

St. Thomas More Catholic School Return to School Plan 2020-2021

Review the following documents:

- 2020-2021 Return to School Framework
- Guidelines for Returning to the Workplace

Add a narrative for each area below to describe your school's plan.

Submit to dcs@rchdpdx.org no later than August 15, 2020.

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	Pastor, Principal, SAC chair, Admin. Assistant, Business Manager, Development Director, Extended Care Director, PE Teacher.
Timeline for Planning and Roll-out of Plan	Plan will be rolled out weekly in stages beginning July 16th.

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	Increased enrollment of approximately 20 students.
Staffing Considerations/Changes	Increased hours for some part time specialists to cover increased duties and split classes.
Building Protocol Expenses	School budget
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	Title IV, Esser funds

COMMUNICATION PLAN	
How will your school keep shareholders abreast of the plans for re-opening and beyond?	The reopening committee meets bi-weekly and a parent letter goes out after that which details the latest updates and details of the re-opening or distance learning plan.

PROTOCOLS	
Cleaning and Hygiene	<ul style="list-style-type: none"> • Follows guidelines of ODE and OHA. Sanitizing stations at every entrance, in every classroom and outside bathrooms. 2 new electrostatic cleaners for large spaces (gym) between cohorts. • Small electrostatic sprayers for bathrooms in between cohort uses. • High touch points in classrooms sanitized regularly by the

	<p>teachers.</p> <ul style="list-style-type: none"> Classrooms sprayed and wiped by the cleaning crew at the end of the day.
Social Distancing	<ul style="list-style-type: none"> Room capacity is measured at 35 sq. feet per person, with 6ft distancing guidelines followed when possible. Hallways will be marked with signs indicating traffic flow direction and 6 ft. spacing. The specialists will teach each grade in their homeroom classrooms - the music room, art room, and library will not be used for whole groups. These rooms will be used as places for the specialists to work with small groups, with students from no more than 2 cohorts using a room. The learning specialists will clean between cohorts. The Kindergarten class of 19 students will begin the year with Limited In person Instruction. 10 students will attend at a time for two hours, with a distance of 6 ft. between their desks.
Screening Protocols	<ul style="list-style-type: none"> All staff and students will have their temperatures taken and answer Covid symptom questions daily before admittance.
Personal Protective Equipment (PPE) Protocols	<ul style="list-style-type: none"> Students will wear masks from the time they leave their cars to the time they return to their cars. We will provide face shields to students to be used at school in addition to face masks, or as a break from cloth masks when the students are seated at their desks, or in a small group with a learning specialist when it is important for the specialist to see the students' faces. These face shields will be cleaned at the end of the day and the students will keep them in their desks.
Student Protocols	<ul style="list-style-type: none"> Students will wear masks as per the governor's requirements, except when eating or drinking. Students will be trained to wash hands for 20 seconds, refrain from touching their faces, and cover both the mouth and the nose with masks during orientation and often during the day. Students will be grouped into cohorts by grade level. Students will remain with their cohort at all times, including lunch and recess. Students will not share spaces or supplies. Students will get bathroom breaks as a cohort, with waiting students spaced 6 ft. apart to enter the restroom. The number of students allowed in the restroom is the same as the number of sinks available. Students will use their own classroom supplies which will be kept in a place separate from other students, even within their cohort.

	<ul style="list-style-type: none"> ● If a student becomes ill at school, he/she will report to the office for a temperature check. If COVID-19 symptoms are present, the student will be isolated in our health room until the parent, or their parents' designee, arrives to pick them up. Administration will supervise the sick child. ● If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home or to the nearest health center. For the purposes of contact tracing, ODE defines exposure as being within 6 ft. of a COVID-19 case for 15 minutes or longer. ● If a student exhibits symptoms that could be COVID-19 related, presents a fever over 100.4 or if anyone in their home or community living spaces has COVID-19, they should contact their medical professional and get tested. Administration is to work under the premise that the student has contracted COVID-19 and may not return to school. ● If the test is positive or if the child is not tested, they must stay home for at least 10 days, and until 72 hours after resolution of their symptoms. If the coronavirus test is negative, or a doctor's note is provided, the child may return 72 hours after resolution of their symptoms (no fever without the use of fever-reducing medications); respiratory symptoms (cough, shortness of breath, etc) have improved; and local county Department of Health releases the students to return to school safely. ● All other scenarios will be handled as per the scenario section of the OHA's Planning for COVID-19 Scenarios in Schools.
<p style="text-align: center;">Staff Protocols</p>	<ul style="list-style-type: none"> ● Staff protocols are the same as students' protocols. ● During inservice, staff will be trained in sanitation and hygiene instruction for students and staff, as well as informed of bathroom, recess, and pick up and drop off procedures. ● Specialists will wash or sanitize hands between each cohort that they visit. ● Staff will frequently clean their own workspaces. ● Staff room, copy room and office will be clearly marked with capacity and cleaning protocols.
<p style="text-align: center;">Visitors and Deliveries</p>	<ul style="list-style-type: none"> ● There will be no adults except for staff in the building unless invited and approved by the principal. ● If visitors have been approved, they will be screened following the same protocols as staff and students. ● Delivery clerks will buzz in to the office to alert the office administrative assistant that there is a delivery, then the package will be put into a container outside the door. ● Non-essential deliveries such as personal forgotten items will be restricted until further notice.

PREVENTATIVE TRAINING	
	100% in Building or Hybrid Model to reflect Social Distancing Requirements set by Governor and Phasing
Staff Training Plan	<ul style="list-style-type: none"> In person or Zoom inservice following state requirements for capacity, mask wearing, and social-distancing will be held the week of Aug. 31.
Student Training Plan	<ul style="list-style-type: none"> Using ODE's Limited In person Instruction guidelines, we will hold small group student orientations the week of Sept. 8th. No more than 10 people per group, no more than 5 different age groups per day.
Parent Training Plan	<ul style="list-style-type: none"> Parent orientations will take place in small groups following the safety guidelines during the week of September 14th or 21st, or in the days immediately preceding re-opening. Weekly emails will keep parents informed of protocols.

SCHOOL SCHEDULE AND ROUTINES	
Morning Drop-off Plan	<ul style="list-style-type: none"> Drop off will take place between 7:30 and 7:55, as normal. All students will be dropped off on either the upper or lower playground. They will be screened before leaving their cars. Students in grades k, 1,2,3,4,and 7 will be dropped off at various cohort specific doors on the lower level of the school. Grades 6-8 will do the same on the upper. Parents should not leave their cars at this time. Students who are tardy will check in through the office as normal. Kindergarten Drop-off (both for the 8 am and the 10:30 am groups) will take place on the lower playground through the doors near the library or the old kindergarten room. Students will have temperatures taken, and be escorted, socially-distanced and in masks, to the kindergarten room.
After-School Pick-up Plan	<ul style="list-style-type: none"> The pick up procedure will happen through the same doors as drop off. Students will wait with masks and remain socially distanced until their name is called out. During Limited In-person Instruction, kindergarten students will be escorted to the old kindergarten hallway or kindergarten room and socially distanced until their car can be seen through the door. This exit is different from the one the arriving students will enter.
Food Service Plan	<ul style="list-style-type: none"> Hot lunch and milk are on hold. Students will eat in their classrooms and may not share

	<p>food.</p> <ul style="list-style-type: none"> • The school will have some pre-packaged food items on hand if students forget their lunches. • Those with diet restrictions can provide the office with some pre-packaged alternatives.
Extended Care Plan	<ul style="list-style-type: none"> • More Care may resume when in-person school resumes. We do not yet know which age children may attend. • More Care will most likely take place in the gym, with barriers between cohort groups. The 7th grade classroom may also be used. • The More Care staff will thoroughly clean these spaces with an electrostatic sprayer and bleach wipes before and after More Care. • Families have been surveyed - results will help us plan further.
Recess/Playground Plan	<ul style="list-style-type: none"> • 3 classes at a time can have recess in a designated spot on the upper playground, 1 class on the lower playground. This will allow us to use much of the same schedule we currently have. • Play structures will be off limits for now.
Assembly/Announcements Plan	<ul style="list-style-type: none"> • The principal and 8th grade student leaders will prepare a morning assembly to be posted on the website every day at 8 am.

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION	
Attach completed Reflections on Distance Learning Worksheet	
Plan for Teacher Curriculum Development	
Beginning of Year Assessment Plan	<ul style="list-style-type: none"> ● All teachers will meet with their grade's previous year teachers about each student. ● Students will take STAR tests to determine math and reading placements ● All ELA teachers will have students create a writing sample during a supervised class period.
Grading Expectations and/or Policies	<ul style="list-style-type: none"> ● For the most part, students will be graded as usual. ●
Asynchronous and Synchronous Teaching Expectations	<ul style="list-style-type: none"> ● If online, every homeroom teacher will begin the day with a 30-60 minute full class Google Meet. These will include community building to start, teacher instruction and modeling, and formative assessment with tools such as Flipgrid. ● All students will take part in at least 3 small group synchronous meets during a week. ● Asynchronous opportunities will be delivered to students through Google classroom, Seesaw, or ALMA. These can be teacher-made or other videos, virtual websites offered through credible sources such as NatGeo. ● Specialists(art, music,library, PE) will provide at least one synchronous lesson per grade per week, except for kindergarten during Limited In-person Instruction. Their other schedule responsibilities can be met with asynchronous or web-delivered opportunities. ● Teachers will help build community with increased opportunities for collaborative work with the use of such Google apps as Jamboard which we have added to our iPads. ● Teachers of K-8 and 7-1 will work together to design virtual buddy activities.

<p>Plan to Mitigate Learning Loss</p>	<ul style="list-style-type: none"> • By identification of focus skills at the beginning of the year, and comparison with STAR test results and writing samples, the teachers can determine the most important standards to prioritize early in the year.
<p>Systems of Support for Diverse Learners and/or English Language Learners</p>	<ul style="list-style-type: none"> • The learning specialists will continue with students they worked with last year, and use the RTI method to further assess students identified as below grade level through STAR testing. During the first trimester, they will adjust ILPs as needed. • Those students may be added to small groups by the learning specialist and homeroom teacher. • Each grade level will have a specialist as a special advocate who will make connections and be available every day for students whose teachers have identified them as needing support during distance learning,, or if the student needs to learn from home.
<p>Plan for Students Unable to Attend School</p>	<ul style="list-style-type: none"> • Teachers will use a combination of live-streaming and Google Meet to keep students at home up to date in real time. • Students needing help can email teachers.
<p>Professional Development Plan for Teachers</p>	<ul style="list-style-type: none"> • Teachers attended (virtually) the ISTE summer institute and the Google PD offered through Eduscape. • They will do PLC work and attend other PD as we determine need once the year starts. • Funds for this will come through Title IV. • During inservice week, teachers will share best practice tips they learned through summer PD opportunities.
<p>Plan for Specialists Classes (i.e. Art, Music, Language, etc.)</p>	<ul style="list-style-type: none"> • All specialists will resume normal schedules when school reopens. • They will teach in the homerooms rather than their own spaces. • They will also be paired with a homeroom teacher as an extra duty person and extra “hand”.

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

<p>Plan to Support SEL at the Start of the School Year</p>	<ul style="list-style-type: none"> • Inservice time for teachers to review new additions to Second Step for SEL and
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	incorporate into the early part of the year. These resources were sent by Amy Jefferis
Family Support and Training Plan	<ul style="list-style-type: none"> • Student/parent orientation during the first week of school. • Morning Assemblies • Weekly Principal email
Plan for Identifying and Supporting SEL Mental Health Concerns	<ul style="list-style-type: none"> • Teachers meet with the next grade teacher to discuss students who found online learning challenging. • Special advocates will be appointed to each of those students. • Students will be required to check in with their advocate daily.

TECHNOLOGY	
	Hybrid Model or 100% Distance Learning
Learning Management System or Platform used at each grade level	<ul style="list-style-type: none"> • K-2 Google Classroom • 3-4 Seesaw • 5-8 Google Classroom and our student management system - ALMA
Acceptable Use/Safety Policies	<ul style="list-style-type: none"> • Technology Use Policy document to be signed by parents and students before they are issued a school-owned iPad.
Technology Purchase Plan and Related Costs	<ul style="list-style-type: none"> • New iPads for gr. 5 and various replacement iPads • Microphones and headsets for teacher use with live-streaming

SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Hybrid Model or 100% Distance Learning
Schoolwide Eucharistic Celebrations	<ul style="list-style-type: none"> • Wednesday Mass will be live-streamed during distance learning. • Special event Masses, ie All Saints Day will be live-streamed. • Weekly Masses may be attended by 1 or 2 classes at a time when we return to school.
Faith Life Activities	<ul style="list-style-type: none"> • Volunteer Service coordinators are working with our usual service organizations to design virtual service opportunities • Advent activities designed by the Advent committee. • Lent as well • Mary Ceremony • Graduation Mass • Catholic Schools' Week events • Socio-emotional
Service Learning Plan	<ul style="list-style-type: none"> • Update previous year's learning plans after assessment during the first trimester.
Visibility Plan for Pastor	<ul style="list-style-type: none"> • Live streaming Masses for the student body every Wednesday. • Teaches 8th grade religion twice a week • Attends random Google Meets at every grade level
Visibility Plan for Principal	<ul style="list-style-type: none"> • Morning assembly live streamed or recorded every morning. • Daily pop-ins to classrooms - virtual or in-person. • Parent orientations during the first weeks of school - visits to student orientations.