

Instructional Continuity Plan			2020-2021
Returning to Learning Plans			Cluster # 34
Sacred Heart Catholic School			
	Face to Face	Hybrid	Remote
<u>Calendar/Documentation of Instructional Minutes</u>	Follow calendar based on minutes that have been approved by the Archdiocese. All teachers submit daily calendars. Administration ensures all instructional minutes are met. Synchronous learning occurs during Face to Face Learning and refers to a learning event in which a group of students are engaging in "real time" learning at the same time in a classroom setting. ** In addition, a virtual learning option will be available for families who want their child(ren) to learn in a virtual environment and not be on campus.	Follow calendar based on minutes that have been approved by the Archdiocese with instruction continuing seamlessly when switch to remote learning. Instructional minutes accounted for based on topics covered and documentation of live classes. Synchronous learning also occurs during Hybrid Learning and refers to a learning event in which a group of students are engaging in "real time" learning at the same time in a classroom setting or through distance learning. ** In addition, a virtual learning option will be available for families who want their child(ren) to learn in a virtual environment and not be on campus.	Follow calendar based on minutes that have been approved by the Archdiocese with instruction continuing seamlessly when switched to remote learning. Instructional minutes accounted for based on topics covered and documentation of live classes. Teachers will meet weekly with administration to discuss and insure instructional minutes are met. Asynchronous learning is the idea that students learn the same material at different times and may occur during distance learning.
<u>Daily Attendance Method</u>			
Students	Attendance taken daily by homeroom teacher and documented in FACTS. Front office contacts families of students marked absent.	Attendance taken daily by homeroom teacher and documented in FACTS. Front office contacts families of students marked absent.	Attendance taken daily by homeroom teacher using online platform and documented in FACTS. Front office contacts families of students marked absent.
Faculty and Staff	Attendance reported by faculty and staff in ADP. Teachers contact principal when need to be absent and secure a substitute teacher. If an absence was not anticipated, contact secretary to secure a substitute.	Attendance reported by faculty and staff in ADP. Teachers contacts principal when need to be absent and secure a substitute teacher whether on campus or remote. If an absence was not anticipated, contact secretary to secure a substitute.	Attendance reported by faculty and staff in ADP. Teachers contacts principal when need to be absent and secure a substitute teacher whether on campus or remote. If absence was not anticipated, the Instructional Specialist (IS) or administration will teach class.
<u>Communication Plans</u>			
Parents and Students	Daily morning prayer and announcements led by principal over the intercom. Teachers at all grade levels post weekly assignments through Google Classroom and Seesaw. Administration and Teachers will communicate the following ways: weekly principal letter to all families, email (staff required to respond to emails within 24 hours), phone calls, teacher websites, FACTS, Parent Teacher Conferences IRIS Alerts, School website and Facebook page. School Board, Finance and PTO meetings can be done in two different formats or a combination of the two - meet in person following the 6 ft. social distancing or a Zoom meeting.	Daily morning prayer and announcements led by principal over intercom and social media for 4th - 8th grades who are in remote learning. Teachers at all grade levels post weekly assignments through Google Classroom and Seesaw. Administration and Teachers will communicate the following ways: weekly principal letter to all families, email (staff required to respond to emails within 24 hours), phone calls, teacher websites, FACTS, Parent Teacher Conference, IRIS Alerts, School website and Facebook page. School Board, Finance and PTO meetings can be done in two different formats or a combination of the two - meet in person following the 6 ft. social distancing or a Zoom meeting. Director of Advancement shares information via social media.	Daily morning prayer and announcements led by principal via social media. Teachers at all grade levels post weekly assignments through Google Classroom and Seesaw. Administration and Teachers will communicate the following ways: weekly principal letter to all families, email (staff required to respond to emails within 24 hours), phone calls, teacher websites, FACTS, Parent Teacher Conferences, IRIS Alerts, school website and Facebook page. School Board, Finance and PTO meetings done via zoom. The Director of Advancement shares information via social media.

Staff	Daily morning prayer and announcements led by principal over the intercom system. Administration sends e-mails as needed to share information. Administration keeps open-door policy allowing faculty and staff to ask questions at any time. Weekly faculty meetings held every Wednesday with agenda sent prior to meeting and social distancing guidelines in place.	Daily morning prayer and announcements led by principal over intercom and social media for 4th - 8th grades. Administration sends e-mails as needed to share information. Administration keeps open-door policy allowing faculty and staff to ask questions at any time. Weekly faculty meetings held every Wednesday with an agenda sent prior to meeting and social distancing guidelines in place.	When in remote learning, daily prayers and announcements shared via social media. Administration sends e-mails to faculty and staff as needed to share information. Administration keeps open-door policy virtually by allowing faculty and staff to ask questions at any time. All faculty and staff have the cell number of administration. Administration is committed to respond quickly to emails and phone calls. When in remote learning, virtual grade level meetings will occur weekly with administration on designated days.
<u>Instructional Plan</u>			
Instructional Minutes	All classes meet instructional minutes as required by TCCBED and are documented in lesson plans and master schedule.	All classes meet instructional minutes as required by TCCBED and are documented in lesson plans and master schedule. When in remote learning, these minutes are determined by the mastery of concepts and materials shared as well as live classes.	All classes meet instructional minutes as required by TCCBED and are documented in lesson plans. Minutes are determined by the mastery of concepts and materials shared as well as live classes.
School Operations	Families will use the Morning Carpool drop off for arrival. Morning Assembly is currently suspended. Students must remain in their cars until a temperature check is complete. Students with a temperature below 100.0 will be permitted to proceed to their classrooms and students with a temperature above 100.0 or greater will be sent home. Before and After School Care is available to students and the same protocols will take place before the student is admitted to these programs. Sacred Heart will operate under current state guidelines regarding classroom occupancy and social distancing in classrooms and utilize existing spaces if necessary. Students will not share supplies or materials and lockers will not be used. Students in PK-5th grades will spend the majority of the day in classrooms allowing for travel to specials' classes. Middle School students will rotate for some of their classes throughout the day. At this time, students will eat in their classrooms and parents or other visitors are not allowed on campus for lunch. Special treats (birthday) are not allowed to be sent to school. Students in 4th - 8th grades will attend Friday school mass and all other grade levels will have Mass streamed to the classroom. Students will wear uniforms to school and Mass uniforms will be required on Fridays and Holy Days of Obligation. 6th - 8th grade students will not change into their PE uniforms, but will instead wear their daily uniform for PE. All students should bring tennis shoes to school on PE days and will change their shoes only at the beginning of PE class. Recess will take place outside at different times. PK-1st grades have a separate designated playground area.	Families will use the Morning Carpool drop off for arrival. Morning Assembly is currently suspended. Students must remain in their cars until a temperature check is complete. Students with a temperature below 100.0 will be permitted to proceed to their classrooms and students with a temperature above 100.0 or greater will be sent home. Before and After School Care is available to students and the same protocols will take place before the student is admitted to these programs. Sacred Heart will operate under current state guidelines regarding classroom occupancy and social distancing in classrooms and utilize existing spaces if necessary. Students will not share supplies or materials and lockers will not be used. Students in PK-5th grades will spend the majority of the day in classrooms allowing for travel to specials' classes. Middle School students will rotate for some of their classes throughout the day. At this time, students will eat in their classrooms and parents or other visitors are not allowed on campus for lunch. Special treats (birthday) are not allowed to be sent to school. Students in 4th - 8th grades will attend Friday school mass and all other grade levels will have Mass streamed to the classroom. Students will wear uniforms to school and Mass uniforms will be required on Fridays and Holy Days of Obligation. 6th - 8th grade students will not change into their PE uniforms, but will instead wear their daily uniform for PE. All students should bring tennis shoes to school on PE days and will change their shoes only at the beginning of PE class. Recess will take place outside at different times. PK-1st grades have a separate designated playground area.	NA

Differentiated Instruction	Teachers are well trained in differentiated instruction and are expected to utilize this in every lesson. This is also documented in lesson plans which are reviewed weekly by administration. Instructional Specialist provides support in differentiated instruction.	Teachers are well-trained in differentiated instruction and are expected to utilize this in every lesson. This is also documented in lesson plans which are reviewed weekly by administration. Instructional Specialist provides support in differentiated instruction. When in remote learning, differentiated instruction continues in the assignments that are given. Extra support is given to students who need it through extra meetings between student and teacher or student and Instructional Coach. When in remote learning, the classroom teacher and Instructional Coach meet weekly to discuss students who may be struggling and work and together to create plans to provide needed support.	Teachers are well-trained in differentiated instruction and are expected to utilize this in every lesson. This is also documented in lesson plans which are reviewed weekly by administration. Instructional Specialist provides support in differentiated instruction. When in remote learning, differentiated instruction continues in the assignments that are given. Extra support is given to students who need it through extra meetings between student and teacher or student and Instructional Coach. When in remote learning, the classroom teacher and Instructional Coach meet weekly to discuss students who may be struggling and work and together to create plans to provide needed support.
One-on-one Support for Students	Teachers work with students individually and provide feedback on specific TEKS as they monitor student work in the classroom. Through formal and informal assessments, teachers are able to see areas needing improvement and provide necessary interventions. The Instructional Specialist is also in classrooms daily/weekly providing individual support as needed. Instructional Specialist also works with teachers to make sure all students are challenged.	Teachers work with students individually and provide feedback on specific TEKS as they monitor student work in the classroom. Through formal and informal assessments, teachers are able to see areas needing improvement and provide necessary interventions. The Instructional Specialist is also in classrooms daily/weekly providing individual support as needed. Instructional Specialist also works with teachers to make sure all students are challenged. Teachers share concerns with administration and work together to create solutions.	Teachers monitor student work as it is submitted and via live classes. Students receive specific individual feedback on work using formal and informal assessments to see areas needing improvement and provide necessary interventions. Teachers collaborate virtually with the Instructional Coach about students needing assistance and together create solutions.
Management of Materials	Students are assigned materials at the start of the school year. Textbooks are marked with student names and used throughout the year. When students take materials home, they are responsible to return the materials or the families are charged to replace. Students have their own classroom supplies which are used only by that individual student. Students keep their supplies in desk, cubby or locker.	Students are assigned materials at the start of the school year. Textbooks are marked with student names and used throughout the year. When students take materials home, they are responsible to return the materials or the families are charged to replace. Students have their own classroom supplies which are used only by that individual student. Students keep their supplies in desk, cubby or locker. Fourth – Eighth Grade students will do remote learning and take their individual Chromebook home to continue with lessons being taught remotely.	Students are assigned materials at the start of the school year. Textbooks are marked with student names and used throughout the year. When students take materials home, they are responsible to return the materials or the families are charged to replace. Students have their own classroom supplies which are used only by that individual student. All students will do remote learning and take an individual Chromebook home to continue with lessons being taught remotely. A technology survey is given prior to remote learning to provide technology to students that need technology remotely.
Collection of Assignments	In PK - 3rd grade, assignments are submitted in hard copy directly to the teacher and in 4th - 8th grades most assignments are submitted electronically through Google Classroom.	PK – 3rd grade students submit assignments in hard copy directly to teacher and 4th – 8th grade students will submit assignments through Google Classroom. Teachers will be flexible and work with families to collect assignments. Specials' assignments are submitted through the completion of a Google form and Seesaw.	All students are encouraged to submit assignments through Google Classroom and Seesaw. Parents may also e-mail assignments. Teachers must be flexible and work with families to collect assignments. Specials' assignments are submitted through the completion of a Google form and Seesaw.

Grading Procedures	Teachers will evaluate grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. Grades are recorded in numerical value for grade levels 1st – 8th for every subject taught. Grades are averaged and reported every trimester. Grades of 70% and above are passing grades. Students whose trimester average is below 70% receive an F. Generally, a grade of F should not be interpreted or marked lower than 60%. This grading practice allows a student the opportunity to bring his/her grades to a passing mark when the student applies sufficient effort in the next grading period. The highest report card grade given is 100 %. PK 3 – Kindergarten students are given letter grades that identify their progress. S = Satisfactory, T=Transition - child is in process of learning and NA = Needs Attention - Child is not able to complete goal. Conduct/Traits are to be marked for each subject when multiple teachers teach the same grade. In case of a self-contained classroom, the teacher may choose to mark each subject to note conduct. The Evaluation Code of E, S, N, and U is to be used.	Teachers will evaluate grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. Grades are recorded in numerical value for grade levels 1st – 8th for every subject taught. Grades are averaged and reported every trimester. Grades of 70% and above are passing grades. Students whose trimester average is below 70% receive an F. Generally a grade of F should not be interpreted or marked lower than 60%. This grading practice allows a student the opportunity to bring his/her grades to a passing mark when the student applies sufficient effort in the next grading period. The highest report card grade given is 100 %. PK 3 – Kindergarten students are given letter grades that identify their progress. S = Satisfactory, T = Transition - child is in process of learning and NA = Needs Attention - child is not able to complete goal. Conduct/Traits are to be marked for each subject when multiple teachers teach the same grade. In case of a self-contained classroom, the teacher may choose to mark each subject to note conduct. The Evaluation Code of E, S, N, and U is to be used.	Teachers will evaluate grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic. Grades are recorded in numerical value for grade levels 1st – 8th for every subject taught. Grades are averaged and reported every trimester. Grades of 70% and above are passing grades. Students whose trimester average is below 70% receive an F. Generally a grade of F should not be interpreted or marked lower than 60%. This grading practice allows a student the opportunity to bring his/her grades to a passing mark when the student applies sufficient effort in the next grading period. The highest report card grade given is 100 %. PK 3 – Kindergarten students are given letter grades that identify their progress. S = Satisfactory, T = Transition - child is in process of learning and NA Needs Attention - child is not able to complete goal. Conduct/Traits are to be marked for each subject when multiple teachers teach the same grade. In case of a self-contained classroom, the teacher may choose to mark each subject to note conduct. The Evaluation Code of E, S, N, and U is to be used.
Evaluation for Mastery	Teachers perform formal and informal assessments to evaluate mastery of material. When individual students struggle, interventions occur to provide support. Assessments may be textbook created or teacher created assessments. ex. oral presentation, thumbs up, projects, portfolios, writing samples, google forms, flipgrid, Edpuzzle, etc.	Teachers perform formal and informal assessments to evaluate mastery of material. When individual students struggle, interventions occur to provide support. Assessments may be textbook created or teacher created assessments. Ex. Tests, oral presentation, thumbs up, projects, portfolios, writing samples, google forms, flipgrid, Edpuzzle, etc.	Teachers perform formal and informal assessments to evaluate mastery of material. When individual students struggle, interventions occur to provide support. These interventions occur virtually through individual live sessions or additional materials to reinforce challenging concepts. Assessments may be textbook-created or teacher created. Ex. Tests, oral presentation, thumbs up, projects, portfolios, writing samples, google forms, flipgrid, Edpuzzle, etc.
<u>Assessment Strategies</u>			
Benchmarking	Students in 1st - 8th grades will take the Renaissance STAR Reading and Math assessments each trimester with the first being administered in September. The assessment will be administered again in January and at the end of the school year. In addition, Kindergarten - 2nd grade students are administered PAPI, a fluency test and the Primary Spelling Inventory (PSI). PK4 students take the Early Literacy STAR Assessment in January and at the end of the school year. Kindergarten will take the Early Literacy STAR Assessment at the beginning of the school year, in January, and at the end of the year. This data is used to guide instruction in the classroom and to support the growth of our students. Teachers utilize this data to develop individual and small group instruction for their students. Parents are informed about results through parent narratives report which are sent home and Parent Teacher Conferences. Administration reviews results of students progress and meets with teachers and IS to discuss and form action plans for students.	Students in 1st - 8th grades will take the Renaissance STAR Reading and Math assessments each trimester with the first being administered in September. The assessment will be administered again in January and at the end of the school year. There is an option for these assessments to be administered at home by parents. In addition, Kindergarten - 2nd grade students are administered PAPI, a fluency test and the Primary Spelling Inventory (PSI). PK4 students take the Early Literacy STAR Assessment in January and at the end of the school year. Kindergarten will take the Early Literacy STAR Assessment at the beginning of the school year, in January, and at the end of the year. This data is used to guide instruction in the classroom and to support the growth of our students. Teachers utilize this data to develop individual and small group instruction for their students. Parents are informed about results through parent narratives report which are sent home and Parent Teacher Conferences. Administration reviews results of students progress and meets with teachers and IS to discuss and form action plans for students.	Students in 1st - 8th grades will take the Renaissance STAR Reading and Math assessments at the beginning of the year, mid year and the end of the year. PK4 and Kindergarten students will take the STAR Early Literacy Assessment. These assessments will be administered at home by the parents. This data is used to guide instruction and to support the growth of our students. Teachers will utilize this data to develop individual and small group instruction for their students. Teachers will continue small group instruction through remote learning. Parents are informed about results through parent narrative reports and virtual Parent Teacher Conferences. Administration reviews results of students progress and meets with teachers and IS to discuss and form action plans for students.

Formative	Teachers use a variety of formative assessments in the classroom. Teachers use this data to guide instruction and adjust as needed for their students. These are some of the formative assessments teachers use in the classroom: enter/exit tickets, quizzes, written reflections, essays, discussions, journals, games, presentations, observations, homework, think pair share, assignments, white board responses, student conferences, questioning, thumbs up/thumbs down, Thinking Maps.	Teachers use a variety of formative assessments in the classroom and during remote learning. Teachers use this data to guide instruction and adjust as needed for their students. These are some of the formative assessments teachers use in the classroom and in remote learning: enter/exit tickets, quizzes, written reflections, essays, discussions, journals, games, presentations, observations, homework, think pair share, assignments, white board responses, student conferences, questioning, thumbs up/thumbs down, Thinking Maps. Many of these formative assessments may also be used virtually with some adjustments being needed depending on the format used. Administration and the IT department will help as needed.	Teachers use a variety of formative assessments during remote learning. Teachers use this data to guide instruction and adjust as needed for the their students. There are some of the formative assessments teachers use during remote learning: comments on google assignments from students, feedback from parents through email or phone calls, rubrics for parents to complete to see if their child has mastered skills or concepts or needs additional help, written assignments and reflections, quizzes, essays, virtual discussions, thumbs up/thumbs down and white board responses.
Standardized	IOWA and CogAT are administered in April to 1st - 8th grade students and ACRE to 5th and 8th grade students.	IOWA and CogAT are administered in April to 1st - 8th grade students and ACRE to 5th and 8th grade students.	Guidance form CSO will dictate if IOWA, CogAT and ACRE are administered remotely.
<u>Technology</u>			
Learning platform	PK - 3rd grade students use Seesaw and 4th - 8th grade students use Google Classroom. FACTS is used for grades and attendance.	PK - 3rd grade students use Seesaw and 4th - 8th grade students use Google Classroom. Google Meet will be used for interactive learning. FACTS is used for grades and attendance.	PK - 3rd grade students use Seesaw and 4th - 8th grade students use Google Classroom. Google Meet will be used for interactive learning. FACTS is used for grades and attendance.
Resources Available	PK has access to iPads, K - 3rd grades have access to chromebooks and 4th - 8th students are 1:1 with chromebooks which go home with the students.	PK has access to iPads, K - 3rd grades have access to chromebooks and 4th - 8th students are 1:1 with chromebooks which go home with the students.	PK has access to iPads, K - 3rd grades have access to chromebooks and 4th - 8th students are 1:1 with chromebooks which go home with the students. Technology survey sent home prior to remote learning to provide devices for those in need.
Ongoing Support	Technology Coach and IT Company (TechEdge) available to help teachers and students as needed.	Technology Coach and IT Company (TechEdge) available to help teachers and students as needed.	Technology Coach and IT Company (TechEdge) available to help teachers and students as needed.
Troubleshooting Plan	Technology Coach and IT Company troubleshoot on campus to provide assistance to teachers and students.	Technology Coach and IT Company troubleshoot on campus to provide assistance to teachers and students and are also available to help when in distance learning. They can be reached via e-mail or phone or through the Technology Help Desk.	Technology Coach and IT Company available to help when in distance learning. They can be reached via e-mail or phone or through the Technology Help Desk.
<u>Social Emotional Learning</u>			
Resources for Students/Families	Virtues in Practice is used by PK - 8th students to grow in virtue and see virtues as expressions of their Catholic faith. The whole school studies the same virtue each month to provide a whole-school focus. Parent guides are posted with monthly home projects. Sacred Heart is beginning the 2nd year of Virtues in Practice which is the Year of Hope. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919	Virtues in Practice is used by PK - 8th students to grow in virtue and see virtues as expressions of their Catholic faith. The whole school studies the same virtue each month to provide a whole-school focus. Parent guides are posted with monthly home projects. Sacred Heart is beginning the 2nd year of Virtues in Practice which is the Year of Hope. Virtues in Practice can be maintained with remote learning. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919	Virtues in Practice is used by PK - 8th students to grow in virtue and see virtues as expressions of their Catholic faith. The whole school studies the same virtue each month to provide a whole-school focus. Parent guides are posted with monthly home projects. Sacred Heart is beginning the 2nd year of Virtues in Practice which is the Year of Hope. Virtues in Practice can be maintained with remote learning. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919

Resources for Teachers	Teachers have a Virtues in Practice book that emphasizes a goal and how to act when using a particular virtue, as well as monthly projects designed to help students grow in the virtue by practicing it in real situations. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting and the Mental Health Impacts of COVID-19 on Healthcare Providers and Teachers in the School Setting: Exploring New Strategies to Reduce Secondary Traumatic Stress Risk and Enhance Personal Resilience.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919	Teachers have a Virtues in Practice book that emphasizes a goal and how to act when using a particular virtue, as well as monthly projects designed to help students grow in the virtue by practicing it in real situations. Virtues in Practice will be transitioned to remote learning. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting and the Mental Health Impacts of COVID-19 on Healthcare Providers and Teachers in the School Setting: Exploring New Strategies to Reduce Secondary Traumatic Stress Risk and Enhance Personal Resilience.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919	Teachers have a Virtues in Practice book that emphasizes a goal and how to act when using a particular virtue, as well as monthly projects designed to help students grow in the virtue by practicing it in real situations. Virtues in Practice will be transitioned to remote learning. The school nurse will attend the Belle Blackwell Conference in July to learn about the <i>Mental Health Impacts of COVID-19 on Children in the School Setting and the Mental Health Impacts of COVID-19 on Healthcare Providers and Teachers in the School Setting: Exploring New Strategies to Reduce Secondary Traumatic Stress Risk and Enhance Personal Resilience.</i> Mental Health Resources - TEA.Texas.gov/MHR or Mental Health Support - 1-833-986-1919
<u>Special Services for Students on Catholic Accommodation Plans</u>			
Accommodations Provided	Students with CAP plans are provided classroom accommodations that are suggested from formal assessments. In person CAP meetings are scheduled yearly and attended by parents, administrator, IS and teachers to update the CAP by discussing successes and areas that may need improvements. Teachers are given individual classroom accommodation forms that are kept on file for the year and are encouraged to meet with the Instructional Specialist (IS) to discuss any problems or concerns.	When students are in the school building, the accommodations that are recorded on the plan will be provided in the classroom. CAPs will be adjusted to distance learning according to the needs of the student. The IS will communicate with parents of CAP students on ways to accommodate their student at home. A power point has been created for this purpose. The IS will encourage parents to communicate any concerns so issues can be addressed. The IS will be in regular contact with the classroom teacher to discuss any student needs.	CAPs will be adjusted to include accommodations for remote learning. The IS will communicate accommodation suggestions with CAP families by sending a power point on ways to accommodate their student at home. CAP meetings can be conducted using ZOOM and adjustments to the CAP can be made according to the strengths and weaknesses of the student relating to remote learning. IS will communicate to families to contact the IS if any issues or concerns arise. Open communication between the IS and the CAP families is encouraged and welcomed. The IS will be in regular contact with the classroom teacher to discuss any student needs.
Modified Curriculum	We do not have any students on a modified curriculum.	We do not have any students on a modified curriculum.	We do not have any students on a modified curriculum.
Title Services	Title services are provided by Conroe ISD. A reading specialist has been assigned to Sacred Heart to tutor our below level readers. The reading specialist will work with at- risk readers that live in a Title I school zone. After the students are identified, the specialist will create either individual or group times to meet with qualified students.	At risk students that are attending school in the building will continue to meet with the CISD Title I teacher. Students that are distance learning will be provided with books on or slightly below their reading level, and/or an online digital resource. The specialist will communicate learning expectations with parents.	The Title I teacher will communicate learning expectations with parents and will provide materials for distance learning. An online digital book resource will be utilized. The IS will be in continual contact with parents to answer questions and to encourage students.
<u>Monitoring and Support</u>			
For Teachers and Staff	Teachers and the Instructional Coach provide support for one another and new teachers are assigned to mentor teachers for the school year. Professional Development opportunities are encouraged, supported and attended on and off campus. Administration checks lesson plans weekly providing feedback, written evaluations given to all teacher and staff members to continue to enhance and support their professional learning, meets with teachers when needed using a collaborative approach, does walk throughs and has an Open Door Policy. Faculty meetings are held weekly to communicate with all teachers and staff.	Teachers and the Instructional Coach provide support for one another and new teachers are assigned to mentor teachers for the school year. Professional Development opportunities are encouraged, supported and are attended on and off campus. Administration checks lesson plans weekly providing feedback, written evaluations given to all teachers and staff members to continue to enhance and support their professional learning, meets with teachers when needed using a collaborative approach, does walk throughs and has an Open Door Policy. These methods continue in remote learning. Faculty Meetings are held on campus or virtually via zoom. Administration regularly "visits" online classrooms.	Teachers and the Instructional Coach provide support for one another and new teachers are assigned to mentor teachers for the school year. Professional Development opportunities are encouraged, supported and are attended on and off campus. Administration checks lesson plans weekly providing feedback, written evaluations given to all teachers and staff members to continue to enhance and support their professional learning, meets with teachers when needed using a collaborative approach. These methods continue in remote learning. Faculty Meetings are held virtually and by phone calls. Administration regularly "visits" online classrooms.

For Students/Families	In the classroom, the teacher is the primary resource for monitoring students and providing feedback and support to families. When needed, administration and IS are involved as well and a collaborative approach is used at all times. Teachers and administration are quick to respond to students and parents.	In the classroom and in remote learning, the teacher is the primary resource for monitoring students and providing feedback and support to families. When needed, administration and IS are involved as well and a collaborative approach is used at all times. Teachers and administration are quick to respond to students and parents.	The teacher is the primary resource for monitoring students and providing feedback and support to families. When needed, administration and IS are involved as well and a collaborative approach is used at all times. Teachers and administration are quick to respond to students and parents.
<u>Resources</u>			
For Teachers and Staff	Teachers and staff have access to numerous resources both in hard form and digitally. The library has resources for teachers to check out. The school has subscriptions to numerous resources for all teachers and staff. Funds are set aside each year to purchase new materials that will help the teachers and staff to best serve our students.	Teachers and staff have access to numerous resources both in hard form and digitally. The library has resources for teachers to check out. The school has subscriptions to numerous resources for all teachers and staff. Funds are set aside each year to purchase new materials that will help the teachers and staff to best serve our students.	Teachers and staff have access to numerous resources both in hard form and digitally. The school has subscriptions to numerous resources for all teachers and staff. Funds are set aside each year to purchase new materials that will help the teachers and staff to best serve our students.
For Students/Families	Students and families have access to many textbooks and supporting resources both in hard copy and digitally. Other resources are available and supplied whenever possible. Students and parents are encouraged to contact the teacher directly with concerns so that they can partner to determine the best resources to support the individual student.	Students and families have access to many textbooks and supporting resources both in hard copy and digitally. Other resources are available and supplied whenever possible. Students and parents are encouraged to contact the teacher directly with concerns so that they can partner to determine the best resources to support the individual student.	Students and families have access to many textbooks and supporting resources both in hard copy and digitally. Other resources are available and supplied whenever possible. Students and parents are encouraged to contact the teacher directly with concerns so that they can partner to determine the best resources to support the individual student.
<u>Safe Environment</u>			
Safe Haven	All employees and volunteers must complete a Safe Haven class to be allowed to work/volunteer at Sacred Heart. All archdiocesan policies are strictly followed. Raptor software is used for checking in parents and volunteers. Access to the Sacred Heart Campus will be limited to visitors and volunteers essential to school operations and viability.	All employees and volunteers must complete a Safe Haven class to be allowed to work/volunteer at Sacred Heart. All archdiocesan policies are strictly followed. Raptor software is used for checking in parents and volunteers. When in distance learning, all virtual classes have at least two adults present. Two adults present (one may be a parent) during virtual teaching. Access to the Sacred Heart Campus will be limited to visitors and volunteers essential to school operations and viability.	All employees and volunteers must complete a Safe Haven class to be allowed to work or volunteers on or off site at Sacred Heart. All archdiocesan policies are strictly followed. When in distance learning, all virtual classes have at least two adults present. Two adults present (one may be a parent) during virtual teaching. Access to the Sacred Heart Campus will be limited to visitors and volunteers essential to school operations and viability.
Ensuring the systems in use are secure and will not allow for the release of protected student or staff information.	All faculty and staff sign and are required to follow confidentiality agreements. A Technology Acceptable User Policy is enforced and is signed by all students and their parents that specifically outlines acceptable use of all technology and software used by the student on or off campus. Google classroom, Seesaw and other online subscriptions are password protected and all passwords are shared with parents. Securely software is a web based filtering software that Sacred Heart uses in addition to a firewall. Parents must give consent for student pictures or videos to be released.	All faculty and staff sign and are required to follow confidentiality agreements. A Technology Acceptable User Policy is enforced and is signed by all students and their parents that specifically outlines acceptable use of all technology and software used by the student on or off campus. Google classroom, Seesaw and other online subscriptions are password protected and all passwords are shared with parents. Securely software is a web based filtering software that Sacred Heart uses in addition to a firewall. Parents must give consent for student pictures or videos to be released. Before engaging in distance learning, parents must give consent for students to participate in distance learning including virtual classes. Parents must give consent for student pictures or videos to be released.	All faculty and staff sign and are required to follow confidentiality agreements. A Technology Acceptable User Policy is enforced and is signed by all students and their parents that specifically outlines acceptable use of all technology and software used by the student on or off campus. Google classroom, Seesaw and other online subscriptions are password protected and all passwords are shared with parents. Securely software is a web based filtering software that Sacred Heart uses in addition to a firewall. Parents must give consent for student pictures or videos to be released. Before engaging in distance learning, parents must give consent for students to participate in distance learning including virtual classes. Parents must give consent for student pictures or videos to be released.

PPE	<p>PPE items on campus include masks, gloves, face shields, and hand sanitizer. If mandated, teachers and students will wear masks and if not mandated the teachers and students will have the option to wear masks per parent or teacher requests. Additionally, hand sanitizer stations will be set up remotely around the campus. No contact thermometers are available for daily temperature checks. The parish and cleaning company has purchased foggers which will help with daily and weekly sanitization. Additional supplies will be purchased as needed.</p>	<p>PPE items on campus include masks, gloves, face shields, and hand sanitizer. If mandated, students will wear masks and if not mandated the students will have the option to wear masks per parent or teacher requests. Additionally, hand sanitizer stations will be set up remotely around the campus. No contact thermometers are available for daily temperature checks. The parish and cleaning company has purchased foggers which will help with daily and weekly sanitization. Additional supplies will be purchased as needed. When in distance learning, the school will share information encouraging students and families to take all precautions to ensure safety which will expedite a return to campus.</p>	<p>The school will share information encouraging students and families to take all precautions to ensure safety which will expedite a return to campus.</p>
Social Distancing	<p>Sacred Heart will do all that is possible to maintain social distancing of 6 feet in classrooms that provide for 6 feet. Social distancing disks are on the floors in the building and outside walkways as a reminder of social distancing expectations. In all instances, regular hand-washing and hand-sanitizing breaks will be taken. When possible, windows will be open to increase airflow. Student movement between classrooms will be limited with some specials' teachers traveling to homeroom classes as much as possible. Students will eat lunch in their classrooms. Physical education classes will take place outside when weather permits. Arrival and dismissal procedures will be modified to limit groups of students and adults.</p>	<p>Sacred Heart will do all that is possible to maintain social distancing of 6 feet in classrooms that provide for 6 feet. Social distancing disks are on the floors in the building and outside walkways as a reminder of social distancing expectations. In all instances, regular hand-washing and hand-sanitizing breaks will be taken. When possible, windows will be open to increase airflow. Student movement between classrooms will be limited with some specials' teachers traveling to homeroom classes as much as possible. Students will eat lunch in their classrooms when risk is high. Physical education classes will take place outside when weather permits. Arrival and dismissal procedures will be modified to limit groups of students or adults. If risk is high, students may be spread out to additional larger spaces which may require some students to learn from home. While this plan could change, the initial plan would be for PK - 3rd grade students, and students of 1st responders and teachers to attend classes on campus. 4th - 8th grade students would engage in distance learning. 4th - 8th grade students that have a hardship would be on campus and assigned to a classroom to continue with remote learning and be monitored by a teacher.</p>	<p>If entire school is in remote learning, the school will share recommendations for families to practice social distancing at home.</p>

<p>Screening Protocols</p>	<p>Parents are asked to use a screening tool each day that is distributed by the school nurse. If a student has a temperature or answers "yes" to any of the screening questions, he/she will be required to stay home. Materials for study will be sent home. This also applies to faculty and staff. Additionally, temperatures will be taken each morning as faculty, staff and students arrive to campus. Parents are expected to notify the school if a student has been diagnosed with COVID-19, exhibits symptoms or has been directly exposed to someone who has been diagnosed. Close contact is defined as being directly exposed to infectious secretions or being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield and if either occurred at any time in the last 14 days at the same time the infected individual was infectious. The principal will be responsible for responding to COVID-19 concerns and to clearly communicate this to all stakeholders. If COVID-19 is documented or suspected on campus the principal will separate any student who exhibits COVID-19 symptoms until student can be picked up by parent or guardian, clean the areas used by the individual who shows COVID-19 symptoms while at school as soon as feasible, and students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19. The school notifies all teachers, staff and families of all students in a school if a lab-confirmed COVID-19 case is identified on campus.</p>	<p>Parents are asked to use a screening tool each morning that is distributed by the school nurse. If a student has a temperature or answers "yes" to any of the screening questions, he/she will be required to stay home. Materials for study will be sent home. This also applies to faculty and staff. Additionally, temperatures will be taken each morning as faculty, staff and students arrive to campus. Even when in distance learning, parents are expected to notify the school if a student has been diagnosed with COVID-19, exhibits symptoms or has been directly exposed to someone who has been diagnosed. Close contact is defined as being directly exposed to infectious secretions or being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield and if either occurred at any time in the last 14 days at the same time the infected individual was infectious. The principal will be responsible for responding to COVID-19 concerns and to clearly communicate this to all stakeholders. If COVID-19 is documented or suspected on campus the principal will separate any student who exhibits COVID-19 symptoms until student can be picked up by parent or guardian, clean the areas used by the individual who shows COVID-19 symptoms while at school as soon as feasible, and students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19. The school notifies all teachers, staff and families of all students in a school if a lab-confirmed COVID-19 case is identified on campus.</p>	<p>Parents are asked to use screening tool each morning that is distributed by the school nurse. Parents are expected to notify the school if a student has been diagnosed with COVID-19, exhibits symptoms or has been directly exposed to someone who has been diagnosed. Faculty and staff must also notify the principal if they have been diagnosed or come into direct contact with someone who has been diagnosed. Close contact is defined as being directly exposed to infectious secretions or being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield and if either occurred at any time in the last 14 days at the same time the infected individual was infectious. The principal will be responsible for responding to COVID-19 concerns and to clearly communicate this to all stakeholders. The school notifies all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified.</p>
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<p>Exclusion and Readmittance Procedures</p>	<p>When a student, faculty or staff has a temperature or answers "yes" to the screeners on the screening tool distributed by the school nurse, he/she will be required to stay home for the 14 days recommended by the CDC. Teachers and staff must report to the school administration if they themselves have COVID-19 symptoms or are lab confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry. Additionally, they must report to the school administration if they have had close contact with an individual who is lab-confirmed with COVID-19 and, if so, must remain off campus until the 14-day incubation period has passed. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the conditions for re-entry are met. While having to remain home, the school will supply students with the materials needed to remain current on academic learning with the primary focus being on the student's health. Support will be given as needed. In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met: 1. 72 hours have passed since recovery, 2. the individual has improvement in symptoms and 3. at least ten days have passed since symptoms first appeared. The nurse will develop a plan unique to each student which will help with the students return to campus.</p>	<p>When a student, faculty or staff has a temperature or answers "yes" to the screeners on the screening tool distributed by the school nurse, he/she will be required to stay home for the 14 days recommended by the CDC. Teachers and staff must report to the school administration if they themselves have COVID-19 symptoms or are lab confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry. Additionally, they must report to the school administration if they have had close contact with an individual who is lab-confirmed with COVID-19 and, if so, must remain off campus until the 14-day incubation period has passed. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until conditions for re-entry are met. While having to remain home, the school will supply students with the materials needed to remain current on academic learning with the primary focus being on the student's health. When in distance learning, families must still notify school so that the timeline can be documented for a safe return. Support will be given as needed. In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met: 1. 72 hours have passed since recovery, 2. the individual has improvement in symptoms and 3. at least ten days have passed since symptoms first appeared. The nurse will develop a plan unique to each student which will help with the student return to campus.</p>	<p>When a student, faculty or staff has a temperature or answers "yes" to the screeners on the screening tool distributed by the school nurse, he/she will be required to notify the school and follow the recommendations of the CDC. These students are still encouraged to engage in distance learning when feeling able. The school will supply students with the materials needed to remain current on academic learning with the primary focus being on the student's health. Support will be given as needed. In the case of an individual who was diagnosed with COVID-19 the individual may return to distance learning when all three of the following criteria are met: 1. 72 hours have passed since recovery, 2. the individual has improvement in symptoms and 3. at least ten days have passed since symptoms first appeared. The nurse will work with a student as he returns to distance learning.</p>
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