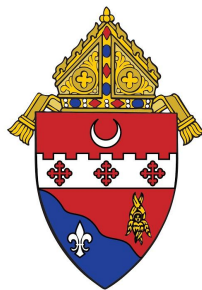


PROTECT OUR CATHOLIC SCHOOLS' PLAN (POCSP) OVERVIEW



DIOCESE OF
FORT WAYNE-SOUTH BEND
CATHOLIC SCHOOLS OFFICE



Pope Francis

“No matter where you come from in this world, if you are involved in **Catholic** education, we need to educate the head, the heart and the hand.”



DIOCESE OF
FORT WAYNE-SOUTH BEND
CATHOLIC SCHOOLS OFFICE

The Catholic Schools Office (CSO) has worked with the Most Reverend Kevin C. Rhoades, our 43 Catholic school principals, faculty, staff, parents, departments within and outside the Diocese. We consulted with national organizations, the Centers for Disease Control and Prevention (CDC), local and state health departments, and universities. Also, we relied on science to develop a guidance document and reopening template to help schools create their reopening plans to protect the health and safety of their school community from contagions like COVID-19. **It is our goal to safely reopen our schools to in-person learning and do our best to keep them open.** Our 43 schools will use the Back-to-School Guidance Document and Template our committees created to individualize their reopening plans. They will account for the design of their building(s) and grounds in addition to their location with the fourteen counties within the Diocese for Fort Wayne-South Bend. Each school will work closely with their local health departments in the development of their plans. **Every school's reopening-plan will evolve due to the novelty of COVID-19 and the changing science.** Review the CSO's Protect Our Catholic Schools Plan. It will give you an understanding of the five domains (Logistics and Planning [Safety and Scheduling], Fostering Community, Curriculum and Instruction, Catholic Identity, and Technology Support) that each school is planning to cover.



PROTECT OUR CATHOLIC SCHOOLS' PLAN

POCSP



Bishop Rhoades

"There's a uniqueness about our mission, our educational enterprise. Some may see Catholic schools as relics of the past. No: there's something ever new about Catholic education. That newness is the eternal newness of the Gospel of Jesus Christ."



PROTECT OUR CATHOLIC SCHOOLS PLAN is a comprehensive plan to keep our schools and communities safe by limiting the spread of COVID-19. Each school's plan will address the following five domains.

- **Domain 1 - Logistics and Planning:** Each school will address the basic operational safety aspects of the school to include drop off/pick up, entrance/exit/movement protocols, health checks, social distancing, scheduling, confidentiality, hygiene, deep cleaning, personal protective equipment (PPE), emergency contacts and organizational chart, surveying, and mitigation.
- **Domain 2 - Fostering Community:** Each school will address the school's social-emotional aspects to meet the needs of students, faculty, parents, and the community.
- **Domain 3 - Curriculum and Instruction:** Each school will address teaching and learning. Special considerations include instructional planning and expenses, content delivery, student engagement, teacher coordination of assignments, special needs students, English Language Learners, early warning intervention, professional development, curricular supplies, and parental support.
- **Domain 4 - Catholic Identity:** Each school will promote Catholic Identity in-person and remotely. Specifics include value proposition (what is special about a school), all-school mass, daily mass and prayer, formation, devotional practices, integration, faith formation, service, and religious presence.
- **Domain 5 - Technology Support:** Each school will address infrastructure issues and the use of technology as a tool for learning. Specifics include distance learning best practices, limiting apps/platforms, online access, updating technology, digital citizenship/safety, equitable access, and distance learning health concerns for faculty, students, and parents.



Domain 1 - Logistics and Planning

POCSP

Videos

- [Stop the spread of germs - English and Spanish](#)
- [Social Distancing English](#)
- [El distanciamiento social](#)
- [Cloth Face Covering Do's and Don't English](#)
- [Qué hacer y qué no hacer con las cubiertas para la cara](#)
- [How to properly wash your hand-English](#)
- [Wash Hands Spanish](#)



Domain 1 - Logistics and Planning: Each school will address the basic operational safety aspects of the school to include drop off/pick up, entrance/exit/movement protocols, health checks, social distancing, scheduling, confidentiality, hygiene, deep cleaning, personal protective equipment (PPE), emergency contacts and an organizational chart, surveying, and mitigation. Protocols to include faculty, staff, students, parents, and visitors, along with training.

- **Drop Off & Pick Up:** Protocols to drop off students to begin school and pick up afterward.
- **Entrance/Exit/Movements:** Protocols to enter and exit the school, schedules for movement throughout the school during the day, dismissal, and extra/co-curricular activities.
- **Health Checks:** Protocols to train parents to conduct health checks before their children enter the school, train school personnel to conduct health checks during the school day, and afterward at extra/co-curricular events. Protocols will include grouping students, assigned seating, attendance, what to do when someone is ill, and guidelines for returning.
- **Social Distancing:** Protocols to maintain six-foot social distancing when practical and set behavioral expectations to follow them.
- **Scheduling:** Protocols for scheduling include to reopen our schools for in-person instruction, and when necessary short transitions to other schedules and remote learning. Schedules to include movement in and outside of school, suspending the use of spaces, partial closures, and limiting visitors.
- **Confidentiality:** Protocols for confidentiality include to protect everyone's health status, reporting of health issues (i.e., COVID-19), community communication, and working with local health departments.
- **Hygiene:** Protocols to conduct handwashing before, during, and after school, avoiding touching mouth, nose, or eyes with unwashed hands, sanitizing stations, turning off water fountains, using and filling water bottles.
- **Deep Cleaning:** Protocols to order and inventory cleaning/disinfecting supplies; cleaning and disinfecting schedules for the building and touchpoint surfaces before, during, and after school including after confirmed cases of COVID-19 to reopen the school quickly.
- **Personal Protective Equipment (PPE):** Protocols to wear masks during transitions and when the practical optional wearing of masks in and outside the classroom and when to use other PPE.
- **Emergency Contacts and Charts:** Establish a protocol to keep and post, where appropriate emergency contacts, back-ups, and organizational charts.
- **Surveying:** Protocols to plans for when to survey stakeholders for feedback on the plan.
- **Mitigation:** Protocols for mandatory reporting, deep cleaning, reopening, etc.



Domain 2 - Fostering Community

POCSP

From *Five Essential Marks of Catholic Schools*

"A personal relationship is always a dialogue rather than a monologue, and the teacher must be convinced that the enrichment in the relationship is mutual. But the mission must never be lost sight of: the educator can never forget that students need a companion and guide during their period of growth; they need help from others in order to overcome doubts and disorientation."



Domain 2 - Fostering Community: Each school will address the social-emotional aspects of the school to meet the needs of students, faculty, parents, and the community.

- **Students:** Our school will develop student orientation plans in line with the state guidelines that communicate faith, community, relationships, and forming the whole child. Develop orientations for new and transfer students so that they are welcomed into the community and can build relationships with students and adults. Prioritize community and connections in the first quarter of school. Review technological resources and develop ways to maintain and foster community in case schools need to go virtual. Emphasize community and relationships through teaching concepts such as the mystical body of Christ. The faculty and staff will create relationships with students, so they know they care for them. Maintain a list for students of available mental health counselors, pastoral counselors, and support agencies. Train faculty and staff in trauma-informed care to 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.
- **Faculty:** The school will onboard new and returning faculty and staff, foster community, help foster self-care, and emotional well-being, develop school-wide routines to foster community and emotional well-being, offer community-building events, and ensure explicit instruction and integration of social-emotional learning as a preventative measure to aid in student coping and emotional regulation.
- **Parents:** The school will help new and established parents connect with the school community and train faculty and staff to look out for the social-emotional concerns of students and their families.
- **Community:** School leaders will share with key school personnel the list of available community assets.



Domain 3 - Curriculum and Instruction

POCSP



Commitment is a word that cannot stand alone. We must always ask, "Committed to what?" let us be committed to . . . using Jesus Christ as our master teacher. -
Marvin J. Ashton



Domain 3 - Curriculum and Instruction: Each school will address teaching and learning. Issues include instructional planning and expenses, content delivery, student engagement, teacher coordination of assignments, special needs students, English Language Learners, early warning intervention, professional development, curricular supplies, and parental supports.

- **Instructional Planning:** Create year-long plans to facilitate more meaningful, interdisciplinary units, integrated with our Catholic faith that can be delivered face to face or remotely.
- **Instructional Experiences:** Ensure all instructional experiences include modeling, guided instruction, collaborative work, and independent work (do not overly rely on independent work in-person or remotely).
- **Content Delivery:** 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).
- **Student Engagement:** Engage students by setting a purpose for the work and providing choice in the work process and product.
- **Coordination of Assignments:** Work together to coordinate assignments, deadlines, projects, and assessments to ensure a manageable workload for students.
- **Reaching Students with Special Needs:** Make adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment.
- **English Language Learners:** For English/language learners, schools should ensure meaningful support for their families, including teachers, students, and parents, who are adept at utilizing translation tools.
- **Early Warning/ Intervention:** Establish an early warning system to identify and intervene with students who may be exhibiting academic or behavioral concerns.
- **Professional Development:** Prioritize and protect professional learning time for teachers to develop flexible learning plans for the upcoming school year.
- **Curricular Supplies:** Adjust curricular and supply orders to reflect the most useful tools for face-to-face and distance learning
- **Parental Supports/Education:** Help parents to assist better their children should remote learning become necessary.



Domain 4 - Catholic Identity

POCSP



Bishop Rhoades

[Directives for Resuming Public Liturgies in the Diocese of Fort Wayne-South Bend](#)



Domain 4 - Catholic Identity: each school will promote Catholic Identity in-person and remotely. Specifics include value proposition (what makes your school special), all-school mass, daily mass and prayer, formation, devotional practices, integration, faith formation, service, and presence of religious

- **Value Proposition:** Articulate the value proposition for your school. Describe the benefits students and families can expect from attending your school, why your school is a better choice than the alternatives, and how your school helps students or families solve a pain problem or fulfill their utmost desire through your school's unique solutions.
- **All School and Daily Mass:** The school will implement diocesan worship guidelines in all schools and daily masses.
- **Daily Prayer:** The school will develop daily prayer for in-person and remote learning, and students will learn to pray based on the liturgical calendar, daily Mass readings, Saint-of-the-day, etc.
- **Faith Formation:** Schools will incorporate a common lexicon of virtue into their formation for students, faculty, and parents, incorporate the fruits of the spirit into their religion courses and school language, and implement a faith formation program for faculty and staff.
- **Devotional Practices:** The school will follow diocesan guidelines for Eucharistic Adoration, Stations of the Cross, etc.
- **Integration:** School leaders will work with teachers to imbue the Catholic faith into their curriculum and lessons across all disciplines.
- **Retreats:** Schools will revise their retreats to comply with state and diocesan guidelines and revise them to deliver in-person or virtually.
- **Service requirements & opportunities:** The school will review its service program to ensure student and community safety.
- **Parents:** School leaders will involve parents in the formation of their children in ways that can transition whether the school is in-person or virtual.
- **Formation:** School leaders and teachers will develop lessons that allow students to reflect on current events in light of our faith.
- **Presence of Leaders:** School leaders will invite pastors, priests, chaplains, and religious to be present in the school and classrooms, whether the school is in-person or virtual.



Domain 5 - Technology Support

POCSP



Technology As A Tool

Using Technology as a Tool for Learning and Developing 21st Century Citizenship Skills: An Examination of the NETS and Technology Use by Preservice Teachers With Their K-12 Students
-Gayle Y. Thieman



Domain 5 - Technology Support: Each school will address infrastructure issues and the use of technology as a tool for learning. Specifics include distance learning best practices, limiting the numbers of apps/platforms, online access, updating technology, digital citizenship/safety, equitable access, and distance learning health concerns for faculty, students, and parents.

- **Distance Learning Best Practices:** Prepare for an at-home learning schedule for those who are quarantined or isolated due to COVID-19 and plans for transitioning to remote learning, if necessary, that incorporates best practice in both two-way and one-way learning.
- **Limiting Apps/ Platforms:** Work with teachers to develop a limited list of age-appropriate applications for the various age groups. As they consider new applications for adoption in the school, form a committee of teachers to vet them for pedagogical value and age-group appropriateness.
- **Online Access:** Develop learning plans that offer rigorous learning for those without predictable access to online learning.
- **Updating Technology:** Develop plans to update school-owned devices and download new software and updates once the devices are in the students' hands.
- **Digital Citizenship/ Student Online Safety:** Provide access to Digital Citizenship materials and share diocesan and school technology policies with school staff, parents, and students to ensure, and maintain an atmosphere of respect, non-bullying, and cooperation.
- **Equitable Access:** Ensure that all stakeholders can access online instructional materials.
- **Distance Learning for Health Concerns (Students Employees):** Plan to meet the learning needs of students whose families and teachers have concerns about in-class instruction or who have been quarantined by health professionals?
- **Social Distancing:** Establish protocols for the family to pick-up and drop-off devices.
- **Parental Supports/ Education:** Meet the learning needs of students whose teacher has concerns about in-class instruction or have been quarantined by health professionals.
- **Formation:** Help parents, should remote learning become necessary, to assist their children better.