



SACRED HEART OF JESUS

CATHOLIC CHURCH AND ACADEMY

Recover, Redesign, Restart

Sacred Heart Academy
2020-2021

Health and Safety Procedures

Reference page 22 and pages 21 through 25 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

- Supplies: some ordered, continue supplies as availability of PPEs. Ordered by Director of Business and Development Lisa Anthony-Price
- If there are/is a suspected case of COVID-19 the person will don a face mask and be placed in a separate area with a bathroom, accompanied by staff wearing mask, gloves and appropriate PPEs. Once in this area and re-assessed, parents or family are notified. Extra staff will be available. Will use the resource: “VASN COVID-19 in Virginia Schools, School Health Services Recovery Plan Resource for K-12” monitoring and triage plan, until our Diocese has completed their resource plan. (Triage area and isolation areas will be equipped.)
- Traditional school health services: immunizations, physicals and vision and hearing are required prior entering school or will refer the family to their health care provider. Sports physicals also can be done by own provider or when at school - temperatures, social distancing and proper PPEs will be protocol when seen by school’s medical provider.
- All those prior to entering the building will have their temperatures scanned and complete or be verbally asked of symptoms of exposure to COVID-19. If fever they will be sent home. Employees and students may use a monthly Symptom Checker form as used by VASN COVID-19 School Health Services Recovery Plan Resource k-12. Anyone suspected of COVID will be sent home and parents notified.
- Data collection regarding absences for COVID will be kept confidentially by the secretary and school nurse in collaboration with school Principal and Health Department.
- Training has not yet been done for staff, will do prior to school starting using CDC Guidelines on: handwashing, face masks, COVID symptoms, contact tracing, social distancing, temperature taking, cleaning procedures, along with normal staff school trainings on: clinic visits, bloodborne pathogens, allergies/Epi-pens, concussion, playground safety, and CPR/first aid if not completed.
- Medically fragile students will have care discussed with nurse, family and medical provider, and will have remote or e-learning available.
- Additional staff will be provided with substitute nurses and as staff is arranged for need. Will need at least one extra staff for clinic if any suspected COVID cases, and train staff on COVID symptoms etc. as above. Extra staff will be needed for classrooms/ principal.

Immediately Prior to Opening

- Entrances and designated areas and classrooms will have available signage/posters, hand sanitizer, gloves, mask and frequent use of monitoring bathroom use. (Need to get supplies in.) Handwashing and clinic procedures will be discussed with students and handbook reviewed first week of school. COVID plans will be added to school handbook for parents to view using CDC guidelines.
- Temperature screenings with non-touch thermometers will be done on all students and staff entering the building. Temperature of 99.6 or 100.4? will go directly home or sent to isolation area and parents called for pick-up of student. (Waiting for more guidelines from CDC and Arlington Diocese Nurse Supervisor. Also using the Virginia Association of School Nurses Recovery Plan Resource - states 100.4).

Open and Operating

- Clinic available for students and staff, with triage area before entering the clinic. Social distancing and PPEs used. Teachers to call clinic prior to sending a student as classroom-based care may be possible to limit clinic use and possible cross exposure. Section 7 through 12 are used as reference and resources from the VASN COVID Recovery Plan for first aid, symptoms, triage, screening of COVID in the school setting/clinic.
- School handbook will be available with COVID information on symptoms, symptom checker for students, return to school guidelines with resources listed from the CDC regarding self-reporting, quarantine, guidance for childcare and return to school/work.
- <https://www.cdc.gov/coronavirus/2029-ncov/community/schools-childcare/guidance-for-schools.html>
- Mental health support will be provided for staff via the American Red Cross training, Psychological First Aid: Supporting Yourself and Others During COVID-19 <https://www.redcross.org/take-a-class/classes/psychological-first-aid%3A-supporting-yourself-and-others-during-covid-19/a6R3o0000014Zlg.html>
- Mental health for students will be provided through teachers and staff in communication with the family.
- SHA will provide a mental health coordinator.
- SHA will have a social-emotional support room.

Facilities or Campus Policies

Reference pages 26 through 31 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

Enrollment for the fall is projected to be 250 students. After an analysis of the building capacity was completed, it was determined that a minimum of 10-16 students can be accommodated in most classrooms with six feet of distance between their workstations. Common-use facilities, such as the gym, library, art room, and school cafeteria, will be considered for use as classrooms to house larger classes. A floor plan has been created for each room in the building to accommodate six-foot distances between students and teacher.

If enrollment exceeds 250 students, the basement section of the church (Muldowney Hall) will be considered for use as classroom space. The facility is already segmented into classrooms, five of which could be made available for Academy use.

Current classroom usage and common areas will be reconfigured to maximize occupancy and distance between students. Sample layouts include:



Additional staff is being recruited to ensure compliance with Department of Social Service and diocesan child protection policies should the number of students needing service exceed the capacity of the MultiPurpose Room space normally used for extended day programs.

At this time, Sacred Heart Academy does not have plans to participate in competitive or league extracurricular sports. This is in compliance with guidance from the Virginia High School League and our league conferences for Fall sports. Should the guidance from Governor Northam change in this regard, this plan will be reconsidered.

To prepare for reopening in late August, maintenance staff is currently cleaning, sanitizing, and waxing all classrooms and common areas. The building will not be occupied over the summer, so this process will be repeated the week before teachers return in mid-August.

Immediately Prior to Opening

The Academy campus has an appropriately sized maintenance staff that will perform a thorough cleaning and disinfecting of the Academy building. At least one custodian will come in at 10:00am to ensure the evening sanitizing will be done after all personnel leave the building at 4:00pm. Maintenance staff will move extraneous furniture and decorations into storage to ensure as little clutter as possible.

Signage will direct all students, staff, and visitors to the front entrance of the school where temperatures will be taken, and health screening questions answered each day. Educational posters and signs will be posted throughout the classrooms and halls to educate and encourage students to properly use masks and maintain six feet of distance while in classrooms, halls, and common areas.

Detailed instructions will be sent home to families to help them support health and safety precautions taken in the school.

Water fountains and common sources of drinking water will remain closed to discourage sharing of resources. Additional hand-sanitizing stations will be installed throughout the building to encourage frequent hand sanitizing. Directions for proper handwashing procedures have already been posted in all bathrooms.

To encourage distancing in classrooms, tape will be placed on the areas around desks to demonstrate six feet of distance. The physical reminder will help children understand how six feet feels and looks.

Lockers and common storage areas will be assigned and managed to maximize staggered usage and discourage congregating. Face masks will be used in common areas such as locker bins or cubbies.

Open and Operating

Using products such as Airx 75, bactericidal, virucidal, tuberculocidal, fungicidal cleaner, Academy staff will clean and disinfect, twice daily, frequently touched surfaces and objects such as: Door knobs and handles, stair rails, classroom desks and chairs, lunchroom tables and chairs, handrails, light switches, handles on equipment (e.g., athletic equipment), shared toys, shared remote controls, shared telephones, shared desks, shared computer keyboards and mice. These products are available and in stock from Academy vendors.

Students and staff will be encouraged to wash their hands once an hour. Hand-sanitizing stations will be increased throughout the campus to encourage sanitizing when handwashing isn't reasonable.

Windows will be opened, when reasonable or possible, to encourage filtering of air. Outdoor **spaces will be used for lessons when reasonable. Recess will be held outside, weather permitting.**

Do First

Enrollment for the fall is projected to be 250 students. After an analysis of the building capacity was completed, it was determined that a minimum of 10-16 students can be accommodated in most classrooms with six feet of distance between their workstations. Common-use facilities, such as the gym, library, art room, and school cafeteria, will be considered for use as classrooms to house larger classes. A floor plan has been created for each room in the building to accommodate six-foot distances between students and teacher.

If enrollment exceeds 250 students, the basement section of the church (Muldowney Hall) will be considered for use as classroom space. The facility is already segmented into classrooms, five of which could be made available for Academy use.

Current classroom usage and common areas will be reconfigured to maximize occupancy and distance between students. Sample layouts include:

Additional staff is being recruited to ensure compliance with Department of Social Service and diocesan child protection policies should the number of students needing service exceed the capacity of the MultiPurpose Room space normally used for extended day programs.

At this time, Sacred Heart Academy does not have plans to participate in competitive or league extracurricular sports. This is in compliance with guidance from the Virginia High School League and our league conferences for Fall sports. Should the guidance from Governor Northam change in this regard, this plan will be reconsidered.

To prepare for reopening in late August, maintenance staff is currently cleaning, sanitizing, and waxing all classrooms and common areas. The building will not be occupied over the summer, so this process will be repeated the week before teachers return in mid-August.

Immediately Prior to Opening

The Academy campus has an appropriately sized maintenance staff that will perform a thorough cleaning and disinfecting of the Academy building. At least one custodian will come in at 10:00am to ensure the evening sanitizing will be done after all personnel leave the building at 4:00pm. Maintenance staff will move extraneous furniture and decorations into storage to ensure as little clutter as possible.

Signage will direct all students, staff, and visitors to the front entrance of the school where temperatures will be taken, and health screening questions answered each day. Educational posters and signs will be posted throughout the classrooms and halls to educate and encourage students to properly use masks and maintain six feet of distance while in classrooms, halls, and common areas.

Detailed instructions will be sent home to families to help them support health and safety precautions taken in the school.

Water fountains and common sources of drinking water will remain closed to discourage sharing of resources. Additional hand-sanitizing stations will be installed throughout the building to encourage frequent hand sanitizing. Directions for proper hand washing procedures have already been posted in all bathrooms.

To encourage distancing in classrooms, tape will be placed on the areas around desks to demonstrate six feet of distance. The physical reminder will help children understand how six feet feels and looks.

Lockers and common storage areas will be assigned and managed to maximize staggered usage and discourage congregating. Face masks will be used in common areas such as locker bins or cubbies.

Open and Operating

Using products such as Airx 75, bactericidal, virucidal, tuberculocidal, fungicidal cleaner, Academy staff will clean and disinfect, twice daily, frequently touched surfaces and objects such as: Door knobs and handles, stair rails, classroom desks and chairs, lunchroom tables and chairs, handrails, light switches, handles on equipment (e.g., athletic equipment), shared toys, shared remote controls, shared telephones, shared desks, shared computer keyboards and mice. These products are available and in stock from Academy vendors.

Students and staff will be encouraged to wash their hands once an hour. Hand-sanitizing stations will be increased throughout the campus to encourage sanitizing when hand washing isn't reasonable.

Windows will be opened, when reasonable or possible, to encourage filtering of air. Outdoor spaces will be used for lessons when reasonable. Recess will be held outside, weather permitting.

Technology

Reference pages 33 and 34 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

- Sacred Heart Academy (SHA) will collect hardware at the end of the school year for 2019-2020. They will refresh hardware, sanitize, check batteries, recycle, and replace outdated material.
- SHA will address the access to internet by disseminating a technology survey assessing the needs of families. They will utilize any opportunities made by local internet companies and public schools to provide hot spots for families with internet connectivity issues.
- All students will have access to Chromebook or laptops
- SHA will provide online and in-person training for families
- SHA will provide online curriculum simultaneously to students/families who are not returning to school due to COVID-19 concerns.
- SHA additional technology resources to accomplish division instructional goals will vary depending on grade level as determined by the instructor.
- SHA assessed and used the following funds/resources to support technology use:
 - CARES Act
 - Government Funds
 - Private Funding
 - Fundraising Effort
 - Title IV

Immediately Prior to Opening

- SHA's IT Director is responsible for cybersecurity and safety protocols for infrastructure maintenance, fraud, and data security. SHA will use *GoGuardian*, a digital monitoring and filtering software.

Open and Operating

- SHA will provide ongoing support for students, staff, and families to ensure success of the divisions instruction and operational needs by using technologies that are listed, but not limited to:
 - Schoology
 - PowerSchool
 - Google Education Suite
 - Microsoft Office
 - Other technology resources

School Nutrition

Reference pages 34 and 35 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

- Disposable cutlery only.
- Disposable trays on day we run out of washables.
- Lunch provided in classroom, served from cart.
- Milk Program: Carton comes with lunch (if ordered for the year).

Immediately Prior to Opening

- We plan to adhere to strict federal and state guidelines regarding food service.
- It will be provided in the classroom.
- No substitute staff available.

Open and Operating

For changes needed due to shortages, we adapt immediately. SHA is not enrolled in the USDA Lunch Program; we do not have a regimented schedule of rotation of meals.

Before and After Care [Bridges]

Reference pages 35 and 36 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

- Before/After Care is part of Sacred Heart Academy and will follow protocol/procedures established by the Academy. Staff will coordinate with Sacred Heart Academy to address sanitizing protocols/procedures for shared space.
- In communication with Dr. Colin Greene, VHD Lord Fairfax Health District will be established by 6/17/2020 regarding VHD before and aftercare alignment with VHD criteria.
- Low impact on the facility as sharing of space is with the population that is already in the school building. Before and aftercare is only open to families who have students enrolled at Sacred Heart Academy.
- Bridges AM/PM will be housed in one location within the building and will not move from area to area within the building.
- Community-wide childcare has been discussed within the Sacred Heart Executive Team.
- Transportation is not an issue as parents are responsible for drop off/pick off of youth enrolled in the program/s.
- Facility cleanliness will fall under the direction/supervision of Sacred Heart Academy procedures/protocols.
- The current before /aftercare staffing will be able to meet the needs of the program under various operating scenarios.

Immediately Prior to Opening

- There is not a need to develop additional technology/devices/services to communicate as the current text, email, Robocall (School Messenger) system is effective and efficient in notifying all involved with the program/s.
- Administration and Bridges Director will communicate relevant news regularly.
- Staff and student arrival protocols are established with the Sacred Heart Academy policies/procedures. Additional steps to be followed include:
 - Sanitization stations will be checked and monitored before, during, and after each program.
 - All students will be checked in individual or as a family group with the parent remaining outside the building.
 - Each student will have their own personal plastic basket with which to place items they have brought to school.
 - Each basket will be sanitized after the youth is dismissed from the program.

Open and Operating

- At this time distribution of meals when students are not attending in-person school daily is not applicable. This item is addressed through our local Knights of Columbus Council and Curbside Cuisine Options.
- Current text, email, Robocall system is effective and efficient in notifying all involved with the program/s.
- Sacred Heart before/after school program is imbedded within Sacred Heart Academy to ensure the continuity of service. Any accommodations required during closure will be addressed through the Academy Executive Team.

Athletics and Extra Curricular Activities

Reference pages 36 and 37 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

1. Have you considered changes to how group physicals are offered to student athletes?

Sacred Heart Academy (SHA) provides a free service to the parent and students by providing physicals to students. We have mandated changes to streamline with Covid-19 in mind. We will be using various checkpoints to comply with social distancing guidelines. The parents park in front lot and stay in vehicle to limit exposure. Student will be directed to the first checkpoint. the first checkpoint is responsible for making sure student is compliant with covid-19 checklist (provided by the school nurse) and make sure his/her document is fully completed before entering the building. There will be no more than 40 chairs in the gym. This will allow for the social distancing of no more than 50 people in gym. The chairs will be spaced 6 feet apart in gym to comply with social distancing guidelines. Students will sit in the first row and until those seats are occupied. Start seating second row until seat are occupied and start 3rd row and so on. When 1st row is empty, we will disinfect seats and repeat for the following row and so on social distancing guidelines:

Checkpoint #1: Check temperature and covid-19 questionnaire. Make sure physical form is complete without errors. If there are incomplete sections, the child will need to go back to the parent to fill in answers.

Checkpoint #2: Students will be directed to the next checkpoint (vestibule). Two+ nurses checking vitals (height, weight, blood pressure, and official temperature). up three students will be allowed at the first checkpoint at a time.

Checkpoint #3: Applicant would complete physical with qualified physician assistant in a disinfected locker room.

After physical is complete, student athlete will exit the gym doors to parking lot.

2. Are you planning to modify or reduce programs and schedules in accordance with the need to comply with social distancing guidelines?

Yes, we are modifying and reducing our competitive athletic program. Based on the VHSL guidelines we can have skills development and sports conditioning with our competitive sports. We will introduce individual based sports (with little interaction) with students such as golf, cross country, and tennis.

- Golf: students will comply with covid-19 social distancing guideline. There will be no cart use (students will have to walk to their next shot). Mask may be worn until they are waiting for their turn at beginning of each hole. They can remove mask when it's the player's turn to hit. Other players waiting to hit or waiting to move to next shot will need to follow social distancing guideline when a player is up to hit at tee box. The player does not need to use a facemask (if shot is more than 6 feet apart) until they reach the green.

- Tennis: Athlete do not need to wear mask during match play. We will only have single matches. Matches will be played outdoors. Tennis player can use same ball until loss a service point. A disinfected ball will be put in after loss service point. We will discard any used balls. We will keep ample amount of tennis balls on site for compliance.
- Cross county: We can hold virtual meets at sites. We can run a low as 10 participants to any many as 50, per the VHSL guidelines. Athletic directors will submit times and compare and award winners virtually or shared document.
- Volleyball: we can hold different skills challenges with teams. Team members will provide their own equipment. We would move from an indoor facility to an outdoor area to complete the skills challenge.

Disclaimer: SHA follows guidelines provides by the Virginia High School League (VHSL) and National High School League (NHSL).

3. How can you ensure that decisions are made through an equity lens, especially related to access for all students?

We are offering modified sports (CC, golf, and tennis) that meet the need for Covid-19 protocol fall and spring to ensure access for all students and are made through and equity lens. We are also offering the skill development and conditioning in a sports specific application to help develop the whole child.

4. How will you begin to ensure athletes have returned to satisfactory physical shape/condition?

The student is required to participate in our sports conditioning programs if they join sports that are skills-challenged based. The school will provide sport conditioning program within the guidelines of VHSL. The sports conditioning is an activity that could be done outdoors. SHA will have students maintain social distancing when we are in our sports conditioning.

5. What activities will be allowable under each phase of the Governor's Virginia Forward plan?

Based on the Governors VA forward plan, tennis and golf will be able to maintain the physical/social distancing. Cross country could be modified to meet the criteria for physical/social distancing. Additional sports may be added in accordance with the governor's Forward Virginia plan.

Immediately Prior to Opening

1. How might you continue with athletics/extracurricular activities if distance learning is extended without any face-to-face instruction?

Prior to opening, student will be able to follow our sports conditioning program at home via our athletic webpage. For athletes that do not have internet connections, we will provide a hard copy for completion.

2. What mental health supports will have put in place if students are not able to participate in extracurricular or co-curricular activities/events?

SHA will provide all activities regardless if it is virtual based, on campus, or both. SHA will provide opportunity to participate regardless if it is a skills-based sports, virtual and modified sports schedule

3. Have you considered webcasting strategies to broadcast events to a larger audience while hosting events with no or limited spectators?

The athletic department will offer different platforms to live stream the event and have different replay option for parents/family members who missed the live stream.

4. How will you communicate expectations to Official/Referee Associations?

Email in advance all our Officials with COVID-19 expectations and protocol. The referee assigner will relay the expectations to the assigned referee. The referees will need to meet expectations or we will find referees that comply with COVID-19 protocol.

Open and Operating

1. Have you evaluated and analyzed the impact that the inability to conduct after school events will have on your division's finances, student well-being, and school morale?

If students cannot compete, the Athletic Department will be at a loss. The Athletic Department is independent of the school budget and acts as its own entity. Student well-being and school morale is critical to have some sort of after school activity. Student well-being and school morale will be negatively impacted if after school activities are cancelled. It is imperative that students have some level of engagement with extracurricular or co-curricular activities/events. This is why we will continue to have virtual sessions.

Finances

Reference pages 37 through 39 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

The parish received a Payroll Protection Program (PPP) loan for which we are hoping to receive forgiveness. The influx of funds allowed us to pay teachers and staff through the end of the 19-20 school year but left no surplus. The school is tuition-dependent, so it is critical that we are able to open with in-person instruction this fall to maximize learning effectiveness and financial viability.

At this time, we are waiting for notification from Winchester Public Schools informing us of how much and when we can expect disbursement from CARES Act funds. To better serve students under the pandemic conditions, CARES Act funds are critical to be able to purchase technology, classroom supplies, health and safety equipment that facilitate physical distance, eLearning for all students, and appropriate medical response to those who become COVID-effected.

Significant refunds of services for which families paid but were not provided have been made in FY19-20. These included Drama Club, Athletics, and prepaid cafeteria charges. It is not anticipated that we will collect fees in advance for services until we are certain it will be feasible to provide them.

Suppliers for PPE, cleaning and sanitizing supplies, and medical equipment have been identified and adequate access has been confirmed.

Immediately Prior to Opening

To respond to the needs of parishioner and area students, the Academy has created a tiered tuition and service system to enable families to choose in-person learning, daycare services, and/or eLearning opportunities for their children. The combination of distance and in-person students expands the Academy's student capacity beyond the limits of physical distance. Notices will be mailed to the parish and notices provided to the larger Winchester community to inform parents of options, should they choose a Sacred Heart Academy education.

At this time, our athletic league organizations are advising us against operating extracurricular programs, so we will not be imposing sports fees on students. A student-supply fee, new this year, has been asked of each student to help pay for textbooks, classroom supplies, and leases for Chromebooks for middle school students.

CARES Act money will be used to pay for student Chromebooks, smart boards to facilitate distance learning, Thermoscan stations to identify those entering the building who may have elevated temperatures, additional medical supplies, dividers and shields to ensure physical distance between students, and to convert common use areas – such as the gymnasium and cafeteria – into classroom spaces.

Open and Operating

Class sizes will be capped to comply with adequate social distancing requirements in the current school building. Anticipating a 20% reduction in tuition and parish revenue, Sacred Heart Academy has put additional resources into its preschool and daycare operations to compensate. A student-teacher ratio of 10-1 will be maintained under these constraints.

Community, local, and private funds are being sought to contribute to the shortfall in revenue.

Communications

Reference pages 39 and 40 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

Develop mailing lists of student families, prospective student families, Academy supporters, staff, and faculty to enable direct segmenting of communication.

Develop mailing lists of past and prospective donors. Target specific donors with requests for those items and expenses not covered by tuition or CARES Act funds.

Develop a press list of media contacts to keep the larger community informed of Academy issues and events.

Develop a streaming protocol to enable live streams on multiple platforms to maximize the use of social media for communication and education.

Immediately Prior to Opening

Inform student families of procedures for reopening and operating under the phased conditions. Make procedures available on the Academy website and social media. Publicize procedures to the larger parish.

Inform and educate families about procedures for drop off and pickup of students, lunch program procedures, and classroom management under the phased conditions. Revise student supply lists to include items necessary to comply with phased pandemic guidelines.

Produce videos demonstrating student pandemic behaviors (putting on and removing masks, walking down the hall six feet apart, sitting at a desk and keeping six feet of distance to the next student) over the summer so parents can review and inform students of expectations.

Open and Operating

Teachers are available to parents throughout the school year to keep the lines of communication open and robust. Weekly class emails, phone calls, and Google Classroom posts keep parents informed of daily classroom activities and student progress. Parent-teacher conferences can be schedule throughout the school year, if necessary. The school has access to video conferencing capabilities to facilitate safe and convenient communication. Parents are asked to first reach out to a child's teacher with concerns about a class situation before seeking the intervention of school administrators.

Twice weekly emails from the administration inform parents of events, changes in policies, upcoming due dates, student achievements, classroom activities, and more. Email frequency changes to once weekly during the summer, with additional, subject-specific emails sent as the need arises.

The principal will continue Town Hall meetings on social media weekly to allow for a broader reach to families and community constituents. This format allows viewers to interact, ask questions, make comments, and connect with the principal. The principal and teachers send videos to families several times a month to explain new procedures, provide updates on new programs, or to celebrate student achievement and activity.

Human Resources

Reference pages 40 and 41 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Do First

Teacher contracts and letters of employment that have already been distributed to the staff and include warnings that the agreements may be nullified should it become necessary to reduce staff. Reasons would include a marked decrease in enrollment, a return to Phase 1 school closing, or the elimination of classes or services.

In a Phase 2 reopen, all classroom and instructional spaces will require at least one trained adult to staff. There is a list of 10 trained and vetted substitutes who are willing to serve in the event of absence or sickness.

There will be an attempt to reassign employees who refuse to come to work out of concern for their health. Telework opportunities have been identified and will be offered to qualified employees who do not come in to the building. In the event suitable work cannot be identified, the employee will be furloughed until such time as he or she feels comfortable coming on campus and we have a job available. We await guidance from the diocese about these employees accessing FMLA.

Immediately Prior to Opening

Professional development and orientation for new and returning employees will be conducted the week before school reopens. In addition to the normal beginning-of-year activities, teachers and staff will be trained to enforce social distancing and disease prevention practices. We await guidance from the diocese regarding self-reporting of symptoms and confirmed exposure to COVID-19, and the alteration of the technology agreements.

Performance reviews and teacher evaluation processes will continue to include standards for the use of technology. These standards were used to evaluate personnel during Phase 1 eLearning. They will be in place in the 2020-2021 school year.

Open and Operating

It is our intention to honor all current contracts and letters of employment if our tuition levels support proposed staffing levels. If we are unable to honor these commitments, our options include imposing a universal pay cut, furloughing employees, or increasing tuition and fees.

STUDENT AND STAFF SUPPORTS

Mental Health Supports for School Staff

Reference pages 42 through 52 and pages 76-79 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Social and Emotional Learning

Specials classes, i.e. music, art, P.E., will shift focus to better support the emotional and social needs of students. PE will foster distance games that promote movement and activity at a safe distance. Music, a natural community builder, will bolster student emotional needs and growth. Art will provide students an emotional outlet for how they are processing the state of the world. In addition, art will provide the opportunity to foster social connections through producing gifts and crafts for loved ones.

For those vulnerable students who might need targeted attention, throughout all phases of the reopening, teachers will need to meet with counselors to quickly support the expressed needs of vulnerable students. While SHA does not have a guidance counselor, we do have access to counseling services and two Concern Hotline (CH) Board of Directors members who are trained in active listening.

The Schoology Platform will be the primary communication tool to communicate with and re-engage families, including parent feedback in responding to evolving challenges. In addition, School Messenger, Live Stream Town Halls (via Facebook), direct emails, weekly newsletter and direct mailings to parents will be utilized to make general announcements and for teacher-parental communication. Bilingual office staff are available to help with families who do not speak English. For families with limited internet access at home, weekly newsletters are sent home through a Friday folder system. Online education is available for students and families most at risk from COVID-19 or who having difficulties with meeting public health guidelines. The school community and its volunteers will offer assistance and support to online learners. A designated coordinator will oversee our volunteers and collaborate with community partners to ensure continued support for students working online.

The school's Health and Wellness Committee (comprised of a separate chairperson for teachers and for students/families) will establish a list of resources available to families for mental health services, crisis response, and wrap-around services (add resources from pg. 43). The committee will make resources available to teachers to encourage movement breaks and brain breaks while classrooms continue with 6-foot social distancing practices. In addition to select teachers, the committee includes two members of the local crisis intervention hotline, along with the school's affiliation with local counseling groups, who are available to guide students, families and teachers as needed. Specials teachers will be an essential extension to the social/emotional support staff, as music, art, and physical activities are designed to allow for necessary outlets for students' emotional release and healthy expression.

SHA will consult with the school division attorney to ensure that compulsory attendance requirements are met.

The school division attorney will review SHA's plan on how to balance protecting students' and families' privacy with coordination and communication with stakeholders regarding public health.

Identifying Abuse and Neglect

School staff is required to follow the Catholic Diocese of Arlington's policy on the Prevention of Sexual Misconduct and/or Child Abuse (per 63.2-1509)

Mental Health Support for School Staff

SHA has staff who is designated to provide a multi-tiered system of supports for staff and recognize when someone need additional assistance.

The diocesan human resource department has resources or services such as Employee Assistance Program (EAPs) and tele-health options will be available to school staff.

One responsibility of our school's Wellness Committee is to provide resources and opportunity to prioritize staff self-care to avoid fatigue and burnout. Opportunities may include professional development on self-care promoting mental health.

Additionally, the staff is subdivided into smaller staff teams which provide collegial support through formal and informal forums such as scheduled meetings. These meetings provide opportunity for teachers to assist and collaborate with one another to discuss individual academic and behavioral management concerns.

In further support for staff, the Student Support Team (SST) is available to aid teachers on individual student concerns, while the Sunshine Committee plans social events and contributes to community support system.

As a faith-based community, we have additional resources available to promote social-emotional wellness of staff through our clergy and religious practices.

To ensure staffing capacity, SHA will build substitute staff in anticipation of teacher illness including regular (k-8), SpEd qualified and online-trained substitute teachers.

SHA will be following the diocesan policies for supporting and protecting staff most at risk for COVID-19.

Students with Disabilities

Students with disabilities are initially identified at school through a collaborative effort between Winchester Public School and SHA. Once identified as qualifying for special services, a student is supported through formation of an ISP (Individualized Service Plan) and ICEP (Individualized Catholic Educational Plan) which establish specific goals, clarifies amount of time student receives services weekly, and identifies appropriate daily accommodations/modifications. Since the ICEP is a fluid document, the document can be modified as necessary to reflect student's changing needs throughout all three phases (e.g. virtually learning and virtual conferences with case manager).

Regular SST meeting will continue (either in person or virtually) throughout all three phases to ensure timely identification of future struggling students being considered for child study within the eligibility process.

Students with disabilities will be given preferred seating and admission to classrooms. They will have access to the teachers who are best equipped to help them in their academic development. In addition,

in a situation where we have tiered entry into the school, special education students will be allowed continued access to educational services in accordance with state guidelines. In the case that a student with disabilities cannot be in the physical school, all accommodations will be made to survive in a virtual environment.

Students with disabilities could be met individually, either online or one on one in a school setting. Students with needs that include Assisted Technology (AT), those devices could be made available through the public schools.

Vulnerable Learners

The population of students within our school considered *Vulnerable Learners* include early learners, possible English Learners, possible students experiencing homelessness, students from low socio-economic backgrounds, students with disabilities, students with social/emotional needs, students requiring additional services, students with auditory and visual impairments, possible students personally impacted by COVID-19, academically vulnerable students, students with previous history of inconsistent attendance, possible accelerated, gifted students, and students with medical conditions.

To monitor and analyze vulnerable students (pre-8) who struggle during the school year, the staff will have access to *Tiered SS Monitoring and Analyzing Sheets*. Teachers will document individual student data on the spreadsheet, collaborate with other teacher to keep data current and ensure interventions are appropriate and effective through this shared document. Having all data available online will create transparency and consistency throughout the school year and throughout all three phases. Information from the spreadsheet will inform individual teachers, as well as, provide the Student Support Team (SST) will essential data to continue supporting individual students throughout the three phases.

Mental Health and Psychological Supports

All staff will be given professional development in managing and identifying students who require mental health support. In addition, the school partners with local psychological counseling centers to provide support in a case by case basis when deemed necessary by the SAT team. SHA is dedicated to providing the most empowering and supportive environment for all of our students.

The Continuity for Learning (C4L) task force states that the first focus should be on all students and their social and emotional needs. Contact should be administrator to teachers, administrator to families, teacher to student and teacher to families. Communication should be weekly. Closegap.org states that there should be an emotional check in each day with every student.

School Discipline

Reference pages 53 through 54 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

How have the behaviors we expect to see in our school changed? What has stayed the same? What new behaviors do we need to teach? How can those new behaviors be related to our previous expectations?

> Expectations of proper behavior have not changed.

- What are our school-wide behavior expectations? What are the routines we need to explicitly teach and reteach students? (ENTER BEHAVIOR POLICY)

>Students must remain in their personal space and wear masks. No touching.

- How can we build social emotional learning (SEL) skills through routines and explicit instruction?

>daily conversation, teacher awareness of individual students requiring counseling, providing opportunity for movement and relaxation in every class period to prevent boredom, hyperactivity, etc...

>Specials teachers can assist in designing, planning, and implementing regular activity and breaks throughout the day.

- How can we improve our capacity to provide a trauma-sensitive school environment related to behavior expectations and discipline practices?

>Relate to current expectations in the multipurpose room, prayer, church, and hallways.

- Do our policies and practices avoid excluding students from school and provide for opportunities to teach behavior expectations while students continue to engage academically?

>Necessary detentions do not occur during school hours. Suspended students are expected to complete the lessons they miss.

- When behavior incidents occur, what process will we follow to address them? What social emotional, behavioral, and academic supports are needed to change the behavior and continue academic progress?

>behavior: Teacher identifies the behavior, asks the student to recall the expected behavior, and to demonstrate that behavior. The student is praised for correct responses.

>academic: Identify gaps in student's ability to complete the lesson. Teacher provides remediation as needed.

- Do we consistently meet to discuss school-wide data and analyze hot-spots related to behavior in the school?

>Weekly middle school team meetings.

- How do we ensure that all students and staff are treated equitably?

>Address student equity through clear expectations and consistent consequences.

>The principal, Mrs. Palaza, models the professional behavior expected of all staff members.

- How can we measure our success at creating a safe, warm, friendly place to learn? What data will we gather? How will that data be used?

>Success is measured by the number of students and teachers that return, and ever-increasing enrollment.

Sacred Heart Academy cultivates and prioritizes an emotionally safe and engaging learning environment through our religion classes, Olweus Bully Prevention Program, and Virtual Morning Assemblies. Students are taught the Sacred Heart Academy core values of prayer, study, and service to others, as well as the procedures for what to do if they witness or are involved in a bullying situation. Teachers use monitoring sheets to record and document any bullying situations to track patterns of behaviors. All confirmed instances of bullying and/ or social and emotional problematic behaviors are referred to the Student Assistance Team and Principal for further assistance. We have also designated a staff member with mental health training to handle student mental health interventions.

Our Health and Wellness Team will conduct professional development for teachers. These will assist teachers in classroom management, student lessons on social and emotional awareness, and more specifically, provide teachers with ideas and daily routines for student social and mental health breaks throughout the day. The team will also be in charge of disbursing helpful SEL resources to families as needed.

While student behavioral expectations have not changed, there will be an immediate shift made toward a more focused awareness on health and safety concerns and an increased understanding of online expectations. To meet some of our health and safety concerns, behaviors such as appropriate hand-washing, maintaining a six-foot separation, and wearing masks will need to be taught to students, as well as new procedures for entering the building, moving through the hallways, and safe handling of supplies and materials. To meet the needs of all learners, including those who are using distance learning, new online policies and behaviors such as appropriate dress while learning from home, online chatting during instruction, and maintaining an appropriate at home learning environment must be established. These new policies and behaviors will be added to our Student Handbook which will be distributed the first week of school.

At Sacred Heart Academy, “we pray, we study, and we serve.” These are our behavioral expectations. We teach students self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making through these expectations. In addition, our religion classes teach core character education traits and values consistent with our Catholic faith, such as respect, empathy, charity, perseverance, and others. Students are encouraged to engage in Catholic Social Teaching activities that focus on service for and to others. Through our school-wide community service and Buddy System, students build relationships beyond the classroom and in the community. Students are taught to understand their personal responsibility to help each other, especially in times of sorrow and trauma.

Although many of our policies are based on faith expectations, our policies are designed to help all students, and are not biased against any individual’s race, sex, ability, religion, or age. We want ALL of our students to be successful.

The school-wide PBIS Program, which is designed to support the above-mentioned values and policies, ensures students' understanding of the social and behavioral expectations. In addition to our Student Handbook and direct instruction on behavior expectations, signs are strategically placed in the classrooms and throughout the building to serve as reminders to students of our expectations.

When behavior incidents occur, teachers consult with students to help them gain self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making for their behaviors. If necessary, infraction slips and detentions are given. If behaviors have not improved, parent conferences and behavior plans are made to help students through some behavioral problems. We also have a Student Support Team to aid students, teachers, and parents when necessary.

We have a PBIS Committee and Student Support Team that meets throughout the year to discuss school-wide academic data and hot-spots related to behavioral issues. The data will be collected from varying sources, including teacher office referrals, Infraction slips, classroom Behavioral Monitoring Sheets, and Tiered grade-level Student Support Monitoring and Analysis Spreadsheets. This data will be used to guide policies and ensure all staff members and all students have been treated equitably, and the policies are effective in creating a safe, warm, friendly learning environment for everyone.

2020-2021 Mandate for New Instruction

Reference pages 55 through 70 of the Recover Redesign Restart 2020 for recommendations and considerations for planning and implementing 2020-2021 Mandate for New Instruction.

Young Learners

Traditional Model

- Teachers will foster meaningful conversations with children with an emphasis on responses using complete sentences. Enrichment on vocabulary will be the focus.
- Students will be responsible for being aware of their personal space. Teachers will model, foster, and promote appropriate social behaviors, self-regulation, and hands-on activities.
- Lesson plans will introduce students to new learning opportunities that will enhance their social, emotional, spiritual, and cognitive development.
- Teachers will assess students through formal and informal observations, data collection, and daily classroom performance.
- Teachers will provide individualized instruction based on the need of each student's performance. Teachers will utilize resources available within the school and beyond.

Online Model

- Teachers will utilize tools and resources within the Schoology portal.
- Bitmoji classrooms, Epic, Happy Numbers, ABC mouse, etc. will be used to promote and monitor student's individual learning progress and experiences. These applications will reinforce what is taught in the classroom.
- SHA will also use the Google Suite and Zoom for virtual lessons as needed.

Instruction for Grades 1-8

Division-Level Considerations *Community Engagement and Communication:* Sacred Heart Academy will continue to have consistent and transparent communications with families. The Academy plans to utilize communication methods such as but not limited to email, phone calls, face to face and virtual conferences. Translators will be available on an as-needed basis. The teachers will use the Schoology platform or other online resources to teach and communicate school wide. The Academy will engage the school community by utilizing our PTO onsite and virtual gatherings and activities. We will continue with administration virtual town hall meetings and person and virtual Mass gatherings are held for worship and prayer as a community.

Technology Needs: Sacred Heart Academy will institute and implement classroom technology. Classrooms will be outfitted with interactive boards (Promethean and Cleartouch). This will keep students engaged in the classroom as well as provide stream services to those learning at home. Students will be issued one to one technology to engage in classroom and virtual lessons and activities. Sacred Heart Academy has added to our technology team to support teachers, students, and families. Teachers will receive ongoing professional development on all platforms being used. Parents will be provided with training with technology and platforms being utilized.

Lost Instruction: In order to address lost instruction, the academy will implement the following plan. Each teacher will provide updates of material not covered from the previous year to the next grade level teacher using curriculum monitoring plans. A greater emphasis will be placed on those subject areas during the school year by a period of review and reteach as needed utilizing pre-assessment tools.

Needs of Special Populations: At this time, we have not identified English Language Learner (ELL) students. The Academy is prepared to service populations of students of various needs and circumstances. For those students who receive special education services, a resource team is in place to meet their individual needs. Student ICEP and SAP plans will be updated to reflect the unique learning needs required for in-class and virtual learning. Students with Title I services will receive assistance from appropriate school personnel as needed. Tuition assistance will be continued to be offered to those who qualify. Scholarships will continue to be awarded through the Tuition Angel program.

Local Policy: Our school policy will support instructional and operational changes. A plan will be implemented to address requirements for student conduct, attendance, and safety in remote and onsite learning environments. Our Academy will follow the Arlington Diocese policy put into place regarding attendance, grading, transcripts, and class rankings.

Attendance Policy: Attendance will be tracked and monitored by the following methods. We will continue to utilize PowerSchool for recording attendance school-wide. In school, attendance will be determined by the physical presence for in-school learning. Remote learning attendance will be recorded by assignment completion and involvement in classroom virtual discussions. Students identified as considered truant will be assigned individual online assistance to help them meet the classroom requirements. SHA will be following guidance put forth by the diocese regarding attendance.

Planning and Preparing for Instruction and Assessment *Overall Assessment:* Sacred Heart Academy will continue to implement the following school and diocesan assessments. The academy will continue to utilize the same standardized assessments as directed by the Arlington Diocese.

Planning for assessments to identify student needs and Learning gaps: In addition, the Academy will continue to implement grade-level reading, writing, and arithmetic benchmark assessments that will be provided onsite and virtually to monitor student progress.

Implementing assessments: Ongoing formative and summative assessments will continue to be provided to students on-site and virtually. We will balance assessments with activities that promote excitement for learning. We will use formative assessments such as exit tickets, daily warm-ups, puzzles, and bell-ringers. Educators will incorporate multi-faceted social and emotional assessments, pre-screenings, and various academic testing strategies.

Instruction *Revising Curricula and Pacing:* Based on the results of our pre-assessments within the first two weeks of instruction, we will review and reteach any objectives not met in the previous year. Teachers will continue to use and refer to diocesan curriculum pacing guides.

Planning and Implementing Professional Development: Sacred Heart Academy will give students a choice of modality on how they learn the curriculum. We will use instructional models and tools that contain innovative approaches to teaching and learning. The administration will provide professional development via webinars based on teacher feedback. Resource teachers will provide professional development for classroom teachers who serve special needs students. Classroom teachers will continue to work with grade-level teams for planning and assessment.

Traditional Face to Face Instruction Sacred Heart Academy will continue to follow the latest CDC guidelines to ensure student safety while we are learning in person. We will also follow advice and guidelines from the VDOE and the Arlington Diocese.

Remote Instruction Sacred Heart Academy will provide live streaming and communication via Schoology and other approved online platforms. Students who have limited internet will have access to hard copies of lessons and assessments which will be placed in grade-level bins outside of the school building.

Hybrid (blended learning) Instruction Sacred Heart Academy is prepared to live stream instruction from our teachers to students who are learning remotely. Our students have one-to-one technology, so students will be able to learn and communicate with teachers from the classroom or home. Teachers will consider flexible deadlines to accommodate student success.

Writing/Reading/Language Arts

Traditional Model

Writing / Reading / Language Arts:

Writing: development through high-stakes / low-stakes assignments which apply writing traits and writing process from prewriting through final draft and presentation.

Instruction: teacher led instruction and mini lessons on each step in the writing process and each writing trait. Mini lessons include auditory and visual support material. Learning objectives are stated. Teacher and/or peer feedback on student work. Teacher feedback through face-to-face conferences with students on high-stakes assignment drafts. Teacher feedback through returned work with grading comments or face-to-face conference on low-stakes assignments.

Assessment: formative assessments throughout the writing process with low-stakes assignments graded per specified directions, and teacher observation; summative assessment on high-stakes assignments graded per rubric. Reflective self-assessment assigned at end of trimester.

Reading: development through high-stakes / low-stakes assignments; independent, small group, and whole group activities. Small group guided reading instruction occurs daily recognizing CDC guidelines.

Instruction: teacher led mini lessons including preparation for reading (activating prior knowledge, stating learning objectives, previewing text structure, previewing author's purpose and/or tone), teacher led modeling beginning of reading passage, teacher led modeling graphic organizer(s) explanation, teacher led small group or whole class discussion. Independent reading through AR program.

Assessment: formative assessments through class discussions, completion of graphics organizers, constructed response quizzes, reading comprehension quizzes, and vocabulary tests, and PALs testing; summative assessments through standardized Scantron Performance Series and AR quiz results, and PALs testing.

Language Arts: development through teacher led instruction guided by grammar workbook, practice to mastery through independent IXL support assignments.

Instruction: specific whole class instruction, group practice through whole class workbook activities, individual practice through IXL online assignments.

Assessment: individual completion of online IXL assignments and application of correct usage in writing assignment.

Online Model

Writing: development through high-stakes / low-stakes assignments which apply writing traits and writing process from prewriting through final draft and presentation.

Instruction: long-term projects with options for student choice of topics and options for student demonstration of learning. Options can be tailored to meet IEP requirements. Teacher instruction available in person, online in real time via Google Meet, or video for viewing anytime. Written instructions also available for distance learners with no online capacity. Using Google docs with teacher editing suggestions, feedback is provided for each assignment. Handwritten assignments and teacher written feedback is available through the school bins for students with no online capacity. Copies of Google Slides presentations are available online or printed as visual support for auditory instruction. Learning objectives are stated.

Assessment: formative assessments throughout the writing process with low-stakes assignments graded per specified directions, and teacher observation; summative assessment on high-stakes assignments graded per rubric based on student's choice final demonstration of learning. Reflective self-assessment assigned at end of trimester.

Reading: development through high-stakes / low-stakes assignments; independent or whole group activities. Guided Reading occurs virtually through the use of document camera and online platform.

Instruction: Teacher instruction available in person, online in real time via Google Meet, or video for viewing anytime. Teacher led mini lessons including preparation for reading (activating prior knowledge, stating learning objectives, previewing text structure, previewing author's purpose and/or tone). Google Slides presentations and graphic organizers available online or hard copies for students with no online capacity. Discussion questions answered individually and submitted in Google Classroom or in writing through the school bins. Hard copies or online copies of reading materials to be available. Audio reading selections available as required by IEP. Independent reading with options for student choice of appropriate reading level text, and student choice for demonstration of learning.

Assessment: formative assessments through individual discussion question responses, completion of graphics organizers, constructed response quizzes, reading comprehension quizzes, and vocabulary tests, and teacher observation; summative assessments through student choice assessment project and standardized Scantron Performance Series tests.

Language Arts: development through low-stakes class or independent activities and independent IXL application assignments.

Instruction: teacher led instruction in person, online in real time via Google Meet, or video for viewing anytime. Workbook and Google Slides printouts available for students with no online capacity; individual practice through IXL online assignments or written assignments.

Assessment: individual completion of online IXL or written assignments and application of correct usage in writing assignment, as well as teacher observation.

Math

Traditional Model

Our Elementary Math traditional program is accessible online with a variety of interactive tools, that engage all students. Each unit correlates with provided manipulatives. Summative assessments are given each chapter using hard copy, which is also made available online through a .pdf.

Our Middle School Math traditional program consists of a mix of direct instruction, in-class practice problems with a variety of instant feedback, and homework from either textbooks or IXL. Summative assessments are given each section and chapter, including cumulative tests, via textbooks and IXL.

Online Model

Our Elementary Math online program is accessible online with a variety of interactive tools, that engage all students. Manipulatives would be available for families to pick up and use as needed. Summative assessments are given each chapter using .pdf files and option for online assessments that can be pushed out to each student.

Our Middle School Math Online program consists of prerecorded lessons and practice problems. Summative assessments are given each section and chapter, including cumulative tests, via textbooks (submitted online) and IXL. Instructor is available through group video conferencing to guide students and provided feedback throughout the week.

Science

Traditional Model

- * Science Textbooks, *Explorer*, *Life Science*, *Physical Science*, and *Earth Science*
- *Science Workbook Pages- Note Taking, Practice Concepts and Enrichment
- *Laboratories for Hands-On Learning
- *Guest Speakers
- *Science Fair Projects
- *Manipulation of Natural Objects to Reinforce Concepts
- * Assessments via Vocabulary Quizzes, Chapter Tests, and Formative Assessments.

For grades Pk-4

Teachers follow guidelines set by the Diocese of Arlington to complete required topic areas. Textbooks, online resources, and labs are utilized weekly to teach topic areas.

Online Model

- *Science Textbooks, *Explorer*, *Life Science*, *Physical Science*, and *Earth Science*
- *Corresponding Science Workbook Pages- Note Taking, Practice Concepts and Enrichment
- *Laboratories for Hands-On Learning
- *Guest Speakers
- *Science Fair Projects
- *Manipulation of Natural Objects to Reinforce Concepts
- *Assessments via Vocabulary Quizzes, Chapter Tests, and Formative Assessments.

For grades Pk-4

Teachers follow guidelines set by the Diocese of Arlington to complete required topic areas. Scanned and online resources will be used to reach students virtually. Hardcopy materials will be provided in grade level bins set outside of the building for student use.

Social Studies

Traditional Model

World Geography - 5th, Ancient Civilizations - 6th, U.S. History to 1877 - 7th,
U.S. History to Present - 8th

- Independent reading of textbook
- Teacher lecture
- Teacher-guided notes and outlines of textbook
- Independent notes and outlines
- Class discussion
- Movies and Internet video clips
- Projects
 - research reports
 - slideshows
 - STEM: 3D models and descriptions of buildings, places and artifacts
- Assessments
 - Formative:
 - feedback on research drafts and slideshows
 - check/feedback on assignment books (Agenda)
 - check/feedback on notes and outlines
 - Summative
 - final grades on research papers and slideshows
 - section quizzes
 - chapter tests
 - STEM grades

Elementary -

Teachers complete social studies curriculum based on Diocese of Arlington standards. Teachers use textbooks, online and supplemental resources to present and teach the material. Formative and summative assessments will be used. Material will be integrated into other subject areas for cohesive instruction.

Online Model

World Geography - 5th, Ancient Civilizations - 6th, U.S. History to 1877 - 7th, U.S. History to Present - 8th

- Independent reading of textbook
- Teacher lecture
- Teacher-guided notes and outlines of textbook (viewed live or on video)
- Independent notes and outlines
- One-on-one assistance in Google Meet session
- Internet video clips
- Projects
 - research reports
 - slideshows
 - STEM: pictures and descriptions of 3D models of buildings, places and artifacts
- Assessments
 - Formative:
 - feedback on research drafts and slideshows
 - check/feedback on assignment books (Agenda)
 - check/feedback on notes and outlines
 - Summative
 - final grades on research papers and slideshows
 - section quizzes
 - chapter tests
 - STEM grades

Elementary-

Teachers complete social studies curriculum based on standards set by the Diocese of Arlington.

Teachers will provide a virtual learning experience for students receiving instruction at home by scanning and uploading documents as needed. Video tutorials will be provided via online for directions and teacher back. Formative and summative assessments will be provided virtually and through hardcopy pick up through the school.

Physical Education

Traditional Model

- PE is provided to students through the gymnasium or outside facilities.
- The students were in rows of 4 and were ready for organized group activity.
- Equipment was distributed through the line leader of each row, which the line leader would distribute to their assigned row. PE instruction focused on full child development.
- The goal of instruction would range from conditioning to team building activities.
- Direction was given for the opportunity for the student to practice and develop a skill.
- The scope of the sequence of skills is applied throughout the instructional year.

Online Model

- PE set up a virtual classroom on a Google platform.
- We had virtual classes staggered throughout the week to meet with K-8th grade.
- PE provided a skills challenge and exercise challenge every week to meet the requirement for physical activity.
- PE applied written assignments through our online platform to assess the knowledge of the activity.
- The online platform offered multiple resources to accomplish the same objectives as the traditional model. For future development, health classes will be integrated into PE requirements on their online model.

Music

Traditional Model

- Music is provided weekly to students using the stage/Multipurpose Room
- Students are taught expectations and etiquette
- Teacher gives instruction and lesson on topic of the week based on diocesan monitoring sheets using white board, instruments, and videos
- Students participate in various activities to practice skills being taught- students work independently and/or cooperatively in small groups
- Instruments and other necessary materials are passed out by teacher; directions for use of materials are given prior to passing out materials
- Skills are assessed and evaluated through various assessments, such as projects, group performances, cooperation, and attentiveness

Online Model

- Music assignments are provided on Monday each week and due on Friday of the same week
- Assignments are chosen using standards on diocesan monitoring sheets
- Weekly written assignments supply various activities, videos, and learning models to accompany the skill being taught
- In addition, students meet with teacher weekly via Google Meet for a teacher-led lesson
- Students on Google Meet practice various skills, such as rhythm and note reading, theory practice, and locomotor movement
- Teacher is available on Google Meet by appointment for additional help with assignments

Art

Traditional Model

- Proper use of supplies
- Teach classroom etiquette, rules
- Demonstrate/teach lessons on Promethean Board, Chromebook, Power Point, video clips, document camera, visuals (posters, examples of original art, etc.)
- Conduct student guided research for art project ideas
- Class discussions of preliminary ideas, plans
- Evaluate lesson rubrics as the project progresses
- Present addendum on-line resources for advanced and fast worker students
- Grade each project upon completion in PowerSchool
- Record end of trimester grades
- Communicate with guardians and students through email and phone calls; keep a communicating log; establish “office hours”

Online Model

- Establish clear “class” expectations: ownership and care of supplies, proper on-line etiquette and interaction with on-line classmates when sharing ideas
- Set a schedule for completing work and appropriate extension time if required
- Establish an “art corner “at home for work and drying of projects
- Receive some supplies through the bin system at school
- Establish a weekly “art time”
- Check assignments through Google Classroom, Calendar and email
- Post relevant on-line questions throughout project completion
- Establish classmate partners to support, answer questions and share lesson progress on-line
Record lessons for absentee students
- Have students explain their thought processes through Meets (preliminary sketch, layout plan, design mock-up, etc.) and show progression of work
- Present addendum on-line resources for advanced and fast worker students
- Grade each project in PowerSchool; record end of trimester grades
- Communicate with students and guardians through email and phone calls; keep a communication log; establish “office hours”

Spanish

Traditional Model

- Students complete assignments using textbooks and workbooks: *Avancemos (1A & 1B)*
- Students will be instructed via differing learning styles such as comprehensive input (CI), Total Physical Response (TPRS), and supplemental online resources (*Voces, Sr. Jordan, etc*)
- Through textbooks, students be assessed on:
 - Reading comprehension
 - Vocabulary identification
 - Culture Comparisons
 - Auditory
 - Oral
 - Writing
- Students will also complete regular task-based and project-based assignments.
- Students will be assessed regularly via quizzes, and tests using the American Council on the Teaching of Foreign Languages (ACTFL) and the Diocese of Arlington Foreign Language curriculum guidelines.

Online Model

- Students complete assignments using textbooks and workbooks: *Avancemos (1A & 1B)* via their digital format (*myhrw.com*)
- Students will be instructed via differing learning styles such as comprehensive input (CI), Total Physical Response (TPRS), and supplemental online resources (*Voces, Sr. Jordan, etc*) via Schoology, Google Classroom, and *myhrw.com*
- Instructor will provide interactive presentations to increase student engagement.
- Through textbooks, students be assessed on:
 - Reading comprehension
 - Vocabulary identification
 - Culture Comparisons
 - Auditory
 - Oral
 - Writing
- Students will also complete regular task-based and project-based assignments using *Flipgrid, Conjuguemos, Sr. Wooly, myhrw.com, Peardeck, etc.*
- Students will be assessed regularly via quizzes, and tests using the American Council on the Teaching of Foreign Languages (ACTFL) and the Diocese of Arlington Foreign Language curriculum guidelines.

Technology

Traditional Model

Students assembling in the technology lab using school computers to complete assignments relevant to technology monitoring sheets developing skills in:

- Mouse Proficiency
- Typing Skills
- Word Processing
- Google Suite
- Block Programming
- Costs and benefits of devolping technology

Online Model

Teacher moves into relevant classrooms while students work on their Chromebooks to develop technology skills based on monitoring sheets as well as what is relevant to their classroom assignments and what their teacher has in mind for future assignments focusing on developing distance learning:

- Collaborative learning (shared documents, Web conferences, screen sharing)
- Online test-taking

Religion

Traditional Model

Students in the classroom will:

- development through high-stakes / low-stakes assignments, classroom discussion,
- community activities, participation in mass and sacraments.
- Instruction: teacher led instruction with specific objectives, auditory and visual supports. Whole group, small group, and individual assignments. Study guides, program resources, extension activities, and Quizlets provided.
- Assessment: formative assessments throughout week, low-stakes assignments graded per specified directions, high-stakes projects graded per rubric, unit tests provided by program.
- Students in the classroom working through textbooks using round-robin readings and worksheets preparing for their confirmation test.

Online Model

- Schoology Platform
- Implementation of online resources, document cameras, videos, and Google Classroom assignments to prepare for confirmation test.

Drama

Traditional Model

- Students will explore the creative process by participating in a reader's theater
- They will work on scene study, monologues, performing, and writing original script.
- Students will learn about character emotion and use imagination to create the history and unspoken thoughts of their characters.
- Students will also work on the above in more depth and detail of character and script analysis.
- Students will also be introduced to different techniques used for character and scene development, such as, method acting, Meisner, The Stella Adler technique, and improvisation.
- Students will learn about historical and cultural information regarding their story
- Student will also be able to write their own character biographies based on historical research

Online Model

- Students will explore the creative process by participating in a reader's theater through use of YouTube, Google Meets, Outdoor Venues as appropriate.
- They will work on scene study, monologues, performing, and writing original script online
- Students will learn about character emotion and use imagination to create the history and unspoken thoughts of their characters.
- Students will also work on the above in more depth and detail of character and script analysis.
- Students will also be introduced to different techniques used for character and scene development, such as, method acting, Meisner, The Stella Adler technique, and improvisation.
- Students will learn about historical and cultural information regarding their story
- Student will also be able to write their own character biographies based on historical research using online resources.
- Student lessons will be available online with consideration to their home environment.
- Lessons will be innovative and challenging to promote growth of the student
- Students will work on assignments on the Google Classroom platform and Schoology.

Professional Development [page 64] – Erica

Traditional Model

Instructors, students, and families will be hosted in-person to attend professional development regarding updates at Sacred Heart Academy.

The administration and diocese will hold professional development for teachers to provide for the following needs:

- The Health and Wellness Team will provide professional development with resources and school-wide initiatives to understand and meet the social-emotional needs the students, including but not limited to the economically disadvantaged, those with disabilities, and English Language Learners.
- Administrators will work closely with the diocese to update teachers on any curriculum revisions and pacing guide changes as needed.
- Our Technology Team will continue to provide professional development on the use of Schoology, other learning platforms, and learning management systems required to be used by the diocese and Sacred Heart Academy.
- The staff will be coached by other staff members with expertise on the use of online tools that are necessary for online and blended learning. In addition, professional development will be provided through the diocese for best practices for online and blended learning in order to provide meaningful and higher-level thinking lessons for students, online classroom management, and effective online assessments.

The administration and teachers will develop and teach skills-based lessons for students on the best practices for students in an online and blended learning-environment. Topics will include but not be limited to digital citizenship – online etiquette, how to avoid cyberbullying, where to get help when needed for academic or technological difficulties, online class scheduling, grading, and expectations when returning to the at school environment.

The administration will provide parents and community members through professional development with details of student in person and online options for learning here at the academy, and we will inform them on the following topics:

- Obtaining adequate Internet access outside the building with the help of community resources
- Accessing technological support for student computers
- How to best communicate with teachers and administrators
- How to best support students during online learning
- How the school day will be organized/ scheduled
- Ensuring the social-emotional needs of your student are being met at home
- How we can provide assistance to your child if special needs arise

- Information regarding changes to all internal systems and policies that could affect the student and family such as IEP meetings, forms, fees, etc.
- Advocate to the community members for support of our school's needs

The diocese will hold professional development for administrators and teachers to provide for the following needs:

- Providing flexible scheduling for teachers and students
- Best practices for online and blended learning in order to provide meaningful and higher-level thinking lessons for students, online classroom management, and effective online assessments.
- Supporting and evaluating teachers in remote or hybrid learning environments
- changes and updates for teachers on any curriculum revisions and pacing guide changes as needed.
- Understanding and meeting the social-emotional needs the students
- Understanding and serving the needs of the economically disadvantaged, those with disabilities, and English Language Learners.
- Using Schoology, other learning platforms, and learning management systems required to be used by the diocese.

Online Model

- Instructors, students, and families will be hosted online to attend professional development regarding updates at Sacred Heart Academy via Google Meet, Zoom, Pre-Recorded Trainings and supplemental material provided by Sacred Heart Academy.

All topics for in person professional development will be live streamed for those individuals who cannot attend in person.