

Sacred Heart Catholic School

Return to School Plan

2020-2021

ODE Blueprint Details SCHOOL PROGRAM INFORMATION	
Name of School	Sacred Heart Catholic School
Key Contact Person for this Plan	Mariana Hill
Phone Number of this Person	503-792-4541
Email Address of this Person	principal@shstl.org
Sectors and position titles of those who informed the plan	Pastor, Principal, Business Manager, Administrative Assistance, Teachers, Department of Catholic Schools
Local public health office(s) or officers(s)	OHA Marion County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Principal and Staff Members
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	Archdiocese of Portland, Oregon
Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.	Shared changes in guidance through a variety of communication vehicles, while explaining the guidance and changes as they pertain to Marion County as we continue to follow DCS guidelines for Return to School and Work.
Indicate which instructional model will be used.	Select One: On-Site Learning Hybrid Learning

	Comprehensive Distance Learning
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SECTION 1: OPERATIONAL VITALITY

Stages & Timelines	
Team: SHCS principal, staff, and pastor	
Timeline: Foreseeable future	

Financial Considerations	
Staffing Considerations/Changes	<ul style="list-style-type: none"> • Our preschool teacher has been reassigned to kindergarten for this year. • We hired a music teacher. Funds provided through a grant.
Building Protocol Expenses	<ul style="list-style-type: none"> • HOCl water: 55-gallon barrel, 8 one-gallon containers, 2 pump sprayer and 8 spray bottles. • Touchless paper towel dispensers: 6-8 • Touchless soap dispensers: 13 and liquid soap. • Face shields: 10 • Cones for hallway
Federal Funding Plan	<ul style="list-style-type: none"> • CARES/ESSER allotment <ul style="list-style-type: none"> ○ Tentative plan to use funds to hire specialist to work as mentor and aid. ○ Purchase of cleaning and hygiene products.

Communication Plan	
<ul style="list-style-type: none"> • Post essentials of plan to website (i.e. procedures, expectations, protocols). • Send weekly communications to families and post communications on website. • Post school updates in parish bulletin. • Communicate school updates to school councils (agenda & reports) 	

Protocols	
Cleaning & Hygiene	<ul style="list-style-type: none"> • HOCl water pump used for mass disinfecting at the end of the day and at large breaks (i.e. recess, special class) • HOCl water spray bottles for smaller disinfecting spots (i.e. desk top, chair) • Lysol wipes for smaller cleaning endeavors (i.e. doorknob) • Hand sanitizer • Handwashing – touchless soap dispenser – following recommended guidelines by the CDC. • Signs will be put up at all hand washing areas to encourage appropriate completion
Social Distancing	<ul style="list-style-type: none"> • Each homeroom classroom is approximately 960 sq. ft. • Most furniture will be removed to allow for as much space as possible. The teacher’s desk will remain. • Each student desk is 3 feet in length, so with an aisle between they are appropriately spaced. In terms of width and chair, approximately four feet will be the best option for spacing between back and front

	<ul style="list-style-type: none"> • Class sizes vary. To accommodate groups of ten, classes may be broken in half. • The hallway will be broken in half by weighted blue cones. • Floor tape may be utilized to maximize social distancing efforts if needed.
Screening	<ul style="list-style-type: none"> • Temperature checks upon entering the doors in the morning – staff, students, and parents <ul style="list-style-type: none"> ○ Temperature checks will be completed by the principal and administrative assistant. • Ask staff and adults if they or their children have had been exposed to a positive and presumptive case of COVID-19 <ul style="list-style-type: none"> ○ If yes, the exposed person must undergo quarantine for 14 days. The first day of quarantine would start on the day that the exposed person last had contact with the COVID-19 case during the 10 days they were infectious. ○ Ask if they are experiencing unusual cough, shortness of breath, or fever. “Unusual cough” means something not normal for this person, e.g. allergies, asthma. • Document that a daily health check was completed on every person entering and write down pass/fail only. • Students or staff that exhibit COVID-like symptoms will be required to go home immediately.
PPE	<ul style="list-style-type: none"> • Masks/face shields required of all staff and students <ul style="list-style-type: none"> ○ Students must bring their own masks, but masks will be stocked at school in the event that the mask is forgotten. ○ Face shields will be purchased for each staff member that would like one. • Gloves • HOCl water pump used for mass disinfecting at the end of the day and at large breaks (i.e. recess, special class) • HOCl water spray bottles for smaller disinfecting spots (i.e. desk top, chair) • Lysol wipes for smaller cleaning endeavors (i.e. doorknob) • Hand sanitizer • Handwashing – touchless soap dispenser – following recommended guidelines by the CDC.
Student	<ul style="list-style-type: none"> • Students materials are their own. Borrowed materials will be cleaned before and after using HOCl cleaning solution. • Students will be responsible for cleaning their desks during the day and at request. • Students recommended to bring a water bottle every day. • Students are required to wear masks.
Staff	<ul style="list-style-type: none"> • Disinfect their own work spaces during and at the end of the school day. They will know best which areas have been touched. • All staff are required to wear masks. • Complete screening every morning. • Maintain documentation as needed.
Visitors & Deliveries	<ul style="list-style-type: none"> • Deliveries will be stopped at the door and will not be allowed into the school building.

	<ul style="list-style-type: none"> • Student lunches must be sent with the student at the beginning of the day. • Visitors will be stopped at the door and will not be allowed into the school building unless they have been invited and scheduled. • All visitors will be screened, be required to wear a mask/face shield, and wear gloves. • Essential personnel are allowed in the school building (i.e. Sacred Heart staff).
Recordkeeping	<ul style="list-style-type: none"> • Staff should complete all required documentation, rather than parents/families, to minimize potential spread of disease from sharing of writing utensils and retain clarity/consistency in records.



Preventative Training	
100% on Campus & Hybrid	
Staff	<ul style="list-style-type: none"> • Identifying COVID related symptoms-See <i>Symptoms of Coronavirus (COVID-19)</i> • Room sanitation instructions and expectations • Traffic flow expectations and maps • Social distancing with students and for themselves. • Temperature screening • Restroom routines • Recess routines
Student	<p>Training by teachers:</p> <ul style="list-style-type: none"> • Social distancing in the classroom • Use and storage of personal items • Cleaning procedures • Traffic flow expectations and maps • Beginning of the day and end of the day procedures • Restroom routines • Recess routines
Parent	<ul style="list-style-type: none"> • Identifying COVID related symptoms <ul style="list-style-type: none"> ○ If your kiddo(s) have any of these symptoms please keep them home. • Temperature screening

School Schedule & Routines	
Morning Drop-off	<ul style="list-style-type: none"> • Two-hour guidance allotment per day, per 10 stable student cohorts. • Doors will be opened 15 minutes before the two-hour allotment and locked 5 minutes after school begins. • Students may not enter the building or be dropped off 15 minutes before the school day begins. • Parents are encouraged to remain in parking lot until school doors are locked. This is in case their child must go home after check ins have been completed. • Students will enter the building, one at a time, maintaining social distance. There will be two stations for temperature checks. One check done by the principal and the other by the administrative assistant. Temperature will be taken to ensure that there is no fever. • Following the temperature check, students will sanitize their hands and go immediately to their classrooms.

	<ul style="list-style-type: none"> Teachers greet their students at the door to admit them. They will <i>check in</i> with them before directing them to their desks.
After School Pick-up	<ul style="list-style-type: none"> Parent contact (call school office) or come to door wearing a face mask to retrieve their child Parents do not enter the building unless an appointment has been made Children remain seated until their name has been called to go home with parent/care giver.
Food Service	<ul style="list-style-type: none"> During Limited In-Person Instruction (2 hours) only, there will be no snack and/or lunch time. In the event we are able to be on campus full-time students will eat lunch and snacks in their classrooms, at their assigned seats, sanitizing their desks upon completing their lunch. Hot lunch is served once a week, but will be postponed until school has gotten under way and it can be reevaluated. <ul style="list-style-type: none"> Food service will be in the school, prepared in the morning, delivered to each classroom for lunch.
Extended Care	N/A
Recess/Playground	<ul style="list-style-type: none"> During Limited In-Person Instruction (2 hours) only, there will be no recess or access to the playground. In the event we are able to be on campus full-time students wash/sanitize hands before going out for recess. Students wash/sanitize their hands after coming back to their classrooms from recess.
Assembly/Announcements	<ul style="list-style-type: none"> Morning prayer will be held via intercom <ul style="list-style-type: none"> Led by each teacher if needed, but as a community if possible. Principal will visit classrooms for announcements

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM & INSTRUCTION	
Plan for Curriculum Development	<ul style="list-style-type: none"> Assess building, classroom, curricular needs - ☑ Curriculum map standards for entire year for each subject. <ul style="list-style-type: none"> Utilize Altas Focus on mastery of standards Real-world connections Interdisciplinary studies Prep differentiation and intervention tool kits for face to face and online - ☑ Determine expectations for each mode of learning and streamline Plan units (enable a tag) that can be transitioned from in-person to virtual including, but not limited to, materials and techniques <ul style="list-style-type: none"> What are the possibilities and constraints? Interdisciplinary studies Synchronous and asynchronous <ul style="list-style-type: none"> More synchronous to enable ease in likely transition
Beginning of the Year Assessment Plan	<ul style="list-style-type: none"> Assess returning students and develop Individual Learning Plans (ILPs) <ul style="list-style-type: none"> Determine needs and support (learning, social, emotional) Set specific learning goals Determine needed interventions - ☑ <ul style="list-style-type: none"> Coordinate said interventions with multiple providers, educators, and the principal

	<ul style="list-style-type: none"> • Review available student assessments from the year before (pandemic) • Create and utilize leveled assessments (Google Forms, Kahoot, Quizzizz, etc.) <ul style="list-style-type: none"> ○ Take standard that will be taught and level it ○ Bloom’s verbs to aid in creating leveled preassessments.
Grading Expectations and/or Policies	<ul style="list-style-type: none"> • Send Google Form permissions for online communications • Grading practice remains intact, but monitored • Provide frequent <u>meaningful</u> feedback <ul style="list-style-type: none"> ○ Feedback is more important than a grade • Formative and summative assessments <ul style="list-style-type: none"> ○ Focus on formative assessments to constantly inform the teaching process and student learning • Celebrate success, identify needs, document progress, and retain evidence of mastery of standards for each student • Provide multiple ways for students to demonstrate mastery
Asynchronous and Synchronous Teaching Expectations	<ul style="list-style-type: none"> • Prep differentiation and intervention tool kits for face to face and online -  • Assessment via Zoom – K and up • Develop and utilize ILPs <ul style="list-style-type: none"> ○ Assessment and grading may be varied • Multiple, low-stakes, short assessments • Ask open-ended questions to invite a variety of responses
Plan to Mitigate Learning Loss	<ul style="list-style-type: none"> • Scaffold standards – If standards were missed, scaffold into the scope and sequence of this coming year. Do not discard program to squeeze in missed standards. They must be integrated and scaffolded into the existing program. • Level standards. Align resources for standards and levels. • Resources should be strictly aligned to your standards. “Loosely” aligned will waste time. • Leveled preassessments – assess to gauge student’s strength on a standard. • Individual Learning Plans as needed • Individualized tracking – Teachers create their own tool to track student progress through standards, from pre- to post-
Systems of Support for Diverse Learners and/or ELLs	<ul style="list-style-type: none"> • Prep differentiation and intervention tool kits for face to face and online -  • In-class training on appropriate online platform (Seesaw/GC) • State and post learning goals and outcomes for units
Plan for students Unable to Attend School	<ul style="list-style-type: none"> • Create and Maintain online platforms from the beginning of the school year. <ul style="list-style-type: none"> ○ K-1st Seesaw ○ 2nd-8th Google Classroom ○ One online assignment per week to acclimatize students to platform use (?) ○ In-class training for students if applicable • State and post learning goals and outcomes for units • Daily attendance via email, online platform, Zoom, or phone call • Adjust instruction and pacing for online learning • Due date modification considerations • Vary material deliveries – lecture, video, reading, apps, etc.

	<ul style="list-style-type: none"> ● Recommended screen time per class: <ul style="list-style-type: none"> ○ PreK: 30 minutes ○ K-1: 45 minutes ○ 2-4: 60-90 minutes ○ 5: 90 minutes ○ 6-8: 2.5 hours max.
PD Plan for Teachers	<ul style="list-style-type: none"> ● Danielson Framework <ul style="list-style-type: none"> ○ Which components to focus on? ○ Are there components that lend themselves well to remote learning? ● Professional school development goals <ul style="list-style-type: none"> ○ Where are we at? What do we need? ● Professional goal setting <ul style="list-style-type: none"> ○ Where are you at? What do you need? ○ Distance learning needs ● Teacher PD styles <ul style="list-style-type: none"> ○ Group, individual, in or out of building, etc.? ● Bimonthly staff meetings ● Weekly teacher check-ins ● Collect and provide PD options ● Reflection logs ● Digital supervision <ul style="list-style-type: none"> ○ Enable needed PD options ○ Communications ○ Online environment and culture ○ Lesson plans ○ Teacher accessibility
Plan for Specialists Classes	<ul style="list-style-type: none"> ● Some specialists will teach the classes in the student's classroom ● If we go to distance learning, specialists will have allotted hours required to teach online. Consider combining efforts with units being covered in each classroom.

MENTAL HEALTH & SOCIAL EMOTIONAL LEARNING

Plan to Support SEL at Start	<ul style="list-style-type: none"> ● All staff on board as a team to promote social and emotional health. ● Utilize Second Step curriculum ● Goalsetting with actionable steps to accomplish goals. ● Build awareness of SEL in students and families. ● Create individualized plans as needed. ● Clear and high expectations ● Provide choice ● Staff models SEL and acknowledges strengths of students and families. ● Practice and improve.
Family Support	<ul style="list-style-type: none"> ● Strengthen communications with parents. Frequent check-ins and updates. ● Share Second Step family letters ● Collaborate and cooperate with families. We may not agree all the time, but a middle ground of agreement can be reached. ● More communication from administration. ● Intentional engagement of family in student learning. ● Practice and improve.

Plan for Identifying and Supporting SEL Mental Health Concerns	<ul style="list-style-type: none"> • Open dialogue as a staff • Communicate with students and parents • Communicate with the Arch and our pastor
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TECHNOLOGY	
<i>Hybrid Model or 100% Distance Learning</i>	
Learning Management System or Platform used at each grade level	<ul style="list-style-type: none"> • K-2 See Saw • 3-8 Google Classroom (GC)
Acceptable Use/Safety Policies	<ul style="list-style-type: none"> • Send Google Form permissions for online communications • Handbook updated to reflect acceptable use/safety policies and distance learning policies
Technology Purchase Plan and Related Cost	NA

SECTION 3: MISSION & CATHOLIC IDENTITY

MISSION & CATHOLIC IDENTITY	
<i>Hybrid Model or 100% Distance Learning</i>	
Schoolwide Eucharistic Celebration	<ul style="list-style-type: none"> • During Limited In-Person Instruction (2 hours), our church is considered a separate facility, so Mass on Fridays at 8:00AM will resume followed by reentering the school at 9:00AM. • Mass on Fridays. Masks required and social distancing must be maintained. • Celebrate Holy Days of Obligation in the church. • Share links of Archdiocesan masses. • Pray Rosary as a class virtually, in church, grotto, or in school.
Faith Life Activities	<ul style="list-style-type: none"> • Compile ideas for prayer reflections and other activities for the entire family. • Materials and lessons shared by school and parish with families that encompass faith formation.
Service-Learning Plan	<ul style="list-style-type: none"> • Students focus on home service to families and the community (if applicable). • Service projects moved to virtual format. Staff and families collaborate to determine what is appropriate for age. • Discuss and apply weekly Mass readings and Gospel. • Focus on yearly theme – For I know the plans I have for you...to give you a future and a hope. Jeremiah 29:11 • Online auction and socially distanced dinner oral auction (?)
Visibility Plan for Pastor	<ul style="list-style-type: none"> • Join Zoom meetings with students bimonthly. • Offer opportunities for questions via Zoom, email, or phone for families.
Visibility Plan for Principal	<ul style="list-style-type: none"> • Send emails with updates to families and be available by phone. • Join class Zoom meetings weekly. • Zoom group meetings with parents. • Weekly meetings on Zoom or in building with staff. • Provide opportunity for questions for families via Zoom, email or phone. • Provide wellness checks with families, staff, and students.

