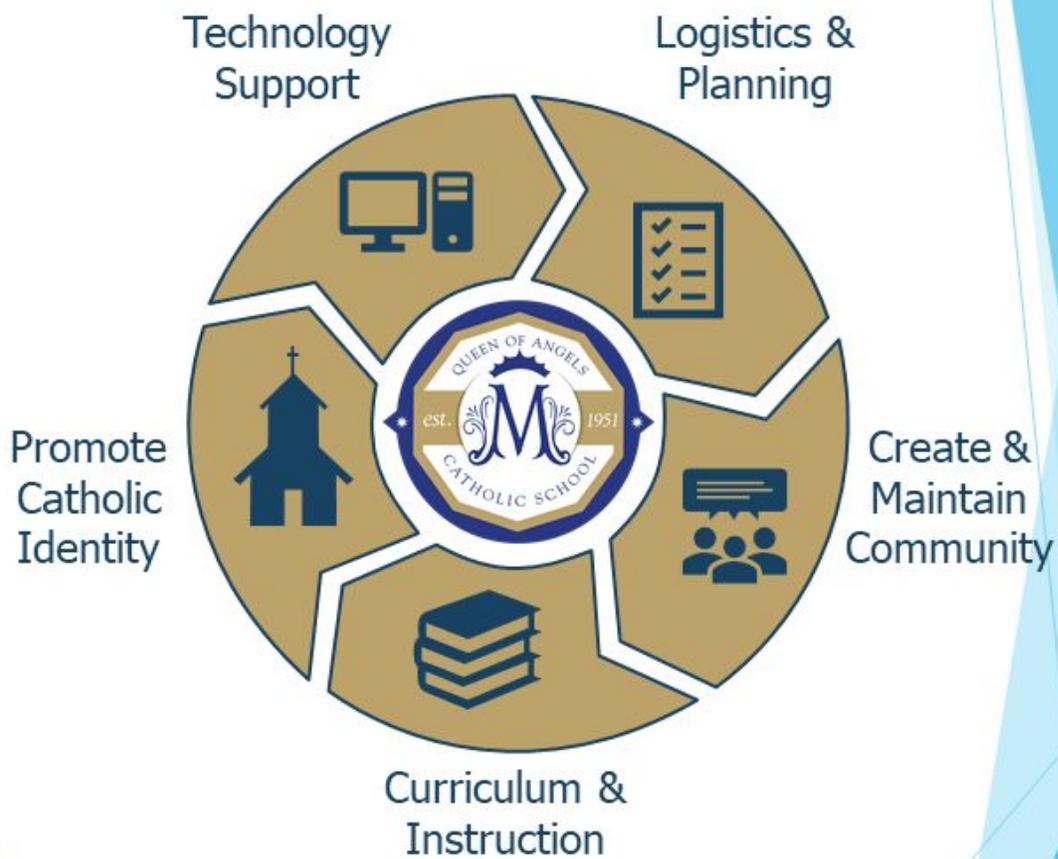




Planning for reopening school safely in 2020 - 2021



For more information, please contact our office (260) 483-8214 or visit queenofangelsfw.org/school

Queen of Angels Back to School Plan

Parents,

In all things that we do as a school and church community, we must always look at ways that we can be mindful and caring to our fellow Catholic, as well as our fellow person. This is what makes implementing a plan like this very difficult. While looking at all of the necessary guidelines and recommendations of the local Health Department and the CDC, we must remind ourselves that these guidelines and recommendations can be used by us and guided by our Catholic Faith. We must always look at how we can demonstrate Christian Charity and Concern for our fellow man. Through this plan, we take into consideration these things to best accommodate and prepare our school building so that it is the safest environment that we can possibly provide to you, our families and to continue to demonstrate the love of the Lord.

Throughout this plan you will find five different domains that will be of focus. The first is **Logistics and Planning**, which will cover how we will prepare to have the school ready for the start of the school year on August 19th. The second domain is **Fostering Community**, which will also entail social-emotional learning. We know that since we have been out of the school building since March, the social and emotional piece will be very important for not only our students but also our parents and staff.

The third domain is **Curriculum and Instruction**. In this domain, teachers are working to be able to provide a different distance learning platform than most of you received last year. We will be working on training our teachers to use Google Classroom as well as a program called SeeSaw. These programs will give teachers the ability to bring some digital learning to the classroom instruction, if there are any times that we will have to participate in distance learning. In the fifth domain, you will learn about how we will support this through technology.

The fourth domain is **Catholic Identity**, which will be where I believe that we will truly shine at Queen of Angels Catholic School. Before the pandemic, we had already committed to moving to a new religion series through the Sophia Institute. Through this time, however, we have also added a new piece that will only increase our Catholic Identity throughout our building. This is through the Virtue=Strength program, which comes from the company SportsLeader. The virtues and the activities that will be ongoing in the classroom will enhance our reverence and continue to help us grow in our prayer life, as well as our Catholic Faith. Know that even though Catholic Identity is listed as the Fourth Domain, we consider it to be the most important domain in our decision making.

Finally, the fifth domain is **Technology Support**, which is where we will provide technology to help support our students, not only in the classroom, but in times where distance

learning may be required. We have received grant money that has allowed us to buy many Chrome books as well as some mobile Wi-Fi units, to assist those families who do not have Internet access at home. Along with this increase in technology, we will have a Device Checkout sheet and Acceptable Use Policy and Insurance forms that parents will need to fill out to ensure that all devices are used responsibly and returned safely.

In the coming pages, you will see a breakdown of each domain with an explanation of how we, at Queen of Angels Catholic School, will do our best to prepare our school for August 19, 2020.

May the Lord continue to keep us safe and may the intercession of our Mother Mary guide us during the school year.

Many Blessings,

A handwritten signature in blue ink that reads "Dennis G. Wiegmann". The signature is written in a cursive style with a large initial 'D' and 'W'.

Dennis G. Wiegmann

Principal

Queen of Angels Catholic School

Domain 1: Logistics and Planning

Dropping Off Students:

Parents will drop all students (PK – 8) at the front school door (S1). Parents should come in from the Irene Street entrance and pull up to the school sidewalk; as done in the past for a.m. drop-off. Once the vehicle arrives, there will be two staff members stationed on the sidewalk. They will come to your vehicle and complete temperature checks and ask some screening questions. If everything checks out, your child/ren will receive a sticker and then will proceed into the school. The Principal and School Secretary will look for the sticker and allow entrance. Students must have their masks on as they enter the building and sanitize their hands at the sanitizer station. Parents will then exit through the northeast exit of Irene Street.

(Students) Entering the Building after Drop-Off:

Parents may choose to drop their child off as early as 7:30 a.m. The child will still go through the screening and temperature check process, then will be able to go into the Monsignor Faber Activities Center for Before Care. Students will be required to wear masks during Before Care, as they will be in a highly populated setting. The parent can also choose to wait to drop off their child at 7:50 a.m. The child will still go through the screening and temperature check prior to going to their classroom. If the student brings a digital device, they will still drop it off at the office and then head to their classroom. Students will sanitize their hands when they enter the classroom.

Students Walking to School:

If students plan on walking to school, parents should contact the school before the beginning of the school year and make the school aware of this arrangement. Staff will then be assigned to complete the temperature check and screening (for these students). Students who walk to school will enter door S9, or the front entrance of the school, with their masks on. If the time is before 7:50, the student(s) will be escorted to the Activities Center for Before Care. However, if they arrive at 7:50 or after, they will be sent to their classroom after their screening. Students will sanitize their hands when they enter the classroom.

Dropping off Items

We know that students forget things at home, so in these incidences the parent may still bring these items to school for them. Parents will need to ring into the office at door S1, where the School Secretary will meet you in the Vestibule to pick up the dropped off items. Parents and visitors will be asked to come into the Vestibule with a mask.

Appointment(s): Picking Up and Bringing Back

There are times throughout the school year where your child will have an early morning appointment or will have to leave school early for an appointment. If your child needs to go to an appointment, please ring the bell for the office at door S1. The School Secretary or another staff member will bring your child/ren to you in the Vestibule. Please make sure that you are wearing your mask as you enter the building. The procedure is similar if you are dropping your child off. Please ring into the school at door S1 and someone will meet you and your child in the vestibule.

Visitors (Non-School Maintenance/ Contracted Workers/Repair Persons, Parents, Presenter, etc.)

Visitors will enter the school parking lot on Irene Street and will park in the school parking lot. The visitor must ring the bell at door S1 and office staff will meet them in the Vestibule. The visitor must state their business, be wearing a mask and go through a temperature check and screening. The visitor will then be asked to sanitize their hands before coming into the main part of school.

End of School Day Pick-Up Procedures

Dismissal of students will begin at 3:00 p.m., after the afternoon prayer and announcements. Assigned personnel will be outside at the cars lined up and will radio the classrooms to have students come out to their vehicle. Students will maintain proper social distancing in the halls and until they reach their vehicle. At 3:15 p.m., all After-Care students will be dismissed to the After-Care room. After-Care will begin at 3:15 and will last until 6:00 p.m. Due to the potential number of students and keeping within large group setting guidelines, students will need to wear masks. Depending on the weather, there may be times where After-Care can be held outside with no mask restrictions.

Extra/co-Curricular Activities after School

For after school activities that will be held in the Monsignor Faber Activities Center, students will be socially distanced while participating. The coach(es) will need to wear a mask during the event due to potential proximity to players and the inability to socially distance six feet with the athletes. It will be recommended that all spectators have a mask and the bleachers provided will be set up for six-foot social distancing. After the game or event, CYO personnel will sanitize the bleachers. In the event that there are multiple games, the bleachers will need to be sanitized after each game.

If the school is hosting any extra-curricular events in classrooms, teachers will need to maintain social distancing and masks will be recommended.

Passing to Other Rooms

Whenever possible, we will make every effort to keep our students in the same classroom. When we have to change classes (i.e. Middle School) the teacher will stop three minutes early and students will help sanitize the area that they were in and then proceed to their next class. Middle School students will not be in the same classroom for back-to-back classes. We will mark the hallways to ensure one-way traffic on each side of the hall and will mark the floors for six feet social distancing.

Health Checks at Home

Parents need to screen their children before they come to school. This will also need to be done by faculty, staff, parents and visitors. This will not excuse anyone from having a temperature check and screening when they arrive at school. We will be sending a flyer home to all parents on “*How to Screen for COVID at Home*”. When completing the screening these are the following symptoms to be aware of: **Fever (100.4 or higher) or chills; Cough; Shortness of breath or difficulty breathing; Fatigue; Muscle or body aches; Headache; New loss of taste and smell; Sore throat.** *Remember we will also complete this screening and temperature check when your child arrives at school.*

Health Checks at School

Your child may arrive at school one morning, with no symptoms. However, throughout the day they may begin to feel worse. If this happens, their teacher will contact the office. When your child arrives at the office, they will go into the school clinic, where school personnel will complete the screening again along with a temperature check. The same symptoms as the home check will be taken into account when they arrive at the clinic. If your child displays these symptoms, we will isolate them to the clinic, where personnel will wear a face shield, mask, gloves and gown to stay protected. You will also receive a message from the school notifying you that you will need to pick up your child. If there are siblings, they will be also asked to go home, until we hear back from you on whether or not this is a positive COVID-19 case.

If your child does have a fever, they will need to be fever free for 72 hours without assistance of medicine, before they can return to school.

Absence Procedures

In the event of our school closing for an extended learning period, arising out of any public health and safety mandate, or severe weather event, daily attendance for remote instructional dates will be required. The principal will communicate with families how attendance will be taken. (Will be similar to last year through a Google Form and engaged learning on SeeSaw and Google Classroom). During such extended learning periods, current attendance policies will remain in effect and enforceable. In the event that a student’s doctor recommends the student not return to the school building, because his or her health may be compromised by a contagious disease event, the school may provide reasonable alternative accommodations for this student.

The school shall determine the level and character of any such reasonable accommodations. Reasonable accommodations may depend on various factors, including class size, grade level, staffing, and financial concerns.

When Your Child is Sick

When a parent calls in their child indicating that they are sick, our attendance person will ask if the student is exhibiting any COVID-19 symptoms. The attendance person will also ask the following questions:

- a) Have you or your child recently had contact with a person with a suspected or confirmed case of COVID-19?
- b) Has someone in your home been tested for COVID-19?
- c) Have you or your child recently traveled from somewhere considered to be a hot spot by the CDC?

If any of these questions are answered with a “yes”, the school may exclude the student from the school building and highly recommend that they self-quarantine for 14 days. (*This same procedure will also be used with staff.*) Students will not be penalized for the missing days of school.

If your child tests positive for COVID-19 or exhibits one or more of the symptoms of COVID-19 that is not otherwise explained, they will be excluded from being in the school building. Teachers will make accommodations to provide lessons through distance learning resources.

When Can your Child Return to School?

The school’s guidelines for students returning to school are as follows (these will be the same guidelines for staff):

Symptom-based Strategy:

- a) At least 3 days (72 hours) have passed with no fever without the use of fever-reducing medications; and improvement in respiratory symptoms. (E.g. cough, shortness of breath).
- b) At least 10 days have passed since symptoms first appeared.

Confirmed Asymptomatic Case

- a) Greater than 10 calendar days have passed without symptoms and the child is released by a healthcare provider.

Presumed Case of COVID-19

- a) 72 hours fever free without any fever-reducing medication.
- b) Improved symptoms
- c) Greater than 10 calendar days from 1st day of symptoms.

Social Distancing

In order to help prevent the spread of COVID-19, we will implement the following steps for social distancing:

- a) Maintain 6 feet, when possible, among all persons in the school building and on school grounds.
- b) Use floor markings and signage as appropriate.
- c) Schedule transitions so that hallways do not get congested.
- d) Reduce class size, if possible
- e) Consider all spaces as classroom options (Some of our larger classrooms may need to utilize the hallway outside their classroom to conduct small groups with a teaching assistant.)

Use of Masks

Students will be required to wear masks as they move around the hallways of the building and when they enter the building. When they are in their classroom, we will make every effort to keep 6 feet distancing. Students will not be required to wear their masks at their desks. However, when they are in small, guided math and reading groups (approximately 20 minutes each time), they will not be able to socially distance as easily and will need to wear their masks. Students will receive a lanyard that they will be able to clip their mask onto so that they will not lose it. After pictures are taken, we will also put their school ID on the lanyard to make it easier for identification.

Students will wear their masks when they leave to go downstairs to pick up their lunches, and then can take the mask off when they get back to their classroom.

In preschool, we will not be enforcing the mask as in the other classrooms. We have decreased the number of students in each class to allow for us to distance better. We also know that three- and four-year olds will have a hard time keeping their masks on. Due to this, our preschool will spend their time at school in the classroom, at their designated recess area (where they will sanitize when they are finished) as well as Gren Park, where they will sanitize before they go and after they leave, as well. When they attend church, they will go up to the cry room (Choir loft area) to allow them to distance the best that they can.

We will make every effort, when the weather permits, to have outdoor all-school activities so that all students, including preschool, can attend and properly distance themselves.

Lunch and Recess

All students will stay in their classroom for lunch (Middle School will go to their Homeroom). We will have staff that will monitor the lunches in each of the classrooms. In regards to recess, teachers will find flexibility during the day to take their students out for recess. There will only be two classrooms outside, in the same area, at one given time in order to comply with large

group and social distancing guidelines. Classrooms will be responsible for sanitizing playground equipment if used while outside.

Scheduling

Due to the importance of social distancing and not creating large gatherings, scheduled class changes will be in place to minimize the number of students and staff in the hallways and high traffic areas, at the same time. Students in Middle School will stop three minutes early in order to sanitize their area before moving to the next class. At the end of the day, all classrooms will stop three to five minutes early in order to begin sanitizing the classrooms for the end of the day. Due to the current guidelines for public Masses, we will have a modified Mass schedule, different from what would have happened in a “normal” year. Below is the Mass schedule that will be followed until restrictions are lifted:

Tuesday: 5th Grade and Middle School will attend Mass @ 8:30 a.m.

Wednesday: Kindergarten through Fourth Grade will attend Mass @ 8:30 a.m.

Friday: 5th-MS @ 8:30 a.m.; K-4th @ 2:00 p.m.

First Day of School (August 19th): 5th-MS @ 8:30 a.m.; K-4th @ 2:00 p.m.

Listed below are some **possible** scheduling/school practices we might use throughout the year:

- a) Canceling or postponing after school activities.
Ex. Cancel performances, sports practices, or games.
- b) Cancelling classes or activities that occur during the school day with a high rate of mixing/contact.
Ex. Cancel PE; cancel Choir
- c) ***All Field Trips will be cancelled for the First Semester of School.***
- d) Partial Closure
Ex. Closure of one class or grade if there is a COVID case or exposure to COVID.
- e) Limiting Visitors
Ex. May not allow parents or other visitors to enter the building; restrict vendor access to school.

Visuals and Sanitation Stations in the Classrooms and Hallways

We will provide social distancing, handwashing, and sanitizing visuals throughout the school building, including restrooms and the classrooms. Teachers will go over these visuals as part of the beginning of the year procedures to ensure that all students understand the procedures put in place.

Our school will also make hand sanitizer available in the classroom and also throughout the school grounds, including the entrances to the building. We will also teach and reinforce hand washing hygiene/cough and sneeze etiquette in a fun way. We will encourage students to cover coughs and sneezes with a tissue. Used tissues will need to be thrown in the trash and then the student will need to immediately wash their hands with soap and water for at least 20 seconds.

Sanitation by Students while in Classrooms (Approved Sanitizer from School Vendor)

The sanitation of the classroom will be constant throughout the day. Middle school students will sanitize their area before they leave the classroom to go to another. Elementary students will need to sanitize their area before going to any of their special classes. All students will need to sanitize before and after using the restroom, as well as sanitizing before getting their lunches. Students will also need to sanitize after a sneeze or cough. If a student is in their room the majority of the day, they should try to sanitize about every two hours.

Sanitizing Classrooms Guidelines (Including Art, Music, Computers and PE)

Desks and Workspaces:

- a) Avoid, as much as possible, the use of shared items (such as pencils, scissors, etc.)

Computer Class:

- a) Disinfecting keyboards is challenging; encourage sanitizing hands before and after use.
- b) Masks should be worn if social distancing cannot be achieved.

Art Class:

- a) Minimize shared items as much as possible
 - i) Encourage sanitizing after use of shared items
- b) Masks should be worn if social distancing cannot be achieved.

Music Class:

- a) Minimize shared items as much as possible
 - i) Encourage sanitizing after use of shared items
- b) Masks should be worn if social distancing cannot be achieved
- c) A percussion option may be available for band class. If this happens, students will be able to distance as needed.

PE Class:

- a) No changing into PE uniforms (due to the inability to socially distance)
 - i) Shoes should be changed as it is a safety concern.
- b) NO masks can be worn during physical education.
- c) Avoid close contact activities and discourage touching ears, nose or mouth during class.
- d) Class will be held outside when weather permits.

- e) PE teachers will ensure that common touch items will be sanitized after use.

All Classrooms:

- a) All classrooms will disinfect furniture and touchpoints daily. This includes, but is not limited to:
 - i) Door knobs
 - ii) Light switches
 - iii) Desks and chairs

Drinking Fountains and Containers

Although the virus that causes COVID-19 has not been detected in drinking water, our school will shut down all water fountains due to the spread of the virus by touching surfaces (this is per the recommendation of the ISHD). We will allow students to have drinking bottles at school. Should the bottle need refilling, the teacher can use a disinfectant wipe to hold the bottle, fill it from a sanitary source and hand it back to the student. We will continue to investigate all sanitary and efficient ways to fill students' water bottles.

Deep Cleaning

We know the importance of deep cleaning the school to ensure that we do everything possible to avoid a COVID-19 case. We will follow the *Cleaning and Disinfecting Your Facility from the CDC*. These steps include:

- a) How to clean and disinfect
- b) Disinfect the areas
- c) Soft Surfaces
- d) Electronics
- e) Cleaning and disinfecting your building or facility if someone is sick
- f) Cleaning and disinfecting outdoor areas
- g) Alternative disinfectant methods

We will also ensure that when deep cleaning we will:

- a) wear disposable gloves to clean and disinfect
- b) clean surfaces using soap and water, then use disinfectant
 - i) Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- c) practice routine cleaning of frequently touched surfaces.

Domain 2: Fostering Community (Social-Emotional Learning)

Orientation of Students

Returning to school for the first time since March can be quite rewarding for many students; however, it can also be quite traumatic. The importance of caring for our students' social-emotional well-being will be crucial in the first weeks and months of the new school year. Procedures will be in place to help all students orient themselves back to the classroom setting. Administration and teachers will meet with all students (in their classrooms) and go over many of the new changes that will be seen in the school. Students need to be aware of signage and the new cleaning procedures. However, we also need to spend this time letting them know that the Lord will guide us through everything, and nothing is possible without God. We will continue to promote our Catholic Identity and work to make sure that your child is as safe as they can be while in our care.

We will work hard to prioritize strong Catholic communities in our classrooms during the school year by utilizing the Virtue = Strength program for Catholic Identity. This program is part of a four-year commitment with SportsLeader to continually increase Catholic Identity in our building, as well as our school, church and sports community. We will use common language, learn common virtues, and spend more time with the Lord through Eucharistic Adoration, Gospel reflections and prayer time.

We will also review and provide technological resources and develop ways to maintain and foster community in case the school would need to go virtual due to closure.

Our staff, teachers and administration will also be trained in trauma informed care and fruits of the spirit through collaborative efforts with Catholic Charities. We want all staff members to be prepared to help when students are having trouble with these new realities.

Early Detection of Struggling Students

During our time with distance learning we found that there were many students that did well with a different learning experience and some that really struggled without that face-to-face, one-on-one interaction. We will be monitoring our data closely as well as discussing with teachers about how the students are performing. As we recognize students who begin to struggle, we will put in place interventions to assist these students to help promote positive interactions with their learning. This process will go through our Data Achievement and Leadership team and we will work collaboratively to problem solve and find solutions to assist these students.

Social-Emotional Concerns from Parents

As parents, we are our child's number one advocate. We recognize changes in our children and know when they seem unsettled. Administration and staff will continue to go through

professional development to assist with the times when you need our support with your child's social and emotional needs. We also have an on-staff, one day a week counselor through Catholic Charities, who is also available to assist with these matters as well.

Domain 3: Curriculum and Instruction

Instructional Planning

As we begin to re-enter the classroom this school year, we know that we cannot depend only on packets and other paper-based resources to try and instruct your children. As we continue our current professional development to create more rich, engaging and authentic lessons, we are also working on ways to create a better face-to-face and remote (if necessary) experience. Our teachers will be using information from lessons they have used in the past, and will be finding ways to incorporate engaging activities that challenge your children to grow. These lessons will be built on both the Indiana Standards as well as the Diocesan Curriculum, which guides all of our teacher's lessons. The difference this year will be that these lessons will also contain components that will allow teachers to prepare digital lessons if the situation arises and we need to go back to distance learning for any reason. Teachers are finding ways to plan in a way that will be easily accessible through Google Classroom for the upper grades and SeeSaw for grades K-2, possibly grade 3. These lessons will also be thematic so that multiple subjects can be integrated in several lessons. Teachers will also become more familiar with Zoom and Google Meet, so that these modes of communication can be used better for instructional purposes. Our preschool teachers will plan their lessons so that, if necessary, they can embed videos and send them home to parents as they did last year during distance learning. In the preschool classroom, the lessons will have hands-on components that are centers-based and will allow students to work on valuable sensory skills.

You will also find if you have more than one child, that our teachers will be utilizing collaboration at different levels. You will notice in PreK - 2nd grade and 3rd - 5th grade, that the language being used for literacy and math will be common. As we continue to build common language, the skills will become more easily transferable as the concepts get more complex. As stated above, the Middle School teachers are collaborating to make sure that they have common thematic units that cover multiple subject areas. Our Specials teachers are meeting with grade levels also to try and incorporate what they are learning in the general education classroom, to their specialized area.

Instructional Experiences

In order to be better prepared for distance learning, we will be enhancing our instruction in the digital world. We will be training your children early on how to use Chromebooks so that they will be able to be utilized if we have any digital learning experiences. The classroom is ultimately the best place to receive instruction; however, if we have to go back to distance learning we want our students and staff to be prepared to deliver quality digital lessons. Last year much of the distance learning was dependent on the child working independently and then turning in their assignments to be graded. In order to improve this experience, our teachers are prepared to use many different outlets to get lessons to your child. These outlets include Zoom,

Google Meet, Seesaw, Google Classroom, Khan Academy, to just name a few. Teachers will teach mini-lessons through videos that can be linked to YouTube or other media such as Google and then sent out to the students. The school office will provide a distance learning page on our website to provide links students will need from each teacher, if the need arises to be out of the classroom for a long period of time.

Content Delivery

When it comes to content delivery, modeling is one of the best ways to present materials. This modeling will happen through the I DO, WE DO, YOU DO method. The teacher will model what is necessary to understand the concept that is being taught. This could last one day or it could last multiple days, depending on the comprehension of the student(s). Once the I Do is understood, then the teacher will move to the WE Do, which incorporates a collaborative approach with the student and the teacher. The teacher is working through the concept with the students and they are working towards understanding so that the next step can be achieved, which is I Do. I Do is when the student attempts the concept on their own. This is an opportunity for the teacher to assess the students' knowledge in the subject matter. This can also be used to help identify small groups.

Along with this method, it is also important for students to understand centers, especially in the lower grades. Modeling how the center should be used is key in having a good center. This may take days for students to understand and the student may still struggle. This is when the teacher can focus on that understanding and help the student(s) understand the importance of that center. This method of delivery can also be used in upper elementary and some middle school but may look a little different.

In content delivery mini-lessons are key to the instruction. Teachers give short lessons to the whole-group, identifying the key idea for the day and then give students the opportunity to engage in activities that support the lesson. These lessons will also be ideal if we return to another distance learning situation. These lessons are easily recordable and can be delivered to students so that they understand the concept that they should be working on.

Student Engagement

Setting the Purpose

Student engagement is one of the ultimate goals when it comes to a teacher and their instruction. Teachers are working very hard to create lessons that are engaging and provide opportunities for activities to promote student learning. These lessons begin with "I Can" statements. These statements are used at the beginning of a unit of study or concept to help the students understand that at the end of this time of study, they should be able to complete what is being taught. These statements can be used as an assessment at the end of a lesson or unit of study as it will show whether or not the student can master that standard.

Along with “I Can” statements, it is important to create engaging anchor charts. These anchor charts provide the students with a visual representation of the concept or unit they are learning. Anchor charts can help the teachers to engage students in a mini-lesson on a certain subject. The anchor charts then become part of the learning plan during the remainder of that concept or unit. The teacher will place the anchor chart in the room for students to see.

In preschool, intentional centers help the students to grow and understand foundational concepts that are expected to be learned in early childhood.

All of these engaging concepts can easily be transferred to the digital classroom and be used if we would have to return to distance learning.

Ensuring Relevance and Respect

The goal in providing engaging lessons is that they are relevant, respectful and are not meant to be busy work. We will work on improving this area as we take time to check for understanding throughout the lesson. During the I DO, WE DO parts of lessons, grades should not be given as the student is still learning the concept. However, once we reach that YOU DO part of the lesson students are demonstrating their knowledge and learning so this would be a type of assessment of that understanding.

This is also a time that community is built, especially at our lower levels. Teachers are working with students on how to work together in their community, to grow in our faith and learn about Jesus’ love for each and every one of us. This is also a time to build routines and help students understand new concepts.

Appropriateness of Videos and Apps

Our teachers want to ensure that when they use videos and apps in their lessons, that they are appropriate for their students. Teachers will preview all videos and apps for age appropriateness, before assigning anything to the students. Also, many of our teachers prefer to create their own videos for instruction. You will find that some teachers will use videos from sources such as Khan Academy to be another resource for the student.

Ensuring Frequent and Varied Formative Assessment Methods

Assessments do not always have to be paper and pencil. Here are some methods that will be used in order to have frequent and varied formative assessments:

1. Think, Pair, Share,
2. Turn and Talk when possible
3. Have students write three different paragraphs on one topic. Each paragraph will be a different length. As students write the third, longer paragraph, they will need to add more detail from the discussion / literature.

4. Exit Tickets
5. Illustrations
6. Partner Quiz
7. Self-evaluation
8. Critical Friends Talk
9. Ongoing observations
10. Written/Verbal Answers (Especially in lower grades)

Last year in preschool, parents sent videos demonstrating different activities that their child participated in. The teacher was able to use those videos to help assess the child's understanding. When in-class assessment folders are used, and many of these methods will be able to be used whether we are having in-class instruction or virtual distance learning.

Small Groups, One-on-One Instruction

We will be utilizing small groups in the classroom as much as possible. There will be some classrooms, due to their size, that will be able to socially distance during their small group. These groups may not have to wear a mask if they are distanced as close to six feet as possible. Most small groups, however, will not be able to socially distance and students will be required to wear masks during this time. Small groups should last no more than 20 minutes. These groups will mainly be used for guided groups in reading and math.

In regard to one-on-one instruction, if a teacher can socially distance and still work productively with the student they will not need to wear a mask. However, if this cannot be met, both the teacher and the student will need to wear a mask.

Small groups and one-to-one instruction will be able to be utilized on a digital platform, especially using Google Classroom and apps from the Google Suite, where teachers can provide immediate feedback on writing assignments or slide presentations.

Student Workload

This year teachers will be collaborating more than any other year. Through this collaboration teachers will be able to meet as a team and attempt to keep assignments manageable for students so that the workload is not too daunting or overwhelming. This will be much easier in the Middle School as they share three grade levels between five teachers. However, in the Elementary, teachers are paired with other grade levels and will be able to work together and discuss lessons and assignments and receive feedback so that they are not overwhelming their students.

Authentic Assessment vs. Over-Reliance of Tests

Authentic assessments give students the opportunity to show what they know without having to

do everything through a formal test. Students can demonstrate this authentic learning through projects and activities that promote engagement and learning. The teacher has a much better understanding of a student's abilities when they can receive feedback through "show me" experiences.

Grading Practices

The grading practices of the teachers will be based on production of work, the student's ability to participate in the activities and be actively engaged and through rubrics that will allow students to know exactly how they will be assessed. While homework is important, it is an instructional tool that can be used to help gauge how the student is understanding the concepts. However, when teachers are able to grade based on the final product, the teacher will get a better idea of the students' understanding.

Synchronous and Asynchronous Instruction

Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction. Many hybrid learning models will include a blend of both asynchronous and synchronous online learning. It is important to prepare students and staff for the possibility of having distance learning again. Synchronous learning can be used especially if there is a situation where a student is out of school due to illness or quarantine. Also, if there is a situation where the entire grade level would need to be out of school, Synchronous and Asynchronous instruction could occur.

Our teachers will be prepared for both types of instruction to ensure that if distance learning occurs, your child is able to complete lessons digitally.

Reaching Students with Special Needs

During last year's distance learning our special education resource teacher and her assistant were in constant contact with students and their parents to ensure that they were still engaged in learning and receiving lessons. This year we will implement the same protocols. We will also make sure that collaboration between the resource teacher and the general education teacher is constant so that students receive all of the instruction that they need.

English Language Learners

We will continue to make sure that our English Language Learners have all of the appropriate materials needed to be able to complete their assignments and grow academically. The school resource teacher, as well as the teachers that assist with WIDA testing, will communicate with parents and ensure that they have everything that they need to be successful.

Early Warning/Intervention

In order to identify early educational problems, teachers will monitor students through

assessments and classroom observations. If a student or students show a decline or slow improvement, then the teacher will reach out to the parents to discuss. If needed, administration will join the conversation to help brainstorm ideas and ways to help the student. If this persists, then the administration and teacher will begin working on the RTI process, which will allow the school to work as a team to find different interventions to help the student.

In regard to behavior concerns, the discipline policy is set up for the teacher to be the first person to address the issue. If the teacher is continuing to have problems with the student, then the Dean of Students and/or Principal will become involved and a parent meeting will be scheduled.

Benchmark Screening

Every student K-6 will participate in the Fountas and Pinnell Benchmarking system for literacy. Teachers will determine the students reading levels and then use books at that level during guided reading groups. All students will benchmark also with the iReady Math Diagnostic Assessment and the NWEA test. The benchmarks will occur three times a year and will be monitored and analyzed by the teacher and the Data Achievement team.

Supplies

We did not add additional supplies to our supply list this year as we know that this could be a hardship. Teachers will have students use their own supplies and the teacher will have extra supplies to ensure that each student has separate supplies and will not need to share. The preschool supplies, however, will be shared and sanitized after every use.

What if Remote Learning Happens Again?

All of us can agree that remote learning was an adventure last school year, whether good or bad. However, we do need to be prepared for this possibility again. In order to ensure that we are prepared, we have purchased technology devices to help assist in this. Our goal is to get students familiar with these devices early in the school year and show them how to use different programs; so, if we do have to go back to distance learning for a period of time, we are prepared. We are hoping to provide less paper/pencil, long-packeted assignments and provide more authentic learning opportunities.

We also know how important it will be to communicate with you, the parent. This communication will come from not only the teachers but also from school administration. We always want to make sure that we give our students the best education that we can. So, collaborating with you will be important in the future.

Domain 4: Catholic Identity

Value Proposition

Our Catholic Identity is paramount in all that we do. Without this, we are just an educational facility, which is just not good enough for our families. We want to ensure that we are always looking at our Faith as our guiding source in decision making. A Catholic education is a transformational experience, not transactional. The mission of Queen of Angels Catholic School is to “Guide students, as children of Mary, to be disciples of Christ through Faith, Knowledge and Service.” This guidance comes through our Catholic Faith. We will be utilizing Virtue = Strength this year to help increase this identity. Students will come face-to-face with their Faith and we will be working to help provide that encounter with Christ that we all yearn for.

All-School Mass

We will implement the diocesan worship guidelines set forth from Bishop Rhoades. Also, the school will be reaching out to the diocese and getting guidance on Mass attendance sizes for small, medium and large elementary schools, as we continue to look at ways to have Mass but still socially distance. These guidelines will need the approval of Bishop Rhoades first and foremost. As noted earlier, we will have two separate days for Mass (Tuesday and Wednesday) and one day with two Mass times (Friday).

Daily Prayer

As we introduce our new religion series through the Sophia Institute as well as Virtue = Strength, we will continually work on developing a stronger daily prayer life at school. Administration will continue to use prayer in the morning and afternoon announcements and will also try to include more faith-based information, such as gospel reflections. Teachers will work on helping students understand the liturgical calendar for prayer, daily Mass readings, and Saint-of-the-day. As the school year continues, we will work towards implementing Lectio Divina into our prayer lives. We will start with the Middle School and gradually move down the grade levels. This is a great, reflective way to study scripture. All of these methods for daily prayer will be able to translate over to virtual learning as well.

Formation

We will continue to work on the formation of all of our students. We will also be incorporating parental pieces so that we can have an overall school/church family experience. Catechesis is an area of growth for many Catholics and this will be an opportunity to help with this formation. We will incorporate Virtue = Strength as well as Fruits of the Spirit into our religion courses and our school language. We will also have scheduled meetings for parents and students to discuss and help support Sacramental Preparation in Second Grade and Eighth Grade.

Devotional Practices

We will be working on ways to increase our devotional practices in the school as well. This will come through Eucharistic Adoration, Stations of the Cross, and Recitation of the Holy Rosary. We will also reach out to the Diocese to receive guidance on prayer services, larger adoration groups, processions, and other areas of need when it comes to devotional practices.

Integration

Our teachers already do a great job of integrating our Faith into their lessons. We will continue to teach our students the important aspects of our Faith and how they can live that Faith on a daily basis.

Retreats

We will revise any retreats that may be scheduled in the future to comply with any state and diocesan guidelines.

Faith Formation

As a Catholic School we should be constantly working on the formation of our student's faith. We will offer faith formation opportunities for both students and families with different activities and events that comply with any guidelines. These can also be accomplished digitally if distance learning begins again.

Presence of Church Leaders

We will make every effort to invite our pastor into the classroom to assist in the formation of our students. The presence of our pastor in the school is important, as he is the shepherd of his flock and this presence can enhance a student's experience at our school.

Domain 5: Technology Support

Distance Learning

In the event that our school has to enact distant learning again, administration and teachers will communicate with parents through many different digital avenues. The school administrator will use *SMORE* to present newsletters with updates. Teachers will use Google Meet or Zoom to meet with students and parents.

Teachers will also be trained in Google Classroom for Grades 3-8 and Seesaw for Grades K-2 (possibly 3rd grade as well) and will use these platforms to assist in communication with students and parents.

Limiting Apps/Platforms

In order to limit the list of age appropriate applications for the various age groups in the school, the administrator will meet with teachers to create a predetermined list. Any new apps will have to go through administration before sent to students and parents.

Updated Technology

We are receiving new Chromebooks that will be setup for use at school and home. If there are any new apps needed on the devices, they will be added before students receive them to use at home.

Digital Citizenship

Students will receive digital citizenship instruction in the computer lab with the computer teacher. The computer teacher will collaborate with general education teachers to ensure that they are using common vocabulary and are giving similar directions to the students in regards to understanding what it means to be a digital citizen.

Equitable Access

The school will administer diocesan and school developed surveys as needed to ensure that all parents are able to access online instructional materials.

Distance Learning for Health Concerns

When your child has to be out of the classroom due to illness or quarantine, digital instruction will be provided asynchronously to your child. As we continue to increase technology and add capabilities, these lessons could become synchronous. If an entire classroom is quarantined including the teacher, the teacher will provide digital lessons for the entire grade level.

Parental Supports/Education

As the teachers are becoming trained and more familiar with the technology pieces that are being implemented, parents will also need to be trained on how to help their students in a distance learning situation. The school administrator and staff will offer a “How To” tutorial for both Google Classroom and Seesaw. This will be an online tutorial that will be linked to our school website. For parents that cannot access this tutorial from home, we will invite them to meet, socially distanced, and show them how to use the programs. Once the parent is familiar with the program, we will coordinate the distribution of a device for them to take home. The parent will also receive a mobile Wi-Fi unit to use in order to have at-home access.

Technology Agreements

Due to the school’s investment in technology for the coming school years, we will be requiring parents to sign technology agreements for usage and care of the device. If you have your own device at home that you would like your child to use, that is ok, as long as they can access everything they need for their class(es).