

St John Fisher 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.

ODE Blueprint Details

SCHOOL PROGRAM INFORMATION	
Name of School	St. John Fisher School
Key Contact Person for this Plan	Merrit Holub, Principal
Phone Number of this Person	(503) 246-3234
Email Address of this Person	mholub@sjfschool.org
Sectors and position titles of those who informed the plan	Father Richard, Pastor Merrit Holub, Principal Michele Wasman, Administrative Assistant Darlene Sheridan, 2nd Grade Teacher Colleen Ronchelli, 5th Grade Teacher Deacon Scott Kolbet, Middle School Religion and Spanish Teacher Amy Lawrence, 7th & 8th Grade ELA/SS Teacher Margaret Burd, Teacher Librarian Pat Maher, Technology and Innovation Specialist Carrie McCarthy, 1st Grade Instructional Assistant Connie Loberg, 2nd Grade Instructional Assistant Josh Habrich, Tony Jensen, Devin Koopman and Grove Hunt: School Advisory Council Facilities Committee Emily Coombes, DO, Christy Meade Olivier, MD, and Amanda Miller, P.A-C, M.P.A.S: Healthcare Consultants
Local public health office(s) or officers(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Merrit Holub, Principal
Intended Effective Dates for this Plan	August 30, 2020 through June 23, 2020

ESD Region	Multnomah County Educational Service District (MESD)
<p>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.</p>	<p>St. John Fisher School solicited feedback from a number of shareholders throughout our Return to School planning process. All faculty and staff took an active role in the development of our Return to School plan. During June, July, and the beginning of August, we conducted weekly meetings through “Zoom” and/or email correspondence with the opportunity to review and provide feedback on the drafts of the plan. Three medical professionals, who are also parents at our school, served an active role on our Return To School planning committee to help ensure plans for health and safety of all faculty, staff, students and families. Frequent posts via Facebook and Instagram kept families informed of the guideline changes and the schools response to meet those changes. Our school newsletter was distributed throughout the summer and included detailed descriptions of the Return to School plan.</p> <p>Once the plan was complete, the principal held an informational meeting with all school faculty, staff and school leadership committees in early to August to review the entire plan before it was finalized and distributed to our entire school. We posted the complete Return to School plan to our website and included a direct link in our summer newsletter. To help ensure understanding for all families and students, Zoom meetings were held with all interested school community members in mid-August to review the plan and provide opportunities for questions/answers.</p>
<p>Indicate which instructional model will be used.</p>	<p>Select One:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On-Site Learning <input type="checkbox"/> Hybrid Learning <input checked="" type="checkbox"/> Comprehensive Distance Learning

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	<p>Father Richard, Pastor Merrit Holub, Principal Michele Wasman, Administrative Assistant 1 faculty/staff from each grade band: K-2 Darlene Sheridan and Connie Loberg 3-5: Colleen Ronchelli and Carrie McCarthy 6-8: Deacon Scott Kolbet and Amy Lawrence Specialists: Margaret Burd and Pat Maher SAC Facilities Members: Josh Habrich, Tony Jensen, Devin Koopman and Grove Hunt (walk through with all SAC and PTC Exec August 3rd at 5:30pm) Healthcare Consultants: Emily Coombes, DO, Christy Meade Olivier, MD, and Amanda Miller, P.A-C, M.P.A.S</p>
Timeline for Planning and Roll-out of Plan	<p><u>June, 2020</u>: Complete draft of Operational Vitality (sent to Archdiocese and approved) <u>July, 2020</u>: Complete draft for Academic Excellence/Mission and Catholic Identity (sent to Archdiocese and approved 7/23) <u>August, 2020</u>: Joint SAC/PTC Exec meeting August 3rd to review draft for final version. Final draft of Return to School Plan submitted to Archdiocese on Thursday, 8/13. Communication to families Monday, August 17th. Parent Zoom Meetings for Q/A Tuesday, 8/18 (6th - 8th), Wednesday, 8/19 (3rd-5th) and Thursday, 8/20 (K-2)</p>

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	<p><u>Sept 1</u>: Enrollment remains steady with 200 currently registered Currently have openings in 1st (1), 2nd (1), 3rd (1), 4th (3), and 7th (9). We are at capacity, some with waitlist, for K, 5th, 6th and 8th</p>
Staffing Considerations/Changes	<p>Added an additional part time staff member as our "Remote Learning Coordinator." This role will assist with facilitating students remote learning should they choose to stay home if we reopen the school building. This SJF employee will be the primary point of contact during school hours for those students that are at home and continuing with remote learning. (expense paid via Title IV funds and SJF budget)</p> <p>Added a Technology Consultant to assist with software and apps for Comprehensive Distance Learning (expense paid via Title IV funds)</p>

<p>Building Protocol and Expenses</p>	<p>In order for our school facility to open for students, we must meet the following community health metrics as outlined in the Oregon Department of Education “Ready Schools, Safe Learners” guidance:</p> <ul style="list-style-type: none"> ● Schools must be in a county that is no longer in the baseline phase to consider in-person instructional models ● Case rate for Multnomah <u>AND</u> Washington County must be <10 cases per 100,000 population for three weeks in a row and in the preceding 7 days ● Test positivity <5% for three weeks in a row and in the preceding 7 days ● State metric must be met three weeks in a row: test positivity <5% for three weeks in a row and in the preceding 7 days <p>The guidelines do provide the following exceptions for students in Kindergarten through Third Grade and/or for students with special needs (have a formal ILP)</p> <ul style="list-style-type: none"> ● There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days; ● The case rate in the county is <30 cases per 100,000 population in the preceding 7 days for the past three weeks; ● The test positivity in the county is <5% in the preceding 7 days for the past three weeks; ● Schools fully comply with sections 1-3 of the ready School, Safe Learners guidance. <p>Given St. John Fisher School is in Multnomah County, as of September 3rd, we do not meet either matrix to open for in-person instruction. Therefore, we will be utilizing Comprehensive Distance Learning until the matrix is met.</p> <p>Additionally, in order to meet the needs of students, we will be utilizing Limited In-Person Instruction during our Comprehensive Distance Learning. Students will have the option to attend Limited In Person Instruction:</p> <ul style="list-style-type: none"> ● Monday/Thursday: 8:15-10:15 ● Monday/Thursday: 1:00-3:00 ● Tuesday/Friday: 8:15-10:15 <p>Participation in the Limited In-Person instruction will be voluntary and will not be a required element for any grade. We will comply with the guidance as outlined in the Ready Schools, Safe Learners protocols such as:</p> <ul style="list-style-type: none"> ● Cohorts of no more than 10 students ● Students are limited to two cohorts per week ● Any one staff member cannot interact with more than three cohorts in a given day and five in a week ● Time on-site is limited to 2 consecutive hours
---------------------------------------	--

	<ul style="list-style-type: none"> • Total facility occupation limit of 250 children/students in a week <p>Items needed to be purchased (organized by cost):</p> <ul style="list-style-type: none"> • Disposable Face Masks for each classrooms (50 pack 12 @ 14.99 = \$179.88) • Standing Hand Sanitizer Station - 1 outside each set of boys/girls restrooms and 1 by front doors (3 X \$62 = \$186) Arriving late July/early August • Face Shields: 2 per employee (150 @ \$450) • Face Mask: 2 per employee (60 @ \$5 = \$300) • Thermometers: Purchased 10 - 1 for each entry, plus 1 for office and 1 for before care (\$54.98 X 10 = \$549.80) • Cleaning supplies for each classroom (estimated cost \$50 per classroom X 20 = \$1,000) • Wall Mount Hand Sanitizer Stations for Each Classroom (20 X \$60 = \$1,200) • 10 new desks (\$1,964.24) • Video camera system for filming core curriculum lessons (\$355 X 10 = \$3,500) • Clear Sneeze Guard Trifolds for Desks: Ordered from PVS on 7/1 (\$16,923) • 65 new Chromebooks and 2 Carts (\$20,000) • Additional online resources for faculty/staff as it relates to curriculum and textbook features (Cost: TBD as needed)
<p>Federal Funding Plan (i.e. Title IV, ESSER, PPP)</p>	<p>Title Funds to help with software purchases such as:</p> <ul style="list-style-type: none"> • GoGuardian • Technology Consultant to assist with software and apps for teachers. Will be conducting Professional Development Workshops and 1 on 1 consulting with teachers as needed. • New position of “Remote Learning Coordinator” to help facilitate instruction between those learning via distance learning and those learning on site. • Professional learning community training for principal and teachers to implement learning communities within and between Archdiocesan schools • Training for teachers in best practices to support the needs of diverse learners in the classroom and in distance learning. • Professional development for teachers and staff on mental health and differentiated instruction

COMMUNICATION PLAN

<p>How will your school keep shareholders abreast of the plans for re-opening and</p>	<ul style="list-style-type: none"> • Review protocols and plan with all school and parish staff • Continue SAM (Special Announcement Memo) newsletter every-other week through June and August
---	--

beyond?	<ul style="list-style-type: none"> • SAC/PTC Meeting on August 3rd • Summary of Comprehensive Distance Learning and Return to School Plan sent to all families week of 8/10-14 (after third revision of ODE guidelines) • Final “Return to School” plan sent to families Monday, 8/17 • Parent Zoom Meetings, by grade band (K-2, 3-5, 6-8) for Q/A on 8/11, 12 and 13 • Continued weekly communication via our school newsletter • Survey for all students/families at end of September and October
---------	--

PROTOCOLS	
Cleaning and Hygiene	<ul style="list-style-type: none"> • St. John Fisher School follows the published Communicable Disease Guidelines from the Oregon Department of Education, the Oregon Health Authority and Multnomah Education Service District. • Thermometers in each homeroom classroom, office and extended care. • Utilize hand sanitizer each time you are in/out of classrooms and/or bathrooms • Wash hands before/after lunch (can coordinate with bathroom breaks) • Adding hand sanitizer stations to high traffic areas (outside bathrooms and exits) • Designated cleaning time in teacher/assistant schedule to clean frequently used areas (list developed for each teacher/assistant)
Social Distancing	<ul style="list-style-type: none"> • Employees and students are to practice staying the recommended distance from others and eliminating contact with others whenever possible • “Maximum Capacity” signs have been made for classrooms/common areas around the school • At this time, there shall be no extra adults in the building, including parents and visitors • Traffic flow maps will be established throughout the campus
Screening Protocols	<ul style="list-style-type: none"> • Parents are asked to screen their students each morning before sending to school using the Parent Symptom Screening Algorithm. • Parents will be advised on all clinical circumstances in which students should not attend school and when children will be excluded from school. • Before entry, faculty, staff and students will be required to take their temperature reading and complete a self-screening COVID-19 symptoms survey regarding:

	<p>cough, shortness of breath or difficult breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, loss of taste or smell, diarrhea, feeling feverish or measured temperature of 100.4 degrees Fahrenheit or greater, known close contact with a person who is lab-confirmed to have COVID-19</p> <ul style="list-style-type: none"> ○ Faculty/Staff will identify via a Google Sheet each morning answering the question “Do you have a fever higher than 100.4 and/or exhibit the COVID-19 symptoms today (yes/no)?” If no-they are able to come to school If yes-instruct to call Michele for a sub ○ Students: At drop off/pick up classroom teacher or other faculty/staff designee takes temp before students enter the building, takes a visible symptom check and ask questions and document the data in the Class Medical Binder ○ MESD Communicable Disease Management Plan can be found in the school office and each classroom emergency binder. <ul style="list-style-type: none"> ● Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. ● All screening information will be kept confidential
<p>Personal Protective Equipment (PPE) Protocols</p>	<ul style="list-style-type: none"> ● Face covering (a cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade) will be required for all faculty, staff and students ● PPE will be provided for all faculty and staff (2 face coverings and 2 shields) ● Disposable masks and gloves will be available in each classroom ● Disposable masks and gloves will be available in the school office
<p>Student Protocols</p>	<ul style="list-style-type: none"> ● Students will use hand sanitizer upon entry/exit from building and while moving around building (ie: bathroom) ● Students are encouraged to wash hands often with soap and water for at least 30 seconds. This will be mandatory before snack and lunch when applicable. ● Avoid touching eyes, nose and mouth ● In all homeroom classes, students will have a see-through protective barrier “sneeze guard” at their desk ● Students desks will be cleaned before and after lunch each day ● Students will be required to wear a face covering (a cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade) at all times ● Students will be grouped into cohorts of same grade/class students and will remain with their classmates at all times,

	<p>including structured recess.</p> <ul style="list-style-type: none"> ● Students are not to visit another classroom outside their team or grade level. ● Students will have a designated space, solely for their use in their classrooms and in the extended care space. ● Students will use restrooms at designated times; the number of students admitted into a restroom at a time will be no more than the number of sinks in the restrooms. ● Students may use the restroom outside their designated time. <p>Students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> ● St. John Fisher will following Multnomah County ESD advice on restricting from school any student or staff known to have been exposed (e.g. by a household member) to COVID-19 according to the “Planning for COVID-19 Scenarios in School” ● 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 ● Adequate space and staff supervision and symptom monitoring by school staff will be provided till the student is able to go home ● Symptomatic staff or students should contact their regular health care provider or local health authority for advice and evaluation, perhaps to include COVID-19 testing ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without the use of fever reducing medicine, and other symptoms improving. ● If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. ● If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
Staff Protocols	<ul style="list-style-type: none"> ● Staff are encouraged to wash hands often with soap and

	<p>water for at least 30 seconds</p> <ul style="list-style-type: none"> ● Staff will use hand sanitizer upon entry/exit from building and while moving around building ● Avoid touching eyes, nose and mouth ● Employees will be required to wear face covering (a cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade) unless working alone in their classroom ● Employees may wear an additional face shield or goggles, with their face covering, for additional eye protection ● Staff that work with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ● Employees are to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces ● All rooms will have posted capacity limits. These capacity limits need to be adhered to at all times ● Use of shared appliances such as coffee machines, refrigerators and microwaves is not recommended <ul style="list-style-type: none"> ○ Should employees choose to use shared appliances, they need to disinfect the handle before and after use <p>Faculty or staff who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <ul style="list-style-type: none"> ● St. John Fisher will following Multnomah County ESD advice on restricting from school any student or staff known to have been exposed (e.g. by a household member) to COVID-19 according to the “Planning for COVID-19 Scenarios in School” ● If COVID-19 symptoms are present, the employee will be instructed to go home or to the nearest health center ● Symptomatic staff or students should contact their regular health care provider or local health authority for advice and evaluation, perhaps to include COVID-19 testing ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without the use of fever reducing medicine, and other symptoms improving. ● If a clear alternative diagnosis is identified as the cause of the person’s illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A
--	---

	<p>physician note is required to return to school, to ensure that the person is not contagious.</p> <ul style="list-style-type: none"> • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
Visitors and Deliveries	<ul style="list-style-type: none"> • Only Archdiocesan scheduled personnel are allowed on campus during preparation for reopening. • At this time, there shall be no extra adults in the building, including parents and visitors, unless mandatory via administration and/or teacher request. Visitors will register via the main entrance and/or entrance of the designated classroom as necessary. • Specific protocols for visitors will be established in late September. • Non-essential deliveries, including food/forgotten lunches, personal items are restricted until it is deemed safe.

PREVENTATIVE TRAINING

	<p>100% in Building or Hybrid Model to reflect Social Distancing Requirements set by Governor and Phasing</p>
Staff Training Plan	<ul style="list-style-type: none"> • All employees will receive a copy of the Return to School Plan by August 20th <ul style="list-style-type: none"> ◦ They will also receive drafts throughout the writing process • During the August/September Inservice week, staff will be trained in: <ul style="list-style-type: none"> ◦ Sanitation and hygiene instruction ◦ Social distancing and health practices for self and students ◦ Use and wearing of face coverings ◦ Use of flow charts ◦ Beginning of the day and end of the day procedures ◦ Restroom and recess routines ◦ Identifying COVID-19 related symptoms ◦ Proper temperature screening • Amanda Miller, P.A., will provide faculty and staff PD on Thursday, 9/3 at 1:30pm • All employees will receive a copy of the Comprehensive Distance Learning Plan by August 20th <ul style="list-style-type: none"> ◦ They will also receive drafts throughout the writing process ◦ Teachers will receive training in our Remote Learning Plan during the August/September

	Inservice week
Student Training Plan	<p>Teachers will provide initial routine instruction in</p> <ul style="list-style-type: none"> • Social distancing and health practices during drop off, pick up, in the classroom and on the play yard • Use and storage of personal items • Following flow maps in/out of building • Beginning of the day and end of the day procedures • Use and wearing of face coverings • Restroom and recess routines
Parent Training Plan	<p>Parents will be trained in identifying COVID-19 related symptoms and proper temperature screening</p> <p>Parents will also be trained in using SchoolSpeak and the Google Suite</p>

SCHOOL SCHEDULE AND ROUTINES

Morning Drop-off Plan	<p>To maintain cleanliness of our facility and ensure stable cohorts, all students will be dropped off via the carline. Parents are to remain in their cars at all times. We have added additional supervision along the carline to ensure safety to/from parent cars and the school building. To help with traffic flow, drop off will begin at 7:55am and end at 8:15am.</p> <p><u>1st - 4th Grade:</u> All cars carrying students from grades 1st - 4th will enter campus via Vermont St. entrance. "Car line" will stop at the yellow speed bump. SJF Employee will be at the yellow speed bump to direct traffic. 1 additional faculty/staff member will be stationed along the carline to ensure safety. First 4 cars may have students exit vehicle. SJF faculty/staff member will complete the screening protocols via the carline before the student enters their grade's exterior classroom door, utilizing social distance protocol. Teachers will be stationed at their classroom door and students will apply hand sanitizer before entry. Parents may not park their car and walk students to the school entrance.</p> <p>To exit the campus, once signaled from the teacher, cars will proceed and merge with cars entering from 45th Ave. entrance to form 1 line. A teacher/supervisor will be in this area. If you have a student in K, 5th - 8th, they will exit the car once you merge and get to the front of the school. Families will wait in the carline until the teacher signals they may exit campus. All cars should exit via the 45th Ave entrance/exit, preferably turning right.</p> <p><u>K, 5th - 8th Grade:</u> Cars with students from Kindergarten or 5th - 8th only (no 1st - 4th grade student) will enter campus via 45th Ave entrance following the white arrows through the parking</p>
-----------------------	--

	<p>lot. At flag pole, cars coming from 45th Ave will merge with cars coming from Vermont St. entrance to form 1 line in front of the school. An SJF teacher will be at the stop sign to direct traffic. 2 additional faculty/staff will be stationed along the front of the school to ensure safety. First 6 cars in line may have students exit. SJF faculty/staff member will complete the screening protocols via the carline before the student enters their grade’s exterior classroom door. Students will then walk on campus to their designated entrance, utilizing social distance protocol from car to entrance. Parents may not park their car and walk students to the school entrance.</p> <p>Families will wait in the carline till the teacher signals they may exit campus. All cars should exit via the 45th Ave entrance/exit, preferably turning right.</p>
<p>After-School Pick-up Plan</p>	<p>To maintain cleanliness of our facility and ensure stable cohorts, all students will be picked up via the carline. Parents are to remain in their cars at all times. We have added additional supervision along the carline to ensure safety to/from parent cars and the school building.</p> <p><u>1st - 4th Grade:</u> Students will walk with their classroom cohort from their designated classroom exit door to a gathering area, following social distance protocols, on the lower blacktop.</p> <p>Similar to drop off, cars will enter campus via Vermont St. entrance. “Car line” will stop at the yellow speed bump. An SJF teacher will be at the yellow speed bump to direct traffic. 1 additional faculty/staff member will be stationed along the carline to ensure safety. First 4 cars may have students loaded into their car at a time. Parents may not park and go pick up their children.</p> <p>To exit the campus, once signaled from the teacher, cars will proceed and merge with cars entering from 45th Ave. entrance to form 1 line. A teacher/supervisor will be in this area. Families will wait in the carline till the teacher signals they may exit campus. All cars should exit via the 45th Ave entrance/exit, preferably turning right.</p> <p><u>K, 5th - 8th Grade:</u> Students will exit the school building with their classroom cohort from their designated school exit door to a gathering area, following social distance protocols, in the front of the school.</p> <p>Cars will enter campus via 45th Ave entrance and a single “car line” will follow white arrows through campus. At flag pole, cars coming from 45th Ave will merge with cars coming from Vermont St. entrance to form 1 line in front of the school. Teacher will be at the stop sign to direct traffic. 2 additional faculty/staff will be stationed along the front of the school to ensure safety. First 6 cars in line may have students loaded into their car. Parents may</p>

	<p>not park their car and go pick up their children.</p> <p>Families will wait in the carline till the teacher signals they may exit campus. All cars should exit via the 45th Ave entrance/exit, preferably turning right.</p>
Food Service Plan	<p>Due to Comprehensive Distance Learning, there will be no food service from the school at this time.</p> <p>Once we return to in person instruction, Chef Ken and Chef Kris are going to put together a Cold Lunch Option for families to purchase for Tuesday, Wednesday and Thursday. Price points will be the same as 19-20 (\$3.50 per meal and \$1.50 for extra entree). There will be NO “salad bar only” option. Lunches will be delivered to the classroom and will be individually wrapped for each student.</p> <p>To maintain cleanliness, students will not be allowed to share food. The school will provide granola bars for each classroom should students forget their lunch. Additionally, all non-essential deliveries, including food/forgotten lunches, personal items, are suspended until it is deemed safe.</p>
Extended Care Plan	<p>Our extended care program has been approved as an Emergency Child Care Facility and we have incorporated all regulations from the state into our program. Current requirements allow for cohorts of 20 and we will have 1 dedicated area in our school for our extended care program: 1 located in the cafeteria to offer childcare for 20 students.</p>
Recess/Playground Plan	<p>Once we return to in person instruction, cohorts will have recess twice each day: 1 10 min and 1 20 min. Students in grades 1-4 will have recess on the lower blacktop and enter/exit via their individual classroom doors. Students in kindergarten and 5th-8th will have recess on the upper blacktop and enter/exit via their designated door. Each cohort will have their own designated playground equipment. All play structures are closed until further notice.</p>
Assembly/Announcements Plan	<p>Current regulations restrict gatherings to 10 individuals (100 if outside). Therefore, until the regulations allow for larger gatherings, all assemblies will be virtual and announcements will be done via individual cohorts and/or SJF YouTube channel via pre-prepared videos.</p>

SECTION 2: ACADEMIC EXCELLENCE

A key strategy in reducing the spread of disease is establishing stable cohort groups in schools. Cohorting refers to a consistent group of students that stays together for the duration of the day.

Therefore, students will be with their designated grade-level cohort throughout the day.

When feasible, stable cohorts will remain in their classroom environment for the duration of the learning day, including lunch. Teachers of specific academic content areas will rotate instead of students.

CURRICULUM AND INSTRUCTION	
Attach completed Reflections on Distance Learning Worksheet	
Plan for Teacher Curriculum Development	<p>As we prepare for our accreditation visit this February, we will be focusing our PD efforts on the following initiatives:</p> <ol style="list-style-type: none"> 1. Forming our “Action Plan” for our 3 areas for growth and InDepth Study Goal: <ol style="list-style-type: none"> a. Additional professional development and support in helping students with special learning, social and emotional needs b. To more accurately assess our primary grades early literacy and numeracy skills through the use of a more comprehensive and effective evidence based assessment c. Strengthen the practice of the faith in the home and provide family faith activities d. Science InDepth: as the faculty continues to implement the NGSS standards, we recognize the need to vertically align our science standards and curriculum including vocabulary used, skills obtained and classroom and laboratory expectations. <p>Additionally, given the potential for remote learning and our recent purchase to provide 1 to 1 Chromebooks for grades 1st through 8th, we will have PD opportunities on Google Classroom, video production and making “remote” classrooms</p>

	<p>Finally, to ensure proper safety for our faculty, staff and students, we will have a Physician Assistant and our facilities manager provide PD during our Inservice week to review our protocols and procedures for maintaining a clean environment.</p>
<p>Beginning of Year Assessment Plan</p>	<p>All teachers will be administering baseline activities, particularly for reading, math and writing. Activities will be coordinated with curriculum, resources and faculty/staff. Examples of activities include: beginning of the year (or end of previous year) assessments, reading inventory such as running records or EasyCBM and writing samples.</p> <p>Additionally, our kindergarten students have a “slow start” the first three days when they meet 1 on 1 with our kindergarten teacher and assistant where the students complete an initial reading and math assessment.</p>
<p>Grading Expectations and/or Policies</p>	<p>Students are required to complete all assignments to the best of their ability at all times. Students that need accommodations/modifications should be brought to the attention of the Principal and Academic Support Coordinator. Teachers may accommodate students' needs as they see fit, but all modifications should be discussed with the Academic Support Coordinator and Principal before implementation.</p> <p>Our students are expected to participate in all courses. Whether “In Person” or “Remote,” all courses will receive a grade according to our grading scale in the Student/Parent Handbook (pg. 11).</p>
<p>Asynchronous and Synchronous Teaching Expectations</p>	<p><u>“Comprehensive Distance Learning” Classes</u> <u>Synchronous:</u> Homeroom Teachers will hold a class meeting each instructional day by 10am. These meetings are considered mandatory and will be used for taking daily attendance. Similar to the classroom, students should follow the Student/Parent handbook and dress according to the uniform or free dress policy and be ready for “class.” Teachers will use this opportunity to:</p> <ol style="list-style-type: none"> 1) Review the expectations/assignments for

- the day
- 2) Teach “core curriculum” assignments as needed
 - 3) Provide general Q/A for students

Teachers should identify the supplies students need for these class meetings before the zoom meeting so students can be ready for instruction. “Zoom” rules should be established and followed.

Homeroom teachers will report attendance to the Office Administrator after the class meeting. Students not in attendance for the meeting will need to email the homeroom teacher and the Office Administrator by 10am.

Faculty will have a 30 minute “office hour”/Study hall in the afternoon for general Q/A.

Asynchronous: Homeroom and Specialist Teachers may provide instructional videos, either conducted by themselves and/or by reputable sources such as the textbook publisher, educational websites or supplementary online programs such as Khan Academy, to accompany their teaching.

All specialist teachers will have at least 1 synchronous or asynchronous lesson per week. Specialists will coordinate their lessons with the homeroom teacher to make assignments applicable to the classroom instruction.

Once We Return to “On Campus” Instruction

Synchronous: For students in attendance, all instruction will be synchronous. Students in grades K-4 will remain in their homeroom classroom for all classes, with exception of PE which will be held outside (lawn or upper parking lot) or in the classroom (weather permitting). Students in grades 5-8 will remain in their homeroom classroom for all classes, with exception of PE which will be held outside (lawn or upper parking lot) or in the classroom (weather permitting), Science (held in the Parish Hall for science labs, “live” in their homeroom classroom OR via YouTube for instruction) and Math (held in homeroom or math annex depending on ability level group).

Per administration or teacher discretion, students may work with faculty or staff outside their classroom cohort to provide additional support as needed.

	<p><u>Asynchronous</u>: Teachers will be filming their synchronous lessons for the “Core Curriculum” (Religion, English/Language Arts, Math, Science and Social Studies) as applicable. These lessons will be posted to SJF YouTube for students that are home ill, recovering from illness or those that choose to continue to remote learning when our building opens. The addition of a “Remote Learning Coordinator” will help facilitate this process along with the Technology and Innovation Specialist.</p> <p>Additionally, per Student/Parent Handbook, should a student experience a long-term illness (more than 20% of school) that is documented by a medical doctor, and parents partner with the school in providing educational support from the beginning of the student's illness, a waiver may be provided enabling the child to be promoted to the next grade.</p>
<p>Plan to Mitigate Learning Loss</p>	<p>Teachers conducted “Transition Meetings” in June reviewing the curriculum standards and students needs in preparation for the 20-21 academic year. Classroom instruction will utilize whole group and small group instruction to provide a more individualized program. Additionally, teaching best practices such as creating leveled reading groups and/or utilizing additional faculty and staff such as our Academic Support Coordinator, Teacher Librarian and Instructional Assistants, will help provide a more individual learning program to bridge any gaps from last year to this year, may occur. Frequent communication with families regarding children's academic progress will be implemented as well through progress reports, conferences in the fall and report cards.</p>
<p>Systems of Support for Diverse Learners and/or English Language Learners</p>	<p>Formal Individual Learning Plans (ILP) have been developed and reviewed this spring to ensure they are up-to-date for September. Our Academic Support Coordinator is in frequent contact with our diverse learning population and will touch base with the families via email or conference during the month of September to check on the transition to the students new class for 20-21.</p>

<p>Plan for Students Unable to Attend School</p>	<p>Teachers will be filming their synchronous lessons for the “Core Curriculum” (Religion, English/Language Arts, Math, Science and Social Studies) as applicable. These lessons will be posted to SJF YouTube for students that are home ill, recovering from illness or those that choose to continue to receive learning when our building opens. The addition of a “Remote Learning Coordinator” will help facilitate this process along with Technology and Innovation Specialist.</p> <p>Additionally, per Student/Parent Handbook, should a student experience a long-term illness (more than 20% of school) that is documented by a medical doctor, and parents partner with the school in providing educational support from the beginning of the student's illness, a waiver may be provided enabling the child to be promoted to the next grade.</p>
<p>Professional Development Plan for Teachers</p>	<p>August inservice will address areas of:</p> <ul style="list-style-type: none"> ● Faith Formation focusing on Liturgical Prayer ● Google Classroom ● WeVideo video production ● Proper hygiene and cleaning procedures <p>Ongoing PD will address our Action Plan (listed above under “Plan for Teacher Curriculum Development”</p>
<p>Plan for Specialists Classes (i.e. Art, Music, Language, etc.)</p>	<p><u>“Comprehensive Distance Learning” Classes</u></p> <p><u>PE:</u> PE teacher will create daily asynchronous videos posted to the students Google Classroom. Requirements and contact time vary upon grade level, but will be clearly communicated each week.</p> <p><u>Library:</u> Teacher Librarian will work directly with the homeroom teachers to incorporate appropriate library activities into the curriculum.. Requirements vary upon grade level, but will be clearly communicated each week.</p> <p><u>Music:</u> Music teacher will work directly with the homeroom teachers to incorporate appropriate music activities into the curriculum. Requirements vary upon grade level, but will be clearly communicated each week.</p> <p><u>Computer/Technology:</u> Given the nature of “Remote” classes, there will be no additional</p>

assignments for Computer/Technology since we will be conducting comprehensive distance learning. Students that actively participate in our comprehensive distance learning program will receive a “P” (Pass).

For students in 8th grade, the yearbook project will continue as a project year-round for technology class regardless of being “on campus” or “comprehensive distance learning” instruction.

5th - 8th Spanish: Students will participate in Spanish class through synchronous and/or asynchronous lessons posted 1-2 times each week. Requirements vary upon grade level, but will be clearly communicated each week.

Once We Return to “On Campus” Instruction

PE: Students will participate in PE class outside or in the homeroom classroom (weather permitting). Outside, classes will be held on the lawn or upper parking lot to help avoid cohorts mingling with those on recess in the upper and lower playground lots. Students will NOT be required to dress down for PE since the occupancy for the restrooms where they change are extremely limited. Additionally, students will be asked to wear tennis shoes for all PE (separate PE shoes will NOT be required)

Library: Students will participate in Library class in the homeroom classroom. Mrs. Burd will supply a library/media lesson and bring books for check out each week.

Music: Students will participate in Music class in the homeroom classroom. Given restrictions on singing, the first trimester will focus on drama, dance and rhythm using instruments (cleaned after each use).

Computer/Technology: For the fall, our Technology and Innovation Specialist will work in cooperation with the homeroom teacher to instruct students on our learning platforms such as Google Classroom, SchoolSpeak and PortaPortal. Additionally, instruction on downloading/uploading assignments, creating videos and posting photos will be key in case a transition to remote learning is required. Once we return to on campus instruction, an additional class for “computer/technology” may be incorporated for particular grades, as determined

	<p>by homeroom teacher and Technology and Innovation Specialist.</p> <p><u>5th - 8th Spanish</u>: Students will participate in Spanish class in the homeroom classroom.</p>
--	---

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

<p>Plan to Support SEL at the Start of the School Year</p>	<p>Faculty recently received an updated set of Second Step materials for grades K-8. They will implement and cover many of these topics during the first trimester of the school year. Additionally, we will share the online resources should they need to implement their program remote.</p> <p>Our faculty and staff will begin the year with a spiritual retreat, centered on liturgical readings.</p> <p>Amanda Miller, a parent and Physician Assistant, will be providing us with a list of resources for students/families for counseling services.</p> <p>Ms. Racklin, our Academic Support Coordinator, can be a great resource for our students/families as well.</p>
--	---

<p>Family Support and Training Plan</p>	<p>Frequent communication will be key in supporting families mental health and social emotional wellness. During the spring, our extended care staff called each family every three weeks for a check in. After these check ins, they would report to the principal any families that expressed the need for extra support (academic, social and/or emotional). The principal would then follow up directly with the family and/or the homeroom teacher to collaborate a strategy to support the family.</p> <p>Additionally, our PTC will utilize “classroom parents” to support class-wide events outside of school (virtual or small in-person gatherings).</p> <p>In the winter we typically hold a “Parent Education Night” where we bring in a parent speaker. This topic specifically relates to</p>
---	---

	supporting parents as the primary educators and to provide family support and training.
Plan for Identifying and Supporting SEL Mental Health Concerns	<p>In our end of the year school survey, we asked 2 specific questions regarding students SEL. One question was “To what degree do you agree with the following statement: “My student has felt like a part of a community with his/her teacher(s) and classmates.” and the other question was “From your observation, how well is your student coping with the current situation?” Any parent that identified “Disagree” to the first prompt or “struggling” or “Not Coping Well” were contacted by the school Principal for additional support. Students were also brought to the attention of the homeroom teacher and will be tracked if/when we move to remote learning during the 20-21 academic year.</p> <p>Additionally, through our transition meetings this past June, we were able to identify and discuss students' emotional and academic progress. Teachers shared anecdotal evidence regarding students' socio-emotional well-being during remote learning this past spring.</p>

TECHNOLOGY

Hybrid Model or 100% Distance Learning	
Learning Management System or Platform used at each grade level	<p>St. John Fisher School will utilize 3 platforms:</p> <ol style="list-style-type: none"> 1) Google Classroom for K-8 Instruction: this will be “student centered” and geared to contain the assignments for students. Using Google Classroom will allow them to “share” (turn-in) assignments directly to the teacher and log what is/is not turned in. Google Classroom access will be provided to both parents and students for grades K-4th. Students in grades 5th - 8th will be responsible for their own Google Classroom. Should parents want access to their child’s account, they are welcome to contact our Technology and Innovation Specialist, homeroom teacher or their own child to obtain username/password. 2) SchoolSpeak is our “Intranet” program. Parents (K-8) and students (5th - 8th) have usernames/passwords to access their

	<p>class newsletters and grades.</p> <p>3) PortaPortal: This unique website will host hyperlinks for individual classroom “Frequently Used Websites.” It will be updated each term.</p>
<p>Acceptable Use/Safety Policies</p>	<p>See attached (sent home in registration packers and all have been signed/returned)</p>
<p>Technology Purchase Plan and Related Costs</p>	<p>Chromebooks: Purchased an additional 75 to allow for 1 to 1 for students in grades 1st - 8th. Kindergarten will have a set of 12 Chromebooks and will have a “buddy system” to share 1 between 2 children (cleaned after each use): \$20,000</p> <p>Chromebooks will be kept at the school. Should we switch to “comprehensive distance learning,” these devices will be available for families to check out</p> <p>Go Guardian Web Filtering for Chromebooks: \$3,000</p> <p>School “Zoom” subscription that allows more than 100 participants (\$1999.99)</p>

SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Hybrid Model or 100% Distance Learning
Schoolwide Eucharistic Celebrations	<p>School Mass will be held each Wednesday at 10:30am and 1:00pm. During Comprehensive Remote Learning, we will provide the opportunity for students from 1 class to attend Mass “live.” To limit additional exposure opportunities, only students and the homeroom teacher for the grade in attendance will be able to attend the school Mass.</p> <p>If conducting on campus classes, grades not attending the Mass will be in their homerooms watching the Mass via SJF YouTube channel.</p> <p>Morning Hall Prayer will be done via individual classroom cohorts during their “morning meeting.”</p>
Faith Life Activities	<p>This is an area for growth that is identified in our Action Plan. We will be scheduling a meeting with our Religious Education Director once school resumes to see how we can coordinate church/school events.</p>
Service Learning Plan	<p>Our school participates in 3 large service projects each year. In the fall our middle school leadership elective chooses a cause to collect money for donation. In the winter we have a canned food drive for our local St. Vincent de Paul. In the spring, each classes chooses a non-profit they are passionate about and organize a service project around that particular non-profit. The goal of the spring service project is to put service to action so the kids will create and/or participate in something for the organization.</p> <p>Additionally, our middle school students participate in service hour requirements each year. 6th: 5 hrs, 7th: 7 hrs, 8th: 10 hrs.</p>
Visibility Plan for Pastor	<p>Father Richard is very present in the life of our church. He presides over all Masses,</p>

	<p>participates in the various groups organized by the church and runs our RCIA program.</p> <p>He also frequently attends school events such as Back to School Night and Auction. Additionally, he visits classrooms as requested and the kids always enjoy asking him about his “socks” to see if they will get \$5!</p> <p>During Comprehensive Distance Learning, Father Richard will continue to have school Mass live streamed on Wednesday mornings. Classes will be asked to volunteer for leading Mass and may attend, following Oregon Church Service guidelines. Additionally, families would be able to attend weekend Mass. We will also encourage teachers to invite him to attend “Zoom” class sessions and consider leading one of the morning hall prayers for our YouTube channel.</p>
<p>Visibility Plan for Principal</p>	<p>Mrs. Holub will be at the car line each morning and afternoon to see the parents/students. Additionally, she frequents classes (as allowed with social distancing). She will attend weekly Mass with the classes on Wednesday morning and lead other school-wide events such as virtual assemblies, award ceremonies and business meetings.</p> <p>Weekly newsletters from the office highlight what’s happening at the school and Mrs. Holub collaborates with Mrs. Wasman on creating that document each week.</p> <p>During Comprehensive Distance Learning, Mrs. Holub will take a turn to lead the school in morning prayer and conduct Zoom parent meetings on a weekly basis for Q/A. Additionally, she also attended class Zoom meetings (goal is 1-2 times per month) and wrote the students and families emails with photos of the meeting after each class.</p>