

St. Luke Catholic School Return to School Plan 2020-2021

Plan is subject to revision based on updates to local and state agency guidelines. Most recent revision completed on August 15, 2020.

SCHOOL PROGRAM INFORMATION	
Name of School	St. Luke Catholic School
Key Contact Person for this Plan	Rebecca Williams, principal
Phone Number of this Person	503-981-7441
Email Address of this Person	rwilliams@stlukeschoolwoodburn.org beckywillims8@gmail.com
Sectors and position titles of those who informed the plan	LPHA with Marion County (via email and Q&A sessions) Pastor, Fr. Moises Leal Gonzalez Principal, Becky Williams Administrative Assistant, Maria Capetillo Head of Maintenance, Mario Sisto Teacher, Katie Stuart Teacher, Amy Lear
Local public health office(s) or officers(s)	Marion County Public Health https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Marion.pdf
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Rebecca Williams, principal
Intended Effective Dates for this Plan	September 2020-June 2021
ESD Region	Willamette ESD
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.	Updated and frequent communication on return to school planning and preparation, materials translated into needed languages (Spanish and Chinese), parent Q&A sessions via Zoom with translation support, links to ODE website and OHA metrics
Indicate which instructional model will be used.	Select One: <input type="checkbox"/> On-Site Learning

	<input type="checkbox"/> Hybrid Learning <input checked="" type="checkbox"/> Comprehensive Distance Learning *with limited in-person instruction
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SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	LPHA with Marion County (via email and Q&A sessions) Pastor, Fr. Moises Leal Gonzalez Principal, Becky Williams Administrative Assistant, Maria Capetillo Head of Maintenance, Mario Sisto Teacher, Katie Stuart Teacher, Amy Lear
Timeline for Planning and Roll-out of Plan	<p>June:</p> <ul style="list-style-type: none"> • Determine classroom and school capacity for on-site reopening • Plan classroom configurations, storage needs, master schedule, and staffing needs • Begin ODE Operational Blueprint and Archdiocesan Return to School Plan in conjunction with local health authorities • Inform staff and families of initial details of developing plan <p>July:</p> <ul style="list-style-type: none"> • Continue and complete ODE Operational Blueprint and Archdiocesan Return to School Plan in conjunction with local health authorities and planning team • Post completed and reviewed plan for public knowledge • Communicate updated information to families including drop-off and pick-up times and procedures and changes to after school programs • Focus on instructional guidelines and professional development plan to support instruction • Determine and account for technology needs • Meet with families of students in high-risk populations to develop individual plans as needed • Purchase teaching supplies including mobile workstations for middle school and playground equipment for each cohort • Begin to ready facilities to welcome students safely • Purchase cleaning supplies, thermometers, and protective equipment • Design screening logs and protocols <p>August:</p> <ul style="list-style-type: none"> • Develop training materials for staff, students, and families to introduce COVID-19 protocols • Communicate clearly and repeatedly to families protocols

	<p>being put into place on school campus</p> <ul style="list-style-type: none"> • Ready facilities to welcome students safely • Support teachers in instructional planning and social emotional learning through professional development and designated planning time • Explore schedules for comprehensive distance learning with limited in-person instruction • Survey families on technology needs, obstacles arising from distancing learning platform, and interest in limited in-person instruction
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FINANCIAL CONSIDERATIONS

Impact of Change in Enrollment (if applicable)	As St. Luke Catholic School plans for an on-site instructional model for the fall, the evolving situation has potential to increase enrollment to class capacity per social distancing guidelines.
Staffing Considerations/Changes	St. Luke Catholic Schools has all teaching staff returning, including the PE/Health teacher moving into the role of 8th grade homeroom and middle school math teacher. This familiarity among the teaching staff offers comfort to students. The school is hiring a new PE/Health teacher who will also serve as support staff to help the school perform procedures, such as temperature reads. One additional person will serve as part time support staff to help monitor individual cohort recesses and lunch rotation.
Building Protocol Expenses	The current situation increases expenses for St. Luke Catholic School. New expenses include increased technology needs, individual class playground equipment, mobile workstations for middle school teachers, PPE, cleaning supplies, and furniture purchases to repurpose spaces. The cost may be offset by potential increases in enrollment, but many costs are upfront, creating an initial strain on the budget. Title funds and ESSER CARES funds are assisting in COVID-19 specific costs.
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	Title funds are being sought for a portion of technology purchases. Additionally ESSER funds are planned for possible cleaning company wages, if the parish decides to use the school to continue religious education. ESSER funds will also be considered for necessary cleaning products, plexiglass barriers, and PPE.

COMMUNICATION PLAN

How will your school keep shareholders abreast of the plans for re-opening and beyond?	<ul style="list-style-type: none"> • St. Luke will continue to use SchoolSpeak announcements and emails to update the parent community. • The principal and administrative assistant will follow-up email communication with family phone calls, particularly for families who were less connected in the spring of 2020. • The principal and administrative assistant will connect with new families to orientate them to the school in
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	<p>general while under the specifics of the re-opening.</p> <ul style="list-style-type: none"> • The principal will host Q&A sessions via Zoom two evenings a week in the weeks following release of the school's plan until teacher inservice week. • St. Luke will utilize social media for school and parish to share pertinent information in addition to SchoolSpeak. • The principal will meet with the School Advisory Council, Foundation board, and Parent Connect virtually or with social distancing to discuss re-opening aspects essential to the effectiveness of each group.
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PROTOCOLS

<p>Cleaning and Hygiene</p>	<p>Cleaning Procedures</p> <ul style="list-style-type: none"> • Teachers will take primary responsibility for cleaning and disinfecting classrooms throughout the school day. This includes frequent sanitizing of frequently touched surfaces such as faucets, doorknobs, and light switches. • Students will use Clorox wipes to sanitize desks before and after eating and when possibly contaminated by sneezing or coughing. • At the end of each school day, teachers will use sanitizing spray to disinfect desks and classroom surfaces such as around the sink, counters, and teacher desk. • Custodial staff will be responsible for cleaning, sanitizing, and disinfecting common areas throughout the school during and at the end of the day. This will include a schedule and log for bathroom cleaning multiple times per day. Other areas include exterior door handles, staff kitchen and lunchroom, school office, and isolation room. • The head of maintenance and the principal are evaluating cleaning products and tools such as foggers and electrostatic sprayers for school use. ESSER money will be considered for this purpose. • If the decision is made by the parish to hold religious education in the school building, the school will be responsible for funding half the cost of a nightly, professional cleaning company. <p>Ventilation</p> <ul style="list-style-type: none"> • Teachers will open windows and doors as much as possible to increase circulation of outdoor air. Heating/air conditioning fans will be used to increase air flow. Teachers will monitor for asthma or allergy symptoms being affected by use of fans. Fans will not be used if windows are closed. • Windows in the isolation room will be opened as much as possible. • Custodial staff will be responsible for maintenance of
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	<p>heating/air conditioning units to ensure reliable use for ventilation.</p> <p>Handwashing:</p> <ul style="list-style-type: none"> ● Age-appropriate handwashing education will take place within each classroom. ● Handwashing will take place following recesses, following PE, and prior to and following eating. Hand sanitizer will be provided at higher traffic areas, such as the school office, and at each classroom entrance. ● Hand sanitizer will be used upon entry to a classroom and exiting the classroom at the end of the day as well as before and after the use of playground equipment. ● Throughout the day hand sanitizer will be distributed by teachers at student desks to allow for frequent sanitizing without students moving about the classroom. ● Use of hand sanitizer by students in grades 4 and under will be closely supervised. <p>Equipment:</p> <ul style="list-style-type: none"> ● Cohorts/classes will be provided with recess equipment that can be shared within the cohort. ● Equipment should be sanitized frequently - when possible following breaks and at the end of each day. ● PE equipment will be used minimally and with careful thought about the risk of sharing between cohorts. Cleaning and sanitizing of PE equipment will be a regular part of the PE teacher's responsibilities. <p>Personal Property:</p> <ul style="list-style-type: none"> ● Personal property will be kept within the students' designated areas within their classrooms (this area is around their desk; coat closets and cubbies will not be used). ● Water bottles will be required for each student and may travel with students to breaks and PE but must be clearly labeled with students' names. Drinking fountains in the school will be turned off.
Social Distancing	<p>Overall</p> <ul style="list-style-type: none"> ● Classroom capacity has been determined based on usable square footage and 6'x6' classroom grids, ensuring at least 35 square feet per person. ● Classes have been capped at 20 or 21 students, depending on individual classroom capacity. ● The library has been repurposed to house a maximum of 25 students in grade 5, the largest class. ● Classes, K-8, serve as cohort groups. Students will remain

	<p>with their cohort throughout the day.</p> <ul style="list-style-type: none"> • PE will take place in the gymnasium and recesses will take place on the field, track, covered play area, or blacktop. All spaces allow for extreme physical distancing. PE and recess will take place one class at a time. • If the school offers limited in-person instruction in comprehensive distance learning, cohorts of 10 or less students will further limit exposure by increasing social distancing. <p>Physical Supports in Place</p> <ul style="list-style-type: none"> • Markers, as determined necessary by teachers, will be placed on classroom floors to indicate individual student space and designate instructional space. • Markers will be placed low on hallway walls indicating six feet of distance, assisting in physical distancing for transitions and hallway use. • The use of labeled, knotted ropes for younger grades during transitions is being considered. • Classroom furniture that crowds or inhibits student and/or instructional space has been stored for the school year. • Upholstered or fabric furniture has been removed from classrooms. • Visual supports will remind students of physical distancing. • Office, staff room, and copy room capacities will be posted. <p>Scheduling Supports in Place</p> <ul style="list-style-type: none"> • A master schedule will ensure physical distancing during all daily activities including recesses, lunch, PE, bathroom, outdoor breaks, and Title services. • Entry and exit schedules and procedures will be modified to maintain social distancing. • Activities that cannot support physical distancing, such as gathering for all-school morning prayer or assemblies, will be canceled or modified until further notice. • Schedules for limited in-person instruction in comprehensive distance learning will restrict students to classrooms for scheduled two-hours and will minimize use of common spaces.
<p>Screening Protocols</p>	<p>High Risk Populations</p> <ul style="list-style-type: none"> • St. Luke Catholic School will identify known students in high-risk populations as defined by the CDC and connect with families of those students in planning for the fall. • Virtual meetings with care coordinators, teachers, and principal will take place over the summer to develop

	<p>individual plans for students identified as Medically Fragile.</p> <ul style="list-style-type: none">• Staff self-identified as high-risk will be redeployed to tasks not requiring in-person contact or be informed of leave options. <p>At-Home Screening</p> <ul style="list-style-type: none">• By way of school communications prior to the instructional year, families will be educated on at-home screening for primary and additional common symptoms of COVID-19.• The school’s Communicable Disease Plan will be shared with school families as part of the reopening plan.• Families will be asked to report specific symptoms when keeping a child home due to illness for purposes of contact tracing. <p>On-Site Screening (Students)</p> <ul style="list-style-type: none">• Students will be required to submit to a daily temperature reading and complete a self-screening COVID-19 symptoms survey per Archdiocesan guidelines.• Temperature readings will take place in a morning drop-off carline. Students will not exit their vehicle until their temperature has been confirmed as under 100.4 degrees F.• Students with a measured temperature of 100.4 degrees F or greater will not be admitted into the school.• Staff will perform visual screening for symptoms other than fever.• Handwashing or sanitizing will be required upon entry to each classroom. <p>On-Site Screening (Staff)</p> <ul style="list-style-type: none">• Staff will be required to submit to a daily temperature reading and complete a self-screening COVID-19 symptoms survey per Archdiocesan guidelines.• Staff temperature readings will take place in the front office upon entry.• Staff with a measured temperature of 100.4 degrees F or greater will not be admitted into the school.• Handwashing or sanitizing will be required upon entry to each classroom. <p>Contract Tracing</p> <ul style="list-style-type: none">• Daily logs will be kept for contact tracing among each cohort.• A system for storing contact tracing logs will be maintained in the school office.• Logs will be kept for a minimum of 4 weeks and be used as
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	<p>needed in conjunction with the LPHA.</p> <p>Restrictions from School</p> <ul style="list-style-type: none"> ● If students or staff are diagnosed with COVID-19, students may not return to school until 10 days after the onset of illness and 24 hours post-fever, without fever reducing medications and when other symptoms are improving. ● If students or staff have COVID-19 symptoms but do not undergo COVID testing, they should stay home for 10 days after the onset of illness and 24 hours post-fever, without the use of fever-reducing medications and when other symptoms are improving. ● An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 minutes with a COVID-19 case. Students or staff who have experienced a confirmed exposure will be dismissed to home and may return to school when cleared by their healthcare provider or the health department (per p. 66 of MESD Communicable Disease Plan). The quarantine period post exposure is 14 days. ● If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. All members of a stable cohort group will need to quarantine for the 14 day period and until the contact tracing process is completed. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing. ● Students or staff with chronic or baseline cough that has worsened or is not well-controlled will be restricted from school. ● Students or staff that have chronic symptoms due to allergies or asthma, etc., will not be restricted from school.
<p>Personal Protective Equipment (PPE) Protocols</p>	<p>Face Coverings or Face Shields:</p> <ul style="list-style-type: none"> ● Cloth face coverings or face shields will be required for students K-8 and for staff per the July 22 ODE update. <p>Face Shields or Clear Plastic Barriers:</p> <ul style="list-style-type: none"> ● Clear plastic barriers and face shields will be provided for front office staff. ● Clear plastic barriers will be built for classroom use allowing a teacher to work one on one with a student in closer proximity. Barriers will be sanitized between uses with students. <p>Face Masks (medical grade):</p> <ul style="list-style-type: none"> ● Medical grade face masks will be provided for staff having

	<p>direct contact care and monitoring of staff/students displaying symptoms.</p> <ul style="list-style-type: none"> • Medical grade face masks will be kept in the school office and designated for use by the administrative assistant, as she is our primary health manager.
<p>Student Protocols</p>	<p>Cohorting:</p> <ul style="list-style-type: none"> • Students will remain with their classmates at all times and will not mix with other cohorts. • Students will eat lunch in their classrooms • Students will recess as a class/cohort two times a day. • Students will have PE as a class/cohort. • The master schedule will ensure bathroom use is by cohort only. <p>Within the Classroom:</p> <ul style="list-style-type: none"> • Students will have a designated space within their classroom for their supplies, including backpacks and lunchboxes. Common spaces such as coat closets will not be used for this. • Students will not share classroom supplies. • Students will not work in small groups. • Students will adhere to screening, hygiene, face covering, and cleaning guidelines as directed by teachers. <p>In the case of illness:</p> <ul style="list-style-type: none"> • Students will not be permitted into the building if they do not pass initial temperature checks and visual screenings. • Students will be monitored during the day for developing symptoms and may be isolated and sent home based on screenings. • Return to school following illness will conform with MESD Communicable Disease Plan and consultation from the Marion County LPHA. <p>Isolation Measures</p> <ul style="list-style-type: none"> • Students or staff presenting with primary symptoms of COVID-19 upon arrival at school will not be admitted into the building, as screening will be completed in morning carline. • Students who report or develop symptoms at school will be isolated in the designated isolation area, formerly the school's health room. The student will be provided a facial covering (if they can safely wear one). The student will be monitored by staff until able to go home. Monitoring staff will wear a facial covering and maintain physical distancing, but never leave the student unattended.

	<ul style="list-style-type: none"> ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the following: <ul style="list-style-type: none"> -Name of students sent home for illness, symptoms of illness, time of onset, as per designated communicable disease surveillance logs; and -Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs ● Generally well students who need medication or routine treatment will be cared for in the school office rather than in the designated isolation room. ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> -the passage of 14 calendar days after exposure; and -symptoms have been resolved for 24 hours without the use of fever reducing medications ● Students and staff will follow communicable disease plan protocols for COVID-19 testing through the LPHA. Return to school or work will depend upon test results and improvement of symptoms.
<p style="text-align: center;">Staff Protocols</p>	<ul style="list-style-type: none"> ● Staff will complete the daily screening process. ● Staff will adhere to guidelines for hygiene, face coverings, and cleanings. ● Staff will clean their workspaces multiple times a day. ● Staff will use common areas such as the copy room, supply closet, staff kitchen, etc. according to set and posted capacities. Cleaning procedures for shared areas will be part of teacher training. ● Staff will follow protocols if symptoms arise during the school day, and will isolate and/or leave school. ● Staff return to school following illness will conform with MESD Communicable Disease Plan and consultation from the Marion County LPHA. ● Staff will continue social distancing for staff meetings and professional development. Refreshments will not be shared at staff gatherings. ● Staff will not travel to conferences or trainings until further notice.
<p style="text-align: center;">Visitors and Deliveries</p>	<ul style="list-style-type: none"> ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. ● Essential visitors must wash or sanitize their hands upon entry and exit. ● Approved visitation by the principal will be conditional on the visitor passing the same screening process as staff. Initially this will be limited to school office and principal office areas. ● Protocols will be in place for the school's front office,

	<p>which will serve as a necessary hub of contact with parents and parish staff. A plexiglass barrier will separate visitors from office staff.</p> <ul style="list-style-type: none"> • Visitors to school office will be screened upon entry, and logged for the purposes of contact tracing.
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PREVENTATIVE TRAINING

	100% in Building or Hybrid Model to reflect Social Distancing Requirements set by Governor and Phasing
Staff Training Plan	<ul style="list-style-type: none"> • Staff has begun training via virtual staff meetings and has given input on protocols. • The principal will conduct detailed on-site training during inservice week. • The principal will provide staff with protocol documents for frequent and accessible review.
Student Training Plan	<ul style="list-style-type: none"> • Student training will begin via digital resources provided by the principal in August and used at home with families. • Students identified as needing extra emotional or mental support in regards to protocols will be invited to practice protocols at scheduled, individual times in late August with teacher and administrative support. • St. Luke is considering a staggered school start, with half of the students attending on day one, the other half on day two, and all students on day three to mitigate the intensity of introduction to the many protocols. • Student training will take place in the classroom during the first weeks of school using materials created by the principal with help from the teachers.
Parent Training Plan	<ul style="list-style-type: none"> • Parent training will begin via written communication regarding the reopening plan. • Parent training will be supported by resources such as slideshows and videos created by the principal with help from the teachers. This training will include tasks to practice with children, such as wearing masks, opening lunch items, zipping jackets, and other daily tasks that challenge social distancing for teachers. • Parent training will also include shared documents on protocols such as screening for symptoms at morning drop off and temperature checks, approved visits to the school office, and after school pick up. • Parent training will include clear expectations regarding student illness and absences and the use of learning platforms to mitigate learning loss during absences.

SCHOOL SCHEDULE AND ROUTINES

<p>Morning Drop-off Plan</p>	<p>Arrival Procedures</p> <ul style="list-style-type: none"> ● Students will arrive in a morning carline. Cars may line up beginning at 7:15am. ● At 7:30am, designated staff members will begin taking and recording temperature readings in the first row of the carline. As students pass the screening process, they will be released from their cars one row at a time to enter the school building. The entryway will be monitored to ensure social distancing is maintained. ● Students will go directly to their classrooms and follow the procedures for entering a classroom. Staff will greet students at their classroom doors to complete visual screening and note arrive time on cohort logs. ● Morning carline should be complete by 7:45am, at which time the school day should begin. However, staff will remain in the parking lot until 8:00am to screen tardy students and avoid students entering through the office. ● Students who arrive after the morning carline has ended will need to be dropped off at the school office. Protocols are being developed for student drop off and pick up through the office as needed, and will minimize visitor entry to the building. ● Times of arrival will be adjusted if limited in-person instruction is offered during comprehensive distance learning.
<p>After-School Pick-up Plan</p>	<p>Dismissal Procedures</p> <ul style="list-style-type: none"> ● The school day ends at 2:30pm, and cars will begin lining up in afternoon carline at 2:15pm. ● Students will remain in classrooms, while the principal and support staff go to carline. Using schoolwide walkie talkies, students will be called to carline by row and will exit their classrooms and the back, exterior door when their name is called. This will ensure that only a minimal number of students are in the hallway and using the exit at one time. ● six feet apart, and students will wait in bus cohort lines. ● Times of dismissal will be adjusted if limited in-person instruction is offered in comprehensive distance learning.
<p>Food Service Plan</p>	<ul style="list-style-type: none"> ● St. Luke will suspend the hot lunch program for fall trimester at minimum; we will reevaluate as the situation progresses. ● Cohorts/classes will eat snack and lunch in the classroom; cold lunch only, no lunches delivered. ● Administrative assistant and principal will coordinate daily pick up of individually packaged meals from Woodburn School District to provide lunches for students who qualify for free and reduced. ● Administrative assistant and principal will determine

	feasibility of milk ordering and distribution.
Extended Care Plan	<ul style="list-style-type: none"> • N/A - extended care not currently offered
Recess/Playground Plan	<ul style="list-style-type: none"> • Principal will create master schedule of morning and afternoon recess, with times allotted for individual cohorts/classes • Staff will train students on protocol for handwashing and bathroom use following recesses. • The school's play structure will be closed until the Oregon Health Authority opens communal playgrounds. • Students may recess on the track, field, blacktop, and covered play area while maintaining social distancing. • Playground equipment will be provided for each cohort for use by that cohort only. Equipment will be sanitized each day. • Students will be educated on and introduced to new recess activities that allow for physical distancing. • Classroom teachers and support staff will monitor for physical distancing and appropriate use of equipment during recesses and breaks. • Students should not eat at recesses or breaks to ensure hands remain clean while eating.
Assembly/Announcements Plan	<p>Events:</p> <ul style="list-style-type: none"> • All-school events, such as morning prayer, liturgy, assemblies, and school performances will be canceled or modified to adhere to distancing and cohorting guidelines. • Field trips will be limited to virtual experiences. • Athletics events are TBD as of the current date (7.22.20). <p>Morning Prayer/Announcements</p> <ul style="list-style-type: none"> • Morning prayer will be prerecorded and used digitally within each classroom. • Announcements will be included in the morning prayer recording and additional announcements will be created digitally as needed.

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION

Attach completed [Reflections on Distance Learning Worksheet](#)

<p>Plan for Teacher Curriculum Development</p>	<p>Standards Review:</p> <ul style="list-style-type: none"> • Teachers are asked to review standards for all subjects, and focus on Power Standards/Focus Skills. • Teachers will utilize Renaissance and Achieve the Core identified Focus Skills/Power Standards. • Teachers will identify Power Standards in Science and Religion based on completed Atlas work. • Teachers will consider Power Standards for Social Studies and watch for Atlas work this year. • For remaining subjects, teachers will evaluate standards and select foundational standards. • Curriculum writing will prioritize instructional time based on Power Standards/Focus Skills. • During inservice week, teachers will meet with grade up and grade down teachers to determine needs for mitigation of learning loss. <p>Long-range plan with flexibility:</p> <ul style="list-style-type: none"> • Teachers plan to utilize learning platforms [Dojo (K-3) and Google Classroom (4-8)] immediately to familiarize students with features. • Teachers will integrate learning platforms into existing units. • Teachers will incorporate a simple home component into use of the learning platform so that students and parents can easily transition if it needs to become the main learning platform in the event of a closure. • Teachers are encouraged to integrate more subject areas into thematic units, which would translate to a more manageable workload for both the students and teachers in the event of distance learning. • Teachers are asked to build as much hands-on, discovery, discussion-based learning into student experience as possible, given physical constraints. • Teachers are reminded of the potential for more frequent absences, and longer out-of-school time after fever or illness. • Teachers are encouraged to set weekly (rather than daily) learning goals. This will help prioritize work for absent students. • Teachers are encouraged to plan enrichment or extension activities for students who surpass learning goals early in the week. • Teachers are asked to reflect on all of the ways they deliver
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	<p>content in the classroom, and continue to identify which transfer best to distance learning.</p> <ul style="list-style-type: none"> • Teachers are guided to use the Distance Learning Handbook provided by the Archdiocese as a reference. • Teachers are encouraged to create curriculum maps for the first trimester and use designated planning time to map the following trimesters as pacing is determined.
<p>Beginning of Year Assessment Plan</p>	<ul style="list-style-type: none"> • Teachers have elected to use a beginning of year reading assessment and to gather a writing sample. • Teachers are determining specific needs for math assessments, and this may vary by grade level. Alternatives to traditional, long, beginning of year math assessments include quick checks before each new unit to assess prerequisite skills and basic math facts checks. • Our Title I specialist will be assessing students who formerly received reading services. She will be using the Fountas and Pinnell benchmark assessments. • STAR assessment data after the first window will be analyzed in detail.
<p>Grading Expectations and/or Policies</p>	<p>Grading Expectations</p> <ul style="list-style-type: none"> • Teachers are encouraged to give frequent, brief feedback to student practice and use quick formative assessments to constantly revise instruction. • Teachers are asked to consider a meaningful balance in grading, shifting away from a more traditional style of grading, where every learning task was recorded as a grade. • Teachers are asked to identify assessments that should be carefully graded for mastery and to vary the style and length of these assessments. • Teachers are asked to tell more of a student’s story with less (less grades, less grading, less time spent on grading). • Grades should, thus, reflect student mastery more than responsibility and completion. • In previous years, grades have been posted weekly in efforts to communicate frequently with parents. This year, grades will be posted every two weeks to support teachers in new grading practices. • Late/missing work policies are being revised to match a greater emphasis on mastery than responsibility. • Parents will be educated on shifts in grading practices and communication policies that support this. <p>Homework Practices:</p> <ul style="list-style-type: none"> • Teachers will assign homework as an opportunity to practice skills and as a way of teaching responsibility.

	<ul style="list-style-type: none"> • Teachers plan to start the year very slowly in terms of homework. Students will be tired, and will use most of their mental stamina during the school day. Homework will be kept low stakes and minimal as students adjust. • It will be made clear to families that homework will build up over the course of the year as is appropriate.
<p>Asynchronous and Synchronous Teaching Expectations</p>	<p>On-Site Expectations</p> <ul style="list-style-type: none"> • In an on-site model, much of the day will be spent in synchronous teaching, leading to greater student engagement, deeper connection with content, and strong relationships in the classroom. • In an on-site model, portions of the day will be spent in asynchronous learning allowing for student practice and time for teachers to address individual learning needs among the class. This time will also allow for the Title I specialist to work with students without them missing classroom instruction. • In an on-site model, some of the asynchronous learning will take place on learning platforms. This is intentional to promote seamless transition to distance learning if necessary. Kindles, laptops, and Chrome books will be used for familiarizing students with learning platforms. <p>Distance Learning Expectations</p> <ul style="list-style-type: none"> • To address more frequent absences and possible temporary closures, St. Luke will be using Dojo in grades K-3 and Google Classroom in grades 4-8. • As part of distance learning, classes will utilize Zoom and Google Hangouts. • The distance learning model we are developing, based on best practices, includes a combination of whole class and small group live sessions for connection and instruction, paired with asynchronous learning activities. • St. Luke is exploring the addition of limited in-person instruction to the comprehensive distance learning structure.
<p>Plan to Mitigate Learning Loss</p>	<ul style="list-style-type: none"> • Prior to and during inservice week, teachers will be identifying and addressing Power Standards from the previous grade level that need extra attention: particular attention to math and science. • Standards in need of extra attention will be embedded throughout the year and taught as prerequisite mini lessons prior to necessary units.

	<ul style="list-style-type: none"> • Early assessments will help identify students who have extreme learning needs and determine RTI needs and Title I needs.
Systems of Support for Diverse Learners and/or English Language Learners	<ul style="list-style-type: none"> • We will continue to work with the Woodburn School District to honor, update, and evaluate service plans. • Woodburn will continue testing students per requests and data from our teachers. • Our Title I specialist will continue to support students in Reading and Math four days a week. • RTI will continue at the classroom level and will include enrichment. • Teachers will apply ELL instructional strategies from 2019-2020 professional development in their classrooms.
Plan for Students Unable to Attend School	<ul style="list-style-type: none"> • Students unable to attend school will be connected to learning and school activities through online learning platforms. • Students who are out for sporadic absences will receive communication from teachers through Dojo or Google Classroom about absent work. • Students who are out for extended absences will also use Dojo or Google Classroom, but will have work prioritized by teachers per the length of the absence. • For extended absences (i.e. quarantine) teachers will connect with students using Zoom or Google Hangouts. Frequency of these connections will be determined by staff prior to the start of school. • Students who it is determined are medically fragile and for whom it is determined that online learning is safer will utilize Dojo and Google Classroom in addition to extended Zoom times during the school day. They will be assigned a Zoom buddy on a rotation for Reading and Math instruction and will be involved in live class as much as possible. Students in this situation will also have weekly Zoom check in with their teacher or homeroom teacher.
Professional Development Plan for Teachers	<ul style="list-style-type: none"> • Teachers are currently undertaking virtual Professional Development on learning platforms of Dojo and Google Classroom. They will have additional PD during inservice week on using those platforms. • Teachers will have PD during inservice week on curriculum writing. This will be geared toward the current year but framed in the context of Atlas. The principal completed the Curriculum Writing Leadership Cohort this summer and a teacher is completing Atlas Curriculum Writing this summer. • Teachers in grades 3-5 and the middle school science teacher will take virtual PD on FOSS science kits to increase hands on learning and inquiry.
Plan for Specialists Classes	St. Luke embeds many aspects of specialist classes, such as art

(i.e. Art, Music, Language, etc.)	<p>and music, into the classroom.</p> <ul style="list-style-type: none"> • As music has been taught sporadically by a volunteer, students will not have music class this year. • Art is taught by the classroom teacher in grades K-5. • Art will continue to be taught by the middle school art teacher in students' respective rooms. <p>Physical Education:</p> <ul style="list-style-type: none"> • PE will be taught five days a week for K-5 and three days a week for 6-8 (alternating with health on two days a week). • PE will take place in the school gym, while maintaining cohorting and social distancing. The gym will undergo additional cleaning measures. • Equipment will not be shared between cohorts on the same day, only within cohorts.
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MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

<p>Plan to Support SEL at the Start of the School Year</p>	<ul style="list-style-type: none"> • Teachers have been encouraged to creatively plan classroom communities. • Morning and end of day meetings will continue and serve as ways to ground the day, set goals, and process a new school experience. • Teachers will begin the year with parts of the Second Step program and immediately focus on strategies for coping with change, stress, anxiety, etc. • Academic supports, such as shorter assessments, minimal and low stakes homework, and revised late work policies are intended to ease students back into school this year.
<p>Family Support and Training Plan</p>	<ul style="list-style-type: none"> • Families will be provided with school preparation materials in early August. This will include materials to talk to students about school protocols, such as wearing masks and taking temperatures, and the support teachers in maintaining social distancing by practicing daily tasks with children, such as zipping coats and opening lunch items. • Parents will be invited to evening Q&As on Zoom two times a week beginning in August and ending inservice week. • New families will receive extra support from the administrative assistant and the principal. Individual meetings with their children's teachers will be arranged prior to the school year to begin building that relationship. • During the school year, families will receive frequent communication from the school office and from classrooms. This will be through email and learning

	<p>platforms with the goal of sharing the learning that is happening here.</p> <ul style="list-style-type: none"> • School newsletters will continue to provide weekly information. • The school and parish’s social media pages will provide an additional venue of connection with the school.
<p>Plan for Identifying and Supporting SEL Mental Health Concerns</p>	<ul style="list-style-type: none"> • Teachers are identifying students from each grade level who will need extra mental and emotional support, especially with protocols. • Parents will be continually educated on signs for concern in children and will be encouraged to notify the school and health care providers as needed. • The principal will consolidate a list of identified students for discussion and planning among the staff. Check ins and moments of genuine connection with these students will be methodically tracked and evaluated. • MTSS strategies will be employed at varying appropriate levels per student concerns. • Frequent conversation with parents of students of concern will take place between classroom teachers and parents, with the support of the principal.

TECHNOLOGY	
Hybrid Model or 100% Distance Learning	
<p>Learning Management System or Platform used at each grade level</p>	<ul style="list-style-type: none"> • Dojo will be used in grades K-3. • Google Classroom will be used in grades 4-8, with more regular use in grades 6-8 • Students and families will be familiarized with learning platforms at the beginning of the school year.
<p>Acceptable Use/Safety Policies</p>	<ul style="list-style-type: none"> • Grades K-3 will utilize Kindles. • Grades 4-8 will be assigned individual devices (laptops/Chrome books) with each set remaining in respective classrooms. Middle school students will take Chrome books home each night.
<p>Technology Purchase Plan and Related Costs</p>	<ul style="list-style-type: none"> • Chrome books and additional Kindles will be purchased and set up in July and August. • Title funds will be requested to purchase many new devices. • Technology and teaching funds in the school’s budget will cover the remaining costs. • Raise Your Hand funds from the 2020 Annual Auction were designated for classroom updates and will be used as needed to supplement technology purchases.

SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Hybrid Model or 100% Distance Learning
Schoolwide Eucharistic Celebrations	<ul style="list-style-type: none"> • Schoolwide Eucharistic celebrations will be dependent on St. Luke Catholic Church policies for capacity in keeping with guidelines from the Archdiocese of Portland. • Students will attend and Friday Mass in person on a rotation. Classes not attending in person will participate virtually, as weekly Mass is streamed from the parish into the classroom. • Holy Days of Obligation will be streamed from the parish into the classroom. • Plans for First Communion for last year's 2nd grade class will be solidified in the fall.
Faith Life Activities	<ul style="list-style-type: none"> • Morning prayer will be prerecorded and used in the classroom. The principal, pastor, and assigned classes will be responsible for preparing and recording morning prayer. • Rosaries will continue to be part of the school's regular prayer life and will be led by teachers in the classroom and virtually. Student leaders will host two virtual rosaries during the year to celebrate the month of the rosary and the month of Mary. • House groups (family groups) will offer opportunities for faith life activities such as prayer partners that create community, while maintaining cohorting and distancing, across the school. • Faith life activities for spring will be discussed at a later date in hopes that greater gatherings of students will be permissible.
Service Learning Plan	<ul style="list-style-type: none"> • Many regular service experiences are unavailable in the current situation. Teachers are invited to be creative about service within the classroom and consider new opportunities to reach out to community members and organizations. • Middle school service requirements will be revised, as they were in the spring, per trimester. Service will invite students to help their families, reach out to those who are isolated, and learn about what service organizations are

	<p>doing at a local and global level.</p> <ul style="list-style-type: none"> • House group activities will incorporate service learning related to House patron saints. • Schoolwide service projects will be planned by student leaders for Advent and Lent.
Visibility Plan for Pastor	<ul style="list-style-type: none"> • Pastor will celebrate in-person Mass each Friday for 1-2 classes a week, on a rotating schedule. • Pastor will participate in sacramental preparations for First Communion for previous 2nd grade class and current 2nd grade class. • Pastor will record morning prayer on a regular basis to be shared digitally in each classroom. • Pastor will visit the school regularly to connect with the students and collaborate with the principal. • Pastor will reach out to parents as requested by the school and offer spiritual support to families in need.
Visibility Plan for Principal	<ul style="list-style-type: none"> • Principal will be listed in each class/cohort group. • Principal will perform temperature checks in morning carline. • Principal will record morning prayer and announcements to be shared digitally in each classroom. • Principal will be part of lunch rotation coverage, and eat lunch in each classroom 1-2 times each week. • Principal will assist in afternoon pick up and use the opportunity to visually connect with parents. • Principal will send weekly newsletters.

Related documents:

- **MESD Communicable Disease Plan**
- **St. Luke Master Schedule (breaks, PE, bathroom, lunch)**
- **Reflections on distance learning**
- **Distance Learning Handbook**
- **Daily cleaning schedule**
- **PPE ordering chart**