

**St. Francis of Assisi School Return to School Plan
2020-2021**

Opening September 8, 2020

Comprehensive Distance Learning with the option to participate in Limited In-person Instruction

COMMUNICATION PLAN	
How will your school keep shareholders abreast of the plans for re-opening and beyond?	Fall information night zoom FAQ,, email, phone calls, website. Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent the spread of disease.

PROTOCOLS	
Cleaning and Hygiene	Thermometer, pump hand sanitizer in/out of classrooms and/or bathrooms, wash hands before entering/exit, adding water bottle filling stations and hand sanitizer stations, All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least three times per day.
Social Distancing	<p>Employees, students, parents, and visitors are to practice staying the recommended distance from others and eliminating contact with others whenever possible.</p> <p>Overall:</p> <ul style="list-style-type: none"> ● Remove extra furniture to make more room ● Removing fabric-covered furniture ● Assign seating to maximize physical distancing and minimize physical interaction. <ul style="list-style-type: none"> ● Music teacher: schedule rotations into classrooms for music instruction. PE Instruction: schedule PE classes outside, or in classrooms with cohort groups. ● Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts. ● All Extracurricular events/activities, including informal meet-ups and visiting, are to be suspended/to be avoided until further notice. <p>Cohorts</p> <ul style="list-style-type: none"> ➔ Cohorts will consist of groups of same class students up to state/county restrictions. ➔ Students will remain with their classmates at all times, including structured recess.
<p>Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space and understand that desks and room set-up will require all space in the calculation.</p> <p>Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students are maintained, including marking spacing on the floor.</p>	

	<ul style="list-style-type: none"> → Students are not to visit another classroom outside of their team or grade level. → Any student showing signs of illness will have their temperature taken in the office, and students with a temperature above 99.5 degrees or showing any respiratory symptoms will be isolated and sent home. → Students will be trained on social distancing protocols and health practices. → Students will be mindful of the social distancing and health practices, or they will not be allowed on campus. → Students will have a designated space, solely for their use in their classrooms and in the extended care space. → Students will not share spaces, supplies, or work in small groups (distancing will remain throughout the day). → 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.
<p>Screening Protocols</p>	<p>To help prevent the spread of COVID-19 and reduce the potential risk of exposure to members of our community, students will be required to submit daily to a temperature reading and complete a self-screening COVID-19 symptoms survey regarding: Students will bring in signed screening daily.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cough <input type="checkbox"/> Shortness of breath or difficulty breathing <input type="checkbox"/> Chills <input type="checkbox"/> Repeated shaking with chills <input type="checkbox"/> Muscle pain <input type="checkbox"/> Headache <input type="checkbox"/> Sore throat <input type="checkbox"/> Loss of taste or smell <input type="checkbox"/> Diarrhea <input type="checkbox"/> Feeling feverish or a measured temperature of 99.5 degrees Fahrenheit or greater <input type="checkbox"/> Known close contact with a person who is lab-confirmed to have COVID-19 <p><i>All screening information will be kept confidential.</i></p> <p>All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area in the school basement. Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</p>

	<p>Daily logs must be maintained containing the following: Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs</p>
<p>Personal Protective Equipment (PPE) Protocols</p>	<p>Any faculty/staff moving to/from classrooms, Students are required to wear a face mask to the maximum extent possible throughout the day.</p> <p>Face shields have been purchased for all students and staff members.</p> <ul style="list-style-type: none"> → Masks/Face Coverings: Face masks are an essential part of student protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Masks will be worn at all times. → Gloves: Touching of the face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash hands. Students must remember to wash hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination. → Additional PPE may be needed to prevent certain exposures. <p><i>Please note that social distancing should still be practiced even with the use of gloves and masks.</i></p> <p>In addition to using PPE, students will be trained and reminded daily to remember to use appropriate hygiene practices:</p> <ul style="list-style-type: none"> → Wash hands often with soap and water for at least 30 seconds. → Use hand sanitizer with at least 70% alcohol if soap and water are not available → Avoid touching eyes, nose, and mouth. → Cover mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
<p>Student Protocols</p>	<ul style="list-style-type: none"> ● If a student becomes ill at school, he/she will be instructed to go home. ● If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home. ● Students returning to school from an approved medical leave are to contact the principal and submit a healthcare provider’s note before returning to school. <p>Students diagnosed with COVID-19 may return to school when the following criteria are met:</p> <ul style="list-style-type: none"> ● At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and

	<ul style="list-style-type: none"> ● Respiratory symptoms (cough, shortness of breath, etc) have improved; and ● Local county Department of Health releases the student to return to school safely. ● Students must be retested and cleared by their physician. <p>If a student exhibits symptoms that could be COVID-19 related and does not get evaluated by a medical professional or tested for COVID-19, the administration is to work under the premise that the student has contracted COVID-19 and may not return to school until the three criteria listed above have been met.</p>
<p>Staff Protocols</p>	<p>Screening To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees, employees will be required to submit daily to a temperature reading and complete a self-screening COVID-19 symptoms survey regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cough <input type="checkbox"/> Shortness of breath or difficulty breathing <input type="checkbox"/> Chills <input type="checkbox"/> Repeated shaking with chills <input type="checkbox"/> Muscle pain <input type="checkbox"/> Headache <input type="checkbox"/> Sore throat <input type="checkbox"/> Loss of taste or smell <input type="checkbox"/> Diarrhea <input type="checkbox"/> Feeling feverish or a measured temperature of 100.4 degrees Fahrenheit or greater. <input type="checkbox"/> Known close contact with a person who is lab-confirmed to have COVID-19 <p><i>All screening information will be kept confidential.</i></p> <p>Personal Protective Equipment (PPE) In order to minimize exposure to COVID-19, masks/face coverings and glove requirements will follow guidelines for schools established by state and local agencies.</p> <p>Masks/Face Coverings: Face masks are an important part of employee protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Face Shields will be provided to all staff.</p> <p>Gloves: Touching of the face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash hands. Staff must remember to wash hands properly as it is the number-one defense against any virus. Additionally, the proper removal of gloves reduces the risk of being exposed to contamination.</p> <p>Additional PPE may be needed to prevent certain exposures.</p>

	<p><i>Please note that social distancing should still be practiced even with the use of gloves and masks/face coverings.</i></p> <p>In addition to using PPE, staff are to remember to use appropriate hygiene practices</p> <ul style="list-style-type: none"> ● Wash hands often with soap and water for at least 30 seconds. ● Use hand sanitizer with at least 70% alcohol if soap and water are not available ● Avoid touching eyes, nose, and mouth ● Cover mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow <p>Staff Illness</p> <ul style="list-style-type: none"> ● If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, he/she may be instructed to go home or to the nearest health center. ● Employees returning to work from an approved medical leave are to contact their principal. and submit a healthcare provider’s note before returning to work. <p>Staff diagnosed with COVID-19 may return to work when the following criteria are met:</p> <ul style="list-style-type: none"> ● At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and ● Respiratory symptoms (cough, shortness of breath, etc) have improved; and ● Local county Department of Health and Human Services releases the employee to return to work safely. ● Must test Negative before returning. <p>If a staff member exhibits symptoms that could be COVID-19 related and does not get evaluated by a medical professional or tested for COVID-19, the administration is to under the premise that the employee has contracted COVID-19 and may not return to work until the three criteria listed above have been met.</p> <p>The responsibility of taking attendance must be performed by the teacher of record.</p>
<p>Visitors and Deliveries</p>	<p>Visitor Restrictions</p> <p>Only archdiocesan scheduled personnel are allowed on campus during preparation for reopening. Once school is back in session on campus, visitors will still be limited while COVID-19 risk persists as determined by county health agencies.</p>

	<p>Approved visitation by the principal/Pastor will be conditional on the visitor passing the same screening process as staff and students.</p> <p>Adult visitors must wear a mask and will adhere to social distancing protocols.</p>
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PREVENTATIVE TRAINING

	<p>Standard Face to Face Learning Model: This is a standard face to face school experience with all students attending school in-person five days a week. Preventative hygiene policies are implemented in combination with realistic physical distancing guidelines. The risk of exposure to the virus that causes COVID-19 is considered low enough that greater student density in classrooms, and in other shared facilities is appropriate. Extensive training will occur to ensure students physically distance, utilize masks at all times. Outdoor learning spaces will also be leveraged as much as possible to further mitigate the spread.</p> <p>Modified Face to Face Learning Model: This model combines face to face learning with 50% of the student body on campus at a time. This model recognizes that Distance Learning does not provide the social interaction most students desire; therefore, a modified face to face model provides face to face learning four days a week, with 50% of the school population being exposed to one another. This model will require students to attend two days a week. Learning will be extended independently through asynchronous work. This model introduces physical distancing and density reduction as key strategies to further reduce exposure within our community, while at the same time providing face to face interaction between students and teachers about half of the time. Students coming to campus on a regular basis, two days a week, provide routine, consistency, and ongoing social interactions, which research supports is optimal for students' learning.</p> <p>Comprehensive Distance Learning Model: This is the same model our community experienced in the final months of the 2019-2020 school year: our campus is closed, and the school remains open through remote learning experiences, via synchronous and asynchronous lessons, activities, and projects. The schedule will be adjusted to allow for blocks to meet in shorter time periods conducive to online learning, and extended breaks between, giving students and faculty relief from prolonged screen time. Students collaborate online in Zoom rooms or Google Hangouts. Safety conditions dictate that the SFA campus must be closed. This is also an option for those families whose family health</p>
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	<p>conditions are such that returning to a standard face to face learning model is not available at this time or until a vaccine is accessible. During this period of COVID-19, families will be able to choose the distance learning virtual model as an option should their health or familial conditions preclude them from attending face to face during the 2020-2021 school year.</p> <p>Families will have the option to have limited in-person instruction when offering Comprehensive Student Learning.</p> <p>Cohort groups are limited to no more than 10 students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member cannot interact with more than three cohorts on a given day and five in a week. The time a single student or student cohort of any size can spend in a school building on a given day is limited to two consecutive hours and cannot be intermittent.</p> <p>The following exceptions should be prioritized, provided that: • COVID-19 is not actively spreading among the school community; • 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; and • Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.</p> <p>Providing in-person education for students in kindergarten through third grade. It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19, and seem to spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning.</p> <p>Remote and rural school districts with ≤100 total students, and remote and rural private schools with ≤100 students</p>
<p>Staff Training Plan</p>	<p>Staff will be trained during the in-service week on social distancing protocols, COVID Screenings, and reporting and tracking requirements.</p>
<p>Student Training Plan</p>	<p>Teachers will provide initial and routine instruction in</p> <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>Staff will be trained in</p> <ul style="list-style-type: none"> → sanitation and hygiene instruction → social distancing and health practices for self and students → 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 <p>Hand Washing: Provide age-appropriate handwashing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</p> <p>Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</p> <p>Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.</p> <p>Line up areas are to be marked with visual cues to indicate adequate physical distance.</p> <p>Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</p> <p>Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.</p>
<p>Parent Training Plan</p>	<p>Identifying COVID-19 related symptoms Training on digital platforms</p>

SCHOOL SCHEDULE AND ROUTINES	
<p>Morning Drop-off Plan</p>	<p>Students Line up outside. 3 -4 & 1 & 2main doors, 5-8 enter on blacktop. Kinder and preschool outside modular. Staff will conduct temperature checks and a visual screen for the appearance of symptoms. Students will bring in a signed symptom check form. Parents are asked to watch and keep students in the car if the line is</p>

	<p>forming.</p> <ul style="list-style-type: none"> ● When the screening indicates that a student may be symptomatic, the student is directed to the isolation room *Follow established protocol <p>Hand-sanitizers will be placed by each entrance prior to student entrance to classes,</p> <p>Each teacher will use a sign-in/sign-out protocol to help facilitate contact tracing.</p> <p>Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</p>
After-School Pick-up Plan	Outside line up on blacktop 6 feet apart.
Food Service Plan	<p>Face masks required, gloves for preparing, and serving food. Disposable dishes, silverware, simple menu to start. Students must wash hands before meals and should be encouraged to do so after.</p> <p>Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, the Staff will deliver meals to that classroom.</p>
Extended Care Plan	<p>Extended Care will be held with distanced and assigned student areas. Each student will have their own supplies and space. Extended Care will be the only population to use the space during the course of the day. The facility will be cleaned before and after the morning shift. Parents will pick-up and drop off.</p> <p>Students must bring their own snacks. Stay in cohorts, designated space. Wear masks to the maximum extent possible.</p>
Recess/Playground Plan	<p>Classes may use the playground for recess on a staggered schedule throughout the week. All playground equipment will be disinfected daily and in between each cohort group. Recess monitors will disinfect after student use. Students must wash their hands before and after using playground equipment.</p> <p>Cleaning requirements must be maintained;</p> <p>Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students</p>

	with schedules for when specific equipment can be used.
Assembly/Announcements Plan	Utilize Zoom in the classrooms for assembly and announcements.

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION	
Attach completed Reflections on Distance Learning Worksheet	
Plan for Teacher Curriculum Development	<p>Schools in the Archdiocese of Portland use standards-based instruction. Teachers write curriculum to support mastery of standards at each grade-level, using the Understanding by Design framework and the Faria Atlas platform. This process occurs regardless of the learning environment. Teachers ensure that the content they are teaching and their teaching methods enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.</p> <ul style="list-style-type: none">● Houghton Mifflin Harcourt - Journey’s online content - 2 hour Training for all staff during In-service week● Sadlier Math Refresher Implementation of the Sadlier program's digital resources and supports for effective instruction in all learning contexts.● Mystery Science Google Classroom integration.● Google Classroom and the features used to support instructional content, promote community in the remote classroom, and ways to facilitate asynchronous learning. Review ways to use formative Assessments with Google Drawings, Google Slides, & Jamboard.● Overview of Screencasting for Teachers & Students and ways to Differentiated Instruction during digital learning and promote an array of literacy skills. <p>K-2 Seesaw App and Zoom platform.</p> <p>Train Teachers/staff on COVID19 Safety protocols. Screening of students, hand washing, disinfecting, physical distancing, and mask requirements. Train teachers to educate students on safety protocols, physical distancing, disinfecting, and mask requirements.</p>

<p>Beginning of Year Assessment Plan</p>	<p>Standardized Assessments will be based on recommendations from the Department of Catholic Schools.</p>
<p>Grading Expectations and/or Policies</p>	<p>Clear Expectations</p> <ul style="list-style-type: none"> → Provide a detailed syllabus with the grading policy → Provide a timeline of due dates and a work schedule → Provide clear assignment directions posted in one place and repeated in multiple places (post in writing, including in verbal directions of video, include in email) → Display and share Model Work- an excellent example of the learning activity as a model for what students should work towards → Instruction and learning opportunities should follow a routine, a pattern of live lessons, office hours, and due dates → Clearly define expectations for all digital participation (online chat, videos, live discussion, discussion threads, etc.) → Provide technical support information (how to navigate when unexpected device issues come up)
<p>Asynchronous and Synchronous Teaching Expectations</p>	<p>Recommended minimum daily guidelines (includes all synchronous and asynchronous work):</p> <p>K-1st Grade:</p> <ul style="list-style-type: none"> ● ELA 60 minutes ● Math 30 minutes ● Religion 30 minutes ● Science/Social Studies 30 minutes <p>2nd-4th Grade:</p> <ul style="list-style-type: none"> ● ELA 135 minutes ● Math 60 minutes ● Social Studies/Science 30 minutes ● Religion 30 minutes <p>5th-8th Grade:</p> <ul style="list-style-type: none"> ● ELA 135 minutes ● Math 60 minutes ● Social Studies 30 minutes ● Science 30 minutes ● Religion 30 minutes

<p>Plan to Mitigate Learning Loss</p>	<p>Focus on formative assessments to inform the teaching process.</p> <p>Utilizing authentic assessments rather than an over-reliance on tests. Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic</p> <p>Create a robust culture of feedback Coordinating assignments, deadlines, projects, and assessments among teachers to ensure a manageable workload.</p> <p>Focus on priority/focus standards</p> <p>We will begin our school year with several diagnostic tests to determine where the students are in their learning from last Spring. We will use the results of the testing to drive our instruction. Engagement is a critical goal. When students are engaged in their learning, they are motivated to do the work, develop an interest in it, and see the meaning in it. The learning speaks to them and draws them in. Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning</p>
<p>Systems of Support for Diverse Learners and/or English Language Learners</p>	<p>Teachers will set specific learning goals, identify social and emotional learning needs and supports, and coordinate interventions with multiple providers and educators.</p>
<p>Plan for Students Unable to Attend School</p>	<p>A remote learning option will be in place for those who are unable or comfortable to return physically to school. The preferred approach will be what Timothy Uhl calls “simultaneous teaching,” in which certain students are learning from home, and certain students are learning in the classroom. The idea is to “broadcast” the classroom at specific times so that those at home are as connected as possible to the teacher and the in-person instruction. The teacher</p>

	<p>will need a thoughtful approach that allows for the integration of these two groups. Since we value community and relationships as Catholic schools, “simultaneous teaching” is an approach we need to embrace.</p>
<p>Professional Development Plan for Teachers</p>	<p>teachers will need training in at least the following areas: Houghton Mifflin Harcourt - Journey’s online content - 2 hour Training for all staff during In-service week</p> <ul style="list-style-type: none"> ● Sadlier Math Refresher Implementation of the Sadlier program's digital resources and supports for effective instruction in all learning contexts. ● Mystery Science Google Classroom integration. ● Google Classroom and the features used to support instructional content, promote community in the remote classroom, and ways to facilitate asynchronous learning. Review ways to use formative Assessments with Google Drawings, Google Slides, & Jamboard. ● Overview of Screencasting for Teachers & Students and ways to Differentiated Instruction during digital learning and promote an array of literacy skills. <p>K-2 Seesaw App and Zoom platform.</p> <p>Train Teachers/staff on COVID19 Safety protocols. Screening of students, hand washing, disinfecting, physical distancing, and mask requirements. Train teachers to educate students on safety protocols, physical distancing, disinfecting, and mask requirements.</p>
<p>Plan for Specialists Classes (i.e. Art, Music, Language, etc.)</p>	<p>Music teacher: schedule rotations into classrooms for music instruction. PE Instruction: schedule PE classes outside, or in classrooms with cohort groups.</p> <p>Staff who interact with multiple stable cohorts must wash/sanitize their hands between interacting with different stable cohorts.</p>

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

Plan to Support SEL at the Start of the School Year	<p>Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for nondigital distance learning where the internet and computers will not be available.</p> <ul style="list-style-type: none"> ● Provide devices to all families. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update them if needed.
Family Support and Training Plan	<ol style="list-style-type: none"> 1. Conduct family needs along with technology and connectivity survey 2. Inventory school technology and internet connectivity resources 3. Plan for technology support and replacement, including budget
Plan for Identifying and Supporting SEL Mental Health Concerns	<p>St. Francis will continue to educate employees, students, and families on healthy relationships, what unhealthy behaviors might look (or feel) like, and how community members can come forward if they think they or someone they know might be suffering from inappropriate conduct by another.</p> <p>Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.</p>

TECHNOLOGY

	Hybrid Model or 100% Distance Learning
Learning Management System or Platform used at each grade level	Seesaw for k-2 and Google Apps for Education 3-8, Zoom k-8.
Acceptable Use/Safety Policies	Updated Acceptable Use/Safety Policies
Technology Purchase Plan and Related Costs	Purchases 1:1 devices Ipads k-2 Chromebooks 3-8

	Seesaw subscription and Google Apps for Education
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SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Hybrid Model or 100% Distance Learning
Schoolwide Eucharistic Celebrations	Students are invited to attend a weekly school mass with social distancing and participate as lectors or altar servers. Students create videos for special prayer events. Daily prayer in the morning and afternoon, and weekly student-led prayer services.
Faith Life Activities	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. <ul style="list-style-type: none"> ● 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
Service Learning Plan	Students focus on home service to families (chores, etc. to help their parents, kindness to siblings, etc.). <ul style="list-style-type: none"> ● 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. ● “Monday All-School Prayer”- 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
Visibility Plan for Pastor	Pastors share messages via email, join students via zoom, and offer opportunities for parents to ask questions via zoom meetings, email, or phone calls.
Visibility Plan for Principal	Principals send newsletter/emails with updates to families, share weekly videos, join weekly Google

	<p>Hangouts with each class, hold monthly parent group meetings, coordinate weekly staff meetings, and do weekly challenges/activities with students via video and zoom.</p> <ul style="list-style-type: none">● Principals also provide parents with opportunities to ask questions via zoom, email, or phone calls.● Wellness checks are done with families, students, and staff. In-person activities
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