

Sacred Heart Catholic School

Return to School Plan

2021-2022

| ODE Blueprint Details SCHOOL PROGRAM INFORMATION | |
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| 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 | March 14, 2022 |
| 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 2021-22. 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. | On-Site Learning |

SECTION 1: OPERATIONAL VITALITY

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

| Financial Considerations | |
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| Staffing Considerations/Changes | <ul style="list-style-type: none"> • Modification of classroom blends • Add additional classroom |
| Building Protocol Expenses | <ul style="list-style-type: none"> • HOCl water: 55-gallon barrel and spray bottles. • Addition of custodial staff (weekend) |
| Federal Funding Plan | <ul style="list-style-type: none"> • EANS funds used to enhance technological needs, cleaning needs, and PPE. |

| Communication Plan | |
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| <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 | |
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| 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 – following recommended guidelines by the CDC. • Signage place to encourage handwashing. |
| 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 • Floor tape may be utilized to maximize social distancing efforts if needed. |
| Screening | <ul style="list-style-type: none"> • Observation of all staff, students, and visitors. |
| PPE | <ul style="list-style-type: none"> • 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 – following recommended guidelines by the CDC. |

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| Student | <ul style="list-style-type: none"> • Students recommended to bring a water bottle every day. • Handwashing and sanitizing • Respiratory etiquette |
| 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. • Handwashing and sanitizing • Respiratory etiquette |
| Visitors & Deliveries | <ul style="list-style-type: none"> • Restrict nonessential visitors |

| Preventative Training | |
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| 100% on Campus & Hybrid | |
| Staff | <ul style="list-style-type: none"> • Room sanitation expectations • Social distancing for students and with students. • Respiratory etiquette and handwashing • Cohorts and schedules |
| Student | Training by teachers and repetitive: <ul style="list-style-type: none"> • Social distancing in the classroom • Respiratory etiquette and handwashing • Hygiene expectations |
| Parent | <ul style="list-style-type: none"> • Identifying COVID related symptoms • If your kiddo(s) does not feel well or is sick – keep them at home. |

| School Schedule & Routines | |
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| Morning Drop-off | <ul style="list-style-type: none"> • Students enter the building via front door and go directly to their classroom. |
| After School Pick-up | <ul style="list-style-type: none"> • Students dismissed by class. |
| Food Service | <ul style="list-style-type: none"> • Sacred Heart does not offer a food service. • Students pack their own lunch every day. |
| Extended Care | N/A |
| Recess/Playground | <ul style="list-style-type: none"> • Students wash/sanitize hands before and after recess. • Maintain social distancing as much as possible. |
| Assembly/Announcements | <ul style="list-style-type: none"> • Morning prayer and announcements will be held in the gym • Weekly Mass will be by cohort and socially distanced. |

SECTION 2: ACADEMIC EXCELLENCE

| CURRICULUM & INSTRUCTION | |
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| 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 Faria (Atlas) ○ Focus on mastery of standards ○ Real-world connections ○ Interdisciplinary studies • Utilize Renaissance STAR testing to determine growth, learning needs, current supports, and • Begin utilization of new math and science curriculum. |

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| <p>Beginning of the Year Assessment Plan</p> | <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 ● Review available student assessments from the year before (pandemic) ● Students will be assessed according to the Archdiocesan STAR testing windows. |
| <p>Grading Expectations and/or Policies</p> | <ul style="list-style-type: none"> ● Grading practice remains, but monitored ● Provide frequent <u>meaningful</u> feedback ● Formative and summative assessments. 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 |
| <p>Asynchronous and Synchronous Teaching Expectations</p> | <p style="text-align: center;">NA</p> |
| <p>Plan to Mitigate Unfinished Learning</p> | <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- ● Added additional classroom to enable smaller class sizes in lower elementary. |
| <p>Systems of Support for Diverse Learners and/or ELLs</p> | <ul style="list-style-type: none"> ● State and post learning goals and outcomes for units ● Connect with local school district to address needs in the school. |
| <p>Plan for students Unable to Attend School</p> | <ul style="list-style-type: none"> ● Create and Maintain online Google Classroom platforms from the beginning of the school year to be used ONLY if needed. |
| <p>PD Plan for Teachers</p> | <ul style="list-style-type: none"> ● Danielson Framework ● Professional school and personal development goals ● Bimonthly staff meetings ● Collect and provide PD options ● Reflection logs ● Digital supervision |
| <p>Plan for Specialists Classes</p> | <ul style="list-style-type: none"> ● Specialists will teach classes in their designated area. |

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| 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. • Create individualized plans as needed. • Clear and high expectations • Provide choice • 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. • 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 |

| TECHNOLOGY | |
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| <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-8 Google Classroom (GC) • Zoom • See-Saw option if needed for K-2 |
| 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 | |
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| <i>Hybrid Model or 100% Distance Learning</i> | |
| Schoolwide Eucharistic Celebration | <ul style="list-style-type: none"> • Weekly Mass - social distancing maintained. • Celebrate Holy Days of Obligation in the church. • Pray Rosary as a class in church, grotto, or in school socially distanced. |
| 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. • Rosary, Stations of the Cross, Lenten services, morning prayer, service... |
| Service-Learning Plan | <ul style="list-style-type: none"> • Students focus on home service to families and the community (if applicable). • Service projects - Staff and families collaborate to determine what is appropriate for age. • Discuss and apply weekly Mass readings and Gospel. • Focus on yearly theme – Give it to God....Psalm 55:23 |

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| Visibility Plan for Pastor | <ul style="list-style-type: none">• Celebrating Mass and Reconciliation |
| Visibility Plan for Principal | <ul style="list-style-type: none">• Send emails with updates to families and be available by phone.• Greeting at the door in the morning and at the end of the day.• Visit classrooms.• Be available and present. |