m. for student entry. **Leads: Mr. Gagliano (Director of Students/Pandemic Coordinator); Mr. Heilman (Director of IT/Building Maintenance); Mrs. Kuhn (School Nurse)**
LP 2 - Dismissal Procedures - Schools will need multiple exits and protocols that may include staggered schedules.	**Trinity will use multiple exits and reposition buses and parent pick-up areas to accomplish this. Students will be discouraged from congregating or gathering socially after school.** **Lead: Mr. Gagliano**
LP 3 - Extended Day - Schools will take entrance/exit protocols, cohorts, and travel into account, as well, when shaping approaches to before-school and after-school care.	**Trinity will use staggered dismissal times, with bus riders dismissing at 2:40 p.m. and car riders dismissing at 2:45 p.m.**
LP 4 - Cohorts - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with. Each school will define the term cohort. In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities. All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation. All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars.	**Since high schools keep complex academic schedules with varying levels of academic rigor and electives, Trinity will continue to offer a full academic schedule while making efforts to minimize the contact among students whenever possible.** **Trinity maintains class lists and seating charts for contact-tracing purposes. All extracurricular activities will keep updated lists of members and attendance at each meeting or practice.**
LP 5 - Signage and Travel in the Building - There will be clear signage about who is to proceed in what direction in the school hallways and	**Teachers will monitor the hallways in between classes for flow of traffic and keeping students moving toward their next class.**

building. One-way hallways are the ideal, to the extent feasible. Schools will also have signage that encourages proper hygiene and social distancing.	**Teachers and students will need to wear masks whenever they travel the hallways and other common areas.**
LP 6 – Recess, *Athletics* - The opportunity for physical activity and fun at recess is an integral part of the elementary school day. Each school will develop a plan and schedule for the use of recess facilities, outdoors whenever possible, that maintains appropriate approaches to cleaning and social distancing and keeps students in cohorts to the extent feasible. The school plan could include: keeping recess limited by cohort; offering a bag or bin of labelled equipment to be used for that cohort; clear direction on the use of the playground; and asking students to choose an activity at recess and stick with it for that period of time. Schools should carefully consider how they allow use of playground-type equipment. When students have face masks or lanyards, there is the possibility of serious student injury if the mask inhibits vision while climbing or when strings get caught in playground equipment. Make sure that students are six feet apart if using playground equipment so that face coverings are not required for that period of time. All research shows that physical activity improves the ability to learn. Schools will set schedules that increase the amount of recess or break time typically given to students, as they are less likely to be moving throughout the school day in 2020-2021. Schools will comply with the guidelines of the PIAA for their athletics teams and programs. High schools, in particular, will be aware that it is incredibly important for us to be clear, consistent, communicative, thorough, and innovative in how we address health and safety practices in our sports programs.	**Trinity will comply with all PIAA guidelines.**
LP 7 - Lunch - Schools will create schedules that keep students in cohorts at lunch times and will follow social distancing guidelines, to the extent feasible, during the lunch period as well. Protocols for lunch will include efforts to minimize among students shared spaces and shared equipment or utensils and an emphasis on cleaning protocols. In elementary schools, cafeterias should not be used for mealtime unless truly necessary. Elementary schools should explore use of classrooms	**For lunch, Trinity will use individual student desks spaced six (6) feet apart for the bulk of the seating. We will also add tables and expand the eating areas for students to include (but not limited to) the enclosed courtyard and the auditorium lobby. Teachers will be encouraged to have a small number of students in their classrooms to eat lunch with them, with students spaced at least six (6) feet apart. Individual meals will be served (buffet-style will**

and outdoor space first. Issues such as the number of students in the school, the school facility itself and staffing levels will come into play for this decision. In high schools, cafeteria settings may be used, but with strict protocols that address social distancing and cleaning. In instances when the cafeteria is used, cafeteria staff will use barrier protection PPE; cleaning will occur between lunch shifts; and lunch shifts will be staggered with social distancing in practice during the shift. As was true last spring, students may not use water fountains as they spread germs easily. Refillable water bottle stations are an excellent alternative.	**not be available). Sharing of food, drink, and utensils will not be permitted. Tables will be cleaned and disinfected between lunches. Water fountains in the building will be shut off. Microwaves will not be available for use.** **Leads: Mr. Gagliano, Mr. Heimbuch, and lunch moderators.**
LP 8 - Visitors - Part of the success of our social distancing methods depends on having a controlled environment in the school, to the extent feasible. Therefore, how we handle visitors is very important. Visitors include volunteers and school parents. As visitors enter the school through the office area, typically, the school is encouraged to implement physical barriers (such as plexiglass), to the extent feasible, between school staff and others in the office area. School staff will take the temperature of visitors, and visitors will self report on potential Covid symptoms (see Appendix A) upon entering the school, and they will wear face coverings for their entire visit. (See LP 12 "designated individual.") Schools are to be very specific with handling visitors, and they must be limited regarding where they operate and their contact with others. Schools will keep clear documentation on visitors. An electronic system for logging in and out is strongly encouraged. All "safe environment" child protection rules will apply. Schools have the right to restrict visitors in whatever way is needed to safeguard the health of all involved. If the county in which the school is located is in the green phase, visitors are allowed but only for truly necessary purposes. If the county in which the school is located is in the yellow phase, or if	**Trinity will follow our current procedure and limit access into the school to only essential visitors and vendors. We will use the front vestibule area for routine student pick-up and drop-off during the course of the school day. The vast majority of visitors will not progress past the vestibule. Those who are admitted must wear face coverings, have their temperature checked, and answer a symptoms questionnaire.**

there is a confirmed case or presumed positive case of coronavirus ongoing among students or staff, visitors will not be allowed. Visitors necessary to maintain the operations of the school (e.g., plumber, electrician, Diocesan staff, accreditation team) or to safeguard the health and safety of the school community (e.g., nurse) will be allowed whenever necessary, but contact with staff and students will be limited as much as possible, and sanitation will occur once the outside agent has finished the visit to the school. Note on admissions: Certainly there will be requests for tours, shadow days, etc., in our schools when school starts. Schools are advised not to conduct school tours or shadow days once school has started. While new students are vital to our schools, every visitor brings extra risk. Schools are encouraged to conduct virtual meetings with prospective parents, and to include potential teachers and parent ambassadors in the conversations. If it is necessary to conduct a tour, that should take place after school hours.	
LP 9 - Trial Run - Each school must take the time to do a trial run of their plan and record when/how this is conducted. Also, schools should come up with several "day in the life of" scenarios and schedules for stakeholders to anticipate the school experience: e.g., a "day in the life of" a teacher, an eighth grader, a school parent. This is helpful for internal planning and helpful to the stakeholder as well.	**Freshmen only will report to school on August 31. Sophomores only will report on September 1. Juniors and Seniors only will report on September 2. Trinity will conduct trial runs on these days. Partial tests of livestreamed classes will be conducted internally in August.**
Logistics and Planning ● Developing routines for daily health checks	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
LP 10 - Faculty and Staff - All staff will take their temperatures each school day at home and will monitor themselves for symptoms associated with coronavirus illness (see Appendix A and CDC for latest information on relevant symptoms). Staff will check in through a locally-established system to report that s/he has done so. Any staff member with a temperature of 100.4 degrees F or greater (38 degrees C) or	**Faculty will report through a Google Form each day that will be visible to the Director of Students/Pandemic Coordinator. Mr. Gagliano will monitor this daily.** **Starting in September, routine staff meetings will be conducted virtually.**

above or a coronavirus symptom (see Appendix A) will not report to school. Staff must complete the check-in process before arriving at school. The current science indicates that stricken adults may be more likely to pass the coronavirus among themselves. Therefore, the school must take steps to be sure that staff socially distance among themselves, that any common areas or typically-used common items (such as coffee pots) are not used, and that staff-to-staff meetings happen virtually, if feasible.	**Faculty will avoid congregating in common areas, including the faculty dining area. Common coffee pots will not be used.** **Lead: Mr. Gagliano**
LP 11 - Parent/Guardian and Student - Parents or guardians of each student will take the student's temperature each morning before the student departs home for school and will assess for symptoms as well (see above). Parents or guardians will check in through a locally-established system. Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will not report to school.	**Parents should take temperatures of students before they leave their home, but Trinity will also maintain the protocol listed above. Parents will not send their children to school with temperatures recorded at 100.4 degrees F or higher.**
LP 12 - Designated Individual - The principal or principal's designee will verify that each staff member has checked in through the school's process before the school day has begun, to the extent feasible. A designated staff member will verify that each student has been checked in, similarly. Any child who was not checked in from home must report to the appropriate person once at school to be checked. The school will provide to the designated individual PPE to be used when checking temperatures. The PPE includes, at a minimum, face shield, face mask, and gloves. Schools will designate appropriate individuals who will be able to evaluate the health of students during the school day. To the extent possible, that individual should be a school nurse. These designated staff members must do four things: a) Go through appropriate professional development on how to do these evaluations. The Diocese will provide options and parameters for this PD (see note below); b) Adhere strictly to CDC protocols for these evaluations; c) Use appropriate PPE for these evaluations; d) Closely guard the dignity and privacy of the student being evaluated Training for the "designated individual": The designated individual should take these precautions when doing a health evaluation: wear	**Trinity will follow this Diocesan Guidance.** **Leads: Mr. Gagliano and Mrs. Kuhn**

face mask and face shield and gloves (all three required); an N95 mask is preferable. Health evaluations should be done in a ventilated space, ideally with some kind of plastic barrier between the individual and the student. Minimize the time of exposure for the individual doing the evaluation. Touchless thermometers should be used. *This list of precautions comes from Steve High, who conducted our CDC cleaning training. The "designated individual" must watch the following video for training: https://www.youtube.com/watch?v=7hK3p9ThkBE. Parents should be informed any time the child's health has been evaluated for temperature and/or Covid symptoms and should be apprised of the results as well.	
LP 13 - Other Methods of Verification and Symptoms - Schools may choose other methods of verifying health in addition to the approach above. Those approaches include but are not limited to: Doing temperature checks and verbal symptom screening (see Appendix A) for each student every day, or taking a representative sample of student temperatures during the school day. This information should be safeguarded (HIPAA). Any student with a fever of 100.4 degrees F or greater (38 degrees C) or a coronavirus symptom (see Appendix A) will be quarantined in a dignified manner in a designated room in the school building. Parents will be called to pick the child up immediately. The student will not be allowed back at school until a "fever-free" period of 48 hours has elapsed AND when the student has been cleared by a physician's note. A parent who keeps a child home because of fever or coronavirus symptoms (see Appendix A) will follow the same protocols.	**Upon entry, students with a high temperature will be segregated to the basketball office to wait until they can be rescreened. (The alternative space is the fitness center.) If they retest at a high temperature, they will remain there until a parent can pick up the student.** **This screening area will be used through 8:15 a.m. each day, and then students will be required to enter the school through the front entrance, where they will be screened at the vestibule by the Pandemic Coordinator or his designee.** **"The "fever-free" period of 48 hours must be without the use of fever-reducing medication.** **We will do random temperature checks at lunch with a touchless thermometer.** **Leads: Mr. Gagliano and Mrs. Kuhn**
LP 14 - Attendance - Student attendance at school is clearly critical. As we did last spring, we will need to define attendance in a non-traditional way for 2020-21, as it is likely that some students will learn through distance learning and others in person, and those ratios will change based on quarantine requirements. Schools will work closely with families on all matters of attendance and will extend grace and partnership whenever possible. Schools will discontinue "perfect attendance" awards, as they may encourage attendance at school	**Trinity will eliminate perfect attendance as one of the point categories for House System Points in our handbook. We will also eliminate the Perfect Attendance award at graduation.** **Trinity will disseminate guidance for student expectations regarding online learning.**

when ill. Schools will maintain a clearly-communicated system for reporting absences and will be certain to check any messages, etc., frequently, in case we learn that a student has Covid symptoms or the like.	
Logistics and Planning ● Developing protocols for social distancing in the classroom. ● Developing scheduling options to facilitate reduced capacity at school. ● Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
LP 15 - Structure of Classes/Cohorts - Schools will create cohorts among students in order to minimize the number of people each student encounters in school, to the extent feasible. This allows schools to minimize spread of the virus and to know, to the extent feasible, which students and staff a group of students came in contact with. Each school will define the term cohort. In elementary schools, that cohort may be a student's homeroom, or, in middle school, the students with whom students have their classes and activities. In high schools, the cohort will consist of the students with whom students have their classes and activities. All schools will keep running lists by student name of all students and staff with whom that particular student comes in contact through all aspects of the school day, including activities and extracurriculars; before and after care, if applicable; and transportation. Schools will make every reasonable effort to limit the number of students and staff with whom each student comes in contact, to the extent feasible, while also offering a full academic program. With younger students (pk-5), classes should remain as self contained as	**Please see LP 4.**

possible. Instead of students switching classes, teachers should come to them. For middle school students, they may need to switch classes in order to use more advanced materials or facilities or to take advantage of higher-level classes, but schools will balance those needs with the needs to minimize the contact group. Switching should be kept to a minimum and teachers, whenever possible, should come to the students. Scheduling options such as block scheduling can help here, so that students have four classes per day instead of eight (as one example). High schools keep complex academic schedules and, in order to prepare students for college, they will need to continue to offer a full academic schedule while making efforts to minimize the contact that each student has whenever possible. Schools will make adjustments to bell schedules so as to minimize each student's exposure to others. To the extent feasible, middle and high schools should group students by grade and use the natural physical set up of the campus to create physical separation among groups -- wings of the school, school buildings, floors within the school, etc. In each Health and Safety Plan, each school will give detailed information on how these cohorts are to be established and maintained. Online learning can help to minimize movement in the halls and exposure and will be an asset in the cohort approach -- see the section on Curriculum and Instruction. Schools will ensure, to the extent feasible, that social distancing protocols are maintained in hallways, at lockers, and at other "common" times. Schools will implement a bell schedule and student travel schedule to accommodate social distancing efforts. Schools should make sure to use the entire school campus, inside and out, in order to maximize the usage of space for social distancing and to keep offering the best possible academic program and activities.	
LP 16 - Face Masks/Shields - Note: In any situation in which a face mask is indicated, a face shield may be used as an alternative. The PA DOH face covering requirement allows for this. Note that neck gaiters	**Trinity will provide each student with two cloth face masks at the start of the school year. Solid-color face masks will also be acceptable. Face masks with designs of any kind must be pre-**

are also acceptable. Face coverings must fit properly and must cover the nose and mouth. Schools are encouraged to have consistent policies on what is allowed on a face covering and are encouraged to prohibit writing of any kind. Political statements, statements contrary to the Catholic faith, and any offensive statements are prohibited on face coverings. Note: Some students may not be able to wear face coverings for various reasons. If a student has a school-written support plan that should indicate exemption from the mask; or brings a current IEP established at a public school to our school that indicates the same; or has previously written medical directives on file that indicate the same, then that will suffice for documentation for the waiver. Any other requests for exemption from the face-covering requirement must come in writing from a healthcare professional. Schools are asked to encourage a face shield, at a minimum, for every child. Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart (see below). We intend to welcome all students to return to school in person in August 2020. The school will make every effort, to the extent feasible, to adhere to federal and state social distance guidelines and the CDC standards during the entire school day. <u>The students will always be seated at a minimum of three feet apart, the WHO standard, if a six-foot distance is not feasible.</u> Distance between students is to be measured "shoulder to shoulder;" that is, from the shoulder of one student to the shoulder of the next. Schools will understand that face-covering breaks, like recess, are necessary and helpful to the learning environment. These breaks should ideally occur in an environment outside the classroom—outside, or in a gym, for example. The following is a recommendation from a clinical psychologist in our area: "The ideal is to have students at six feet apart and to give them five minutes w/o face coverings every thirty minutes." Schools are required to create a face-covering plan and to include it in the updated version of the school's Health and Safety Plan.	**approved by Mr. Gagliano, Director of Students.** **Students will wear appropriate facial coverings (masks, shields, or gaiters) during the school day, except during designated facial covering breaks.** **Teachers and staff will wear facial coverings at all times except during designated breaks or prep periods.** **<u>Trinity will configure classrooms to maximize six-foot social distancing. Students will always be seated at a minimum of three feet apart, the WHO standard, if a six-foot distance is not feasible.</u>** **Some students may not be able to wear a mask for various reasons. The Diocese will provide a template that schools will use for a waiver in these situations. If a student has a school-written support plan that should indicate exemption from the mask, or maintains a current IEP established at a public school that indicates the same, possesses a previously written medical directive on file that indicates the same, then the student will be granted a waiver.** **Trinity will have a limited number of disposable face masks available. Mask stations will be established on all floors to offer these disposable masks to students.** **Disposable face masks are intended for one-time use and should be discarded. Trinity intends that students who cannot wear face masks due to identified medical conditions will have the option to receive livestreamed classes at home.** **Trinity will purchase face shields for all faculty members who wish to use that option.** **Per PDE guidance of August 17, 2020, Trinity will use breaks for face coverings 1) during lunches; 2) during other designated times for no more than 10 minutes when students are spaced apart by six (6) feet or more.** **Leads: Mr. Cominsky (Principal) and Mr. Gagliano**

Face shields may be more practical and helpful for students and for teachers rather than face masks. Schools should inform parents that parents will be expected to provide face coverings. Schools will provide masks at school, as well, in the expectation that students will lose or forget masks, and that masks will break. Schools are encouraged to provide "mask dispensing stations" in common areas, though care must be taken to keep them sanitary. Students will bring face masks home, and parents will be responsible for cleaning the masks, if they are reusable, before students return the following school day. Disposable masks should be disposed of each day, and students should return to school the following day with a new mask. These same guidelines will apply to school staff. Face shields must be cleaned daily. Schools will provide masks for their staff to wear as needed during the school day. Again, face shields would seem preferable for teachers.	
LP 17 - Classroom Environment and Spacing - Schools will set up classrooms to maximize classroom space; filing cabinets and other non-instructional items should be relocated from the room. Schools will arrange student seating so that they face the same direction and are at a safe distance apart (see below). Schools will make every effort to ventilate their classes as well as they can, as there is evidence that improved ventilation lessens the communication of Covid 19. Ventilation can come from various sources, including: opened windows; classroom doors locked but propped open; ceiling fans. Floor fans and personal fans are not allowed. Likewise, schools will use outdoor space for learning opportunities as much as possible. These are critical initiatives. Development offices may fill a need here: This is a great chance to enhance the school campus by getting outdoor furniture, tables with umbrellas, etc. It is possible for students to engage in group work during school but in particular, controlled circumstances. Doing small group work outside is ideal. For small group work in the classroom -- defined as a maximum of four individuals, including the teacher, facing one another and	**Trinity will create additional sections of courses to spread the student population and create smaller class sizes.** **Desks in Trinity's classrooms will face in the same direction. There will be no special desk configurations. Desk surfaces will be disinfected between class sessions.** **The school will open windows throughout the day to ventilate the building.**

engaged in teaching and learning activities -- the group may face one another and collaborate for a limited period of time, if: a) they all wear face masks AND b) they are at least six feet apart. If students are in a science lab or similar situation requiring the use of shared equipment, students will wear face masks AND disposable protective gloves. All shared equipment must be disinfected after each class. When possible, the school should explore the idea of a work station (to include sneeze guards) in classrooms.	
Logistics and Planning ● Creating a plan to handle confidentiality issues ● Reviewing and updating the Emergency Contact Plan	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
LP 18 - Coronavirus Parent Information - Each school will provide parents with a set of notices to sign before the school year starts. These notices are to be separate from handbook signature forms, etc., so that they get the needed attention. The Office of Catholic Schools will provide templates; schools are to use these templates. All parents are required to sign these notices and acknowledgments before the first day of school.	**Trinity will use the template created by the Office of Catholic Schools of the Diocese of Harrisburg.**
LP 19 - Coronavirus Confidentiality - Schools will use a communication template to inform all school staff and all school parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. Schools will then directly contact parents of those students who are potential exposures. Schools will do everything possible to maintain the confidentiality of the sick person. Likewise, schools will inform parents when a staff member or student contracts other communicable diseases, such as chicken pox, influenza, etc. All communication templates need to be HIPAA compliant, and the school's health officer (nurse, principal or principal's designee) will assure compliance and will see that the information is stored according to HIPAA regulations. The Diocese will provide a template for communication with HIPAA compliance. (This template was emailed to principals on August 22, 2020.)	**Trinity will use the template created by the Office of Catholic Schools of the Diocese of Harrisburg.**

LP 20 - Emergency Contact Plan - Schools will make every effort to have a current and effective emergency contact plan so that the parents of all students may be contacted about their children's health status and so that parents can pick children up quickly if needed. Schools will also maintain current emergency contact information on all staff members. Parents and guardians have the responsibility to update emergency contact information within 24 hours with the school in case of any changes.	**Trinity will continue to use its existing emergency contact plan and emergency cards.**
LP 21 - Communication and Quarantine - Schools will use a communication template that is HIPAA compliant to inform staff and parents promptly whenever a community member (staff member, student or immediate family member of same) is diagnosed with coronavirus or with a presumed positive. If one student in a cohort is diagnosed with Covid 19 or has a presumptive positive test, that student and his/her family will quarantine. The same applies for staff. Students or staff who are symptomatic will quarantine until they have fully recovered based on CDC guidelines and until they have fulfilled the quarantine. The school will consult with the Secretary for Education and the board of health on such matters. School principals were emailed a Google doc on quarantine and possible school closure, titled "DOH quarantine and school closing info for Covid 19," on September 2, 2020. The school will maintain a low threshold for risk due to Covid illness in the school community in making determinations on short- and long-term school closures. The use of the cohort system will increase the likelihood that we can keep more students healthy and present in the school building. The school, in collaboration with the board of health, will make every effort to provide a full list of those people an ill student or staff member has come in contact with, and promptly inform members of the school community, while respecting the privacy and dignity of all ill individuals. The school will stay in close contact with the LEA and any pertinent transportation agencies so that they may have the proper information about student illness.	**If a student or direct ("close") contact of a student tests positive, that student will work from home and be able to access classes through livestreaming for a minimum period of 14 calendar days.** **If multiple students become ill, the school will consult with the Department of Health and the Diocesan Office of Catholic Schools for how to proceed.** **Leads: Mr. Cominsky and Mr. Gagliano**

When informed of a positive Covid 19 test, or presumed positive test, among students or staff, the school will: isolate the affected individual(s) if at school; inform the parents of the affected student(s) and have the child(ren) picked up immediately (if at school); inform the Office of Catholic Schools and the board of health; inform all school staff and parents that there is a case at the school and that those directly affected will get notification of exposure; create a complete contact list for the affected individual; and prepare to take the necessary steps for cleaning and quarantine. While we typically follow our public school district in deciding to close our Catholic schools in times of inclement weather, in this situation, we will make an independent decision. As an example, if the City of Lancaster closed two of their schools for health concerns, we will make an independent decision on the status of our schools in consultation with the board of health. All schools, school staff and school community members will abide by the requirements of the State of Pennsylvania on travel restrictions and quarantine. Anyone entering PA from the states listed in the order "will need to quarantine for 14 days." See: https://www.health.pa.gov/topics/disease/coronavirus/Pages/Travelers.aspx. Schools will not be able to take field trips until further notice and permission from the Secretary for Education.	
Logistics and Planning ● Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc. ● Creating a plan for deep-cleaning of facilities and high touch areas daily, between alternate schedules, in the case of positive cases, etc.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.

LP 22 - Responsibilities and Protocols - We are in an exceptional time in our schools. Students have lost learning time and are very much out of the routine of in-person instruction. Catholic schools are known for their orderly environments, and we want to send all stakeholders the message that our health and safety protocols must be taken seriously and we expect full compliance. Intentional violations of these protocols are serious violations. On the other hand, we need to understand that most violations of protocol will be unintentional and there will be a learning curve. We want to educate, take different approaches in educating our students, practice routines and incentivize compliance. Rewarding good behavior and cooperation goes a lot farther than disciplining students in these unusual circumstances. Schools are <u>not</u> to impose typical disciplinary consequences for student violations of health and safety protocols unless they are intentionally committed.	**Trinity will create a rewards-based protocol through the House System to encourage students to meet full safety compliance. Trinity will also encourage students (and families) to maintain safe behaviors when not in school, as well.** **Lead: Sister Susan Kuk, IHM (Director of Activities/House)**
LP 23 - Hygiene Practices - Students will wash hands with soap or utilize hand sanitizer a minimum of four times per day and as needed: when entering school; before snack and lunch; after snack and lunch; before exiting school for the day. Naturally, when students use the restroom or blow their noses, etc., they will wash their hands as well. Before and after using recess or PE equipment, students will wash hands. Schools will provide hand sanitizer stations, particularly for students in middle and high school. These stations should be touchless, ideally, so that the act of sanitizing does not become an act of spreading germs. Likewise, soap dispensers should be touchless.	**Trinity's classrooms and common areas have wall mounted hand sanitizers that students and faculty will use as they enter each classroom during the nine periods of the school day.**
LP 24 - Cleaning Plan and Schedule - Each school will produce a detailed cleaning plan and schedule for all common spaces, surface areas, bathrooms, and high use areas. The cleaning plan and schedule will include a system for reporting that the plan has been followed on a daily basis. All principals and a staff member whom they designate for the cleaning of the facility will attend a mandatory training on the CDC cleaning guidelines, with the facilitation of the Diocese.	**For the 2020-2021 school year, Trinity has invested in a Clorox Total 360 System to clean all common spaces, surface areas, bathrooms, and high use areas each evening after school. This system is effective for use against SARS-CoV-2, the virus that causes COVID-19, based on the EPA's Emerging Viral Pathogen Policy.** **Trinity's cleaning service will also use the Kaivac Restroom Cleaning System each evening to disinfect these high-risk spaces.**

Schools will almost certainly share their facility with parish programs and perhaps, in the past, with outside entities. Parish religious education programs will often be held in schools. It will be critical that parish and school staff work closely to be sure that there is a clear understanding on how the facility will be shared and cleaned. The school's cleaning plan will include how the facility will be cleaned when parish programs use the school facility. It is recommended that the school not allow outside entities access to the facility at this time.	**Trinity's cleaning service will record and document this work each night.** **Lead: Mr. Heilman**
Logistics and Planning ● Periodically surveying stakeholders to evaluate programming and support and make adjustments.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
LP 25 - Survey - Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum. The results of those surveys will be shared promptly with the Office of Catholic Schools so that we can be aware of needs across the diocese. The Office of Catholic Schools will provide common questions for use in the surveys.	**Trinity will conduct the first survey during the week beginning on Monday, September 14, and the second survey during the week beginning Monday, October 12. Future surveys and dates will be determined based upon current events previous survey results.** **Leads: Mr. Cominsky and Mr. Heilman**
Creating and Maintaining Community ● Maintaining daily rituals (daily announcements, prayer, etc.). ● Creating community and connecting with students in new school configurations ● Facilitating community and connection with faculty and staff	

- Developing authentic ways for parents to connect with the school community in a virtual world
- Structuring social opportunities for students and families

Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
CMC 1 - Community and Culture - Creating Catholic community and meaningful relationships is at the core of what we do and who we are. In the current environment, schools run the risk of being "sterile," or "cold," instead of warm and authentic. This risk comes from the stress and constant change and challenges each of us in Catholic education faces both at home and at school these days, and from the fact that, even when we re-open in person, we could allow our schools to feel like hospitals if we do not create an intentional culture. Nature abhors a vacuum and, if we do not create the culture intentionally, it is created for us. Each school needs to make an intentional effort to create this positive community and these healthy relationships and to establish and maintain a culture of joy. Culture of joy A culture of joy should be a distinguishing characteristic in our Catholic schools. We have the gift of faith and the knowledge that God knows and loves us as His children. Schools should take every possible opportunity to celebrate, recognize and enjoy our communities, our people, our accomplishments, and the gift of a Catholic education. This intentionally-formed culture of joy will be a welcome antidote to the culture of fear that exists in our country and world right now during this time of pandemic.	**Trinity will use our pre-existing House System, complete with small Mentor Groups, to build community culture and school spirit. As of July 1, 2020, entering students in the Class of 2024 have already received two welcome letters, complete with their House placements, from the school's Administration and student House Captains.** **Leads: Mr. Cominsky and Sister Susan**
CMC 2 - Communication - The order of preference and effectiveness for communication and relationship building is: in-person; through the phone or Zoom; and then through email communication and surface mail. Relationships are not made or maintained through email. Each school will make a detailed communication plan that indicates what will be communicated to stakeholders, and how, and when - regarding the start of school and the opening weeks of school in particular. Each school will do a survey of staff and parents in the first two weeks of school and then in week six of school, at a minimum (see	**Trinity will use both in-person communication, live and through recorded information, as well an emailed weekly newsletter ("Trinity Weekly"). We will also meet our new parents with a new parent orientation and then multiple Back-to-School Night events that will help enhance the first communications with families.** **Leads: Mr. Cominsky and Ms. Poplaski (Vice Principal/Director of Studies)**

above).	
CMC 3 - Online Communications - Each school is to have a portion of the homepage of the school website designated for information on the Health and Safety Plan. Each school will maintain an up-to-date, informative and helpful website that includes the health and safety plan for the school and that acts as a hub for all the information on school opening and procedures and expectations for the new school year. It is to be clearly visible and regularly updated.	**Trinity's webpage will have a designated portion for our Health and Safety Plan, with an easy-to-find link through the homepage banner.** **Lead: Mr. Cominsky**
CMC 4 - Parent Connections - Our parents are craving connectedness, now more so than ever. Each school should make strong efforts to connect parents to one another, and not just through the common PTA approach. Consider approaches such as: new parent welcome events in person while following social distancing; regular Zoom parent meetings, perhaps per grade level; and offering parent events online, such as parent education events with experts on children's psychological or social/emotional health and how you are addressing it. It is critical to stress to parents, now more than ever, the importance of the Church's principle of subsidiarity: take a problem to its source, and problems are best solved at the lowest level. If there is difficulty with a teacher, the parent is to take the problem to the teacher, first -- then the principal. If there are concerns on health and safety protocols or other concerns that need to be addressed, parents must be told and encouraged to speak with school officials and not to post concerns on social media first or speak negatively in the parent community. This is the time for togetherness, solidarity and community; gossip and negativity and toxic social media posts drag us down, tear us apart, and divert our focus from what is most important.	**Trinity will hold a New Family Orientation evening in August and two Back-to-School Nights in early September. Social distancing will be maintained at these events. Trinity will also hold Parent-Teacher Conferences scheduled for early November, in conjunction with first quarter report card distribution.**
Creating and Maintaining Community ● Onboarding students to orient to the new realities of the classroom and school ● Developing a differentiated on-boarding plan for students that are new to the school ● Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.

CMC 5 - Testing of Procedures and Facilities - Schools have more latitude when in the green phase. To the extent feasible, bring in small groups to meet, to go through onboarding, etc. While this takes more time, it is incredibly important. This builds community and allows us to do some "beta testing" to learn how our procedures and our facilities will work in this new situation.	**Trinity will conduct a trial run on Monday, August 31, when we will have only our 9th graders in the building. Trinity will test livestreaming delivery of instruction in August.** **Leads: Mr. Cominsky and Mr. Heilman**
CMC 6 - Marketing - We will need a summer long effort to reach and retain the families that we have. They will need to be informed, reassured, heard and supported. At the same time, we need to remember that our efforts to retain our families for the following years will begin on the very first day of school. We are still in a "word of mouth" world and parents who see a culture of joy and of partnership with them will in turn help to recruit new families, if you make intentional efforts to that end. A strong social media presence that documents your care and love for our students and that culture of joy and celebration will go a long way towards a school's overall operational health.	**New students received their House assignment earlier this summer. School captains and House Deans have also been in communication with new students and several club/team moderators have welcomed new students.** **Trinity will continue to market the school's program together with school improvements made this summer and plans for the fall through various social media platforms.** **Lead: Mr. Cominsky**
Creating and Maintaining Community ● Creating ways to mitigate stress responses in students, teachers, and families ● Enhancing approaches to support social emotional learning	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
CMC 7 - Catholic Identity and Social Emotional Health - Within the health and safety plan required of each school, each school will make a specific plan to address the social and emotional needs of staff and students in the school. Schools are strongly encouraged to include Catholic prayer practices such as the Rosary as not only prayer but also as ways for students to find some quiet, peaceful time. This is the time to help students develop a positive, growth mindset. Programs such as Responsive Classroom can help, and students need time to express their feelings and thoughts at school in a helpful and structured way.	**Trinity will continue to use both Students At Risk (STAR) Team and the Student Support Team (SST). The STAR Team assists students at risk emotionally and psychologically, or through substance abuse and/or addiction disorders. SST assists students struggling academically.** **Leads: Ms. Poplaski and Mrs. Stock (Director of Guidance)** **Trinity will promote Catholic identity through activities designed for use in the Mentor Groups of the House System. We will continue to develop virtual activities, as well, such as Rosaries, Stations of the Cross, etc. Our chaplain will develop regular digital posts for social media.**

	Leads: Mr. Root (Campus Minister) and Sister Susan
CMC 8 - Safety, Health, and Wellness Team - As part of the health and safety plan, each school will have a safety, health, and wellness team that provides support for students and staff and resources as well. This team should include the school nurse, if one is on staff, or a point person for physical wellness; priests and counselors; and others as needed. To the extent possible, each school should consider finding counselors and nurses or doctors from the parish communities to help in whatever way they can in the school, as the needs will likely outstrip the means to serve them.	**Trinity's Guidance Department, as well as our STAR team, will continue to provide these supports.** **Lead: Mrs. Stock**

Curriculum and Instruction

- Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons.
- Varying the way content is delivered to students and the way students can demonstrate their understanding
- Engaging students through setting a purpose for the work and providing choice in the process and product of the work.
- Ensuring all learning is respectful. Students are not given busy work to fill time or provide an item to grade. Videos and apps are age-appropriate.
- Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely
- Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.
- Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.
- Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.

Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
CI 1 - Quality of Education - One of the most critical issues in the success of our schools is, and remains, the quality assurance that comes from our principals. Especially in these times of pandemic, principals must insist on high quality teaching and learning, even as all our stakeholders continue to make adjustments. This will take a prayerful, insistent and yet collaborative approach from the principal. The principal must be able to verify the quality of the teaching and learning through methods such as requiring lesson plans and providing	**Department Chairs will collect weekly lesson plans from their departments. Lesson plans will include some information on not only lessons for the week, but integration of technology, etc. A common template will be used. Department Chairs will save each week's plans in a separate folder. The Director of Studies will randomly ask faculty members to share a weekly plan throughout the school year.**

feedback on them; doing frequent walk-through observations including participating in Zoom meetings or "simultaneous teaching;" surveys of stakeholders; and student assessment data.	**The Principal and Vice Principal will begin daily classroom walk-throughs with the first week of school.** **Leads: Mr. Cominsky and Ms. Poplaski**
CI 2 - Distance Learning and Blended Instruction - Principals must see to it that teachers are preparing lessons in both in-person mode and distance learning mode as we approach the start of school year 2020-21. We will need to be able to toggle back and forth, potentially. In order to teach through distance learning, it is an expectation that all teachers use a LMS (learning management system) to have a centralized "hub" for their teaching. Google Classroom is a LMS already available in our schools and it is free. Other well-known LMS platforms include Canvas and Schoology. Each teacher in our schools needs to embrace blended instruction -- that is, instruction that incorporates the best of in-person, traditional instruction with the best of educational technology. The lessons of the spring of 2020 must be applied to the present. Whether the teacher is teaching an elective, elementary school or high school, blended instruction is the expectation. As part of the cohort approach, all schools will strongly consider how they can use online learning in order to maintain the cohort and to minimize student and teacher movement through the building. Online learning simply means that students and teachers are connected via the internet. As an example: a teacher may be in one room of the school building but connect to students online in another room at school. This may meet the goals of less movement and minimizing student contact with others, and this could be good for all involved. Each school must be ready and willing to use distance learning to embrace those students who will be enrolled but will learn from home in the school year 2020-21. The preferred approach in our schools will be what Timothy Uhl calls "simultaneous teaching," in which certain students are learning from home, and certain students are learning in the classroom. The idea is to use a web camera or similar technology to "broadcast" the classroom so that those at home are as connected as possible to the teacher and the in-person instruction. The teacher will need a thoughtful approach that allows for the integration of these	**Trinity plans to install livestreaming camera systems in each classroom during the summer months of 2020. Classes may be livestreamed and also recorded. Regarding students learning from home, teachers will take attendance each day to see that the student is logged in to the classroom lesson. When students are sick and unable to attend livestreamed classes, parents must contact the school as they normally would to report their students as absent due to illness. Those children will be marked as absent for the day, and the teacher will know not to expect them during the regular class period.** **The class lesson will still be recorded so that students can watch later, but Trinity will stress with families that, if students are learning from home, whether for a day or due to hybrid instruction, they are still expected to be in the classroom with the rest of the class. Trinity will emphasize that the normal school day hours are not the time for students to engage in activities unrelated to school (including part-time jobs).** **The names of students who have missed livestreamed classes and were expected to be present should be sent to the Attendance Office. The Director of Studies will contact the parents to let them know their child was not present for class. Teachers will also reach out to the students to say that they were missed and to let them know how to access the instruction and assignments.** **Leads: Ms. Poplaski, Mr. Gagliano, and Mr. Heilman**

two groups. Since we value community and relationships as Catholic schools, "simultaneous teaching" is an approach we need to embrace.	
CI 3 - Interdisciplinary Work and Engaged Learning - One of the lessons learned from distance learning is that lessons that are integrated across disciplines are more engaging and more impactful on students. Interdisciplinary lessons are more efficient in use of time and lend themselves to enduring understanding. Principals will be sure that teachers are integrating the Catholic faith into lessons and that teachers are teaching from a Catholic, Christian worldview. Engagement is a critical goal. When students are engaged in their learning, they are motivated to do the work, develop an interest in it, and see the meaning in it. The learning speaks to them and draws them in.	**Trinity may use the "One Book, One School" Program to facilitate this guidance.** **Leads: Mr. Cominsky and Ms. Poplaski**
CI 4 - Specials and Electives - As we need to be mindful of learning lost during the quarantine, and as we will need to be mindful of daily schedules and their connection to health and safety, it is likely that schools will need to give less time per week to specials and elective courses. Again, it is ideal that specials classes are integrated into core classes; and that integration is a good way to make sure students get the proper time on the specials content. Classes such as band and choir present unique challenges because they may be connected to a higher possibility of Covid spread. A cautious approach must be taken to them. The Diocese will seek to provide specific guidance in these areas as we get closer to the start of school. (Note: Principals received recommendations on safely conducting music programs through a Google doc emailed to them.) In classes such as art, communal items must be cleaned before they are used by another student. It is best for each student to have his/her own supplies.	**Music programs (band and choir) will be relocated as needed to allow for the appropriate distance between performers.** **Physical Education and Health classes taught in the same period will be separated into distinct spaces. Outside activities will be used as weather permits. Because 9th & 10th grade PE classes also include Health components, the teachers will make sure when a 9th and 10th grade class are taught in the same period, the classroom portions will be structured so that one class will be in PE and the other will be in Health.** **As much as possible, the Art teacher will work to provide students with individualized supply sets for use throughout the year. Supplies should not be shared.** **Family and Consumer Science classes will spread sewing machines throughout the two portions of the classroom to allow students adequate distance between machines. For the food preparation portions of the class, students will learn and use the industry standards for safe food preparation.** **In all "special" classes (and science labs), shared equipment will be disinfected between uses.** **The use of the library will be restricted to research and project-based coursework.**

	Lead: Ms. Poplaski
CI 5 - Substitutes - When staffing, consider that it will be far better to use teachers in the school building as substitute teachers when needed. Teachers' aides, specials teachers, elective teachers, part time teachers all may be good candidates for substitute teaching and for instances when we need to divide up a class due to social distancing. We enhance consistency and quality when we use this approach and we minimize the number of people who interact with students - a consideration for health and safety.	**A small group of outside substitutes will be used. But Trinity will use faculty members as much as possible for period-by-period substitutions. Outside substitutes will follow the same temperature screening protocol each morning as other Trinity staff members.** **Lead: Ms. Poplaski**
Curriculum and Instruction ● Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload. ● Utilizing authentic assessments rather than an over-reliance on tests. ● Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. ● Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment. ● Ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools. ● Creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns. ● Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
CI 6 - Intervention - Studies from NWEA indicate that students are likely to return to school having learned about 70% of the required ELA standards and 50% of the required math standards. NWEA published the following in April 2020: "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (from: https://www.nwea.org/content/uploads/2020/05/Collaborative-	**Trinity will continue to employ the SST program to identify students who may have academic struggles. The STAR will continue to identify and work with students who have other, non-academic struggles that may impact their ability to remain in school.** **Trinity's Instructional Support Teacher will continue to work with students both with identified learning difficulties, as well as those we believe may benefit from such support. The CAIU Reading Specialist will continue to work with students with reading issues.** **Leads: Ms. Poplaski and Mrs. Stock**

Brief_Covid19-Slide-APR20.pdf) Academic intervention will be very important in our students' success this fall. Schools will establish an assertive program and schedule of academic support while maintaining social distancing, to the extent feasible.	
CI 7 - Testing and Grading - All elementary schools will begin STAR testing from Renaissance this fall. STAR tests can be used to establish academic proficiency in early literacy, reading and math. STAR tests can be used reliably once a month in order to chart progress (each of the three tests takes about twenty minutes) and all students will take the tests in three Diocesan testing windows each year. The STAR tests are excellent tools to be used in intervention and academic support. If needed, STAR tests can be taken from home under parental supervision. As was true last spring, our approach to grading student work needs to be seen through the lens of our times. Learning material is more important than having learned that material for a particular Monday or Tuesday. Schools are to take a generous approach that allows for re-do's of assignments and graded exercises whenever possible. Mastery teaching is an excellent approach for these times, and an excellent approach in general. Since some graded exercises will likely be taken at home or online, create exercises that emphasize original thinking, problem solving, and application of work. In addition to preventing cheating, those exercises require critical thinking as well.	**Trinity will encourage the departments in which instruction builds progressively (math, science, and foreign language) to create pre-assessments for the first week of school to help determine a reasonable starting point and any effects from "COVID slide." Such assessments will not be graded.** **Lead: Ms. Poplaski**
Curriculum and Instruction ● Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year. ● Adjusting curricular and supply orders to reflex the most useful tools for both face-to-face and distance learning.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
CI 8 - Academic Standards - Understanding that instructional time is at a premium, each elementary school will make a plan to teach the most critical overarching academic standards ("superstandards") in each grade level. Each elementary school will consult with the other	**N/A**

elementary schools in the deanery in making this decision. Teachers will start to teach in the fall of 2020 from the standards established for that grade level and, when necessary, will go back to the previous year's standards to fill in gaps.	
Maintaining our Catholic Identity in Virtual Spaces ● Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning. ● Invite parents and families to join in virtual prayer and faith life activities. ● Creating explicit service activities that can be completed in a virtual community. ● Continue to integrate Catholic worldview and gospel values with content lessons. ● Created a plan for both Pastor and Principal to be present and visible.	
Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.
MCI 1 - Spiritual Focus - As people of hope, as "resurrection people," we must seize this moment in our Catholic schools and let our identity as Catholic institutions shine through. Our goal is still to help children get to Heaven. They will grow in a life of virtue and holiness if we do all we can to create an atmosphere in which they can do so. A simple yet beautiful goal for our school staff: Be Christ to others. If they are Christ to others, they will see students striving to emulate them. Schools are encouraged to use this year to embrace our Mother Mary and to discover their own charisms as Catholic institutions.	**Trinity pledges to maintain a robust program of Catholic spirituality, including instruction, devotions, and liturgies that could be adapted to online or digital delivery. The example set in the spring of 2020 will serve as a solid starting point. Trinity will maintain a retreat program in a revised form to meet safety standards.** **Lead: Mr. Root**
MCI 2 - Mass - We must make attendance at Mass a priority. If the Eucharist is the "source and summit" of Christian life, we must make every effort to see that Mass is offered at least as often to each student as it was before the pandemic. While this is a challenge, and will require logistics and strong collaboration with pastors, it is a non-negotiable. Everything else must fit into the schedule that allows for Mass. In this time of creative approaches, apply the same creativity to Mass. Perhaps we blend the approach, so that we have an "all school" Mass though Zoom one week, and we have students attend Mass in person in cohorts the following week. Having Mass outdoors would be	**Trinity will continue to hold weekly Mass before school in accordance with applicable social distancing guidance. All-school liturgies will be restructured to avoid large-scale assembly. In this regard, livestreaming to Mentor Groups within Trinity's House System will be one option.** **Leads: Mr. Root and Sister Susan**

a wonderful opportunity. Each school will determine a way to attend Mass that takes into account available space, population, and appropriate social distancing. Schools will follow all current Diocesan guidance regarding norms for attendance at Mass during the coronavirus pandemic by the Diocesan Office of Divine Worship. Expectations for social distancing at Mass includes six feet of spacing between people. In consultation with the pastor, schools will make a plan for Mass attendance that includes the goals of keeping students in cohorts and in restricting any student interaction with people beyond the school community.	
MCI 3 - Sacraments - Schools should be cognizant that some students who were supposed to receive sacraments in the spring -- reconciliation, first communion and confirmation -- may not have received them. This is part of the loss from the spring. Clearly those students must be welcomed into the preparation for this coming year. This situation, combined with the uncertainty for the 2020-21 school year, requires planning and clear communication on dates and how students should receive these sacraments. While students must, first of all, be well prepared to receive, we must also allow for some scheduling flexibility and clear communication on that scheduling as well.	**Trinity will consult with partner parishes and partner schools concerning the need for Confirmation preparation.** **Leads: Mr. Cominsky and Mr. Root**
MCI 4 - Allowing Students to Serve - In most cases, we would have allowed students to have a role in Masses and prayer services and in serving at them as well. Schools will allow students to participate in Mass and in prayer services to the greatest extent possible. When students are actively involved, they both understand our faith better and are more inspired and engaged at the same time.	**Trinity will continue to emphasize student involvement in all religious activities. This will include preparing and then using students as Eucharistic Ministers as appropriate. This will also include the use of the House System for spiritual activities.** **Leads: Mr. Root and Sister Susan**
MCI 5 - Parental Involvement - Likewise, parents need to be involved in the faith life of our schools. Take full advantage of this new set of circumstances in our world and allow parents to plan prayer events such as: a virtual parent rosary said for the intentions of our students and teachers. (We can make sure to ask students and teachers regularly for their intentions and to model intercessory prayer.) Peer to peer example, and peer to peer leadership, are powerful, and can motivate parents to participate in the school's prayer life. Parents, too, are yearning for thoughts on how to raise good Christian children in today's society. As busy as we will be, consider soliciting parent leadership to start a virtual "raising great kids" program that could involve guest speakers, book studies, etc., and address topics such as	**Trinity will continue to livestream our Masses and prayer services on social media so that parents may watch from home. Trinity will also livestream other devotions throughout the year as they occur. When possible and safe, we may continue to use parents as volunteers for retreats, first Friday adoration, etc. In those cases, parent volunteers will follow the same temperature screening protocol each morning as other Trinity staff members.** **Leads: Mr. Heilman and Mr. Root**

friendships, chastity, technology, dating, and more. When the school is a hub for the whole family, it will be more successful in its mission.	
MCI 6 - Virtual Service Activities - Students learn by doing, and many children have learned the Christian faith by having authentic chances to put faith into service. While there will be fewer chances to perform acts of service in person during these times of pandemic, insist on continuing the ethos or service in our Catholic schools. Think differently in how it's done: Children can write notes of appreciation to parents, and parents to children. In the toxic social media world we inhabit, students can take time to write a word of praise, to lift someone up, to encourage someone. Tie these words and actions to virtues studied in school.	**The Trinity service program is suspended for the foreseeable future. However, students may be encouraged to continue to do service activities when it is safe for them and those they are serving.** **Lead: Mrs. Fejfar (Director of the Service Program)**
MCI 7 - Presence - The pastor and principal set the tone for their schools. The school community looks to them for inspiration and guidance, and they are both a key part of the overall health of the community. They will both need to be present, prayerful and engaged with the school community. They set the tone. Pastors and principals need to have both a physical and a virtual presence in the school community. Pastors and principals are encouraged to stay strong with a message of Christian prayer and service and of a life in Christ, and to vary the ways they are present in the school community: hand-written notes, drop-ins to classes, leading retreats, being part of virtual gatherings, and more.	**Leads: Mr. Cominsky and Ms. Poplaski**

Technology

- Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.
- Coordinating consistent apps and platforms across grade levels.
- Developing learning plans that offer rigorous learning for those without predictable access to online learning.
- Identifying ways for school-owned devices to download new technologies (once they have left school).
- Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.
- Surveying school population to determine what equity and access to technology exists.
- Providing a pick-up line with social distancing for families to pick up devices.

Diocesan School Guidelines	**Local School Plan -** Please include differences in action steps under yellow and green phases, lead individual(s) responsible and their position, materials, resources, and/or supports needed, and professional development needed.

T 1- Accessibility - Schools will have wrestled with many issues in educational technology over the course of the spring of 2020. Schools will ensure that they have proper bandwidth to support the use of devices, the ongoing efforts in blended learning, and the introduction of "simultaneous teaching," including webcams or the like. Consideration for elementary schools will also include technical requirements for Renaissance STAR testing. Schools will make a plan to ensure that their students, to the extent feasible, have access to educational technology and wireless internet at home, with the understanding that blended learning is an expectation and that a return to quarantine is likely at some point during 2020-21. Schools will ensure that all parents and guardians have access to students' grades, assignments and school work.	**Traditional opening of the school year forms that are completed by parents may be created as online forms with electronic signatures where necessary.** **Trinity has tripled our bandwidth for the 2020-2021 school year.** **All new students and students of the Class of 2024 will receive a Chromebook as part of our one-to-one technology program.** **Lead: Mr. Heilman**
T 2 - Health and Technology - Teachers, to the extent feasible, should avoid using traditional paper assignments, tests, etc., that they collect. This approach involves a higher risk for transmission of germs. Paperless assignments and the use of a LMS to organize them are strongly preferred. When papers are collected, schools should allow 24 hours to pass before a staff member handles the papers without gloves. Anyone handling the papers in the school environment before 24 hours elapsed must use proper gloves as PPE. Likewise, library books and similar materials should not be handled for 24 hours without gloves once the materials are used. Staff are asked to bring a minimum number of items from home to school and vice versa to avoid potential contamination.	**The use of Google Classroom will allow teachers to upload homework, worksheets, etc. Students can complete assignments and submit them via Google Classroom. If teachers need paper copies of items, they will not have a single classroom set to be used by multiple students/sections. All handouts, worksheets, and assessments that cannot be electronic will be one per student. Students will receive individual textbooks. Trinity will not use shared books or classroom sets. Students requiring books at home will receive second copies whenever possible. Online editions of textbooks will be shared with students, and instructions on access will be posted to the Google Classroom and Rediker class pages. Teachers may choose to do some assessments online in the classroom. This can either be done via Google Classroom (quizzes/forms), or the Quiz function in Rediker.** **Leads: Ms. Poplaski and Mr. Heilman**
T 3 - Digital Citizenship - Schools will teach students explicitly how to be good, Catholic digital citizens online. They will use appropriate standards and markers from NCEA and ISTE to achieve this goal.	**Trinity will complete the required Diocesan digital citizenship lesson plan with 9th graders/new students in early September. We may enhance this for all students for presentation during Mentor Group periods.** **We will continue to stress with students that, any time they are working from home, they must maintain the same level of integrity**

	as they would within the classroom for all work, including homework, projects, and assessments. **Lead: Ms. Poplaski**

Appendix A: Example School Symptom Screening Tool - PDE Guidance for Reopening Schools

Employee or Student Name:
Assigned Cohort:
Temperature:
Has the student/employee taken any medication to treat or reduce a fever? If so, when?
Is the student/employee experiencing any of the following?

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

Stay home or go home if a student/employee has: one or more symptoms in group A, two or more symptoms in group B, or has taken fever reducing medication.

Appendix B - Resources

The following are resources that may be helpful to schools in these conversations:

- CDC coronavirus symptoms: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
- CDC strongly advocates for schools to reopen, July 2020: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html
- American academy of pediatrics guidance 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/
- PDE on face covering mandate in schools: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Waivers/MaskWearing/Pages/default.aspx
- Guidance on k-12 athletics from PDE: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolSportsGuidance/HealthSafetyPlanningGuide/Pages/default.aspx
- CDC guidance on when to quarantine and exposure to Covid: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html
- State guidance on when to quarantine and when to close school: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/PublicHealthGuidance/Pages/SchoolClosureRecommentations.aspx
- Catholic Mutual suggests a particular temperature scanner that schools could lease. https://www.safecheckusa.com/sales-and-leasing/
- PDE June 3 preliminary guidance: https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/Pages/default.aspx
- PDE research with REL: https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf
- What was learned on transmission from child care centers that stayed open: https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns?utm_term=nprnews&utm_source=facebook.com&utm_campaign=npr&utm_medium=social
- Boston Globe: Listen to science and open schools https://www.bostonglobe.com/2020/07/20/opinion/listen-science-reopen-schools/?p1=HP_Feed_ContentQuery
- Forbes article on simultaneous/concurrent teaching: https://www.forbes.com/sites/tedladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/#1db7a8853451
- Relationship building at the start of school: particularly critical now https://www.cultofpedagogy.com/relationship-building/
- NWEA research on learning loss: https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf
- Nine Ways Online Teaching Should be Different from Face to Face Teaching: https://www.cultofpedagogy.com/9-ways-online-teaching/