St. Ignatius Parish School
Return to School Plan
2020-2021

SECTION 1: OPERATIONAL VITALITY

STAGES AND TIMELINES	
Planning Team	- Kelli Clark, Principal & Key Contact: 503-774-5533; kclark@sipdx.org - Joseph Byrd, Parish Administrator - Steve Scopolleti, Parish Plant Manager - Kathleen Downing, Vice Principal, Teacher, Parent - Julie Frangipani, School Secretary - Matt Crittenden, Preschool Director, Parent - Michael Moore, SAC Vice Chair, Parent - Biblina Marterous, SAC, Parent - Katie McNeil, LCSW, SAC Parish Representative - Mike Skokan, MD, Parent - Angel Skokan, Nurse Practitioner, Parent - Lauren MacKenzie, Nurse, Oversees SI Immunizations, Parent - Principal designated to establish and enforce physical distancing requirements - School Advisory Council will be updated as plans are developed - Possible Auxiliary Members may be consulted as needed: parents who are health and medical professionals - Our local public health office is Multnomah County Health Department Public Health Division - Our ESD region is Multnomah Education Service District
Timeline for Planning and Roll-out of Plan	- Re-Opening Advisory Team established July 1, 2020 - Parent Meeting held on August 5, August 19 for updates - Re-Opening Advisory Team review of documents August 14, meeting held on August 20 - Plans to be shared with the school community August 19

FINANCIAL CONSIDERATIONS	
Impact of Change in Enrollment (if applicable)	Enrollment decrease due to health and safety concerns - Focus on supporting current families versus expanding enrollment to new families - Cap class sizes to fit room capacity for safe social distancing
Staffing Considerations/Changes	- Re-assign After Care personnel, Aides to Engagement Coaching - Hire and/or Reassign a current teacher as Distance Learning Coordinator to support families needing long term DL or students who are quarantined due to illness

Building Protocol Expenses	- Plexiglas for office areas that are not large enough to achieve full distancing - Additional portable hand wash sinks - Plumbing revisions for touchless faucets and flush valves - Heating, ventilation and control revisions for enhanced ventilation - Touchless soap, hand sanitizer and paper towel dispensers - Additional in-house cleaning and sanitizing costs - Additional cost for Janitorial contract services - Vinyl Signage for one way traffic and supporting entry/exit protocols
Federal Funding Plan (i.e. Title IV, ESSER, PPP)	- Title II and Title IV funding for Catalyst Learning to provide remedial math and reading support. - Use of ESSER funds still being explored in partnership with other schools

COMMUNICATION PLAN

How will your school keep shareholders abreast of the plans for re-opening and beyond?	- Monthly Parent Outreach Meetings on third Wednesday, more often as needed - Electronic Newsletters sent out weekly, more often as needed - Check-in survey planned for early Sept. - Maintain open channels of communication: at least one member of the planning committee is available to answer emails and/or phone calls during regular business hours. - School Advisory Council Meetings (Zoom) - Parent Association Meetings (Zoom)

PROTOCOLS

Cleaning and Hygiene	- St. Ignatius follows the published Communicable Disease Guidelines from the Oregon Health Authority and Oregon Department of Education. - Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. - Installation of touchless faucet and toilets (TBD) - Additional hand sanitizing stations added to each classroom and in the main hallway. - Establish mid-day sanitizing schedule for Day Porter - Installation of six temperature kiosks and hand sanitizing stations for staff and students as they enter the buildings, incl. PK. - Individual plastic bins with snap-on lids will have toys/learning tools for students in lower grades. - Weekly sanitization of these toys/learning tools. - Regular student education of and opportunities for hand washing and hand sanitizing throughout the day.

	● Posted sanitizing protocol posted for health room
Social Distancing	● Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ● Minimize interaction between students in different stable cohorts (e.g., access to restrooms, recess, activities, common areas). ● Create procedures and signage for making entryways, stairwells, and hallways one-way traffic patterns.
Screening Protocols	● Installation of six temperature kiosks and hand sanitizing stations for staff and students as they enter the building. ● Room by the office designated as health room.
Personal Protective Equipment (PPE) Protocols	● Training and education for staff and students in the importance of face coverings and the appropriate use of the face coverings. ● All staff will wear face coverings when with students or other staff members. ● All students will wear face coverings when in the classrooms and within six feet of others. ● Face coverings to be provided to each staff member and student who do not have them available ● Each classroom will have additional face coverings to provide to students. ● Staff who work directly with sick or possibly COVID positive students to be provided additional protection such as eyewear, face shields, and gloves.
Student Protocols	● Screening of students and staff for symptoms on entry to school every day. ● Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and coughing/sneezing etiquette. ● Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, use will be limited to the item owner. ● No shared school supplies. ● If a student becomes ill at school, he/she will report to the health room for a temperature check. If COVID-19 symptoms are present, the student will be isolated in our health room until the parent, or their parents' designee, arrives to pick them up. ● If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home or to the nearest health center. For the purposes of contact tracing, ODE defines exposure as being within 6 ft. of a COVID-19 case for 15 minutes or longer. ● If a student exhibits symptoms that could be COVID-19 related, presents a fever over 100.4 or if anyone in their home or community living spaces has COVID-19, they should contact their medical professional and get tested. Administration is to work

	under the premise that the student has contracted COVID-19 and may not return to school. ● If the test is positive or if the child is not tested, they must stay home for at least 10 days, and until 72 hours after resolution of their symptoms. If the coronavirus test is negative, or a doctor's note is provided, the child may return 72 hours after resolution of their symptoms (no fever without the use of fever-reducing medications); respiratory symptoms (cough, shortness of breath, etc.) have improved; and local county Department of Health releases the students to return to school safely. ● Create and maintain cohort logs in accordance with ODE guidelines
Staff Protocols	● School Secretary and Plant Manager trained in contact tracing and communicable disease. ● Screening students and staff for symptoms on entry to school every day. ● Subbing should be covered in-house as fully as possible
Visitors and Deliveries	● No visitors allowed past the school office at the front of the school. ● Volunteer programs suspended ● Deliveries to the school office or parish office.

PREVENTATIVE TRAINING

	100% in Building or Hybrid Model to reflect Social Distancing Requirements set by Governor and Phasing

Staff Training Plan	● Staff will be trained in
	  ○ sanitation and hygiene instruction
	  ○ social distancing and health practices for self and students
	  ○ beginning of the day and end of the day procedures
	  ○ restroom and recess routines
	  ○ identifying COVID-19 related symptoms
	  ○ proper temperature screening
	  ○ Protocols for response to outbreak (including pivoting to distance learning)

Student Training Plan	● Teachers will provide initial and routine instruction in
	  ○ social distancing and health practices in the classroom and on the play yard
	  ○ use and storage of personal items
	  ○ following flow maps
	  ○ beginning of the day and end of the day procedures
	  ○ Restroom and recess routines

Parent Training Plan	- Identifying COVID-19 related symptoms - Parents will be asked to do daily screening/ask health questions of their child before they are brought to school. The school will provide screening/questions to parents before the first day of school. - School handbook will be updated COVID protocols/ reminders: - Commitment to uphold practices to keep school safe - Inform school if child is ill or if child or immediate family member is diagnosed with COVID. - To not administer fever reducing medicine to child and then send to school. - Frequent washing of school uniforms and face coverings. - Proper temperature screening - Creating and maintaining communication protocols regarding prevention and outbreak response

SCHOOL SCHEDULE AND ROUTINES

Morning Drop-off Plan	- Staff members will be on duty to supervise morning drop-off. - Drop off will be staggered by families' last name. - Students in Kindergarten - 3 will enter through the front of the school, use hand sanitizer and have a temperature screening. - Students in 5-8 will enter through the library doors, use hand sanitizer and have temperature screening - Students in 4 will enter Dillon Hall, use hand sanitizer and have temperature screen - Students in PreK will enter the external door for their classroom, use hand sanitizer and have a temperature screening.
After-School Pick-up Plan	Students remain with their cohort and dismissed directly to parents or guardians.
Food Service Plan	Students bring lunch from home. No microwaves will be available for student use.
PreK, Daycare and Extended Care Plan	- The school is on track to be approved for an emergency license for its PreKindergarten program. The school will follow all the health and safety requirements stated in this document and of the Office of Child Care. - The school is working with state certifier on providing a limited daycare option for parents with the following families being given a priority: - Front line workers

	○ Students who are in greater need for support in Distance Learning ○ Siblings of students in PreK on-site program ● After school care will be provided to parents who need this service as a necessity if appropriate staffing can be arranged. ● After care space will be cleaned and sanitized after extended care in order to be ready for the next day.
Recess/Playground Plan	● Each classroom will have a scheduled time for use of the playground area. ● Teachers will also consider creating a time for "mask free" time on the playground with all students being more than six feet apart. ● Three playground zones will be created and assigned to classes on a weekly, rotating basis ● Use of the play structure and sanitization of the structure between uses still to be explored.
Assembly/Announcements Plan	● All school Masses and assemblies will take place over Zoom

SECTION 2: ACADEMIC EXCELLENCE

CURRICULUM AND INSTRUCTION	
Plan for Teacher Curriculum Development	● Archdiocesan standards drive the curriculum. ● Curriculum resources adopted support the standards. ● Teachers utilize Atlas in identifying the essential standards and content. ● Regular level team discussions to review and discuss what students are expected to know in particular content areas.
Beginning of Year Assessment Plan	● Summative and Formative student assessments will be used to drive grade level instruction. ● STAR assessments to be utilized for grades K-8 ● Grade specific math assessments ● Grade specific reading assessments

Grading Expectations and/or Policies	● Regular feedback to be given to students and communicated to parents.
	● Formative assessments to inform the teaching process
	    ○ Frequent checks on understanding aligned to learning outcomes.
	● Summative assessments to determine if students have learned and mastered essential grade level standards.
	    ○ Performance tasks to be utilized to students apply knowledge to a new

	situation. 　　○ Series of smaller learning assessments 　　○ Oral assessments and oral defense ● Assessments to focus on student competency and proficiency versus compliance.
Asynchronous and Synchronous Teaching Expectations	● Teachers will synchronously teach smaller groups of students daily. ● Asynchronous teaching will be provided to support students with both new concepts and review of concepts.
Plan to Mitigate Learning Loss	● Catalyst Teaching will continue to be utilized to offer additional remedial support to qualifying students. ● Increased focus and intentional teaching of foundational standards at each grade level. ● Increase targeted instruction for each child based on assessment results ● School will investigate the opportunities for limited in-person instruction during distance learning as outlined by ODE.
Systems of Support for Diverse Learners and/or English Language Learners	● Continue to utilize Learning Support Coordinators to facilitate educational needs of diverse learners. ● School will investigate the opportunities for limited in-person instruction during distance learning as outlined by ODE.
Plan for Students Unable to Attend School	● Support to be implemented when the state metrics allow for the school to be opened. Specifically: 　　○ Distance Learning Coordinators (DLC) to be assigned per level team who will be a liaison between teacher(s) and students remaining in Distance Learning. 　　○ Teacher to provide weekly lesson plans to students working from home. 　　○ DLC to check in daily with students to see if academic support is needed. 　　○ DLC to communicate regularly with homeroom teachers on how distance learning students are performing. 　　○ Plans being developed that will support student learning through synchronous and asynchronous instruction.
Professional Development Plan for Teachers	● St. Ignatius, to provide Professional Development to all teachers on synchronous and asynchronous teaching, and assessment during in-service week ● Title Funds available for teachers to extend professional practice in distance learning

Plan for Specialists Classes (i.e. Art, Music, Language, etc.)	- Specialist classes (Middle School specialists, Music, Technology, Art) will be held in cohorts' classrooms. - PE will be held outside on the playground for as long as the weather allows. - Staff and students will follow social distancing, hand hygiene and sanitization requirements delineated by CDC and OHA.

MENTAL HEALTH AND SOCIAL EMOTIONAL LEARNING

Plan to Support SEL at the Start of the School Year	- Create experiences at the beginning of the school year that will assist students and staff in their transition back to campus. - Use expanded back-to-school orientation to check in on student wellness and to create self-care checklists, to empower us to be intentional about our own wellness. Incorporate checklists into ongoing wellness check-ins. - Address social media and the potential positive uses (communication, morale and celebrating achievement) and negative uses (isolation, addiction, bullying).
Family Support and Training Plan	- Individual zoom calls to be held before the start of school with the following objectives: - Community outreach and building - Share and explain use of platforms that will be used for Distance Learning - Regular (monthly) grade level zoom calls. - Grade Level zoom one week before a planned re-opening - New protocols articulated in handbook
Plan for Identifying and Supporting SEL Mental Health Concerns	- Survey students and staff at the beginning of the school year regarding their experiences during the quarantine and their current needs; use survey data to establish a baseline of needs based upon successes and challenges. - Connect with parents regarding particular needs of students. - Ensure ongoing evaluation of faculty/staff wellness. - Together Gator Team will maintain community connections through promotion and focus on all-school activities, family groups, student support and wellness - Create a support plan in case of death and/or outbreak in the community.

TECHNOLOGY	
	Hybrid Model or 100% Distance Learning
Learning Management System or Platform used at each grade level	- SeeSaw grades PK-2 - Google classroom grades 3-8 - Zoom grades PK-8
Acceptable Use/Safety Policies	- Expectations of appropriate use of technology will be retaught and reinforced at all grade levels. - Regular communication with parents regarding appropriate use of technology. - Regularly monitoring of student use.
Technology Purchase Plan and Related Costs	- SeeSaw subscription - Purchase of additional devices (approx. 100) so that each class has dedicated devices that can be assigned to a student ($13K) - Devices available to check out in CDL if family has need

SECTION 3: MISSION AND CATHOLIC IDENTITY

MISSION AND CATHOLIC IDENTITY	
	Hybrid Model or 100% Distance Learning
Schoolwide Eucharistic Celebrations	- Live, weekly school Mass via zoom - Students are invited to attend a weekly school Mass with social distancing and participate as lectors or altar servers as metrics and recommendations allow. - Individual class Masses may be scheduled via Zoom - Students create videos for special prayer events such as Blessing of the Animals, Blessed Mother Marie Rose ceremony. - Students lead daily prayer in the morning over the P.A.
Faith Life Activities	- Materials and lessons are shared by school and parish to include faith formation as part of the distance learning offering. - Teachers share ideas for prayer reflections and other activities that involve the entire family. - Updated information from the Archdiocese is shared with families. - Livestream children's liturgy, weekly Mass, via YouTube. - Parish family life events and activities, prayer groups, reflections from pastoral staff, and wellness check-ins are shared with families

Service Learning Plan	- Students focus on home service to families (chores, etc. to help their parents, kindness to siblings, etc.). - Some students move service projects to a virtual format working with the agency involved. - Students and families participate in a priest appreciation activity where they deliver thank you notes to the priests at the parish. - Each grade has well-articulated service plan that can be implemented in CDL or brick and mortar. Service will be at least monthly and shared with families. - Students write letters to homebound parishioners, convalescent homes (including the Jesuit and Holy Names infirmaries), loved ones, local businesses, first responders, and send cards to Veterans. - Families participate in food drives to support the St. Vincent de Paul organization in the parish.
Visibility Plan for Pastor	- Masses are live streamed and other updates are shared on a regular basis. - Pastor participates in school zoom meetings - Pastor has scheduled zoom meetings with classes
Visibility Plan for Principal	- Principals to send emails with updates to families, share videos, join Google Hangouts/Zoom calls with each class, hold parent group meetings, coordinate weekly staff meetings, and do challenges with students via video and zoom. - Principal to provide parents with opportunities to ask questions via zoom, email or phone calls. - Wellness checks are done with families, students and staff.