St. Vincent De Paul Dual Language Immersion 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. Vincent De Paul Dual Language Immersion School
Key Contact Person for this Plan	Angelica Gloria
Phone Number of this Person	503-363-4589
Email Address of this Person	agloria@svdpschoolsalem.org
Sectors and position titles of those who informed the plan	Pastor, Principal, Business Manager/Human Resources, Preschool Teacher, Kinder Teacher, 1st/2nd Grade Teacher, 3rd/4th Grade Teacher, 5th Grade Teacher, Administrative Assistant, Paraprofessional, Facilities Manager
Local public health office(s) or officers(s)	OHA Marion County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Principal, Staff Members, Facilities Manager
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	Archdiocese of Portland, Oregon
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.	Shared reopening plan with community members, parents, and stakeholders by posting the plan on the school website to make it accessible. Communicated the guidelines from our local health authority to our families.

Indicate which instructional model will be used.	Select One: ❏ On-Site Learning ❏ Hybrid Learning ✓ Comprehensive Distance Learning

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	Principal Admin. Assistant Pastor Custodian Staff Parents School Board
Timeline for Planning and Roll-out of Plan	July - August Continue preparations of building and protocols including classroom configurations, circulation maps, sanitation stations, signage, and sanitation of building August 10-15 Develop Comprehensive Distance Learning with Limited In-Person Contact time, Teacher Feedback, Parent Survey August 17-21 Continue development and plan preparedness, trainings August 24-29 Weekly Update to Parents/Staff regarding our Comprehensive Distance Learning Plan with Limited In-Person Contact Time ● Cohort Grouping ● Schedule/Routine ● Traffic Flow Maps ● Expectations Sept. 3 Board Meeting (Reopening Plan and Updates) August 31-Sept. 4 Weekly Update to Parents/Staff/Stakeholders ● Individual appointments with teachers ● Parent survey ● Protocols training for staff, students, and parents ● Google platform training Sept. 8- First day of school Sept. 14-Sept. 18 - Feedback/Parent Survey *Fall 2020 (First Weeks)* ● Create year-long plans ● Plan for differentiation (use reading levels and work samples) ● Conduct math fact assessments (number operations) ● Arrange for personal meetings with families either virtually or in-person with social distancing and safety precautions ● Conduct mental health and wellness checks ● Through PLC work, establish an "early warning system" to

	identify and intervene system who may need additional support either academically or behaviorally ● Develop an assessment plan for benchmark screening and intervention *Fall 2020-Spring 2021* ● Provide in-class support for new teachers ● Priority given to PLC time for teachers to collaborate on instruction and assessment ● Continue to respond to student needs based on our grading policy ● Evaluate grading practices to ensure progress on standards

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	Enrollment increased due to our Distance Learning Comprehensive Plan with Limited In-Person Contact.
Staffing Considerations/Changes	Staff roles and responsibilities will need to be defined and outlined for Distance Learning and during Limited In-Person Contact time to ensure the safety of students.
Building Protocol Expenses	Weekly safety monitor checks for purchasing of PPE. These expenses include: ● Masks/face shields ● Hand sanitizer ● Restroom soap dispensers ● Gloves ● Disinfectant sprays (cleaning solution) ● Office counter plexiglass ● Ziplock bags ● Digital thermometer (for every teacher)
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	We will resubmit our title plans to reflect Distance Learning and In-Person Contact time for Title services.

COMMUNICATION PLAN	
How will your school keep shareholders abreast of the plans for re-opening and beyond?	Weekly Updates (Shared memo or newsletter) Website Updates (weekly) Google Site Updates FB Updates and Posts Monthly Meetings (Board, Parents, Other Stakeholders)

PROTOCOLS	
Cleaning and Hygiene	All employees, students, parents, and visitors will be trained and

	reminded daily to use appropriate hygiene practices:
	- Wash hands often with soap and water for at least 30 seconds - Use hand sanitizer 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 - Properly remove and dispose of gloves Teachers will be responsible for disinfecting classroom spaces such as desks, chairs, door knobs, light switches, and any materials used. Office and support staff will disinfect general common areas such as the staff workroom, office, parent room. Custodial staff will disinfect common areas such as the hallways, gymnasium, and restrooms. This includes workspaces, electronic equipment, light switches, sinks, and restrooms. Gloves will be provided.
Social Distancing	Employees, students, parents, and visitors are to practice 6 feet of social distancing and eliminating contact with others whenever possible. Traffic flow maps will be available indicating directionality for walking throughout the building to maintain social distancing requirements. All extracurricular events and or activities are to be suspended until further notice. Visitors will be limited and subject to screening (see protocols).
Screening Protocols	All employees, students, parents, and visitors will be screened upon entering the facility. Front office staff will conduct daily temperature checks. Additionally, all employees, students, parents, and visitors will complete a self-screening COVID-19 symptoms survey regarding the following: - Cough - Shortness of breath or difficulty breathing - Repeated shaking with chills - Muscle pain - Headache - Sore throat - Loss of taste or smell - Diarrhea - Feeling feverish or a measured temperature of 100.4 degrees or greater - Known close contact with a person who is lab-confirmed to have COVID-19. All screening information will be kept confidential.
Personal Protective Equipment (PPE) Protocols	Our school will follow state and local agency guidelines. Masks/face coverings are required. Gloves will be available however wearing gloves does not replace the need to wash hands. Training for proper removal of gloves will be made available.

	Every classroom will have disinfectant sprays for teachers to wipe down desks and chairs. Gloves will be provided. We will have sanitation stations available, outside of each classroom, with hand sanitizers. All classroom spaces and common areas will be cleaned at the end of each day and or between uses.
Student Protocols	Our Distance Learning Plan with limited in-person contact time includes grouping our students into cohorts. Students will remain with their cohort/classmates at all times. Students will not be allowed to visit another classroom outside of their assigned cohort. Cohorts will be as grouped as follows: **Monday/Wednesday**: Cohort A **Tuesday/Thursday**: Cohort B **Friday**: Deep Cleaning, Office Hours, Wellness Checks Students will have a designated space in the classroom and will be mindful of social distancing and health practices. Students will not share spaces, supplies, or work in small groups. 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. Protocols will be in place for the following: ● Traffic flow maps ● Masks/face covering requirements ● Hand washing or usage of hand sanitizer ● Temperature checks ● Signing-In (Attendance) for contact tracing ● Social distancing (6 feet) Any student showing signs of illness will have their temperature taken in the health room and students with a temperature above 99.5 degrees or showing any respiratory symptoms will be isolated and sent home. 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. Students diagnosed with COVID-19, may return to school when the following criteria are met: ● At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications(● Respiratory symptoms (cough, shortness of breath, etc) have improved ● Local county Department of Health releases student to return to school safety 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, 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.
Staff Protocols	All staff will be screened which will include daily temperature checks. Staff will need to complete a self-screening survey regarding COVID-19 symptoms which include: ● Cough ● Shortness of breath or difficulty breathing ● Chills ● Repeated shaking with chills ● Muscle pain ● Headache ● Sore throat ● Loss of taste or smell ● Diarrhea ● Feeling feverish or a measured temperature of 100.4 degrees or greater ● Known close contact with a person who is lab-confirmed to have COVID-19. All screening will be kept confidential. Upon entering the school, staff will be required to have masks or face coverings. Staff will need to sanitize their hands and sign-in for contact tracing.
Visitors and Deliveries	Only archdiocesan scheduled personnel are allowed on campus during preparation for reopen. Once school is back in session on campus, visitors and volunteers will be limited. Approved visitation by the principal will be conditional on the visitor passing the same screening process as staff. All visitors are required to wear face masks/coverings, receive temperature check, sign-in for contact tracing purposes and wash/sanitize their hands. Visitors are only able to go to the office/designated area and cannot visit the classrooms or other areas where students are present. Only essential deliveries are permitted at this time. All non-essential deliveries, including food, personal items, are suspended until it is deemed safe. All visitors, including deliveries, will use the doorbell (push the button) to communicate with the front office before entering the premises. All visitors, including deliveries, will be screened by front office staff.

PREVENTATIVE TRAINING	
	Comprehensive Distance Learning with Limited In-Person Contact Time will reflect Social Distancing Requirements set by Governor and Phasing
Staff Training Plan	Prior to school beginning, all staff will be trained on the following:

	- CDC guidelines for cleaning and hygiene - School procedures (beginning and end of day) - Restroom and healthy/safety routines - Identifying COVID-19 related symptoms - Conducting proper temperature checks - Safety and hygiene protocols - Social distancing requirements which includes room configurations, lines for pacing, signage, traffic flow maps - Sanitation and disinfection protocols Training will occur both virtually and in-person the last week in August. Social distancing will be required for in-person training and all attendees will need to comply with our screening protocols and safety requirements.
Student Training Plan	Teachers will provide initial and routine instruction in the following: - Social distancing and health practices in the classroom - Usage and storage of personal items - How to follow traffic flow maps - Beginning and end of day procedures - Restrooms and other safety precaution routines - Staying with the designated cohort Students will be reminded of their training through daily practice. Signage will serve as reminders for social distancing practices. + Information will be shared via Google Classroom and on our Google Site. Parents will also stay informed through weekly newsletter and updates.
Parent Training Plan	Parent training will consist of the following: - Identifying COVID-19 symptoms - Temperature screening - Social distancing - Limited in-person contact time with designated cohort - Other safety precautions including hand washing, disinfecting of materials, and masks/face coverings. Parents will be reminded of the training through informational letters, newsletter, updates to the school and teacher Google Classrooms/Sites, and the school website.

SCHOOL SCHEDULE AND ROUTINES	
Morning Drop-off Plan	During the Limited In-Person Contact time, designated entry doors will open at 8:45AM. Students will enter their designated areas based on their cohort (Traffic Flow Map will show the drop-off plan). - Preschoolers will enter through the southwest door by the

	playground off Myrtle Street. ● Kindergarteners will enter through the west door off Myrtle Street (door 1). ● 1st/2nd grade students will enter through the west door off Myrtle Street (door 2). ● 3rd-5th grade students will enter through the east side gym door off Columbia Street. These entrances will be closed no later than 5 minutes after the bell. After this time, parents will need to check their child in at the front office. Once students are dropped off, a staff member will complete a health check, and then be directed to the classroom. Teachers will be at their doors to admit students. 10 students will be allowed in one cohort for a 1:10 ratio. Students will enter and go directly to their assigned seat.
After-School Pick-up Plan	During the limited in-person contact time, parents will be able to pick up their child by entering the school grounds off from Myrtle Street. Parents will not be admitted into the school office 15 minutes prior to the pick-up time. Parents will remain in their vehicle or in the designated area (Traffic Flow Map) to pick up students one at a time. Social distancing is required. Parents will not be able to enter the classroom. **Time:** 11:00AM **Location**: Entrance from Myrtle Street **Staffing**: Front Office, Instructional Assistant, Teacher **Student to Staff Ratio**: 1:10
Food Service Plan	No lunch or lunch delivery will be provided. Students will not be bringing a lunch during limited in-person contact time since they will only be in school from 9:00AM-11:00AM
Extended Care Plan	No extended care plan is available for the limited in-person contact time. We do have enrichment activities scheduled during our Comprehensive Distance Learning time.
Recess/Playground Plan	Free play will be structured. Play structures will not be in use. Should students participate in a recess/PE time, they will be involved in non-contact activities such as jump rope, hopscotch, etc. Teachers will clean doorknobs and any equipment after each usage. Students from different cohorts will not be allowed to play together.
Assembly/Announcements Plan	School assemblies and announcements will be delivered via Google Classroom/Meet. Assemblies will either be school wide or by individual classroom/cohort. Announcements will be delivered in the following format(s): ● Google Site ● Google Classroom ● Website

	● Facebook ● Newsletter ● Letter or by Flocknotes ● School Messenger

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION	
Attach completed [Reflections on Distance Learning Worksheet](#)	
Plan for Teacher Curriculum Development	We will use standards-based instruction. Teachers write curriculum to support mastery of standards at each grade-level using the following: ● Understanding by Design Framework ● Faria Atlas platform Teachers ensure that the content they are teaching and their methods of teaching enable students to learn both the skills and the concepts defined in the standards for that grade level and to demonstrate evidence of their learning. Teachers will also use the Guiding Principles for curriculum development work to support our dual language immersion program. Teachers will participate in GLAD (Guided Language Acquisition Design) training. During this training, teachers will map upcoming essential standards for the 2020-2021 school year. Systems of support will be defined to accommodate student learning during distance learning and during in-person contact time. Additionally, plans will include mitigating learning loss and updating ILPs to meet the needs of current students. Our plan will encompass using differentiation and intervention, and leveraging materials and techniques that are effective in distance learning and during limited in-person contact time.
Beginning of Year Assessment Plan	Our balanced assessment plan incorporates both formal and informal measures. We will use formative and summative assessments to drive the instructional needs of our students. Our assessments will include: ● Providing students with frequent feedback ● Utilizing rubrics and goal setting measures to guide student feedback ● Variety of feedback tools including surveys, self-assessment, peer checks, etc.

	- Standards-based assessments that are integrated within units - Providing student wellness checks for social and emotional support During limited in-person contact time students will participate in STAR testing. Teachers will use running records to progress monitor growth. Progress monitoring checks will be used to provide appropriate interventions. Informal assessment types may include writing samples, speaking and listening samples, project based work, reading fluency and comprehension checks. Before beginning any assessments, teachers will establish relationships with students both through Distance Learning and during our limited in-person contact time. Individual assessment times may be allotted for preschool and kindergarten.
Grading Expectations and/or Policies	Students will be graded on mastery and proficiency based on grade level readiness. Grades will be shared with parents over the course of the year (fall, winter, spring) with progress monitoring checks in between. Grades will reflect both distance learning time and the in-person contact time.
Asynchronous and Synchronous Teaching Expectations	St. Vincent De Paul will set expectations and provide opportunities for both synchronous and asynchronous learning times. Synchronous expectations include: - Using live sessions during a Google Meet to communicate - Providing instruction during limited in-person contact time - Providing instruction that is engaging and effective - Providing continuous feedback and clarification - Providing virtual office hours for video conferencing and chatting Asynchronous expectations will be based on students learning at different times. - Communication is not live - Providing more flexibility - Allowing students to work at their own pace - Individualized - Utilizing other forms of communication such as email, blog posts/comments, recorded videos

Plan to Mitigate Learning Loss	Our plan is to work collaboratively in Professional Learning Communities to examine any learning loss and to provide appropriate interventions using a Multi-Tiered System of Support approach. Collectively, we will use data to inform our instruction and how to best make up for "catch-up" growth. Students will have opportunities to participate in distance learning and may attend school during their assigned limited in-person contact time for focused and explicit instruction. Students will be provided with purposeful feedback with goal setting opportunities to mitigate learning loss.
Systems of Support for Diverse Learners and/or English Language Learners	Several support systems will be available and accessible for our Diverse/English Language Learners. These supports include the following: ● Student and parent training on the Google Platform ● Delivery of instruction through recorded video or audio clips ● Providing translation tools ● Providing scaffolds and supports essential for a second language learner ● Creating visual schedules and routines ● Providing conference style or office hours with interpreters available ● Providing material in English and Spanish ● Providing virtual parent nights (informational)
Plan for Students Unable to Attend School	For students unable to attend school we will provide individual connections which could be through the following ways: ● Virtual support ● Individual office appointment times ● Phone calls ● Arrangement for pick-up/drop-off of instructional materials ● Google Meet time for individual support
Professional Development Plan for Teachers	We will use the Guiding Principles to provide the framework for our professional development plan for our dual language immersion program. Through this plan, teachers will receive training in the following: ● Fostering a safe learning environment (social distancing and protocols) ● Continuing the development of standards aligned curriculum work ● Receiving GLAD (Guided Language Acquisition Design) training for curriculum mapping

	• Utilizing differentiation and best practice for diverse learners • Learning about assessment and how to use different tools to inform instruction
Plan for Specialists Classes (i.e. Art, Music, Language, etc.)	At this time, students will be exposed to art, music, and language through Distance Learning. Any STEM, art, music lessons can be integrated into the limited in-person instructional time however the activities must be delivered in the homeroom (cohort) classroom.

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING	
Plan to Support SEL at the Start of the School Year	St. Vincent De Paul will be using the Second Step curriculum to support SEL. Additionally we will support our staff, students, and parents with the following: • Putting plans in place to support staff with SEL standards to better support students • Providing time at the start of the school for students and teachers to feel safe, connected, and be engaged • Providing families with support on accessing Distance Learning and the expectations with limited in-person contact time • Utilizing trauma-informed practices • Developing wrap around support to ensure that all students and staff have positive, meaningful, and dependable contact with at least one staff member each week • Determining mental health supports for students who have known challenges • Completing regular check-ins with parents and staff • Developing systematic routines for morning meetings and self-regulation We will review the required SEL Curriculum for 2020-2021 school year which includes: Second Step, Called to PRotect, Family Life, and Theology of the Body Program Requirements.
Family Support and Training Plan	Families will be provided with SEL training to be able to bridge the home-school connection. SEL training will include: • Google Meet or live sessions • Individual appointment times to check-in

	- with families and develop a needs assessment - Review of the curriculum - Schedule/routine share out - Connect with a staff member for regular contact
Plan for Identifying and Supporting SEL Mental Health Concerns	Our plan will include providing time to evaluate student needs through wellness checks, conferencing, and completing self-reflection tools. We will determine mental health support for students who have known challenges based on individualized plans. Throughout our plan will make adjustments for school-based service plans to include any modifications or accommodations for distance learning or during our limited in-person contact time.

TECHNOLOGY	
	Distance Learning with Limited In-Person Contact
Learning Management System or Platform used at each grade level	Google Platform - Google Classroom - Teacher Google Sites - School Google Site Other learning systems: - Class Dojo - Seesaw
Acceptable Use/Safety Policies	Employees, students, and parents will be trained in our policies and procedures. Parents and students will receive training on digital citizenship and Google Classroom/Meet norms will be established for students during their online time. Our training will include: - Safeguarding devices - Updating our IPads for appropriateness of applications and digital tools - Communicating with parents on monitoring student's behavior when students are accessing online programs at home - Teaching students to keep passwords private
Technology Purchase Plan and Related Costs	No purchases at this time. We will continue to use our technology (I-Pads, Laptops)

SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Distance Learning with Limited In-Person Contact Time
Schoolwide Eucharistic Celebrations	Staff, students, and parents will be invited to attend weekly school mass virtually. Some school masses may be facilitated by the principal or by teachers within their classroom environments during limited in-person contact time with social distancing. Staff and families will be provided with links of live parish and Archdiocesan masses. The St. Vincent De Paul Community receives bulletins to announce masses and other events. Students can also celebrate via Google Classroom and Google Meet which includes: ● Students creating videos for special prayer or events ● Daily prayer in the morning ● Student-led prayer within their in-person contact time or virtually
Faith Life Activities	Faith formation is included in distance learning and during in-person contact time. Materials and resources are shared by the school and the parish via bulletin, newsletter, website updates, and flocknotes. Teachers play a vital role in the sharing of ideas of prayer and reflection that embrace our Catholic values and involve the entire family. Families receive information with their parish subscription and any updates from the Archdiocese is shared with the SVDP community. Other Faith Life Activities include: ● Livestreaming ● Offering a prayer section in the school newsletter ● Utilizing our Google platform to collaborate with families on events, prayer groups, reflections, and wellness check-ins.
Service Learning Plan	Our service plan for the 2020-2021 school year includes utilizing resources, social media, virtual experiences, and volunteer opportunities such as:

	- Home service to families (helping parents, kindness to siblings, chores, being responsible) - Giving thanks and appreciation to people in our community (priests, donors, etc.) - Assemblies where we pray and talk about virtues being focused on and acknowledging the great things happening in our community - Encouraging students to connect with one another either through virtual pen pals (group chats) or by writing letters - Creating virtual projects of taking care of our environment (recycling, pollution, gardening for food sustainability) - Utilizing STEM based projects to help create solutions to real world problems - Promote an online auction and donation opportunities to support the school and parish - Students establish community outreach by writing letters or cards to loved ones, local businesses, first responders, essential workers, Veterans, or homebound parishioners - Families participant in food drives - Virtually, former SVDP students (now at Blanchet), virtually connect with younger students or do an activity together
Visibility Plan for Pastor	Our plan includes using multimedia such as: - Live streaming the masses - Updated social media (Facebook) on a regular basis or as needed - Using Flocknotes to highlight any activities or events - Subscribing to the parish bulletin - Pastor participates in Zoom parent meetings or in Google Meet for families to ask questions and to stay connected with the parish and school community
Visibility Plan for Principal	Our plan includes using both in-person and virtual connections to support our staff, students, and parents. This includes: - Using Zoom or the Google platform to communicate with families on a regular basis - Sending emails and updates to families which may include sharing videos,

	joining Google Hangouts, holding parent meetings, coordinating weekly staff meetings, and finding creative ways to staying involved ● Providing time for parents to ask questions either through a parent meeting or individual phone call ● Connecting with staff and families to conduct wellness checks throughout Distance Learning and in-person contact time ● Organizing different drives and events for families and holding regular shareholders meetings