



A270 - St. Aloysius Catholic School

Back to School Plan

Please note that scientific guidance on COVID-19 changes due to being a novel virus and this document will change too as we gain more knowledge and information.

Resources

[Back to School Planning Resources](#) [Back to School Padlet](#) [Shared Drive for School Plans](#) [Leading with Hope](#) [Plan Submission Directions](#)
[Parkview Health Framework for Healthing Reopening K-12](#)

Guiding principles. We will...

- Protect the health and safety of all
- Foster connections and community
- Transform students in heart and mind

Where is your statement of faculty wearing masks?

Domains

- [Domain 1 - Logistics and Planning \(Start-Up, CARES Act and Safety from BSP\)](#)
- [Domain 2 - Fostering Community](#)
- [Domain 3 - Curriculum and Instruction \(Curriculum, Early Childhood Learning\)](#)
- [Domain 4 - Catholic Identity](#)
- [Domain 5 - Technology Support](#)

Domain 1 - Logistics and Planning (Start-Up, CARES Act and Safety from BSP)

Goal:

Each school will develop and implement safety and health protocols (e.g. Drop Off/Pick Up, Entrance/Exit/Movement, Health Checks, Social Distancing, Scheduling, Confidentiality/Contract Tracing, Hygiene, Deep Cleaning, Personal Protective Equipment, Surveying, etc.) based on science from local, state, and national health departments to protect faculty, staff, students, parents, and the community.

Category	Question	Action	Resources
Drop Off/Pick	What is your drop off and pick	Our school will do the following:	<ul style="list-style-type: none"> • Back to School: How to

Up	up procedure?	<p>Cars Dropping Students Off</p> <p>1. Cars for grades Pre K-8 will enter the school from Bluffton Road at the south side of the church campus and drop off at door number ONE, and exit the grounds onto Bluffton Road at the north end of the school-side parking lot. When anyone exits or enters our building they must have masks on.</p> <p>Before Students Enter the School</p> <p>2. Each student in each vehicle will get a health check at Door #1 via touchless temperature reading and utilizing a symptom checklist. If the student is cleared, entrance is granted. If not, the student will remain in the vehicle.</p> <p>Drop Off items Without Entering the Building</p> <p>3. If someone needs to drop off items they will park in the school's lot, enter Door #1, and place items on the table provided without entering the building. Cars will exit onto Bluffton Road from the north side of the school parking lot.</p> <p>Visitor (Non School Maintenance/Contract Workers/Repair Persons, Parent, Presenter etc.) that needs to come into the building</p> <p>4. The visitors in their cars will enter the school from Door #1, will be met by staff who will conduct a health check to determine entrance to the building. Sanitizer, masks, and gloves will be made available inside Door #1.</p> <ul style="list-style-type: none"> • Alter for your after school pick-up and place below • Students will be seated as family cohorts away from other family groups in the gym - they will exit one family at a time to the car outside Door #1. • Do the same for extra/co-curricular activities after school and place below. • To be determined if we utilize our facility 	<p>Plan for Safe and Efficient Drop-Off and Pick-Up</p> <ul style="list-style-type: none"> • Indiana Reopening Guidance Document • Leading with Hope Guidance Document • 2020 NFHS Guidance for Opening up High School Athletics and Activities • Parkview Creating a Safe Workplace • ISHD: Dr Box • Back to School Planning Resources
	What materials/equipment will you need to procure, where will you purchase it, and how will you use it?	<ul style="list-style-type: none"> • One way Directional arrow signs for student hallways • Sanitizing wipes/sprays 	<ul style="list-style-type: none"> • We will order items from: • ISHD: Dr Box
	How will you train the faculty, staff, parents, students,	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • We will create posters with explanations throughout the 	<ul style="list-style-type: none"> • Create Your Own "Social Distancing"

	substitutes, parents, and community?	<p>building.</p> <ul style="list-style-type: none"> We may create a video to post on our website. 	<p>Posters</p> <ul style="list-style-type: none"> ISHD: Dr Box
Entrance/Exit/ Movement Protocols	What is your procedure for students, faculty/staff, and parents/visitors for entering the school?	<p>Our school will do the following: When faculty, staff, students and visitors enter school at the beginning of the day they will use the following doors (students will sanitize/wash their hands, and should already have on their masks).</p> <ul style="list-style-type: none"> Faculty, Door #1, 8, 9 Staff, Door #1 Students, Door #1 Visitors, Door #1 <p>We will tell students to go to the basement at designated tables.</p>	<ul style="list-style-type: none"> Make a video or other type of presentation and put it on your website. Create Your Own "Social Distancing" Posters ISHD: Dr Box
	What is your procedure for students, faculty/staff, and parents/visitors for exiting the school?	<p>Our school will do the following: When the faculty, staff, students and visitors exit the building at the end of the day, we will minimize exposure by dismissing classrooms to the gym and gather as family groups - each is distanced from the next. Students will sanitize/wash their hands, and should already have on their masks as they enter the hallways and gym. Students need to wear their masks, not congregate, and enter their vehicles directly.</p> <ul style="list-style-type: none"> Faculty, Door #1, 8, 9 Staff, Door #1 Students, Door #1 	<ul style="list-style-type: none"> Make a video or other type of presentation and put it on your website. Create Your Own "Social Distancing" Posters ISHD: Dr Box
	What is your procedure for movement when students enter the building, between periods, lunch, and at dismissal?	<p>Our school will do the following: Passing to Other Rooms</p> <ul style="list-style-type: none"> Whenever possible, we will keep our students in the same classroom. When we have to pass to another room we will utilize one-directional movements We will place six feet markings on the floor to help with social distancing. Our students may receive regular lunches and eat at separated tables in the basement as cohorts If our students need to go to the lunchroom to get their food or eat, we will stagger the times to maintain social distancing and gathering size limitations (if any). All students will sanitize their hands before and after they eat. Students may take masks off to eat and put 	<ul style="list-style-type: none"> Make a video or other type of presentation and put it on your website. Create Your Own "Social Distancing" Posters ISHD: Dr Box

		them on afterward.	
	What materials/equipment will you need to procure, where will you purchase it, and how will you use it?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> We will make social distancing markings, directional signs and train students, faculty, and staff on how to follow the procedure. 	<ul style="list-style-type: none"> Make your own signs/video tailored to your school. Safety Emporium Seaton Free social distancing options for schools free printable CDC Posters ISHD: Dr Box
	How will you train the faculty, staff, parents, students, substitutes, parents, and community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> We will train our students, faculty, staff, substitutes, parents, and visitors with a handout, posters, and/or a video. 	<ul style="list-style-type: none"> Make your own signs/video tailored to your school Safety Emporium Seaton Free social distancing options for schools free printable CDC Posters ISHD: Dr Box
Health Checks	What is your procedure for health checks at home?	<p>Our school will do the following:</p> <p>Part of our plan is to have parents screen their children before they come to school. The same goes for faculty, staff, parents, and visitors. We will screen students daily for fever, cough, sore throat, close contact or care for someone with COVID-19.</p> <p>CDC Updated Symptoms</p> <ul style="list-style-type: none"> Fever (100.4 or higher) or chills Cough Fever or chills Shortness of breath or difficulty breathing Fatigue Muscle or body aches Headache New loss of taste or smell Sore throat Congestion or runny nose Nausea or vomiting Diarrhea 	<ul style="list-style-type: none"> School Self Screening Document Link to Coronavirus Self-Checker CSO: Athletic Self-Checker CSO: Rough Draft School-Classroom Self-Checker ISHD: Dr Box ISDH - COVID-19 Screening Decision Tree (6-26-20).pdf ISDH - COVID-19 Chart for Determining When to Return (6-26-20).pdf CDC Updated Symptoms See documents in Case Scenarios

	<p>What is your procedure for health checks when they enter the building?</p>	<p>Our school will do the following: We will conduct Health Checks for students suspected of COVID symptoms in the library's designated area. We will screen students daily for fever, cough, sore throat, or whether they came in close contact or provided care for someone with COVID-19. CDC Updated Symptoms</p> <ul style="list-style-type: none"> ● Fever (100.4 or higher) or chills ● Cough ● Fever or chills ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea 	<ul style="list-style-type: none"> ● School Self Screening Document ● Link to Coronavirus Self-Checker ● CSO: Athletic Self-Checker ● CSO: Rough Draft School-Classroom Self-Checker ● ISHD: Dr Box ● ISDH - COVID-19 Screening Decision Tree (6-26-20).pdf ● ISDH - COVID-19 Chart for Determining When to Return (6-26-20).pdf ● CDC Updated Symptoms ● See documents in Case Scenarios
	<p>What is your procedure for health checks during the day?</p>	<p>Our school will do the following: Whenever a student becomes ill, we will conduct a health check. CDC Updated Symptoms</p> <ul style="list-style-type: none"> ● Fever (100.4 or higher) or chills ● Cough ● Fever or chills ● Shortness of breath or difficulty breathing ● Fatigue ● Muscle or body aches ● Headache ● New loss of taste or smell ● Sore throat ● Congestion or runny nose ● Nausea or vomiting ● Diarrhea <p>The student will go to the designated area in the library. The school will assign one staff member to look after the student. The student who is ill will wear a mask and the</p>	<ul style="list-style-type: none"> ● School Self Screening Document ● Link to Coronavirus Self-Checker ● CSO: Athletic Self-Checker ● CSO: Rough Draft School-Classroom Self-Checker ● ISHD: Dr Box ● ISDH - COVID-19 Screening Decision Tree (6-26-20).pdf ● ISDH - COVID-19 Chart for Determining When to Return (6-26-20).pdf ● CDC Updated Symptoms ● See documents in Case Scenarios

		staff properly equipped with PPE.	
	What is your procedure for health checks at extra/co-curricular events?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • As fans enter the event, we will conduct health checks if there are any events in our building. • Signs will be posted at the extra/co-curricular event regarding types of symptoms. • Fans will sit six feet apart. 	<ul style="list-style-type: none"> • School Self Screening Document • Link to Coronavirus Self-Checker • CSO: Athletic Self-Checker • CSO: Rough Draft School-Classroom Self-Checker • ISHD: Dr Box • ISDH - COVID-19 Screening Decision Tree (6-26-20).pdf • ISDH - COVID-19 Chart for Determining When to Return (6-26-20).pdf
	How have you revised your attendance procedures?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • In the event of an extended learning period arising out of any public health and safety, or severe weather, event, daily attendance for remote instructional days will be required. The principal will communicate how attendance will be taken. During such extended learning periods, current attendance policies will remain in effect and enforceable. • In the event a student's doctor recommends the student not return to the school building should his or her health be compromised related to 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, financial concerns, etc. 	<ul style="list-style-type: none"> • Extended Learning Handbook Language Considerations • ISHD: Dr Box
	What is your plan for flexibility and the removal of punitive measures for absences when there is a determined illness, a localized outbreak or exposure of a contagious disease?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • In the event a student's doctor recommends the student not return to the school building should his or her health be compromised related to a contagious disease event, the school may provide reasonable alternative accommodations for this student. The 	<ul style="list-style-type: none"> • Extended Learning Handbook Language Considerations • ISHD: Dr Box

		<p>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, financial concerns, etc.</p> <ul style="list-style-type: none"> • Students who are immunocompromised or who have a health condition that poses any vulnerability are encouraged to seek medical guidance regarding their ability to attend school in-person. This applies if someone in a student's immediate family has a health condition that poses any vulnerability as well. If the medical guidance indicates that a student should not attend in-person, the student will be expected to participate fully and remotely. (Your School Name) will provide resources and access for students to participate. Parents should provide a note from the doctor to the Office. 	
	<p>What will you do when someone becomes sick?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school will monitor student and staff absences. When a parent calls in their child indicating they are sick our attendance person will ask if the student is exhibiting any COVID-19 symptom. We will ask staff members who call in sick or appear ill if they are experiencing any COVID-19 symptom. • If a student or employee has recently had contact with a person with a suspected or confirmed case of COVID-19, has someone in their home being tested for COVID-19, or has recently traveled from somewhere considered to be a hot spot by the CDC, the school may exclude the student or employee from the school building and recommend that they self-quarantine for 14 days. • Students and employees will be excluded from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 that is not otherwise explained. 	<ul style="list-style-type: none"> • School Self Screening Document • Link to Coronavirus Self-Checker • CSO: Athletic Self-Checker • CSO: Rough Draft School-Classroom Self-Checker • ISHD: Dr Box
	<p>How will you determine when someone can come back to school?</p>	<p>Our school will do the following: The school's guidelines for students and/or staff returning to school follow:</p>	<ul style="list-style-type: none"> • Full CDC Guidelines for Return to Work Criteria for HCP with Suspected

	<ul style="list-style-type: none"> Confirmed Symptomatic Case Confirmed asymptomatic case Presumed case of COVID 19 	<p>Symptom-based strategy.</p> <ul style="list-style-type: none"> At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); and, At least 10 days have passed since symptoms first appeared <p>Confirmed Asymptomatic Case</p> <ul style="list-style-type: none"> >= 10 calendar days passed without symptoms, and Released by healthcare provider <p>Presumed Case of COVID 19</p> <ul style="list-style-type: none"> 72 Hours Fever free without any fever-reducing medication; and Improved Symptoms (ie. Respiratory symptoms like cough, shortness of breath); and >= 10 calendar days from 1st day of symptoms 	<ul style="list-style-type: none"> or Confirmed COVID-19 ISHD: Dr Box ISDH - COVID-19 Screening Decision Tree (6-26-20).pdf ISDH - COVID-19 Chart for Determining When to Return (6-26-20).pdf
	<p>What materials/equipment will you need to procure, where will you purchase it, and how will you use it?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> All products on this list meet EPA’s criteria for use against SARS-CoV-2, the virus that causes COVID-19. Our school will use disinfectant supplies from (name of manufacturer) Click HERE to access the document with the basic supply list (first-page) and other products and supplies follow. 	<ul style="list-style-type: none"> List N Products with Emerging Viral Pathogens AND Human Coronavirus claims for use against SARS-CoV-2Date Accessed 06172020 ISHD: Dr Box COVID-19 Disinfectant Supplies and Products
	<p>How will you train the faculty, staff, parents, students, substitutes, parents, and community?</p>	<p>Our school will do the following:</p> <p>Train staff on the 6-Steps for Effective Disinfectant Use Plan</p> <ul style="list-style-type: none"> Develop your plan Implement your plan Maintain and revise your plan <p>Implement</p> <ul style="list-style-type: none"> Clean visibly dirty surfaces with soap and water Clean surfaces and objects using soap and water prior to disinfection. Always use the appropriate cleaning or disinfectant product Always follow the directions on the label <p>Maintain and Revise</p> <ul style="list-style-type: none"> Normal routine cleaning with soap and water will 	<ul style="list-style-type: none"> Poster: CDC/EPA guidance for cleaning and disinfecting Poster: Re-Opening America Cleaning Disinfection Decision Tool Train staff on the 6-Steps for Effective Disinfectant Use Video: COVID-19 Cleaning and Safety CDC Principles of Cleaning and Disinfecting Environmental Surfaces

		<p>decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.</p> <ul style="list-style-type: none"> • Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important. • When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together--this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children. 	<ul style="list-style-type: none"> • Use the following poster for training: Re-Opening America Cleaning Disinfection Decision Tool • Train staff on the 6-Steps for Effective Disinfectant Use • ISHD: Dr Box
Social Distancing	What is your procedure for social distancing for faculty, staff, students, and visitors?	<p>Our school will do the following: Maintain good social distance (about 6 feet). This is very important in preventing the spread of COVID-19.</p> <ul style="list-style-type: none"> • Maintain 6 feet among all persons in the school building and on school grounds • Use floor markings and signage as appropriate • Schedule transitions to minimize the number of students and staff in hallways, cafeteria, restrooms, etc. • Reduce class size if possible • Consider all spaces as classroom options • Have teachers change class rather than students when possible. • Consider optional educational programming for alternatives that meet the needs of all student: • Limit course sizes, structure, and classrooms to decrease infection • Most Adapted- Some students in school-some students remotely learning- extended social distancing while at school at 3 feet: Masks required • Adapted- Most students in school (some may need to be remote to adhere to social distancing), social distancing at 4 ft. Masks required • Least Adapted- All students in school, social distancing at 6 ft Masks may be optional 	<ul style="list-style-type: none"> • Indiana Reopening Guidance Document • Leading with Hope Guidance Document • 2020 NFHS Guidance for Opening up High School Athletics and Activities • Parkview Creating a Safe Workplace • Video: Understanding COVID-19 and How to Stay Safe • Video: How Taiwan Keeps Kids Safe at School Amid COVID-19 • Video: Symptoms of COVID-19 Video • All Kinds of Poster from CDC from Dr Joe • Training resources from the CDC • CDC Poster: Fact Sheet-eng • CDC Poster: Fact Sheet-span • ISHD: Dr Box
	What types of visual supports will you use?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school will display posters throughout the building 	<ul style="list-style-type: none"> • English: Help Protect Yourself and Others in

		<p>showing how to social distance.</p> <ul style="list-style-type: none"> The school will use floor, window, and wall graphics. 	<ul style="list-style-type: none"> Public Settings Spanish: Help Protect Yourself and Others in Public Settings Graphics & Signage Create Your Own "Social Distancing" Posters ISHD: Dr Box
	<p>What is your protocol for wearing face-masks and your behavioral expectations for those who refuse?</p>	<p>Our school will do the following: We will teach our students, faculty, staff, and parents how to properly use face masks by addressing the following:</p> <ul style="list-style-type: none"> Wear your Face Covering Correctly Use the Face Covering to Protect Others Follow Everyday Health Habits Take Off Your Cloth Face Covering Carefully, When You're Home 	<ul style="list-style-type: none"> Poster: How to Safely Wear and Take Off a Cloth Face Covering Video: How to wear a fabric face mask English: Please Wear a Cloth Face Covering Spanish: Please Wear a Cloth Face Covering ISHD: Dr Box
	<p>How will you social distance in the classroom, specials, locker rooms, extra/co-curricular events, between passing periods, etc.?</p>	<p>Our school will do the following: Our students, faculty, and staff will stay at least 6 feet between themselves and others, even when wearing face covering. Avoid large and small gatherings in private places and public spaces, such a friend's house, parks, restaurants, shops, or any other place. This advice applies to people of any age, including teens and younger adults.</p> <ul style="list-style-type: none"> The school will follow social distancing and gathering size mandates whenever practical. Any social distancing and gathering size protocols for use in school should be adjusted for outside of school, on sports fields, in dance studios, in locker rooms, etc. The schools will allow a single-family unit to sit together, but shows at least 6 foot spacing between multiple family units. The school will count the number of attendees at an event to make sure it does not exceed gathering size limitations. The school will encourage individuals 65 yrs of age and older or those in high-risk categories to not attend the event Follow the Bishop's Directives for Resuming Public 	<ul style="list-style-type: none"> Directives for Resuming Public Liturgies in the Diocese of Fort Wayne-South Bend Video: Social Distancing in School for kids Video: What is social distancing?

		<p>Liturgies in the Diocese of Fort Wayne-South Bend</p> <ul style="list-style-type: none"> It is the EXPECTATION of the school that students will be wearing face masks when they are supposed to. Non compliance will be dealt with as with all other noncompliance issues. 	
	What materials/equipment will you purchase and how will use it for social distancing?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> See the materials and equipment listed above. <p>Add or delete</p> <ul style="list-style-type: none"> Teacher Dividers Floor masking tape in colors Room dividers 	<ul style="list-style-type: none"> Create Your Own "Social Distancing" Posters ISHD: Dr Box
	How will you train the faculty, staff, parents, students, substitutes, parents, and community?	<ul style="list-style-type: none"> Reopening the country also strongly relies on public health strategies, including increased testing of people for the virus, social distancing, isolation, and keeping track of how someone infected might have infected other people. This plan is part of the larger United States Government plan and focuses on cleaning and disinfecting public spaces, workplaces, businesses, schools, and can also be applied to your home. 	<ul style="list-style-type: none"> CDC: Checklist for Teacher CDC: Checklist for Parents Create Your Own "Social Distancing" Posters ISHD: Dr Box
Scheduling	What type of schedule will you need for when faculty, staff, and students move around the building (e.g., between passing periods, at the beginning and end of schools, lunch, bathroom breaks, etc.).	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schedule transitions to minimize the number of students and staff in hallways, cafeteria, restrooms, etc. Stagger times at the beginning and end of schools Rotate Mass schedule If needed the school will create a "Blended Schedule" to best fit their building size, classrooms, staff size, and student needs. <p>Listed below are some scheduling/school practices we might use throughout the year</p> <ul style="list-style-type: none"> Canceling or postponing after school activities <ul style="list-style-type: none"> Cancel performances, sports practices, or games Canceling classes or activities that occur during the school day with a high rate of mixing/contact <ul style="list-style-type: none"> Cancel P.E.; cancel field trips; cancel choir Reducing mixing during transport <ul style="list-style-type: none"> Suspend buses; discourage use of public transportation 	<ul style="list-style-type: none"> 2020 NFHS Guidance for Opening up High School Athletics and Activities Parkview Creating a Safe Workplace Video: Understanding COVID-19 and How to Stay Safe Video: How Taiwan Keeps Kids Safe at School Amid COVID-19 All Kinds of Poster from CDC from Dr Joe Training resources from the CDC ISHD: Dr Box

		<ul style="list-style-type: none"> ● Increasing space among students during in-person instruction <ul style="list-style-type: none"> ○ Move class outdoors; re-arrange desks to increase space; divide classes into smaller groups; require students to remain seated in classroom ● Reduced schedule <ul style="list-style-type: none"> ○ Shorter school week; shorter school day; students come on alternating days ● Suspending use of common areas <ul style="list-style-type: none"> ○ Lunch in classrooms rather than in lunch room; no recess ● Implementing standard workplace social distancing measures for teachers and other staff <ul style="list-style-type: none"> ○ Limit face to face meetings; cancel staff meetings ● Partial Closure <ul style="list-style-type: none"> ○ Closure of one class; closure of one grade ● Instituting home room stays <ul style="list-style-type: none"> ○ Children remain with one group of children all day and teachers rotate through the room ● Segregating students within common areas <ul style="list-style-type: none"> ○ Require that students only eat with classmates in lunchroom; require that students stay in assigned section of school yard ● Reducing density/load in common areas through altered scheduling <ul style="list-style-type: none"> ○ Let classes out at different times so fewer students are in the hall at any one time ● Limiting visitors <ul style="list-style-type: none"> ○ Do not allow parents or other visitors; restrict vendor access to school 	
	<p>How will you schedule the school day to maintain social distancing and minimize contact?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> ● Schedule transitions to minimize the number of students and staff in hallways, cafeteria, restrooms, etc. ● Stagger times at the beginning and end of schools ● Rotate Mass schedule ● If needed the school will create a “Blended Schedule” to best fit their building size, classrooms, staff size, and student needs. ● We will schedule adequate time for handwashing, sanitizing desks, and other good hygiene practices. 	<ul style="list-style-type: none"> ● <u>Create Your Own "Social Distancing" Posters</u> ● <u>ISHD: Dr Box</u>

	What materials/equipment will you need to procure, where will you purchase it, and how will you use it?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Create posters and visuals to explain the various schedules 	<ul style="list-style-type: none"> • Create Your Own "Social Distancing" Posters • ISHD: Dr Box
	How will you train the faculty, staff, parents, students, substitutes, parents, and community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school will review the various ways to schedule for social distancing listed above. 	<ul style="list-style-type: none"> • Create Your Own "Social Distancing" Posters
Confidentiality	<p>What procedures/policies do you have in place to protect someone's health status?</p> <p>Who do you report to when there is a serious health issue like testing positive for COVID-19?</p> <p>What can you communicate to faculty, staff, students, and parents, when someone tests positive for COVID-19.</p>	<p>Our school will do the following: Protocol for Schools When a Positive COVID-19 Result is Reported to a School:</p> <ul style="list-style-type: none"> • If the person cannot name the testing facility, did not have an official test, are reporting symptoms only, or suspect they have COVID-19, please do the following: <ul style="list-style-type: none"> ◦ Refer the person to their health care provider for guidance ◦ Ask the person to stay at home until they have spoken with their health care ◦ Do not do give medical advice or conduct an investigation – refer the person to their health care provider • If the person has the name of the testing facility and received confirmation from a health care professional that they have tested positive for COVID-19, please record the following information on the COVID-19 Positive Test School Template: • Contact Dr. Brettmacher (765.586.0488 brettmacher@diocesefwsb.org) or Jeff Kieffer (765.499.3364 or jkieffer@diocesefwsb.org) • Contact your local health department • The Indiana Department of Education by completing the Report that can be found HERE • Get an after hour LHD person name and contact information. <p>If the person is a staff member, inform the employee of the school sick leave policy, of any support or benefits that might be available to employees, and refer them to the school human resources department as needed.</p>	<ul style="list-style-type: none"> • Procedures: COVID-19 Positive Test School Template • Report to Indiana Department of Education • Contact your local health department • After hour LHD person name and contact information(input information here) • Approved County Community Mental Health Centers) • Indiana: COVID-19 Testing Sites • ISHD: Dr Box

		<p><i>Once the local health department has been notified, does the school have any further responsibility?</i></p> <p>No, once the school has notified the local health department of a confirmed case of COVID-19 with the information listed above, the local health department will:</p> <ul style="list-style-type: none"> • Contact the person confirmed with COVID-19 • Inform direct contacts regarding their possible exposure • Give instructions to those involved with the confirmed case <p>The local health department will contact the school if more information is needed. Due to privacy and confidentiality concerns, a public announcement or notification to any other individuals is not recommended. The local health department will contact and instruct the individuals involved with the confirmed case regarding the next steps needed for the health of those individuals.</p>	
Hygiene	What is your plan to post signs to encourage social distancing and frequent handwashing at the entrances and around the venue/building or sports field/court/arena?	<ul style="list-style-type: none"> • Our school will make hand sanitizer available throughout the school grounds including all entrances to the building and all classrooms. • Our school will mark six-foot increments • Our school will maintain 6 feet among all persons in the school building and on school grounds • Our school will use floor markings and signage as appropriate • Our school will schedule transitions to minimize the number of students and staff in hallways, cafeteria, restrooms, etc. • Our school will reduce class size if possible • Our school will consider all spaces as classroom options • Our teachers change class rather than students when appropriate (middle and high schools differ) 	<ul style="list-style-type: none"> • CDC: Handwashing Video • CDC: Handwashing Video II • Reopening Guidance for CDC: Cleaning & Disinfecting Public Spaces, Businesses, Schools & Homes • Poster: Guidance For Cleaning and Disinfecting • Video: How to Properly Disinfect Surfaces to Kill Germs • ISHD: Dr Box
	What prevention signage (cover cough or sneeze, wash hands and avoid touching mouth, nose or eyes with unwashed hands) will be placed in the restrooms?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Our school will Teach/reinforce hand hygiene/cough & sneeze etiquette in a fun way. Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 	<ul style="list-style-type: none"> • CDC Poster: Cough • Cover Your Cough Poster • Video Adults: Cover you Cough • Video: Cover Your Coughs and Sneezes - Kids

		<p>seconds.</p> <ul style="list-style-type: none"> If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). 	<ul style="list-style-type: none"> ISHD: Dr Box
	<p>What is your plan to place handwashing and/or sanitizer stations, throughout the building, at extra/co-curricular events, for umpires and officials, etc.?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Make hand sanitizer available throughout the school grounds including all entrances to the building and all classrooms CDC recommends using ABHR with greater than 60% ethanol or 70% isopropanol in healthcare settings. Unless hands are visibly soiled, an alcohol-based hand rub is preferred over soap and water in most clinical situations due to evidence of better compliance compared to soap and water. Hand rubs are generally less irritating to hands and are effective in the absence of a sink. [3] 	<ul style="list-style-type: none"> Coronavirus How to use hand sanitizer effectively How to wash your hands ISHD: Dr Box
	<p>What is your plan for scheduling time for faculty, staff, and students to wash, sanitize desks, and other hygiene practices?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Our school plan for scheduling time for faculty, staff, and students to wash, sanitize desks, and other hygiene practices is listed below. After each student cohort leaves the room or area. We also will deep clean each Wednesday from 2:30 to 3:30 during the one-hour early dismissal. 	<ul style="list-style-type: none"> Place a Link to your schedule here ISHD: Dr Box
	<p>How will you train the faculty, staff, parents, students, substitutes, parents, and community?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> We will create a schedule, post it, announce it, practice it, and place it on our website and in our plan. Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand s <p>Protect Yourself and Others The best way to prevent illness is to avoid being exposed to this virus. You can take steps to slow the spread.</p>	<ul style="list-style-type: none"> CDC: Handwashing Video CDC: Handwashing Video II ISHD: Dr Box

		<p>You might want to say we will maintain six feet social distancing when practical.</p> <ul style="list-style-type: none"> • Maintain good social distance (about 6 feet). This is very important in preventing the spread of COVID-19. • Wash your hands often with soap and water. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol. • Routinely clean and disinfect frequently touched surfaces. • Cover your mouth and nose with a cloth face covering when around others. <p>Learn more about what you can do to protect yourself and others.</p>	
	What will you do with your water fountains?	<p>Our school will do the following: 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 per the recommendation of the ISHD.</p> <ul style="list-style-type: none"> • The school will allow students to bring water bottles to 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. • For the time being, water fountain filling stations will remain open as long as the students wipes down the fountain after filling it. 	<ul style="list-style-type: none"> • ISHD: Dr Box
Deep Cleaning	What is your plan for cleaning/disinfecting supplies, how will you inventory it, and how/when you will thoroughly clean and disinfect all buildings, desks, buses, equipment, and other surfaces prior to students and/or staff returning and after they return?	<p>Our school will do the following: To clean our school, we will follow the Cleaning And Disinfecting Your Facility from the CDE. The steps include:</p> <ul style="list-style-type: none"> • How to clean and disinfect • Disinfect • Soft Surfaces • Electronics • Laundry • Cleaning and disinfecting your building or facility if someone is sick • Cleaning and disinfecting outdoor areas • When cleaning • Additional considerations for employers 	<ul style="list-style-type: none"> • EPA-registered household disinfectant • EPA's 6 steps for Safe and Effective Disinfectant Use • These disinfectants • Vacuum as usual • FDA's Tips for Safe Sanitizer Use • CDC's Hand Sanitizer Use Considerations • ISHD: Dr Box

		<ul style="list-style-type: none"> Alternative disinfection methods For facilities that house people overnight 	
	What is your plan for frequent cleaning and disinfecting touchpoint surfaces?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Wear disposable gloves to clean and disinfect. Clean surfaces using soap and water, then use disinfectant. Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces. Practice routine cleaning of frequently touched surfaces. More frequent cleaning and disinfection may be required based on level of use. Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use. 	<ul style="list-style-type: none"> Disinfecting-Building-Facility ISHD: Dr Box
	What materials/equipment will you need to procure, where will you purchase it, and how will you use it?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> When we clean our buildings we will use the EPA-Approved Disinfectants List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) Top U.S. Suppliers of Disinfectant Top Suppliers of Disinfectant for COVID-19 Material Safety Data Sheet Our school will use disinfectant supplies from The Janitors Supply Co., Inc. Each teacher will have a supply of disinfectant wipes for the classroom; we will deep clean weekly; we will fog if a positive case is discovered in the building. 	<ul style="list-style-type: none"> EPA-Approved Disinfectants List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) Top U.S. Suppliers of Disinfectant Top Suppliers of Disinfectant for COVID-19 ISHD: Dr Box COVID-19 Disinfectant Supplies and Products
	How will you train the faculty, staff, parents, students, substitutes, parents, and community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> We will train on the 6-Steps for Effective Disinfection Use We will create a "guide" to the classroom for all faculty, staff and substitutes. We will train the parents on our procedures at our back to school night. Teachers will train students in the classroom. 	<ul style="list-style-type: none"> 6-Steps for Effective Disinfection Use Poster High Performance Cleaning in schools Deep Cleaning Schools & Universities During Closures ISHD: Dr Box
Personal Protective	What protocols do you have in place for wearing face masks	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Wash your hands before putting on your face covering 	<ul style="list-style-type: none"> Poster: Cloth Face Covering-English

Equipment (PPE)	including creating plans for students with sensory issues?	<ul style="list-style-type: none"> • Put it over your nose and mouth and secure it under your chin • Try to fit it snugly against the sides of your face • Make sure you can breathe easily. • Untie the strings behind your head or stretch the ear loops • Handle only by the ear loops or ties • Fold outside corners together • Place covering in the washing machine (learn more about how to wash cloth face coverings) • Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing. • We will not require masks for children under age 2, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance 	<ul style="list-style-type: none"> • Poster: Cloth Face Covering-Spanish • Poster: Cloth Face Covering Entering Building-English • Poster: Cloth Face Covering Entering Building-Spanish • ISHD: Dr Box
	What PPE do you need to order for faculty, staff, students, and visitors, where do you obtain it, how will training for usage, what behavioral expectation do you have for wearing it, and consequences for refusal?	<p>Our school will provide some or all Personal protective equipment and clothing can include:</p> <ul style="list-style-type: none"> • overalls and protective aprons • protective headgear - safety helmets, wide brimmed hats to protect against the sun • safety boots or shoes • safety glasses or goggles • gloves • respirators and masks • earmuffs and earpieces 	<ul style="list-style-type: none"> • Personal Protective Equipment (PPE) SafeSchools • TEA orders millions of PPE for districts amid COVID-19 pandemic • ISHD: Dr Box
	How will you train for the use of PPE?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Key point: When hazards in the workplace can't be eliminated or reduced by other risk controls, employers must provide personal protective equipment and clothing (PPE). • Instruct employees in how to use PPE and clothing provided by the employer. They should be told why the use of PPE is necessary before they start the particular job for which it has been provided. • Where PPE is provided, you must use it as you have been instructed to do • Employers should make sure that the PPE they purchase complies with the relevant Australian Standard. 	<ul style="list-style-type: none"> • Personal Protective Equipment for COVID-19 Care • How to safely put on PPE • How to Safely Put on PPE, Selected Equipment: N95 and Gown • How to Safely Take off PPE, Selected Equipment: PAPR and Coverall • ISHD: Dr Box

		<ul style="list-style-type: none"> • They must make sure that PPE is stored in a clean and fully operational condition, that it can be easily found when needed and that it is safe from interference and damage. • PPE should be inspected regularly and before use to make sure it is in good working order. Damaged or defective PPE must be reported at once. It must be tagged (to prevent its use until it has been repaired), or thrown away and replaced. 	
Emergency Contacts/Chart	Can you provide an updated emergency contact list?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • You can access our emergency contacts and chart by clicking on the following link. 	<ul style="list-style-type: none"> • List of COVID-19 Testing Centers • Emergency Contacts and Chart
	What is your alternative command structure if administrative and/or key employees are unable to work?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • You can access our alternative command structure by clicking the following link. • Where is it? 	<ul style="list-style-type: none"> • Alternative Command Structure • ISHD: Dr Box
Surveying	What is your plan for survey faculty, staff, students, and parents periodically to obtain feedback on how your plan is working?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school will survey the students, parent, faculty, and staff, monthly, to get input on how our plan is working. Based on feedback, we will readjust our plan. • Where is it? 	<ul style="list-style-type: none"> • Communication Guidance for Indiana School Re-entry • Google Forms • SurveyMonkey • ISHD: Dr Box
Mitigation	What is your mandatory reporting system for all teachers, administrators, staff and students (parents/guardians) to report any documented positive cases of COVID-19 in their school?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The goals for using mitigation strategies in communities with local COVID-19 transmission are to slow the transmission of disease and in particular to protect: • Individuals at increased risk for severe illness, including older adults and persons of any age with underlying health conditions • The healthcare and critical infrastructure workforces <p>Implementation is based on:</p> <ul style="list-style-type: none"> • Emphasize individual responsibility for implementing recommended personal-level actions • Empower businesses, schools, and community organizations to implement recommended actions, particularly in ways that protect persons at increased risk 	<ul style="list-style-type: none"> • Our Mitigation Strategy • Indiana COVID-19 Testing Sites • ISHD: Dr Box

		<p>of severe illness</p> <ul style="list-style-type: none"> • Focus on settings that provide critical infrastructure or services to individuals at increased risk of severe illness • Minimize disruptions to daily life to the extent possible 	
	<p>What is your strategy to determine if you need to close your building for a deep clean after someone tests positive for COVID-19?</p>	<p>Our school will do the following: We will work with our local health officials to determine a set of strategies appropriate for your community's situation. Continue using the preparedness strategies implemented for no community transmission, and consider the following social distancing strategies:</p> <ul style="list-style-type: none"> • Cancel field trips, assemblies, and other large gatherings. • Cancel or modify classes where students are likely to be in very close contact. • Increase the space between desks to at least 6 feet. • Stagger arrival and/or dismissal times. • Limit nonessential visitors. • Limit bringing in students from other schools for special programs (e.g., music, robotics, academic clubs) • Teach staff, students, and their families to maintain a safe distance (6 feet) from each other in the school. 	<ul style="list-style-type: none"> • Procedures: COVID-19 Positive Test School Template • Report to Indiana Department of Education • Contact your local health department • After hour LHD person name and contact information Mindy Waldron Mindy.Waldron@co.allen.in.us • Approved County Community Mental Health Centers • Indiana: COVID-19 Testing Sites • ISHD: Dr Box
	<p>What is your reopening decision protocol after transitioning to remote learning because of the need to deep clean the building?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • We will use guidelines from the CDC and check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community (see Reopening Decision Tree) 	<ul style="list-style-type: none"> • Sample Reopening Letter • Communication Guidance for Indiana School Re-entry • ISHD: Dr Box
<p>Case Scenarios</p>	<p>What are some case scenarios we can use to train our administration, faculty, and staff?</p>	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • We will know the definitions for isolation, quarantine, self-monitoring, high risk exposure, and co-horting. • We discuss the following scenarios <ul style="list-style-type: none"> ○ Scenario One: <ul style="list-style-type: none"> ■ A teacher tests positive. ■ She only teaches math in one classroom. ■ She worked 2 days while infectious. ○ Scenario Two: <ul style="list-style-type: none"> ■ Elementary students test positive. ■ Rides bus 20 mins. in AM/PM - Most wore masks 	<p>Case Scenario Training ACHD SCHOOLS - What Happens When There is a Case ISHD Back to School FAQs ACHD School Screening symptoms flyer ACHD Student Guidance for Return to School Back to School FAQs ACHD Return to School</p>

		<ul style="list-style-type: none"> ■ on the bus, but kids simply cannot be 6' apart. ■ Students wear masks in halls, but not once inside the classroom. ■ Desks are spaced out but cannot be full 6' apart. ■ Students attend PE, Music, and Art with their classroom. ■ They eat lunch in the classroom. ■ They have recess with the classroom only. ○ Scenario Three <ul style="list-style-type: none"> ■ High School Marching Band students (or athlete/show choir, etc.) begin to have a fever and cough on the bus home from a competition on a Saturday. ■ 50 people on bus ■ 20 other schools at the competition ○ Scenario Four <ul style="list-style-type: none"> ■ 2 High Schools play football on Friday night. ■ A player gets sick on Sunday and stays home Monday. ■ He tests positive and informs the school on Wednesday. ■ WHAT NOW? ○ Let's test your knowledge on quarantine, isolation, and when people may return to school following exposure/symptoms/testing. <ul style="list-style-type: none"> ■ Student/Staff Member is tested for COVID-19. They do not have any symptoms. THEY TEST POSITIVE! What now? ■ Student tests positive and has 3 siblings at home who attend other schools. What now? ■ A student has a fever, cough, headache and loss of taste and smell. They are tested, but test negative. What now? ■ A student has a fever, cough, and shortness of breath. His parents do not want to get him tested. What now? ■ What if an ill student spent time with others in the commons of the school or in the lawn outside the school w/in 6' for >15 mins? ■ Do they eat in the cafeteria where they maintain social distancing in line but sit closer than 6' at the table? ■ What if the school is able to have 	<ul style="list-style-type: none"> Guidance After Exposure ACHD What Happens When There is a Case ISDH School Screening symptoms flyer Student Guidance for Return to School ISHD Back to School FAQs School Exposure Letter Template 7-2020 Outside Letter Template YYYYMMDD School Name Positive IDOE COVID-19 Training Indiana PPE Directory
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		<p>one-directional hallways for flow? What if the school staggers in-school schedules?</p> <ul style="list-style-type: none">■ Key Planning Considerations.■ Have you just been notified there is a case in your school?■ What do case investigation and contact tracing mean?■ Decision tree for COVID-19 In School■ When can they return after being symptomatic or testing positive?■ When can they return after an exposure?■	
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Domain 2 - Fostering Community (Social-Emotional Learning)

Goal:

Develop and foster community to attend to the material and social-emotional needs of students and adults.

Category	Question	Action	Resources
Students	How will you orient returning students to the new realities of school?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will develop student orientation plans in line with the state guidelines that communicate faith, community, relationships, and forming the whole child. 	<ul style="list-style-type: none"> Leading With Hope Value Proposition for Catholic Schools in Time of Uncertainty
Students	How will you orient new students and transfer students into your school community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will develop orientations for new and transfer students so that they are welcomed into the community and can build relationships with students and adults. 	<ul style="list-style-type: none"> Leading With Hope Value Proposition for Catholic Schools in Time of Uncertainty
Students	How will you foster community and connections with students?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will prioritize community and connections in the first quarter of school Schools will review technological resources and develop ways to maintain and foster community in case schools need to go virtual. Schools will emphasize community and relationships through teaching concepts such as the mystical body of Christ. 	<ul style="list-style-type: none"> Five Marks of a Catholic School, Archbishop Miller
Students	How will you mitigate stress in students?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will develop plans that prioritize relationships with students so that each student is known and cared for. Schools will teach stress coping strategies. Schools will maintain a list of available mental health counselors, pastoral counselors, and supportive agencies. 	<ul style="list-style-type: none"> Diocesan training in trauma informed care and fruits of the spirit (under development) Catholic Charities Clinical Liaison (260) 422-5625

Students	What is your early warning system to identify students who are struggling academic and/or behavioral domains?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will train faculty and staff in trauma-informed care so that they can recognize students who are struggling and connect them with available support. • School leaders will meet with key faculty and staff to discuss possible students in need. • A social/emotional liaison will be present in our building each month to be a resource for students and staff. 	<ul style="list-style-type: none"> • Diocesan training in trauma informed care and fruits of the spirit • (under development) • Bishop Dwenger Student Assistance Program • Roncalli High School Student Assistance Program
Faculty	How will you onboard returning faculty and staff?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will develop a faculty and staff orientation that reemphasizes the mission of the school and prioritizes community and relationships in the faith community. The training will also address health concerns of the faculty and staff. . 	<ul style="list-style-type: none"> • Diocesan training in trauma informed care and fruits of the spirit • (under development) • Bishop Dwenger Student Assistance Program • Roncalli High School Student Assistance Program • Caring for Yourself in the Face of Difficult Work
Faculty	How will you onboard new faculty and staff?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will develop a faculty and staff orientation that communicates the mission of the school and prioritizes community and relationships in the faith community. • Training will include: <ul style="list-style-type: none"> ○ Trauma Informed Response ○ Guiding principles and common language ○ Resources 	<ul style="list-style-type: none"> • Diocesan training in trauma informed care and fruits of the spirit • (under development)
Faculty	How will you foster community amongst the faculty and staff?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school leader will schedule regular opportunities for faculty and staff to connect in person and virtually. The schedule will include things like time together for prayer, sacraments, and community building. 	<ul style="list-style-type: none"> • https://chaplaincyinnovation.org
Faculty	How will you foster self-care and emotional well-being in	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school administrative team and 	<ul style="list-style-type: none"> • Caring for Yourself in the Face of Difficult Work

	your faculty and staff?	department leaders will regularly check-in with co-workers.	<ul style="list-style-type: none"> • Health Crisis Resources-School Psychologists
Faculty	What will be your school wide daily routines (eg. morning prayer, announcements, etc.) to foster community and emotional well-being?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will review and develop school wide routines that maintain social distancing guidelines and that build community. Schools will also develop plans to adapt this if they need to go to virtual. 	<ul style="list-style-type: none"> • School Routines for Social Emotional Learning
Faculty	What will be your in-class routines to foster community and emotional well-being?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Teachers will develop class routines to connect with students and to hear how they and their families are doing. 	<ul style="list-style-type: none"> • School Routines for Social Emotional Learning
Faculty	What are your plans to offer community building events such as spirit week or homecoming?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Schools will review their yearly calendar and revise as necessary events such as spirit week, homecoming, etc. 	<ul style="list-style-type: none"> •
Faculty	How will you ensure explicit instruction and integration of social emotional learning as a preventative measure to aid in student coping and emotional regulation?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Teachers will incorporate social-emotional learning opportunities into their curriculum. 	<ul style="list-style-type: none"> • Trauma Informed Schools
Parents	What personal and meaningful ways will you have for parents to connect with the school community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Schools will review events such as Back-to-School Night and Parent-Teacher Conferences. • Teachers will develop lesson plans for in-person school or virtual classes that involve parents in meaningful ways in the education of their children. 	<ul style="list-style-type: none"> • Family Social and Emotional Learning Resources • -Archdiocese of Chicago
Parents	How will you train your faculty and staff to receive social-emotional concerns from students and families?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will incorporate training in social-emotional concerns into faculty orientation and regular faculty and staff meetings. • School leaders will communicate to faculty and staff to whom they should take student 	<ul style="list-style-type: none"> • Free Social Emotional Learning Resources

		and family concerns.	
Community	Do you have available a list of community assets for social-emotional support such as counselors, pastoral care providers, and agencies?	Our school will do the following: <ul style="list-style-type: none"> School leaders will share with key school personnel the list of available community assets. 	<ul style="list-style-type: none"> Catholic Charities Clinical Liaison (260) 422-5625
Training	What training/P.D. needs to be done for faculty/staff, students, parents?	Our School will do the following: <ul style="list-style-type: none"> Provide necessary resources, training, articles that will address the needs of the school community. () can be used to train staff/faculty on current best practices in regard to social emotional well being. 	

Domain 3 - Curriculum and Instruction (Curriculum, Early Childhood Learning, High Schools, from BSP)

Goal: Attend to the curriculum and instruction needs of their students by re-evaluating instructional time, diagnostic testing, essential standards, the first 20--days of instruction, creating scope and sequence documents, addressing gaps in teaching and learning, developing formative and summative assessments, determining what to teach and when, assess professional development needs and best instructional practices, check for student mastery, reassess grading practices, and teacher office hours.			
Category	Question	Action	Resources
Instructional Planning	What are your plans to create year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely?	Our school will do the following: <ul style="list-style-type: none"> Get input from the Back to School Planning Resources Elementary School Teachers will collaborate with grade and team levels to ensure similar pacing. Interdisciplinary teams will support ELA and Math priority standards Planning will include use of computers regularly so if content needs to be delivered remotely, it will be as easy as possible to transition over. 	<ul style="list-style-type: none"> Getting Ready to Teach Next Year Back to School Teaching Plan

		<ul style="list-style-type: none"> Lesson plans will be submitted via Planbook and Google classroom will be utilized for everyday homework 	
Instructional Experiences	How will you ensure 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?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources All staff will complete the diocesan course of asynchronous learning and pass the corresponding quiz. Teachers will participate in ongoing PD to aid with remote learning and various delivery methods Teachers lesson plans will be created to be delivered remotely or in person (perhaps a flipped classroom model) Teachers should practice and stay current on best practices by incorporating online/virtual lessons on a regular basis. 	<ul style="list-style-type: none"> Asynchronous vs. Synchronous instruction Back to School Teaching Plan
Content Delivery	How will you vary the way content is delivered to students (reading, lecture/mini lesson, videos, visual tools, modeling) and the way students can demonstrate their understanding (writing, speaking, visual products, modeling/building)?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources Teachers will participate in ongoing PD to aid with remote learning and various delivery methods Teachers lesson plans will be created to be delivered remotely or in person (perhaps a flipped classroom model) Teachers should practice and stay current on best practices by incorporating online/virtual lessons on a regular basis. 	<ul style="list-style-type: none">
Student Engagement	Describe the way you will engage students through setting a purpose for the work and providing choice in the process and product of the work.	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources Students will be provided with high quality and purposeful instruction. Whether in-person or remote, students will be held to the same standards and expectations. 	<ul style="list-style-type: none">
	How will you ensure all	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School administration and teachers will focus 	<ul style="list-style-type: none">

	learning is respectful. Students are not given “fluff” or busy work to fill time or provide an item to grade?	instruction on mainly priority standards. Between materials not covered in the previous COVID-19 closures, the focus will be on the priority grade-level standards, and working to teach some materials not covered previously.	
	How will you ensure that videos and apps are age-appropriate?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School administration will work with teachers to develop a predetermined and limited list of age appropriate applications for the various age groups within our school. As new applications are considered for adoption in the school a committee of teachers will be formed to vet them for pedagogical value as well as age-group appropriateness. 	•
	Describe how you will ensure frequent and varied formative assessment methods in both face-to-face and remote learning.	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Professional Development will be provided on effective ways to use frequent and varied formative assessments both face to face and remotely. Administration will monitor through observations of in class instruction and Google Classroom for remote instruction. 	<ul style="list-style-type: none"> • Formative Assessment with Distance Learning • Digital Tools for Formative Assessment in the Classroom
	What are your plans for meeting in small groups or one-on-one as needed for connection, instruction, and assessment?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School administration will monitor the advice coming from the IDoE, CDC, and our local health department to determine the most current recommendations for social distancing. Based upon the most current directives, seating, grouping, and movement within the classroom and building will observe these recommendations as much as possible. 	•
Teacher Coordination of Assignments	How will teachers work together to coordinate assignments, deadlines, projects and assessments to ensure a manageable workload for students? (Especially important in middle school.)	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Grade-level and campus level teams will plan together to coordinate deadlines and workload for manageability 	• Back to School Teaching Plan

	How will your teachers use authentic assessments rather than an over-reliance on tests?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Project based assessments or performance assessments will be encouraged as well as traditional assessments. Both can be given either person-to-person or remotely. 	<ul style="list-style-type: none"> • Five Formative Assessment Strategies-PDF
	Describe your guidance to teachers regarding grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Traditional grading practices will be used during in-person or remote learning. • Administration will determine IF any adjustments need to be made during remote learning and communicate such changes with students/faculty/families. 	<ul style="list-style-type: none"> •
	How are your teachers reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Teachers will engage in digital/distance learning professional development throughout the summer. Some will be assigned by school administration, but other opportunities for self-paced individual professional development will also be provided. 	<ul style="list-style-type: none"> • Teacher Training Center-Google--Includes best practice for teaching with tech • IDoE COVID-19 Remote Learning Resources • eLearning Best Practice and Getting Started Materials • HyperDocs--Good Pedagogy with Tech • Ed Tech in the Bend-PD
Reaching Students with Special Needs	What is your school doing to make adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Resource teachers and instructional aides will relay any accommodations for ISPs, CAPs, or Resource Plans to faculty, families and students. • Resource staff will be available remotely to assist students with providing accommodations and modifications. • Teachers will work side by side with the parent/student to provide reasonable accommodations and 	<ul style="list-style-type: none"> • Helping Students with Special Needs Cope with Distance Learning • Resource for Supporting Students with Disabilities •

		modifications as outlined in the student's plan.	
English Language Learners	How are you ensuring meaningful support is provided for English Learners and their families including that teachers, students, and parents are adept at utilizing translation tools?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will ensure that translation of parental communications, assignments, and other curricular supports is available through applications, translators, and/or bilingual staff members. Examples: Class Dojo, Google Chrome Browser Translation of school webpages, and G-Suite documents. In staffing, bilingual office staff will be considered. 	•
Early Warning/ Intervention	How are you creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources Teacher observation and formative assessment data will be the best indicators of students needing academic or behavioral interventions. Students will be referred to the SIT or Social Worker. 	•
	What is your school's plan for benchmark screening and intervention delivery during face-to-face and remote learning?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> The NWEA Map Testing will be administered in all grades K-8 to determine learning gaps present as a result of the COVID-19 closures within the first 2-4 week of the school year. Prior to testing teachers will focus on the teaching gaps for priority standards not taught during the 2019-2020 school year. 	• Potential Impacts of COVID Closures on Student Performance
Professional Development	What are you doing to avoid new initiatives and prioritize and protect professional learning time for teachers to develop flexible learning plans for the upcoming school year?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources Plan periods will be freed for teachers to prepare themselves and lessons for remote learning. Professional learning this year will be limited to best practices/apps/websites etc. used in remote learning and continuing Diocesan Curriculum. 	• Self-Regulation in Online Learning
Curricular Supplies	How are you adjusting curricular and supply orders to reflect the most useful tools for both face to face and	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Get input from the Back to School Planning Resources CARES and Title funds are being used to reduce class size to maintain a proper social distancing. 	• Self-Regulation in Online Learning

	distance learning?	<ul style="list-style-type: none"> ● New licenses are being purchased for online delivery and implementation of instruction. 	
Parental Supports/Education	What plans are in place to help parents to better assist their children should remote learning become necessary?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> ● The number of applications and websites will be streamlined to just a few. This is intended to avoid overwhelming parents learning to navigate these applications, as well as, to facilitate easy access to instructional materials to assist their children. 	<ul style="list-style-type: none"> ●
Art Classes-Band, Choir and Art Classes	What plans are in place for the Performing Arts and Fine Arts Courses?	<p>Our School will do the following:</p> <ul style="list-style-type: none"> ● All art courses will need to disinfect supplies between each class period if individual student supplies cannot be passed out/utilized. ● Band students will need social distance themselves as far as possible when playing woodwinds and brass instruments. You might want to check whether you will allow these instruments ● Choir class will conduct further research to determine best practices for choir 	You can delete these two rows if you want to do so.
Library	What plan is in place for borrowed library books/materials?	<p>Our School will do the following:</p> <ul style="list-style-type: none"> ● Sanitizing procedures will be followed for borrowed materials. ● Proper protocols and guidelines will be followed as recommended by the local health department and protocols. The American Library Association recommends having a book sit for 14 days before being reshelved. 	<ul style="list-style-type: none"> ● American Library Association

Domain 4 - Catholic Identity (Catholic Faith Formation from BSP)

Goal:

Working in partnership with parents, our Catholic schools will form disciples through religious instruction, sacraments, prayer, retreats, service opportunities, community, foster community, and teaching, whether school is in-person and transitioning to a <https://catholicfaithformation.org/hybrid> or remote learning.

Category	Question	Action	Resources
Value Proposition	How will the principal and key school leaders articulate the value proposition of Catholic schools?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will have prepared talking points School leaders will communicate with their current and prospective families School leaders will emphasize that Catholic education is transformational, not transactional Multiple parishes have signed up to participate in the Catholic identity and virtue formation program called Virtue=Strength. 	<ul style="list-style-type: none"> Leading With Hope Value Proposition for Catholic Schools in Time of Uncertainty Five Marks of a Catholic School, Archbishop Miller Father Bochanski The Virtue of Hope
All-school Mass	How will the school celebrate All School Mass?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leader will implement diocesan worship guidelines Bishop Rhoades has canceled the All Schools Masses for this fall (the large Masses on the FW and SB sides of the diocese) Schools will give parents the ability to opt-out of being video broadcasts of Masse Schools will implement music licensing requirements for broadcast Masses The committee is working with Brian MacMichael and chaplains to develop school Mass guidelines for small, medium, and large elementary schools and high schools. Guidelines will need to be approved by Bishop Rhoades 	<ul style="list-style-type: none"> Diocesan Guidelines and Norms Advice from Dr. Tom McGovern
Daily Mass	How will the school celebrate daily Mass?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will implement diocesan worship guidelines See above regarding developing guidelines 	<ul style="list-style-type: none"> Directives for Resuming Public Liturgies 6/1/2020 Directives for Resuming Public Liturgies 5/12/2020
Daily Prayer	How will you incorporate daily routines of prayer for the entire school and for classrooms?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will develop daily prayer routines that can be used for in-person school and transition to virtual school if needed Teachers will teach students to pray based on the liturgical calendar, daily Mass readings, saint of the day, etc. 	<ul style="list-style-type: none"> Prayer Catechism of the Catholic Church Prayers USCCB Children's Daily Prayer LTP Prayer Resources from NCEA

Formation	How will you incorporate the fruits of the spirit and virtues into your school?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will incorporate a common lexicon of virtue into their formation for students, faculty, and parents Schools will incorporate the fruits of the spirit into their religion courses and school language We will provide formation for teachers, especially religion teachers on racism (see resources here) We will collaborate with the formation on Trauma Informed Care (SEL committee). Link between Trauma Informed Classroom and racism 8/1 Roy Petitfills 9-11am Youth Stress and Trauma: How to Respond 8/8 Responding to Racism 10:30-noon, Dcn. Mel Tardy 	<ul style="list-style-type: none"> Virtues in Practice -Nashville Dominicans Disciples in Christ Education in Virtue -Ann Arbor Dominicans Virtue=Strength Catechism 736
Devotional Practices	How will your school offer devotional practices such as Eucharistic Adoration, Stations of the Cross, etc.?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will follow diocesan guidelines for Eucharistic Adoration, Stations of the Cross, etc. We will develop guidelines with Brian MacMichael 	<ul style="list-style-type: none"> Directives for Resuming Public Liturgies 6/1/2020 Directives for Resuming Public Liturgies 5/12/2020
Formation	How will you form the faculty and staff in the faith?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will implement a faith formation program for faculty and staff Catholic School Mission Day will be virtual on 9/4. Catholic identity will be a part of all staff meetings. Foundations of Faith program will have the ability to go virtual if needed. We will provide formation for teachers, especially religion teachers on racism (see resources here) We will collaborate with the formation of the Trauma Informed Care (SEL committee). Link between Trauma Informed Classroom and racism 8/1 Roy Petitfills 9-11am Youth Stress and Trauma: How to Respond 8/8 Responding to Racism 10:30-noon, Dcn. Mel Tardy 	<ul style="list-style-type: none"> Virtue=Strength Foundations of Faith Program
Integration	How will your teachers integrate the Catholic faith into all subject areas?	<p>Our school will do the following:</p> <p>Teachers will imbue Catholic faith into their curriculum and lessons</p>	<ul style="list-style-type: none"> Five Marks of a Catholic School, Archbishop Miller Catholic Curriculum Standards-Cardinal Newman Society

Retreats	How will you utilize retreats to form your students and to prepare them for sacraments?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will revise their retreats to comply with state and diocesan guidelines. Schools will develop retreats that can be offered in-person or virtually. 	<ul style="list-style-type: none"> State guidance LifeTeen
New opportunities for faith formation	What new opportunities will you offer for faith formation?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools and religion teachers will offer faith formation for students and families whether school is in-person or virtual. 	<ul style="list-style-type: none"> Virtue=Strength May vary depending upon textbook publishers or other school programs.
Service requirements & opportunities	How will your school adapt service opportunities to meet local health codes?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> Schools will review their service program to ensure student safety and community safety Schools should look at opportunities to partner between elementary and high schools for mentoring and tutoring. This could be done virtually. 	<ul style="list-style-type: none"> State guidance
Parents	How will you welcome parents and the community to participate in the spiritual and sacramental life of the school?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will involve parents in the formation of their children in ways that can transition whether school is in-person or virtual. 	<ul style="list-style-type: none"> Virtue=Strength Value Proposition for Catholic Schools in Time of Uncertainty Leading With Hope
Formation/ Resources	How will you connect current events with a Catholic perspective (eg. using the tenets of Catholic social teaching, the virtues, etc.)?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders and teachers will develop lessons that allow students to reflect on current events in light of our faith. The diocese will vet resources for schools on racism: Church documents, potential speakers, recorded webinars, books for children, etc. 	<ul style="list-style-type: none"> USCCB Issues & Actions Faithful Citizenship Catholic Relief Services Catholic Education Resource Center Virtue=Strength USCCB resources by grade level
Presence of Leaders	How will your pastor, chaplain, and religious be present to the school community?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> School leaders will invite pastors, priests, chaplains, and religious to be present in the school and classrooms whether school is in-person or virtual. 	<ul style="list-style-type: none"> Importance of Priestly Presence-Father Stravinskias
Catechesis of the Good Shepherd	How will schools with Catechesis of the Good	<ul style="list-style-type: none"> The diocese will collaborate with parish Directors of Catechesis of the Good Shepherd Programs to help 	

	Shepherd implement safety and cleaning protocols?	<ul style="list-style-type: none"> • them apply safety and cleaning protocols. • Program directors will meet with their principals to apply the guidelines to their particular school settings. 	
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Domain 5 - Technology Support

Goal:
 Create a digital plan (e.g., funding, hotspots for home, infrastructure, professional development, best practices, etc.) that will address inequities and create a plane for sustainable technology.

Category	Question	Action	Resources
Distance Learning Best Practices	If needed, how are you creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • In addition to the professional development and resources provided and discussing in the curriculum section, each grade/subject teacher will work together to create a schedule for remote sessions via Google Meet with their at-home students so as to avoid overlapping online time with each other. "Office hours" will also be included for each teacher to be reached by at-home students/parents. <p>Elementary Schools</p> <ul style="list-style-type: none"> • Google Classroom (3-8) and Seesaw (k-2) are the platforms MCS will use to deliver in-person and remote learning. • Other Apps and licenses have been purchased to enable teachers to use for online/remote learning. 	<ul style="list-style-type: none"> • 2-Way Video Training • Teacher Training Center-Google--Focus is on the tools AND Pedagogy as well. • IDoE COVID-19 Remote Learning Resources • eLearning Best Practice and Getting Started Materials- IDoE • Canvas for Administrators CourseCanvas and Digital Learning Course-Intended for all educators and administrators. This is a course shared in the Canvas Commons. You can use it to create a course and then assign it to your teachers.
Limiting Apps/ Platforms	How are you coordinating consistent apps and platforms across grade	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School administration will work with teachers to develop a predetermined and limited list of age 	<ul style="list-style-type: none"> •

	levels to avoid overwhelming students and parents?	appropriate applications for the various age groups within our school. As new applications are considered for adoption in the school a committee of teachers will be formed to vet them for pedagogical value as well as age-group appropriateness.	
Online Access	Developing learning plans that offer rigorous learning for those without predictable access to online learning.	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources 	<ul style="list-style-type: none"> • Hyperdocs-Using technology to teach, not teaching technology
Updating Technology	What plans do you have to update school-owned devices and download new technologies (once they have left school)?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • We have brand new Chromebooks, managed locally. In May, 2020, we made available to families a laptop for purchase to ensure each family has adequate devices. 	<ul style="list-style-type: none"> •
Digital Citizenship/ Student Online Safety	How will you develop and ensure school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • School leaders will provide access to Digital Citizenship materials as part of the curriculum. Diocesan and school technology policies will be shared with school staff, parents and students to ensure an atmosphere of respect, non-bullying and cooperation is developed and maintained. 	<ul style="list-style-type: none"> • Digital Citizenship Resources • Electronic Communication and Technology Policy
Equitable Access	What is your proposed method to survey your school population to ensure equity and access to technology exists?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • The school will administer diocesan and school developed surveys as needed to ensure that all stakeholders are able to access online instructional materials. 	<ul style="list-style-type: none"> •
Distance Learning for Health Concerns (Students)	What is your school plan to meet the learning needs of students whose families have concerns about in-class	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • Google Classroom/Meet will be utilized in addition to email, phone and texting if needed. 	<ul style="list-style-type: none"> •

	instruction or who have been quarantined by health professionals?		
Distance Learning for Health Concerns (Employees)	What is your school plan to meet the learning needs of students whose teacher has concerns about in-class instruction or who have been quarantined by health professionals?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • We are implementing a plan of which teachers will "cover" the absent teacher's class. There may be a point at which too many teachers are out and so compromises the school's ability to carry out proper instruction and management. We may have to close at that point for a determined number of days. 	•
Social Distancing	If not addressed in the logistics section, describe how you will provide/plan for a pick-up line with social distancing for families to pick up devices?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • In addition to the social distancing described in the Logistics Section, • Door #1 - school staff will deliver the device to the family who remains in their vehicle. The device will have been sanitized and placed into a plastic bag before delivery. 	•
Parental Supports/ Education	What plans are in place to help parents to better assist their children should remote learning become necessary?	<p>Our school will do the following:</p> <ul style="list-style-type: none"> • Get input from the Back to School Planning Resources • A phone call or Google Meet session with the parent(s) by the teacher will allow clarification and resource sharing to help alleviate parent concerns. Google Classroom, email, and G-Suite will be the normal vehicles. 	<ul style="list-style-type: none"> • Using On-line Video Demonstrations • Using Padlets/Websites to organize materials shared by school to parents, Example