

St. Therese 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 dcx@rchdpdx.org no later than August 15, 2020.

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	<ul style="list-style-type: none"> ● Father Steve Geer, Pastor ● Penny Montani, Business Manager ● Angie Barnett, Secretary ● Matt Shelton, Facilities ● Chelsea Baumbach, Teacher ● Justin Robertson, Teacher ● Marlene Hayes, Teacher
Timeline for Planning and Roll-out of Plan	<ul style="list-style-type: none"> ● Planning began July 1, and must be complete by August 15 ● Safe and Ready Schools Survey to families July , 2020 ● Parent Informational Zoom Meetings July __ and __, 2020 ● Parent Informational Zoom Meetings August 13, 2020 ● Weekly updates in St. Therese Newsletter and Social Media ● Final plans to be shared with school community by August 20, 2020

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	<ul style="list-style-type: none"> ● Public school families seeking out an alternative, considering us ● Reduction in enrollment overall due to concerns about the safety of reopening for in-person school. ● Pre-School is in danger of closing – down to 4 students and will not remain open if in distance learning ● Pre-School is not licensed, making temporary day care status difficult to attain. ● We can maintain staffing as long as we don't drop more than 5% in enrollment (8 students) excluding pre-school.
Staffing Considerations/Changes	<ul style="list-style-type: none"> ● No music this year, because of COVID-19 ● Hire part-time teacher to provide classroom teachers with prep time and serve as a building sub if a teacher is ill. ● Kitchen staff re-assigned to enrichment support if in distance learning, or in-person learning and food service remains unsafe ● PE Teacher will be full time if in-person, split PE/SEL/Religion if distance learning ● Full time, certified pre-school teacher if in-person. If distance

	<p>learning, and pre-school is closed, she will be reassigned to support distance learning in K-3.</p> <ul style="list-style-type: none"> • Re-evaluate enrollment and staffing every 30 days to be sure we are financially stable.
Building Protocol Expenses	<ul style="list-style-type: none"> • Touchless bottle filling stations installed (4), • Touchless sanitizer dispensers and soap dispensers • Touchless thermometers • Canopies for check in at drop-off • Additional face masks and shields • Walkie talkies for each classroom and office staff • Removable barricades to block off certain areas of the building • Additional sanitation supplies • Additional custodial hours for sanitation
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	<ul style="list-style-type: none"> • Hire full time distance learning support teacher, or two half-time support teachers. • Google Classroom and Distance Learning PD for teachers • Title II and Title IV funding for Catapult Learning to provide math and reading intervention • Exploring possibility of summer school to close the learning gap created by distance learning

COMMUNICATION PLAN

How will your school keep shareholders abreast of the plans for re-opening and beyond?	<ul style="list-style-type: none"> • Safe and Ready Schools Update in our weekly newsletter • Parent zoom calls in July and August • Parent Club Zoom meeting July 28 and 29, 2020 • Parent Club Zoom meeting August 19, 2020 • Safe and Ready Family Survey sent out July 8, 2020 • Regular email updates/communication • Someone is always available to answer questions and hear concerns during school hours by phone or via email.
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PROTOCOLS

Cleaning and Hygiene	<ul style="list-style-type: none"> • St. Therese follows the published Communicable Disease Guidelines from the Oregon Health Authority and Oregon Department of Education. • Plans for systematic disinfection of classrooms, offices, bathrooms, and activity areas. • Teachers will complete the sanitation protocol at the end of each workday, and custodial services will complete the same protocol a second time after the teacher leaves. • Installation of touchless soap and sanitizer stations • Additional touchless sanitizer stations added to each classroom
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	<p>and common area.</p> <ul style="list-style-type: none"> • Students will be taught proper handwashing and sanitizing techniques and have multiple opportunities to practice. • Each classroom will have handwashing and sanitation systems in place, practicing so everyone is familiar with what to do and when. • Each student will have an individual plastic bin, labeled with their name, to store their manipulatives, and supplies for brain breaks. • Windows to classrooms will remain open for one hour after everyone has left for the day.
Social Distancing	<ul style="list-style-type: none"> • Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. • Each student will be provided with a minimum of 35 square feet of space in the classroom • Each classroom will have marked a clear path to water, bathroom, and exit. • Spots will be on the floor to mark places for students to take a break, and to mark spots for circle time. • Lunch will be eaten in classrooms when outside spaces are not available.
Screening Protocols	<ul style="list-style-type: none"> • At drop-off each morning, student temperatures will be taken before the adult drives off. • The health questions will be acknowledged, and as long as the student passes the screening and their temp is below 100.4, they will be allowed to walk the path to the classroom where they will receive a greeting from their teacher and a pump of sanitizer in their hand. • If the student doesn't meet screening requirements, they will get back in the car and learn from home that day, returning to school after being fever/symptom free for 72 hours. • Siblings must also return home.
Personal Protective Equipment (PPE) Protocols	<ul style="list-style-type: none"> • All students in kindergarten through 8th grade required to wear a face mask or shield at all times. • Adult staff members are required to wear a face mask and/or shield at all times. • Gloves are used when distributing materials to students or completing sanitation protocols.
Student Protocols	<ul style="list-style-type: none"> • Screening of students and staff for symptoms on entry to school every day. • Explicit teaching of proper hand hygiene and coughing/sneezing etiquette. • Remind students through signage of the importance of hand hygiene and coughing/sneezing etiquette. • Communicate school policy for personal property being brought to school (i.e. school supplies, refillable water bottles, headphones/earbuds, cell phones, books, etc.) – use of such items are limited to their owner.

	<ul style="list-style-type: none"> • No community supplies/supply sharing. • No food sharing • Create, maintain, and keep on file all cohort logs in accordance with ODE guidelines.
Staff Protocols	<ul style="list-style-type: none"> • Training in contact tracing and communicable disease • Training in health screening protocols to aid in the screening of students and staff upon arrival to school.
Visitors and Deliveries	<ul style="list-style-type: none"> • Visitors are not allowed on campus unless they have an appointment. If they have an appointment, they will ring the buzzer at the front door and the receptionist will direct them to come around to the side gate, where they will be admitted to the building from the side door to sit in our “clean conference room”. • Visitors will not be allowed any further into the building, and visitors are limited to parent/guardian/family of our students for purposes that can’t be satisfied with a Zoom meeting or phone call. • There will be no student teachers or volunteers in our building this school year. • Deliveries will go directly to the garage at the parish office and school staff will bring materials into the building outside of student contact hours.

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"> • The principal will make videos demonstrating proper sanitation protocols and allow for supervised practice during our first week back as a staff. • Staff will be trained in student drop-off protocols with a training video, followed by run through practice. • Staff will be trained in sign-in/sign-out processes in a welcome back training video. • Staff will be trained in classroom systems and safety expectations in a training video (hand hygiene, moving around the classroom, how to take a brain break, what to do if a student is struggling, how to manage student anxiety and stress). • Staff will be trained in schoolwide systems: recess/lunch routines, social distancing, rotation of supervision, rotation of specialists into classrooms. • Staff will be trained in proper outbreak response, and in identifying COVID symptoms.
Student Training Plan	<ul style="list-style-type: none"> • Gradual release model – I do, we do, you do – for hand and mask hygiene, moving around school spaces, using the bathroom, taking a break, social distancing, use and storage of personal items,

	lunch/recess routines, health and hygiene practices, and drop-off/pick-up.
Parent Training Plan	<ul style="list-style-type: none"> • Training video released to parents – they must complete and sign a form confirming they watched the video and understand the processes. • Identifying COVID-19 related symptoms and how to communicate concerns to school. • Proper temperature screening • Creating and maintaining communication protocols regarding prevention and outbreak response. • Zoom meetings for parents with teacher and principal to answer questions and clarify agreements. • Practice drive through to be sure everyone understands the process.

SCHOOL SCHEDULE AND ROUTINES	
Morning Drop-off Plan	<ul style="list-style-type: none"> • 4 tents set up – color coded by grade. Parents should pull up to the tent that matches the color for their YOUNGEST student. • Student will get out of the car and step under the tent for a temp check – parent will confirm answers to the health survey questions. • Extra support monitoring cars and crosswalks in the morning and ALL staff will carry a walkie for communication. • Students will be allowed to walk directly to the exterior door to their classroom if they meet the health requirements. If not, they will get back into the car and taken home for digital learning. • Signs and maps will be posted, as well as video instructions sent out and reviewed with families prior to our first in-person school day.
After-School Pick-up Plan	<ul style="list-style-type: none"> • Students will remain with their cohort for dismissal directly to parents/guardians • Crosswalks will remain clear. • ALL staff will be present at pick-up
Food Service Plan	<ul style="list-style-type: none"> • Students will be required to bring a sack lunch to school each day. • Sack lunches will be available to students who forget to bring a lunch, or for whom daily lunch is a hardship
Extended Care Plan	<ul style="list-style-type: none"> • Students will be separated as much as possible, masks/shields worn at all times, and equipment sanitized regularly. • One adult for every 10 students is required, and cohorts must remain intact, keeping siblings together to minimize risk of transmission. • Accurate record keeping is a must for contact tracing.
Recess/Playground Plan	<ul style="list-style-type: none"> • Stations will be set up for students to have activities during recess if they choose to engage. • Students will be required to sanitize hands by washing in a sink, or

	<p>using hand sanitizer after recess, and all equipment will be sanitized.</p> <ul style="list-style-type: none">• Cohorts may access the playground one at a time to limit cross-contamination and inhibit spread.• To accommodate classes in a manner that is fair, cohorts will access outdoor recess on a rotating basis.• Play structure will be off-limits until proper sanitation between uses can be ensured.
Assembly/Announcements Plan	<ul style="list-style-type: none">• Live stream announcements and assembly content to classrooms using video and classroom technology.• Morning prayer will be led over the intercom, and classrooms will take turns “hosting”• Principal will host regular activities in classrooms to celebrate achievements and recognize student successes.

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION	
Attach completed Reflections on Distance Learning Worksheet	
Plan for Teacher Curriculum Development	<ul style="list-style-type: none"> • Backwards design: what do students need to know? How will we know they learned it? What will we do if they learned it? What will we do if they didn't learn it? • Standards based • Use of Atlas to write their own curriculum • Utilize the Distance Learning handbook as a resource • Weekly curriculum development time built in for in-house PLC groups (K-2, 3-5, 6-8) • Collaboration with specialists to incorporate art, music, and movement into core content. • Continue work with region PLC groups • Access Learning Support Specialist for assistance with unit planning and development of assessments • Focus on what students know, and what they don't know.
Beginning of Year Assessment Plan	<ul style="list-style-type: none"> • Formative assessments • Get to know you activities to assess social-emotional needs • STAR Assessments • EasyCBM
Grading Expectations and/or Policies	<ul style="list-style-type: none"> • Focus on proficiency vs. assignment completion • Formative and summative assessments • Personalized learning plans to close learning gaps from last spring and maximize growth • Assignments/assessments graded and recorded weekly • Regular communication to families
Asynchronous and Synchronous Teaching Expectations	<ul style="list-style-type: none"> • Synchronous class meetings whole group • Synchronous small group meetings for focused instruction • Asynchronous teaching for skills that require practice, or opportunity for review • Teachers will offer a variety of opportunities for students to access learning • Reasonable expectations for student screen time each day – utilize analog learning

	opportunities to minimize screen time.
Plan to Mitigate Learning Loss	<ul style="list-style-type: none"> • Catapult Learning will provide intervention services to students who qualify • Focus on literacy standards, K-8 • Support families who are supervising at-home learning and communicate regularly • Small group and one-on-one support of student • Focus on social-emotional learning and relationship building – students learn best in safe environments with trusted adults
Systems of Support for Diverse Learners and/or English Language Learners	<ul style="list-style-type: none"> • ELD specialists will utilize their expertise to support colleagues in making content comprehensible • Learning support specialist will assist teachers in lesson design and delivery • Aides will push-in to classes or small groups to support student learning – break projects into chunks, read instructions aloud, etc. • Schoolwide system of organization to track materials and learning
Plan for Students Unable to Attend School	<ul style="list-style-type: none"> • Access to asynchronous learning opportunities • Daily check-ins with distance learning support person (will assign staff based on number of students with this need) • Opportunities to be digitally present in class when necessary
Professional Development Plan for Teachers	<ul style="list-style-type: none"> • Schedule PD during pre-service week: Google, Distance Learning Strategies Empowered EDU • IXL professional development • SchoolSpeak Professional Development
Plan for Specialists Classes (i.e. Art, Music, Language, etc.)	<ul style="list-style-type: none"> • PE offered daily on a rotation: every other day in-person with teacher, opposite days using asynchronous lessons with classroom teacher • In-person PE classes will be held outside when possible and will follow social distancing guidelines • No music this year • K-5 support teacher will provide enrichment opportunities (art, music, community building) • Each middle school teacher will offer an elective option for their cohort. • Staff and students will follow social distancing, hand hygiene and sanitation requirements delineated by CDC and OHA.

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

Plan to Support SEL at the Start of the School Year	<ul style="list-style-type: none"> Intentional community building, use of “circles” and some form of daily check in. PE Teacher will do mindfulness work to begin the year Each student will have a “safe adult” to check on them, or who they can reach out to if necessary Communicate to parents – inform them about skills being worked on at school so they can reinforce at home Purchase of St. Therese t-shirts to be worn on the same day each week as a way to build community Create self-care checklists (staff and students) Use of family groups and older buddies to check in on younger students to keep the cross-age relationship and connection strong.
Family Support and Training Plan	<ul style="list-style-type: none"> Zoom Meetings by class – parent community collaborates to develop a set of agreements. How will we support each other? What do we need from our school? What do we need in order to support our students?
Plan for Identifying and Supporting SEL Mental Health Concerns	<ul style="list-style-type: none"> Purchase of Second Steps curriculum k-8, PD for teachers Survey students and staff at the start of the year to determine their needs, and establish a baseline Each teacher will have a SEL/Mental Health check in at the start of the day – informal time to really “see” each student and identify potential issues. Open communication with students and families about student needs Create a support plan in case of outbreak or community death.

TECHNOLOGY

	Hybrid Model or 100% Distance Learning
Learning Management System or Platform used at each grade level	<ul style="list-style-type: none"> Google Classroom, K-8 SchoolSpeak, K-8
Acceptable Use/Safety Policies	<ul style="list-style-type: none"> Parent/guardian and students will read and sign technology agreement as well as complete digital citizenship training.

	<ul style="list-style-type: none">• Norms and agreements around video conferences.
Technology Purchase Plan and Related Costs	<ul style="list-style-type: none">• Proposal to Finance Council: approved purchase of Chromebooks for students and teachers, as well as iPads to create engaging teaching and learning videos.• IXL subscription• EdPuzzle subscription• Kahoot! subscription• Screencastify subscription• Reading A-Z subscription

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"> • Two classes can celebrate mass per week with Father given the limit in church is 50, and mass can be livestreamed to the rest of the student body (dependent upon Father Steve’s level of comfort) • Option to rotate students through the church for adoration • “Worship Wednesdays” as a school – student readings, reflection, guided meditation, praying the rosary • Weekly prayer events with family groups (virtual only to avoid cross-cohorting) •
Faith Life Activities	<ul style="list-style-type: none"> • Morning prayer each day, prayer before meals, and a prayer to send students off at the end of the day. • Service to church and charitable organizations to live our faith • Continuing faith formation • Teachers lead prayer reflections with students • School newsletter will include liturgical reflection for the week (as per our faith formation topic for the year: Liturgy) • School challenge – write a St. Therese School Prayer that reflects who we are and our intentions before our Lord.
Service Learning Plan	<ul style="list-style-type: none"> • Canned food drive to support St. Vincent de Paul • Student ambassadors – older students supporting their younger peers • St. Therese alumni assigned to be a “buddy” to a middle schooler for support • Middle school student ambassadors responsible for an individual service learning project to support social-emotional health of others (elderly, young, vulnerable)
Visibility Plan for Pastor	<ul style="list-style-type: none"> • Join classes virtually • Deliver asynchronous religious instruction • Guided meditations for students, or leading morning prayer
Visibility Plan for Principal	<ul style="list-style-type: none"> • Join virtual classrooms

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| | <ul style="list-style-type: none">• Join physical classrooms• Principal's challenge• Write recognition cards and send home at least 5 per week recognizing the good students are doing• Write thank you notes to staff for extra efforts, so they feel seen and appreciated• Present and visible and drop-off and pick-up• Regular Zoom meetings• Participate in ambassadors training and activities• Weekly newsletter using "Smore"• Regular wellness checks with families• Spirit days, competitions, prizes, music, positive presence in hallways, playground, and in classrooms. |
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