

## With God All Things Are Possible

### St. Peter the Apostle Catholic School Reopening Plan for 2020-2021

Adapted from the Leading with Hope by School of Education –  
Loyola University, Chicago

“Live with passion and compassion, proceed  
with optimism, value disciplined thinking, be  
open to intimacy and love the mystery.”

-- Saint Peter

## **Table of Contents**

Introduction	3
Plan Overview	4
Planning categories for Return to School	5
Catholic Identity	6
Curriculum/Instruction	8
Logistics and Planning	11
PPE & Sanitation	13
Technology Support	15
Creating and Maintaining Community	17
Concluding Prayer	19

## **Introduction/Overview**

Dear St. Peter the Apostle Catholic School Families,

Though we are in an unprecedented time, the reality of COVID 19 has presented several significant challenges. Our faculty made the change from in school face to face teaching to distance learning with great success. While switching gears midstream, the teaching and learning continued, and the faculty made it seamless for the K- 8 students and families. Although we were anxious at times, we continued doing what we do best for our students and families. Lessons moved to Google Classroom, Zoom, Google hangouts, and screen casts. We had a drive-thru parade because we wanted to have community and see one another again. It was a physically and emotionally draining time for our entire school community, but we endured with our faith and love for one another. As a school. we thrive with the knowledge that God is always by our side and that all things are possible when we put our trust in Him.

Unfortunately, our preschool families did not have the same experience. Knowing full well that distance learning is impossible for young children, we had to temporarily close our preschool. We are excited to announce that we have successfully opened our preschool for summer camp and continue with full enrollment in the fall.

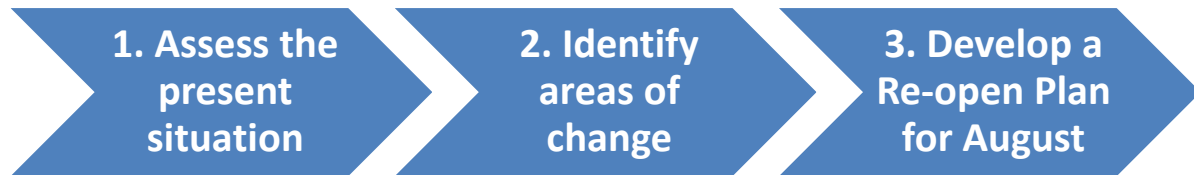
As a Catholic school community, we move forward with hope and confidence. This year has taught us to look at the world with new eyes, to get creative, and come up with new ideas to change our old ways. We are moving forward and discovering new paths to thrive amongst uncertainty and keep St. Peter the Apostle community together and thriving! This new school year will be different, but our Mission and Philosophy has not changed. At St. Peter the Apostle Catholic School, students are empowered to take responsibility for their learning and challenged to reach their individual potential in a Christ-centered learning environment.

I thank our pastor, Rev. Jose Arturo Uribe, our St. Peter the Apostle Catholic School Faculty and Parish Staff for your valuable input in the finalizing of the School Re-Opening Plan. We forge ahead with the strong belief that, “With God, All Things Are Possible.”

In Christ,

Shawna Taitano  
Principal

**Plan Overview:** Three step process to develop a plan of action for re-opening school in August.

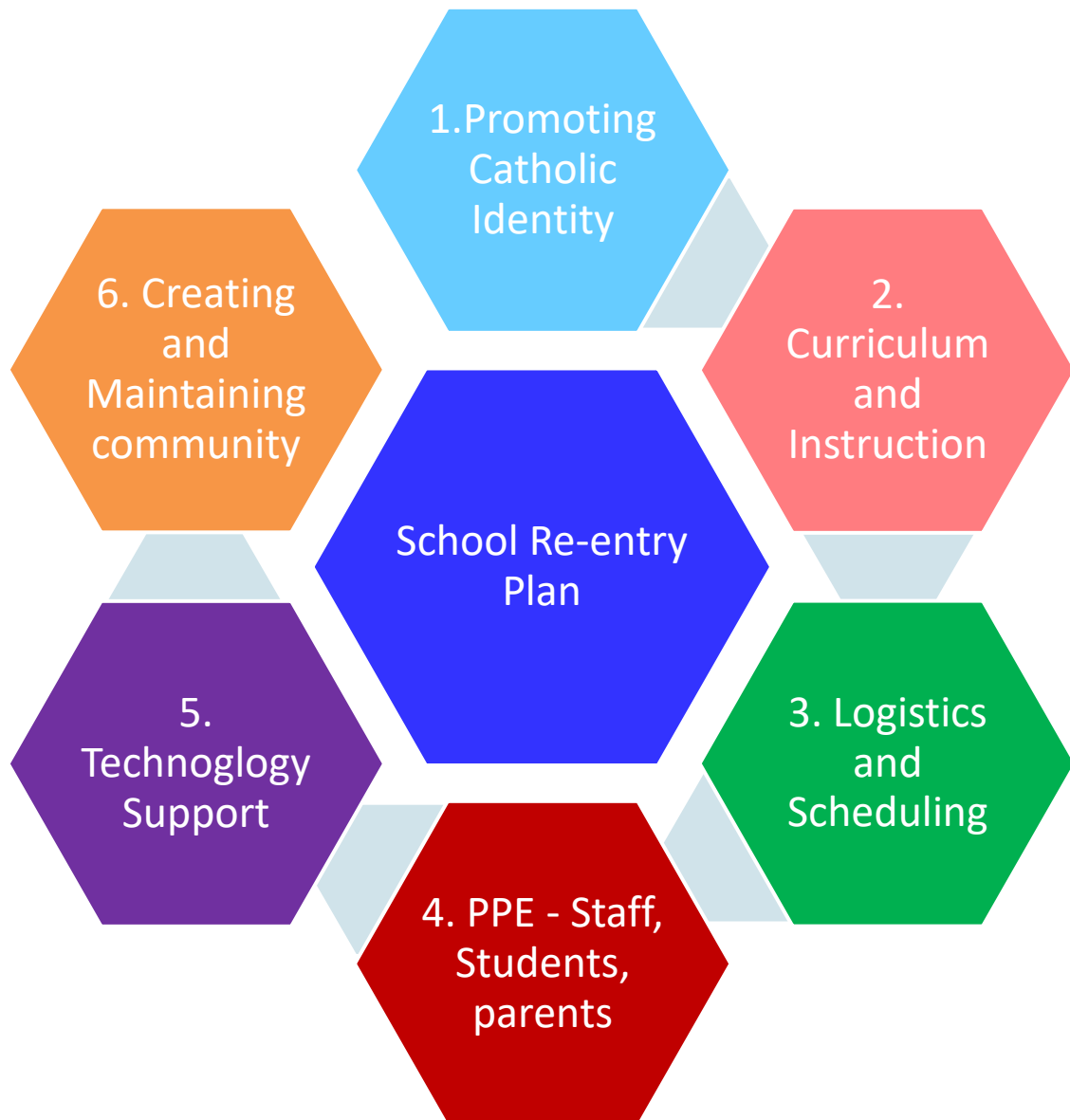


**Step 1:** Start with a thorough analysis of the present situation. See what we have in place already.

**Step 2:** Explore areas of strength and areas that need change and improvement by completing the checklist for each of the categories. This will be a working document with check marks being moved as each item gets completed.

**Step 3:** Develop a plan for reopening St. Peter the Apostle Catholic School in August with safety being the primary concern. The Final Plan must be finalized, and all appropriate items in varying phases checked off by August 10, 2020 before St. Peter the Apostle Catholic School can invite students back to school for face to face learning. It is not necessary that all items in the check list are crossed off before we can start school.

## Planning Categories for School Re-opening in August



## 1. Maintaining our Catholic Identity in Virtual Spaces

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>• Continue to integrate Catholic worldview and gospel values with content lessons.</li> <li>• Invite parents and families to join in live streamed prayer and faith life activities (through YouTube).</li> <li>• Prayer and Assembly – over the PA system (no gathering for Assembly and prayer)</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1, as well as...</li> <li>• Have separate School Mass for students – no parents or parishioners- No choir– social distancing – every other pew</li> <li>• Creating explicit service activities that can be completed in a virtual community.</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1 + 2, as well as...</li> <li>• Liturgical celebrations – Living Rosary, Epiphany Play, Catholic School Week, Stations of Cross, Holy Week Masses, May Crowning</li> <li>• Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning.</li> </ul>

Maintaining our Catholic Identity in Virtual Spaces	Started Reflecting on These Ideas	Exploring Options has Started	Planning is Underway
Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning.			X
Have separate School Mass for students – no parents or parishioners- No choir – social distancing – every other pew			X
Invite parents and families to join in live streamed prayer and faith life activities (through YouTube)			X
Creating explicit service activities that can be completed in a virtual community.			X
Continue to integrate Catholic worldview and gospel values with content lessons.			X
Prayer and Assembly – over the PA system (no walking and movement)			X
Liturgical celebrations – Living Rosary, Epiphany Play, Catholic School Week, Stations of Cross, Holy Week Masses, May Crowning		X	

## 2. Curriculum and Instruction

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>• Varying 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).</li> <li>• Engaging students through setting a purpose for the work and providing choice in the process and product of the work.</li> <li>• Ensuring all learning is respectful. Students are not given “fluff” or busy work to fill time or provide an item to grade. Videos and apps are age appropriate.</li> <li>• Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.</li> <li>• Creating an “early warning system” to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.</li> <li>• Adjusting curricular and supply orders to reflect the most useful tools for both face to face and distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1, as well as...</li> <li>• Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely.</li> <li>• Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons.</li> <li>• Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.</li> <li>• Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.</li> <li>• Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.</li> <li>• Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1 + 2, as well as...</li> <li>• Utilizing authentic assessments rather than an over-reliance on tests.</li> <li>• Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.</li> </ul>



Curriculum and Instruction	Started reflecting on these ideas	Exploring Options has started	Planning is Underway
Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely.		X	
Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons.			X
Varying 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).			X
Engaging students through setting a purpose for the work and providing choice in the process and product of the work.		X	
Ensuring all learning is respectful. Students are not given “fluff” or busy work to fill time or provide an item to grade. Videos and apps are age appropriate.			X
Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.			X
Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.			X
Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.			X
Utilizing authentic assessments rather than an over-reliance on tests.			X

Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.			X
Reviewing and implementing best practices in face to face (synchronous) and remote (asynchronous) instruction to meet student needs and engagement.			X
Creating an “early warning system” to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.			X
Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.		X	
Adjusting curricular and supply orders to reflect the most useful tools for both face to face and distance learning.			X

### 3. Logistics and Planning

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>• Creating well defined entrance protocols for students, teachers, and visitors - temperature checks for all students and teachers in the morning by office staff)</li> <li>• Developing routines for daily health checks – 100 degree will be sent home CDC recommends 100.4) - Students who are sick will stay in the health room until they get picked up.</li> <li>• Developing protocols for social distancing in the classroom</li> <li>• Developing a plan for social distancing outside of the classroom in highly populated areas like, restrooms, lunch area, STEM lab, and PE (Bosco).</li> <li>• Staggered recess and lunch schedule, and hot lunch plan Creating a plan to handle confidentiality issues</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1, as well as...</li> <li>• Periodically surveying stakeholders to evaluate programming and support and adjust, and sharing results with school community</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1 + 2, as well as...</li> <li>• 6<sup>th</sup> Grade Camp, 8<sup>th</sup> Grade Retreat, and 8<sup>th</sup> grade graduation trip</li> <li>• After school activities/ After-Care</li> </ul>

<b>Logistics and Planning</b>	<b>Started Reflecting on These Ideas</b>	<b>Exploring Options has Started</b>	<b>Planning is Underway</b>
Creating well defined entrance protocols for students, teachers, and visitors			X
Developing routines for daily health checks (arrival and before lunch or as needed)			X
Developing protocols for social distancing in the classroom			X
Developing a plan for social distancing outside of the classroom in highly populated areas like, restrooms, lunch area, STEM lab, and PE (Bosco).			X
Staggered recess and lunch schedule, and hot lunch plan			X
6 <sup>th</sup> Grade Camp, 8 <sup>th</sup> Grade Retreat, and 8 <sup>th</sup> Grade Graduation trip		X	
After school activities/ After-Care		X	
Creating a plan to handle confidentiality issues		X	
Periodically surveying stakeholders to evaluate programming and support and adjust.		X	

#### 4. PPE and Sanitation- Students, Staff, Parents, Parish, and Visitors

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>● Creating a plan for deep cleaning of facilities and high touch areas daily, between alternate schedules, in the case of evidence of positive cases, etc.</li> <li>● Developing any necessary protocols for wearing face masks</li> <li>● Reviewing and updated the Emergency Plan</li> </ul>	<ul style="list-style-type: none"> <li>● All of Phase 1, as well as...</li> <li>● Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● All of Phase 1 + 2, as well as...</li> <li>● Develop a protocol for parent volunteers in the classroom</li> </ul>

<b>PPE and Sanitation- Students, Staff, Parents, Parish, and Visitors</b>	<b>Started Reflecting on These Ideas</b>	<b>Exploring Options has Started</b>	<b>Planning is Underway</b>
Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc.			X
Creating a plan for deep cleaning of facilities and high touch areas daily, between alternate schedules, in the case of evidence of positive cases, etc.			X
Developing any necessary protocols for wearing face masks			X
Reviewing and updated the Emergency Plan			X
No parent volunteers in the classroom			X

## 5. Technology

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>• Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.</li> <li>• Surveying school population to determine what equity and access to technology exists.</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1, as well as...</li> <li>• Coordinating consistent apps and platforms across grade levels.</li> <li>• Developing learning plans that offer rigorous learning for those without predictable access to online learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1 + 2, as well as...</li> <li>• Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.</li> </ul>

Technology	Started Reflecting on These Ideas	Exploring Options has Started	Planning is Underway
Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning.			X
Coordinating consistent apps and platforms across grade levels.			X
Developing learning plans that offer rigorous learning for those without predictable access to online learning.		X	
Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.		X	
Surveying school population to determine what equity and access to technology exists.			X



## 6. Creating and Maintaining Community

Phase 1: can be conducted virtually or on campus following CDC guidelines	Phase 2: can be conducted when current restrictions have changed, after careful analysis (virtually or on campus)	Phase 3: can be conducted primarily on campus with minimal restrictions
<ul style="list-style-type: none"> <li>• Developing ways for parents to connect with the school community in a virtual world.</li> <li>• Maintaining daily rituals (i.e. daily announcements, morning prayer, etc.)</li> <li>• Creating ways to mitigate stress responses in students, teachers, and families</li> <li>• School Finances: PPP, CARES Act Funding (K-8), YMCA (Preschool), and Tuition Assistance</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1, as well as...</li> <li>• Preparing students to orient to the new realities of the classroom and school.</li> <li>• Structuring social opportunities for students and families</li> <li>• Enhancing approaches to support social emotional learning</li> <li>• Develop virtual fundraising events</li> </ul>	<ul style="list-style-type: none"> <li>• All of Phase 1 + 2, as well as...</li> <li>• Creating community and facilitating community connections between home and school.</li> <li>• Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled – social media, parent meetings, phone calls, emails, &amp; face-to face meetings               <ul style="list-style-type: none"> <li>• Fundraisers/Community building events: Back to School BBQ, Chili Cook Off, Jog-a-thon, Taste of Event, Gala, Game Nights/Movie Nights</li> </ul> </li> </ul>

Creating and Maintaining Community	Started Reflecting on These Ideas	Exploring Options has Started	Planning is Underway
Creating community and facilitating community connections between home and school.		X	
Prepare students to the new realities of the classroom and school		X	
Developing ways for parents to connect with the school community in a virtual world		X	
Maintaining daily rituals (i.e. daily announcements, morning prayer, etc.)			X
Structuring social opportunities for students and families		X	
Creating ways to mitigate stress responses in students, teachers, and families		X	
Enhancing approaches to support social emotional learning		X	
Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled – social media, parent meetings, phone calls, emails, & face-to face meetings			X
School Finances <ul style="list-style-type: none"> <li>• PPP, CARES Act Funding (K-8), YMCA (Preschool), and Tuition Assistance</li> </ul>			X
Fundraisers/Community building events <ul style="list-style-type: none"> <li>• Back to School BBQ, Chili Cook Off, Jog-a-thon, Taste of Event, Gala, Game Nights/Movie Nights</li> </ul>		X	

## Nothing is Impossible with God

Can worrying about anything add a Moment of life?  
If God can take care of the birds of the sky and the plants  
of the field,  
Surely, God will take care of me.

Given the present challenges that we face,  
Can worrying about this add a moment of life?  
Yet, I continue to worry.

Lord, forgive my weakness when I worry, for it challenges  
my trust in You

Good and Gracious God,  
Help to me to remember that,  
like the birds of the sky  
and the grass of the field, that You will take care of me.

Help me to recklessly surrender myself to You boldly trust  
in Your everlasting care.

**AMEN**

"Humble yourselves, therefore, under the mighty hand of  
God so that at the proper time he may exalt you, casting  
all your anxieties on him, because he cares for you.

-- Saint Peter