

**Holy Cross Catholic School
Return to School Plan
2020-2021**

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	<ul style="list-style-type: none"> ● Julie Johnson, Principal & Key Contact: 503-289-3010; jjohnson@archdpx.org ● Tim Culligan, Maintenance Supervisor ● Amanda Louie, Teacher ● Shannon Goldrick, Instructional Aide ● Eva Varga, Instructional and Administrative Aide ● Keola Morley, After School Care Head Teacher ● Deb Volker, Business Manager ● Principal designated to establish and enforce physical distancing requirements ● School Advisory Council will be updated as plans are developed ● Possible Auxiliary Members may be consulted as needed: parents who are health and medical professionals ● Our local public health office is Multnomah County Health Department Public Health Division ● Our ESD region is Multnomah Education Service District
Timeline for Planning and Roll-out of Plan	<ul style="list-style-type: none"> ● Parent Meeting held on July 9 (English) and July 10 (Spanish) to update families. ● Re-opening Team meeting held on July 29, August 5, August 10 ● Plans to be shared with the school community by mid-August. Meetings scheduled for August 18 (English) and August 19 (Spanish)

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	<ul style="list-style-type: none"> ● Enrollment decrease due to health and safety concerns ● Focus on supporting current families versus expanding enrollment to new families
Staffing Considerations/Changes	<ul style="list-style-type: none"> ● Increase instructional aide to provide additional support. ● Hire and/or Reassign a current teacher as Distance Learning Coordinator to support Dual Model program.
Building Protocol Expenses	<ul style="list-style-type: none"> ● Plexiglas for classrooms and other areas that are not large enough to achieve full distancing ● Framing and hardware for Plexiglas screens ● Steel framing and hardware for temporary grades 5 and 6 walls in School Hall ● Wood framing and sheetrock for temporary grades 5 and 6 walls

	<ul style="list-style-type: none"> ● Telephone/intercom for additional temporary classrooms ● Power wiring for temporary grades 5 and 6 classrooms ● Gym floor cover for PK temporary classroom ● Additional portable hand wash sinks ● Plumbing revisions for touchless faucets and flush valves ● Heating, ventilation and control revisions for enhanced ventilation ● Touchless soap, hand sanitizer and paper towel dispensers ● Additional in-house cleaning and sanitizing costs ● Additional cost for Janitorial contract services
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	<ul style="list-style-type: none"> ● Title I funding for summer enrichment and “bridge” to new school year. ● Title II and Title IV funding for Catapult Learning to provide remedial math and reading support. ● Title III funding to support the needs of English Language Learners. ● Use of ESSER funds still being explored.

COMMUNICATION PLAN

How will your school keep shareholders abreast of the plans for re-opening and beyond?	<ul style="list-style-type: none"> ● Monthly Parent Outreach Meetings (meeting held in English on July 9 and in Spanish on July 10). Parent meetings to be held in mid-August. Meetings scheduled for August 18 (English) and August 19 (Spanish) ● Electronic Newsletters sent out regularly/weekly. ● Survey of parent needs and concerns sent to families on July 29. ● Maintain open channels of communication: at least one member of the planning committee is available to answer emails and/or phone calls during regular business hours. ● School Advisory Council Meetings (Zoom) ● Parent Association Meetings (Zoom)
--	--

PROTOCOLS

Cleaning and Hygiene	<ul style="list-style-type: none"> ● Holy Cross 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. ● Installation of touchless faucet and toilets. ● Additional hand sanitizing stations added to each classroom and in the main hallway. ● Installation of two temperature kiosks and hand sanitizing stations for staff and students as they enter the building. ● Individual plastic bins with snap-on lids will have toys/learning tools for students in lower grades. ● Weekly sanitization of these toys/learning tools. ● Regular student education of and opportunities for hand washing
----------------------	--

	and hand sanitizing throughout 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. ● Plexiglas dividers to be utilized where six feet distance cannot be maintained. ● Minimize interaction between students in different stable cohorts (e.g., access to restrooms, recess, activities, common areas). ● Create procedures and signage for making entryways, stairwells, and hallways one-way traffic patterns.
Screening Protocols	<ul style="list-style-type: none"> ● Installation of two temperature kiosks and hand sanitizing stations for staff and students as they enter the building. ● Two rooms by the office designated as COVID or sick rooms.
Personal Protective Equipment (PPE) Protocols	<ul style="list-style-type: none"> ● Training and education for staff and students in the importance of face coverings and the appropriate use of the face coverings. ● All staff will wear face coverings when with students or other staff members. ● All students will wear face coverings when in the classrooms and within six feet of others. ● Face coverings to be provided to each staff member and student. ● Each classroom will have additional face coverings to provide to students. ● Staff who work directly with sick or possibly COVID positive students to be provided additional protection such as eyewear, face shields, and gloves.
Student Protocols	<ul style="list-style-type: none"> ● Screening of students and staff for symptoms on entry to school every day. ● Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and coughing/sneezing etiquette. ● Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, use should be limited to the item owner. ● No shared school supplies. ● If a student becomes ill at school, he/she will report to the health room 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. ● 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

	<p>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.</p> <ul style="list-style-type: none"> • 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. • Create and maintain cohort logs in accordance with ODE guidelines
Staff Protocols	<ul style="list-style-type: none"> • Training in contact tracing and communicable disease. • Screening students and staff for symptoms on entry to school every day.
Visitors and Deliveries	<ul style="list-style-type: none"> • No visitors allowed past the school office at the front of the school. • Deliveries to the school office or parish office.

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"> • Staff will be trained in <ul style="list-style-type: none"> ○ sanitation and hygiene instruction ○ social distancing and health practices for self and students ○ beginning of the day and end of the day procedures ○ restroom and recess routines ○ identifying COVID-19 related symptoms ○ proper temperature screening ○ Protocols for response to outbreak (including pivoting to distance learning)
Student Training Plan	<ul style="list-style-type: none"> • Teachers will provide initial and routine instruction in <ul style="list-style-type: none"> ○ social distancing and health practices in the classroom and on the play yard ○ use and storage of personal items ○ following flow maps ○ beginning of the day and end of the day procedures ○ Restroom and recess routines

<p>Parent Training Plan</p>	<ul style="list-style-type: none"> ● Identifying COVID-19 related symptoms <ul style="list-style-type: none"> ○ Parents will be asked to do daily screening/ask health questions of their child before they are brought to school. The school will provide screening/questions to parents before the first day of school. ● School will provide parents with “booklet” with reminders: <ul style="list-style-type: none"> ○ Inform school if child is ill or if child or immediate family member is diagnosed with COVID. ○ To not administer fever reducing medicine to child and then send to school. ○ Frequent washing of school uniforms and face coverings. ● Proper temperature screening ● Creating and maintaining communication protocols regarding prevention and outbreak response
-----------------------------	--

SCHOOL SCHEDULE AND ROUTINES

<p>Morning Drop-off Plan</p>	<ul style="list-style-type: none"> ● Staff members will be on duty to supervise morning drop-off. ● Drop off will be staggered by families’ last name. ● Students in Kindergarten - 8 will enter through the front of the school, use hand sanitizer and have a temperature screening. ● Students in PreK will enter the “morning door” for their classroom, use hand sanitizer and have a temperature screening.
<p>After-School Pick-up Plan</p>	<ul style="list-style-type: none"> ● Students remain with their cohort and dismissed directly to parents or guardians. ● Rainy Day dismissal: Staff member on walkie talkie announces family name of car. Name is announced over walkie talkies in each classroom to dismiss students. Staff member monitors the hallway and another staff member monitors outside from the exit to the carline.
<p>Food Service Plan</p>	<ul style="list-style-type: none"> ● Students bring lunch from home. No microwaves will be available for student use. ● Deferred: Subway lunch available once a week. Subway lunch delivered in individual bags for students who order.
<p>PreK, Daycare and Extended Care Plan</p>	<ul style="list-style-type: none"> ● The school is on track to be approved for an emergency license for its PreKindergarten program. The school will follow all the health and safety requirements stated in this document and of the Office of Child Care. ● The PreK classroom will be located in the school gym. This location is self-contained with its own bathrooms, entrance and exit; it offers plenty of space for physical distancing, and exceeds the ventilation requirements. ● The school is exploring the need for increasing additional instructional aide support for this classroom. ● The school is working with state certifier on providing a limited daycare option for parents with the following families being given a priority:

	<ul style="list-style-type: none"> ○ Front line workers ○ Students who are in greater need for support in Distance Learning ○ Siblings of students in PreK on-site program <ul style="list-style-type: none"> ● Daycare will follow all requirements of the State Office of Child Care. ● Daycare will be in two cohorts with no more than 20 students in each cohort. ● The school hall will be used to create two separate daycare spaces. ● All protocols listed above will be followed in any established daycare on site. ● Families will be surveyed prior to the resume of in-person learning to determine need and staffing. ● After school care will be provided to parents who need this service as a necessity if appropriate staffing can be arranged. ● Classrooms will be cleaned and sanitized after extended care in order to be ready for the next day.
Recess/Playground Plan	<ul style="list-style-type: none"> ● Each classroom will have a scheduled time for use of the playground area. ● Teachers will also consider creating a time for “mask free” time on the playground with all students being more than six feet apart. ● Will explore whether two classrooms can share the playground at the same time (same groups as extended care). ● Use of the play structure and sanitization of the structure between uses still to be explored.
Assembly/Announcements Plan	<ul style="list-style-type: none"> ● No all school assemblies. ● Traditional school assemblies (Beginning of the Year Assembly, Summer Reading Celebration, etc.) will be held in individual classrooms using the school announcement system.

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"> ● Archdiocesan standards drive the curriculum. ● Curriculum resources adopted support the standards. ● Teachers utilize Atlas in identifying the essential standards and content. ● Regular grade band discussion to review and discuss what students are expected to know in particular content areas.
Beginning of Year Assessment Plan	<ul style="list-style-type: none"> ● Summative and Formative student assessments will be used to drive grade level instruction. ● STAR assessments to be utilized for grades K-8 ● Ready Math assessments to be used for grades K-8

	<ul style="list-style-type: none"> ● Grade specific reading assessments
Grading Expectations and/or Policies	<ul style="list-style-type: none"> ● Regular feedback to be given to students and communicated to parents. ● Formative assessments to inform the teaching process <ul style="list-style-type: none"> ○ Frequent checks on understanding aligned to learning outcomes. ● Summative assessments to determine if students have learned and mastered essential grade level standards. <ul style="list-style-type: none"> ○ Performance tasks to be utilized to students apply knowledge to a new situation. ○ Series of smaller learning assessments ○ Oral assessments and oral defense ● Assessments to focus on student competency and proficiency versus compliance.
Asynchronous and Synchronous Teaching Expectations	<ul style="list-style-type: none"> ● Teachers will synchronously teach smaller groups of students daily. ● Asynchronous teaching will be provided to support students with both new concepts and review of concepts.
Plan to Mitigate Learning Loss	<ul style="list-style-type: none"> ● Three-week summer learning/bridge to be offered to Title students. ● Catapult Teaching will continue to be utilized to offer additional remedial support to qualifying students. ● Increased focus and intentional teaching of foundational standards at each grade level. ● School will investigate the opportunities for limited in-person instruction during distance learning as outlined by ODE.
Systems of Support for Diverse Learners and/or English Language Learners	<ul style="list-style-type: none"> ● Continue to utilize Learning Support Coordinator to facilitate educational needs of diverse learners. ● Continue to utilize best practices as shared by the University of Notre Dame’s Latino Enrollment Institute. ● School will investigate the opportunities for limited in-person instruction during distance learning as outlined by ODE.
Plan for Students Unable to Attend School	<ul style="list-style-type: none"> ● A Dual Model to be implemented when the state metrics allow for the school to be opened. Specifically: <ul style="list-style-type: none"> ○ A Distance Learning Coordinator (DLC) to be hired who will be a liaison between teacher(s) and students remaining in Distance Learning. ○ DLC to provide weekly lesson plans to students working from home. ○ DLC to check in daily with students to

	<ul style="list-style-type: none"> ○ see if academic support is needed. ○ DLC to communicate regularly with homeroom teachers on how distance learning students are performing. ○ Plans being developed that will support student learning through synchronous and asynchronous instruction.
Professional Development Plan for Teachers	<ul style="list-style-type: none"> ● Title funds used to provide Distance Learning best practices and techniques to several teachers over the summer ● Holy Cross, in conjunction with St. Rose, to provide Professional Development to all teachers on Google classrooms, synchronous and asynchronous teaching, and assessment during in-service week
Plan for Specialists Classes (i.e. Art, Music, Language, etc.)	<ul style="list-style-type: none"> ● Specialist classes (Middle School specialists, Music, Technology, Art) will be held in cohorts' classrooms. ● PE will be held outside on the playground for as long as the weather allows. ● Staff and students will follow social distancing, hand hygiene and sanitization 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"> ● Create experiences at the beginning of the school year that will assist students and staff in their transition back to campus. ● Use expanded back-to-school orientation to check in on student wellness and to create self-care checklists, to empower us to be intentional about our own wellness. Incorporate checklists into ongoing wellness check-ins. ● Address social media and the potential positive uses (communication, morale and celebrating achievement) and negative uses (isolation, addiction, bullying).
Family Support and Training Plan	<ul style="list-style-type: none"> ● Grade level zoom calls to be held before the start of school with the following objectives: <ul style="list-style-type: none"> ○ Community outreach and building ○ Share and explain use of platforms that will be used for Distance Learning ● Regular (monthly) grade level zoom calls.
Plan for Identifying and Supporting SEL Mental Health Concerns	<ul style="list-style-type: none"> ● Survey students and staff at the beginning of the school year regarding their experiences during the quarantine and their current needs; use survey data to establish a baseline of needs based upon

	<p>successes and challenges.</p> <ul style="list-style-type: none"> ● Connect with parents regarding particular needs of students. ● Ensure ongoing evaluation of faculty/staff wellness. ● Faculty and staff will collaborate on creative ways to stay connected as a community. Committees to this end may include: <ul style="list-style-type: none"> ○ Student Support Committee (principal and other adults) ○ Christian Service Committee (parish religious education director, principal, other adults, and students) ○ Wellness Committee ● Create a support plan in case of death and/or outbreak in the community.
--	--

TECHNOLOGY	
	Hybrid Model or 100% Distance Learning
Learning Management System or Platform used at each grade level	<ul style="list-style-type: none"> ● SeeSaw grades K-4 ● Google classroom grades 5-8 ● Zoom grades K-8
Acceptable Use/Safety Policies	<ul style="list-style-type: none"> ● Expectations of appropriate use of technology will be retaught and reinforced at all grade levels. ● Regular communication with parents regarding appropriate use of technology. ● Regularly monitoring of student use.
Technology Purchase Plan and Related Costs	<ul style="list-style-type: none"> ● SeeSaw subscription ● Purchase of more Chromebooks (to replace older models) ● Upgrades to school's infrastructure

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"> ● Shared links of live parish and Archdiocesan masses. ● Students are invited to attend a weekly school mass with social distancing and participate as lectors or altar servers. ● Some school masses are facilitated by the teachers and shared virtually with the students. ● Students create videos for special prayer events such as May Crowning, Stations of the Cross, daily prayer in the morning and afternoon, and weekly student-led prayer services. ● Pastor’s weekly homily is shared with students and families. ● Students pray the Rosary as a class, 8th graders attend a virtual retreat, and other prayer events are shared virtually with the entire school community. ● Prayer events with individual classes and groups of students occur every week.
Faith Life Activities	<ul style="list-style-type: none"> ● Materials and lessons are shared by school and parish to include faith formation as part of the distance learning offering. ● Teachers share ideas for prayer reflections and other activities that involve the entire family. ● “Formed” publication is shared with families via the parish subscription. ● Updated information from the Archdiocese is shared with families. ● Livestream children’s liturgy, daily Mass, 8th grade graduation Mass and school and parish prayer services via Facebook and YouTube. ● Family prayer section in the school newsletter shared via email. ● Collaboration with parish family life events and activities, prayer groups, reflections from pastoral staff, and wellness check-ins.

<p>Service Learning Plan</p>	<ul style="list-style-type: none"> ● Students focus on home service to families (chores, etc. to help their parents, kindness to siblings, etc.). ● Some students move service projects to a virtual format working with the agency involved. ● Students and families participate in a priest appreciation activity where they deliver thank you notes to the priests at the parish. ● “Friday assembly”- Schools pray and talk about virtues being focused on and acknowledge the great things going on in the school community. ● Teachers encourage students to write letters to only children families and also connect the students at another school as a pen pal activity. ● Students write letters to homebound parishioners, convalescent homes, loved ones, local businesses, first responders, and send cards to Veterans. ● Families participate in food drives to support the St. Vincent de Paul organization in the parish.
<p>Visibility Plan for Pastor</p>	<ul style="list-style-type: none"> ● Masses are live streamed and other updates are shared on Facebook on a regular basis.
<p>Visibility Plan for Principal</p>	<ul style="list-style-type: none"> ● Principals to send emails with updates to families, share videos, join Google Hangouts/Zoom calls with each class, hold parent group meetings, coordinate weekly staff meetings, and do challenges with students via video and zoom. ● Principal to provide parents with opportunities to ask questions via zoom, email or phone calls. ● Wellness checks are done with families, students and staff.