Holy Cross High School
26-20 Francis Lewis Boulevard
Flushing, NY 11358

School Reopening Plan 2020

Introduction

Our road to re-open has been made possible by the tireless efforts of our faculty and staff. To plan for the re-opening, we put together a task force for each of the following: logistics & planning, creating & maintaining community, curriculum & instruction, maintaining Catholic identity, and technology support. Each task force was made up of members of the faculty and administration. Surveys were administered to faculty and parents. The results of the surveys informed many of our decisions. Our school has planned for three possible scenarios: Face to Face instruction, a Hybrid Model, and Distance Learning. In the face to face model, all students would be back in the building everyday. Under the hybrid model, students would rotate between in-person instruction and remote learning. In the distance learning scenario, students would receive all of their instruction remotely. At this time, we are not able to fully reopen in a face-to-face scenario because of the constraints we are under with respect to social distancing guidelines. As such, we will follow a hybrid model. The information that follows illustrates the components necessary to operate under each scenario. All three scenarios are presented, with variations identified under the individual consideration when necessary.

Domain 1 - Logistics & Planning

Domain 1 encompasses the basic operational aspects of the school (Included in this domain are safety procedures, arrival/dismissal, procedures for online learning).

Scenario 1: Face to Face/ Scenario 2: Hybrid/ Scenario 3: Distance Learning

Our school has given consideration to the following:

- Develop a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
  - Our school website serves as the primary location for all school announcements and news
  - A "Road to Reopen" page is being developed to keep all stakeholders informed of all actions that we take with respect to Covid-19 and beyond
  - The Distance Learning page will remain as it was our primary source of communication with all stakeholders since the move to remote learning
  - All faculty, students and parents have a school gmail account that they may use to communicate
  - We employ a facebook page to celebrate key events of the school community
- Developing any necessary protocols for wearing face masks including creating plans for students with sensory issues
  - All faculty, staff, students, and visitors will be required to wear a face mask while in the building and signage to this effect is posted throughout the building.
  - Faculty, staff, and students will be allowed to remove masks in the cafeteria or lounge while eating
- Training students on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
  - Videos will be played during homeroom for the first two weeks of school. These videos will focus on hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- Creating well defined entrance protocols for students, teachers, and visitors, and developing routines for daily health checks (Only applies to scenarios 1 & 2)
  - At home wellness checks for students, faculty, and staff, submitted to school via Schoolpass® daily
    - After the form is reviewed each day, all data would be cleared except for name and indicator (cleared/not cleared) as per interim guidance page 19

"Responsible Parties are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared)"

- Scheduling (scenarios 1 & 2)
  - Faculty may begin to enter (6 AM)
  - Students may begin to enter (7:30 AM)
  - Homeroom (8:00 AM)
    - Students may enter their homeroom classroom. Homeroom procedures will begin at 8:20 AM.
  - First period begins (8:30 AM)
  - Students on distance learning must complete a survey during homeroom time.
- Scheduling (scenario 3)
  - School day begins for all at 8 AM and ends at 2:30 PM
- Safety Protocols (scenarios 1 & 2)
  - All CDC guidelines will be posted, shared with stakeholders, and adhered to throughout the school day. Additional guidance from the NYSDOH will also be posted and shared with stakeholders via website. Masks will be required.
  - Hand sanitizer locations/ type
    - In each classroom
    - In office, and entrance to each stairwell
    - At the entrance to the cafeteria
    - 62% alcohol
- Entry procedures (scenarios 1 & 2)
  - Designated entrances/ tents / temperature checks/ backup thermometers for those that test positive/ sick bay
    - Teachers: Enter through the courtyard for a temperature check via contactless passive detection temperature sensing camera system
    - Students: Two entrances will be used to provide increased social distancing. Both entrances will be equipped to provide a temperature check via contactless passive detection temperature sensing camera system
      - Freshmen/Sophomores enter through the courtyard from 169th street
      - Juniors/Seniors enter through entrance on 170th Street
    - Visitors

- ○ By appointment only; with temperature check via contactless passive detection temperature sensing camera system at Security Office
    - ● Hand sanitizer station to sanitize before entrance to building
- ● Developing protocols for social distancing in the classroom (scenarios 1 & 2)
    - ○ Each classroom has been measured to ensure each occupant (students/teacher) is allotted appropriate space (36 sq ft) for social distancing requirements and desk counts for each room have been recorded
    - ○ Markers (Light tac HC logos) have been ordered to illustrate proper location of each desk under current social distancing guidelines
    - ○ Plexiglass partitions ordered for art classrooms
    - ○ Schedule built accordingly
- ● Developing a plan for social distancing outside of the classroom in highly populated areas such as hallway/locker areas, restrooms, locker rooms, lunchroom/cafeteria, the library, etc. This includes a plan for Mass and extra-curricular activities. (scenarios 1&2)
    - ○ Flow of traffic - Hallways, stairwells will be marked with directional arrows, social distancing markers, dividing lines and stanchions
        - ■ Designated up/ down stairwells
        - ■ Arrows on floor to direct flow of traffic will be used to split hallways into separate directions for the sake of movement
    - ○ Lockers
        - ■ Lockers will not be assigned until late October, date to be determined, so as to prevent congestion in the hallways
        - ■ All material students would need will be loaded onto chromebooks to decrease the need for student lockers
    - ○ Doors- all classroom doors will be left open so as to minimize touching of the release bar and to promote proper ventilation
    - ○ Crash doors (fire safety doors)- will be left open so as to minimize touching of the release bar
    - ○ Bathrooms - use of Smartpass technology to limit occupancy
    - ○ Locker rooms - Students will be able to wear their gym uniform for the entire school day on days when they have gym. Locker rooms will not be used.
    - ○ Lunchroom/cafeteria
        - ■ Replace shared tables with classroom desks (90) and cap cafeteria capacity to 20%.
        - ■ Desks will be spaced six feet apart.
        - ■ No food will be permitted to be consumed outside of the cafeteria
        - ■ Salad bar and self service stations have been eliminated
        - ■ Desks will be cleaned and disinfected between each lunch period

- - - The purchasing of meals will be staggered and monitored by school staff
  - Library - Use by appointment only which would be scheduled via digital form
  - Mass- multiple services or virtual
  - Emergency drills- will continue to be conducted as required by law. Social distancing requirements will be followed.
  - Extracurriculars will be held in person if the space can accommodate; multiple meetings may need to be held to accommodate numbers; virtual meetings are encouraged if and when possible.
  - Transportation
    - MTA has established protocols mandated by NYC
    - Nassau school districts will establish protocols for student transportation to Holy Cross.
    - The HCHS private bus company, Safecoach, has been instructed to:
      - Train all operators on the proper use of personal protective equipment and the signs and symptoms of COVID 19
      - enforce social distancing on the buses
      - require all present on the bus to wear a mask
      - perform a self-health assessment for symptoms of COVID 19 and to notify their employer and seek medical attention
      - All buses must be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm
  - Physical Education classes
    - Will take place once a cycle. We follow a 6-day cycle.
    - Students will wear their gym uniforms to school so that they do not need to use the locker rooms
    - All classes will take place in the gym where social distancing is possible
    - All activities will involve non-contact activities and sports until such guidelines are lifted by the state
    - Lesson planning will focus on curating activities that do not involve shared equipment
  - Exit
    - Dismissal via designated exits
      - Designated exits are determined by exit used during fire drill as posted in the last period classroom
      - Staggered dismissal
        - Juniors and Seniors 2:27 PM
        - Freshmen and sophomores 2:29PM
- Developing scheduling options to facilitate reduced capacity at school

- ○ Under the Face-to-Face scenario, the school would have to shorten the school day for students and hold 2 sessions (AM/PM session), lengthen the school day for staff, and hire additional staff in order to accommodate all students in school building following social distancing guidelines. Additionally, there would be substantially more homework assigned as the time in the school building would be decreased.
  - ○ Under the hybrid model, the school would adopt an A/B schedule to reduce student capacity in the building to 50%. Students would attend live classes one day, virtual the next.
    - ■ A flipped classroom model would be followed
    - ■ The school day would begin at 8:25 and end at 2:30
  - ○ Under the distance learning model, all classes would be scheduled remotely
    - ■ The school day would begin at 8:25 and end at 2:30
- ● Creating a plan to handle attendance and chronic absenteeism
  - ○ All attendance will be taken in PowerSchool®. Students physically present in class will be marked "P" for present.
  - ○ In the hybrid model, students working from home would be marked "online present" (OP) in PowerSchool® as long as they completed their assignments for the day while students in the classroom will be marked "present" (P). Students that are working from home, but do not submit work will be marked as Online Absent (OA).
    - ■ Teachers will mark students present for the class once work is turned in
    - ■ Teachers will deadline for submission of work that is up to one hour after the end of the class
  - ○ In cases of chronic absenteeism
    - ■ After 5 days of absence in a semester, our school attendance officer will first reach out to the family to convey concern and encourage attendance
    - ■ If a student is absent ten (10) days in a single semester, a mandatory meeting with the student and parents will be arranged, at which time conditions for continued enrollment at Holy Cross High School will be discussed.
    - ■ A student who is absent for more than twenty days (20) total in a school year may be denied credit for those courses taken in that school year.
    - ■ If all efforts to reduce chronic absenteeism fail, the family will be reported to CPS for educational neglect
- ● Creating a plan to handle confidentiality issues
  - ○ Addressed in faculty handbook
  - ○ HIPAA handout page for faculty and staff

- Procuring the necessary supplies for hygiene like hand sanitizer, wipes with bleach, etc. (scenario 1 & 2)
  - 9,000 masks for faculty and staff, 650 cloth face coverings for students, 110 boxes of large and 50 boxes of medium nitrile gloves, 200 gallons of hand sanitizer, 14 no-touch forehead thermometers and 2 digital thermometers with temporal forehead function, 2 tents, 8 stanchions, 300 bulk containers of sanitizing wipes, supply of face shield, gloves, gowns, and fit-tested N-95 respirator for Medical Office, 8 automatic paper towel dispensers for the science labs
- Creating a plan for deep-cleaning of facilities and high touch areas daily, between alternate schedules, in the case of evidence of positive cases, etc. (scenario 1 & 2)
  - Daily disinfecting of high touch areas such as door knobs, elevator panel, etc.
  - Use of Viking Pure Sanitizing solution
  - Weekly deep clean according to CDC guidelines
  - Supply of sanitizing wipes available in each classroom for more frequent cleaning of high touch areas
  - Shut down water fountains for the foreseeable future (as per NYSED)
- Reviewing and updating the Emergency Contact Plan; supplying Medical Office
  - Nurse will notify NYSDOH of case and follow protocol; Principal will address stakeholders
  - 240 Disposable Gowns (NYSED School Reopening Supply Order)
  - 2,700 Disposable surgical masks for students; 675 reusable cloth masks for students
  - 100 Face Shields (NYSED School Reopening Supply Order)
  - 240 Disposable Nitrile Gloves (NYSED School Reopening Supply Order)
  - 240 N95 Masks (NYSED School Reopening Supply Order)
  - 110 N95 Masks (iRemedy order)
  - 100 Face Shields (iRemedy order)
  - Gloves
- Periodically surveying stakeholders to evaluate programming and support and make adjustments via Google form from the Office of Campus Life

Domain 2 - Creating and Maintaining Community

Encompasses the nature of the school as a community, and all events and activities related to developing, encouraging, and maintaining a strong bond among all stakeholders. This domain addresses the social/emotional aspect of school.

Scenario 1: Face to Face/ Scenario 2: Hybrid/ Scenario 3: Distance Learning

Our school has given consideration to the following:

- Creating community and connecting with students in new school configurations
  - Under the Face to Face and Hybrid scenarios
    - Freshman Field Day (8/27)- students will be grouped in cohorts according to homeroom and be assigned a specific meeting place in the building. A Google link will be provided for homerooms to compete against each other in a virtual scavenger hunt. Social distancing protocols will be observed.
    - Schoolwide Mass (9/11 in scenario 1, 9/11 & 9/12 in scenario 2)
    - Walkathon Orientation (9/18 in scenario 1, 9/18 & 9/19 in scenario 2) - rolling presentations throughout the day, by grade level in auditorium
      - Presentations will focus on digital fundraising and prizes
      - Actual Walkathon would take place in Spring
    - Senior Yearbook photos (9/24 in scenario 1, 9/24 and 9/25 in scenario 2) - throughout day; 20 appointments every half hour
    - Spirit Week (11/16 - 11/20) - Virtual challenges and submissions that are then highlighted via HCTV and the school community
  - Under the Distance Learning Scenario
    - Virtual Freshman Field Day (8/27)
    - Virtual Schoolwide Mass (9/11)
    - Virtual Walkathon Orientation (9/18) - rolling presentations throughout the day, by grade level in auditorium
    - Senior Yearbook photos (9/24) - Students provide dress clothes
    - Virtual Spirit Week (11/16 - 11/20) - Virtual challenges and submissions that are then highlighted via Distance Learning page on website
- Facilitating community and connection with faculty and staff
  - Faculty/Staff Welcome Back Day (9/01)
    - In scenarios 1 & 2, hosted in dual locations to provide for social distancing
    - In scenario 3, Virtual Faculty/Staff Welcome Back Day (9/01)
  - PSAT/ Faculty/ Staff PD
    - In scenarios 1 & 2, hosted in dual locations to provide for social distancing
    - In scenario 3, virtual PSAT/ Faculty/ Staff PD

- Onboarding students to orient to the new realities of the classroom and school
  - Book Day (9/02 & 9/03) by appointment; pre-packaged grab-and-go bags individualized for each student
  - First Day of School Opening ceremonies
    - Scenario 1: 9/08 in person
    - Scenario 2: 9/08 & 9/09 in person
    - Scenario 3: 9/08 remotely
- Developing a differentiated on-boarding plan for students that are new to the school (transfer students, freshmen, etc.)
  - Freshman Orientation
    - Scenario 1 & 2 (9/02 & 9/03) -in person
    - Scenario 3- conducted virtually via Zoom
  - Freshman Chromebook Days (8/24, 8/26, 8/28) - by appointment; pre-packaged grab-and-go bags individualized (workbooks & gym purchases) for each student
  - Transfer students: Orientation and Chromebook pickup by appointment
- Developing authentic ways for parents to connect with the school community in a virtual world
  - Freshman Family Orientation (8/06) - Presented virtually
  - Back to School Night (9/17)
    - In scenarios 1 & 2, this event will take place in person for Freshmen parents while all other grade levels are hosted virtually. The event will be conducted in three locations with Administration and Departments rotating between these locations to deliver their presentations. Simulcast presentations will offer a remote option.
    - In scenario 3, it will be hosted remotely via Zoom
  - Senior Night (9/24)
    - In scenarios 1 & 2, this event will take place in person and will be conducted in three locations with Administration and Departments rotating between these locations to deliver their presentations. Simulcast presentations will offer a remote option.
    - In scenario 3, it will be hosted remotely via Zoom
  - Virtual Town Halls for parents hosted quarterly
  - Monthly parent newsletter provided via the Holy Cross website
  - Monthly parent surveys conducted by the Office of Campus Life
- Maintaining daily rituals (i.e. daily announcements, morning prayer, etc.)
  - Daily announcements will be made via the PA system and repeated on HCTV and the Distance Learning Page
    - In scenario 3, Distance Learning Page only
  - Morning Prayer will take place via the PA system and the Distance Learning Page

- - - In scenario 3, Distance Learning Page only
  - Structuring social opportunities for students and families
    - Virtual Club Fair (9/23)
    - Virtual Pep Rally (10/16)
    - Christmas Concert (12/18) - students perform live; parents watch virtually
      - In scenario 3, all efforts will be made to produce a remote, virtual Christmas Concert
    - Run clubs, but cap attendance to ensure for proper social distancing
  - Creating ways to mitigate stress responses in students, teachers, and families
    - Guidance appointments
      - In scenario 1, all appointments will be in person
      - In scenario 2, appointments will be a combination of in person and remote
      - In scenario 3, all appointments will be remote
    - Mindfulness Club
      - In scenario 1, all sessions will be in person
      - In scenario 2, sessions will be a combination of in person and remote
      - In scenario 3, all sessions will be remote
    - Daily affirmations via HCTV and website
  - Enhancing approaches to support social emotional learning
    - Continue Everfi and Common Sense Media Extended Homerooms for Character Development in all three scenarios
    - Social Emotional Learning training for staff
      - In scenarios 1 & 2, all trainings will be in person
      - In scenario 3, all trainings will be remote
    - Social Emotional Learning activities
      - In scenarios 1 & 2, all activities will be in person
      - In scenario 3, all activities will be remote
  - Adjusting recruiting and marketing practices to attract new families and maintain contact with those newly enrolled.
    - Virtual Tours are being offered
    - Zoom meetings with potential students and their families

Domain 3 - Curriculum & Instruction

Teaching and learning are the prominent functions of school. Entails the teaching and learning aspects of the re-entry response. All three scenarios are presented together in this section, with variations highlighted under the individual consideration when necessary.

Scenario 1: Face to Face/ Scenario 2: Hybrid/ Scenario 3: Distance Learning

Our school has given consideration to the following:

- Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely.
  - Curriculum maps are developed that can accommodate face to face, hybrid and distance learning models
  - Access to recording of live lessons, as well as all necessary materials, including assignments, will be provided through Google Classroom to any student who is unable to return to face-to face-instruction
- Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons.
  - Under the face-to face scenario, traditional classroom teaching practices may be continued, or teachers may choose to use a flipped classroom model.
  - Under the hybrid scenario, teachers will physically meet with half their students every other day. Teachers will employ the flipped classroom model. This means that the pairs of flipped lessons must cover two days of curriculum compared to the traditional model.
  - Under the distance learning scenario, teachers will employ asynchronous lesson activities to engage students in digital learning. Live lessons, with mandatory student attendance, will be given on a rotating schedule so that teachers can assess student understanding and provide direct feedback and instruction to students.
  - The curriculum must still be covered. Teachers must review their unit plans and lesson plans to adjust for the double day pacing.
    - Flipped classroom model
      - Tasks typically completed in the classroom would be completed at home:
        - Lectures, demos and modeling are provided digitally.

- ○ Checks for understanding (Do now & exit ticket type activities) are provided through Google classroom.
  - ● Tasks typically completed at home are completed in the classroom.
    - ○ Application, assimilation, and synthesis activities are completed in the classroom with teacher direction and assistance.
      - ■ All lessons are structured to target discrete learning objectives and must include:
        - ● An introductory activity (such as a Do Now) to introduce a new concept or engage related prior knowledge.
        - ● A passive learning portion in which teachers discuss/model new concepts.
        - ● An active learning portion where students apply these concepts in a scaffolded activity.
        - ● An assessment to gauge student success in reaching the learning objective.
- ● Varying the way content is delivered to students (reading, lecture/mini lesson, videos, visual tools, modeling) and the way students can demonstrate their understanding (writing, speaking, visual products, modeling/building).
  - ○ Teachers will use a multitude of methods to deliver content and assess student learning
    - ■ May include, but is not limited to, Google Slides, Ted Ed, Edpuzzle, Google Meet, Google Forms, etc.
  - ○ Students will use a variety of methods to demonstrate understanding
    - ■ May include, but is not limited to, Flipgrid, Google Slides, etc.
- ● Engaging students through setting a purpose for the work and providing choice in the process and product of the work
  - ○ As all lessons will include an objective meant to focus students
  - ○ Projects and on-going learning initiatives will offer students a variety of activities or formats to choose from
- ● Ensuring all learning is respectful.
  - ○ Observation protocols are in place to ensure lessons are effective and appropriate
  - ○ SEL training provided to staff will help to ensure that equity and respect are at the core of what occurs in the classroom
- ● Students are given meaningful assignments to engage them in learning
  - ○ All work is aligned to curriculum and standards

- ■ NYS Learning Standards are adhered to
  - ○ Observations will ensure standards are being met
- Videos and apps are age-appropriate.
  - ○ The Technology Taskforce has put together a portfolio of digital resources for teachers to use
- Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.
  - ○ As all lessons will include an assessment, this criteria is satisfied
  - ○ Formative assessments will take place at least once every 7 cycle days
    - ■ Assessments may be tests, quizzes, or projects
- Meeting in small groups or one-on-one as needed for connection, instruction, and assessment. Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.
  - ○ Department Meetings
  - ○ Academic Board
  - ○ Academic calendars with blackout days restricting student participation in extracurricular activities during midterms and finals
  - ○ Academic calendar may be utilized across grade levels to better plan assessment times
- Utilizing authentic assessments rather than an over-reliance on tests.
  - ○ Group work and project based learning will be encouraged
  - ○ May be accomplished in the distance learning model by employing the use of Zoom or Google breakout rooms, Google Slides to encourage collaboration, and Flipgrid to accommodate student presentation. This is but a small example of what can be done and is in no way an exhaustive list of possibilities
- Evaluating grading practices to ensure grades reflect progress on standards rather than dispositions such as responsibility or work ethic.
  - ○ Department wide grading policies
  - ○ Department Chairperson will evaluate grading policies through department meetings and gradebook observations
- Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.
  - ○ Staff have been surveyed
  - ○ Best practices have been shared
  - ○ Professional Development on flipped classrooms, project-based learning, and culturally responsive teaching is planned
- Addressing students' academic, career and social emotional development through a comprehensive School Counseling & Support Services program.

- ○ Direct Student Services

    i.Individual Student Advisement and Planning

    ii.Responsive Services

- ● Indirect Student Services

    i.Referrals

    ii.Consultation

    iii.Collaboration

- ● Scheduled Quarterly Mental Health Wellness Checks for all students by grade level using Google forms.

- ● Delivery of services

    - ○ Under the Face-to-Face model (scenario 1) and the Hybrid Model (scenario 2) all services will take place in person unless otherwise noted

    - ○ Under the Distance Learning Model (scenario 3), student services that take place remotely will take place via Google Meet

        - ■ <u>Synchronous Technology Platforms</u>

            - ● One-to-One Counseling
            - ● Small Group Counseling
            - ● Social Emotional Learning
            - ● Empathy Circles
            - ● Guidance Sessions on Selected Topics including College Readiness and College Search and Selection

        - ■ <u>Asynchronous Technology Platforms</u>

            - ● Email
            - ● Shared Information
            - ● Recorded Presentations
            - ● Articles
            - ● HCHS Website
                - ○ Guidance Blog
                - ○ Wellness Wednesday - Weekly focus on Wellness both physical and emotional
                - ○ Positive Pulse - HCHS website resource to assist students' with managing stress.
                - ○ College Tours- new college/university featured weekly

- ● Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment.

- ○ Four-way connection between the student, parent, general-education teacher and special-education providers is established.
  - ■ With concise, direct and consistent communication between the four, the content is able to be taught to the student in ways that are differentiated and reinforced.
- ○ It is important for the general and special education teachers to be in direct communication so as to prevent the miscommunication of lesson objectives and criteria for assessment.
- ○ Communication is established between the parent and the special education provider to ensure that all aspects of the student's accommodations and modifications are provided no matter the environment, whether it is face-to face, hybrid, or distance learning.
  - ■ All student services that take place remotely will take place through the GoogleⓇ Meet link of student's assigned GoogleⓇ Classroom
- ○ Lastly, the student and special education provider must be able to have a routine in which they can meet in person or virtually, where lessons and assessment pieces are discussed and a plan for success takes place.
  - ■ The special education provider is able to better check for understanding and make modifications to the content as needed, much like what would happen in a traditional school based setting.
- ● Ensuring meaningful support is provided for English Learners and their families including that the teachers, students, and parents are adept at utilizing translation tools.
  - ○ A translation tool is embedded in the school website to be used to translate all outgoing communication via the website
  - ○ Google Translate is available in conjunction with G Suite for Education
  - ○ Ongoing PD and technical assistance is made available to our teachers by the IT department.
  - ○ Students that are new to our school complete training in the use of GoogleⓇ Classroom and all related applications.
- ● Creating an "early warning system" to identify and intervene with students who may be exhibiting academic and/or behavioral concerns.
  - ○ 3 missed assignments results in student/parent contact by the teacher via email (email is addressed to parent and student is copied on the email). Upon the next missed assignment, the teacher will call the parent. Once that phone call has been made to the parent, a guidance referral is issued for the student, and the teacher will notify the Director of Guidance and

the AP of Academics via email. The AP of Academics will determine if Academic Intervention Services are recommended.
- Progress Reports are sent to all parents at mid-Quarter
    - Academic Intervention Services are mandated for all major subjects in which a students receives a failing grade
- Behavioral concerns are mitigated by the Student Code of Conduct
    - The Code of Conduct is published in the Student Parent Handbook
    - Infractions of the Code of Conduct, as well as consequences, are outlined in the Student Parent Handbook
    - Written documentation for violations of the Code of Conduct are given to the student at the time of the incident. Weekly emails and PowerSchool ReportsⓇ outlining incidents are generated and sent to the parent's school gmail account on behalf of the Office of the Assistant Principal for Campus Life.
- Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.
    - A failing grade in any subject results in required participation in Academic Intervention services offered by the school during the following marking period
- Establishing a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction
    - Students may contact teachers through the Google Classroom or their school gmail account
    - Parents may contact teachers through the school gmail mail account
    - Announcements will be posted via the Google Classroom and/ or the school website
- Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year.
- Adjusting curricular and supply orders to reflect the most useful tools for both face to face and distance learning.
    - Online learning platforms are set
    - Appropriate apps per subject area have been established
    - Teachers are encouraged to develop online workbooks or slides accessible to all students

<u>Domain 4</u> - Maintaining Catholic Identity

Encompasses the idea that our School must continue to be authentically Catholic and serve (Included in this domain are opportunities for faith formation, practice, values). All three scenarios are presented together in this section, with variations highlighted under the individual consideration when necessary.

Scenario 1: Face to Face/ Scenario 2: Hybrid/ Scenario 3: Distance Learning

Our school has given consideration to the following:

- Providing opportunities for school-wide Eucharistic celebrations and other prayer services, involving students in the planning.
  - Masses
    - These functions would not change necessarily, except to say that they will be student driven with regard to reading selections, music, etc. given liturgical correctness, of course. Social distancing measures will be taken
    - In the face to face and hybrid scenarios, social distancing measures will be taken
      - A select group of students and faculty will attend in person, while the rest of the student body views the service being live streamed
    - In a distance learning scenario, Mass would be offered remotely
  - Prayer Services
    - In a face to face scenario, streamed to classrooms
    - In a hybrid scenario, streamed to classrooms and to students at home
    - In a distance learning scenario, streamed to students at home
  - Sacrament of Reconciliation:
    - Face to Face Mode: If permitted by the State and Church guidelines:
      - In this scenario, confessions will be heard in a safe environment whereby the priest and the penitent, maintaining social distance standards, will speak one on one. Absolution will be granted in usual fashion
    - Hybrid & Distance Learning Mode: An offering of General Absolution
      - In this scenario, confessions could only be heard if the Church allows for *General Absolution*. General Absolution is granted with permission from the Bishop at the request of our Chaplain.
      - In that situation, students would take part in a virtual penance service whereby the priest must provide an explanation to the faithful, read a selection of passages from Scripture, and give a brief homily. The students will call to mind their sin(s), and the priest will then offer a *general absolution,* followed by a penance. Those in the state of mortal *sin* must intend to confess their sin(s) to a priest in a private confession within the year. *(Parts taken from: Confer Decree, #35, and Code of Canon Law, #962.)*

- Invite parents and families to join in virtual prayer and faith life activities. Creating explicit service activities that can be completed in a virtual community.
  - In both the face to face and hybrid scenarios, all services would be livestreamed and/or recorded so as to accommodate parent participation
  - In a distance learning scenario, services would be livestreamed on our website
- Create a plan for Campus Ministers and Principals to be present and visible.
  - Principal and Campus Ministers will participate in all religious services and ceremonies
    - Campus Ministers will continue to be utilized to support the objective of making known our Catholic identity.
    - Campus Minister's will continue to plan/take part in our student driven liturgies and prayer services; acting in leadership roles to ensure each plan is carried out and is liturgically correct in its presentation.
- Service Learning
  - *Mission:* Following the example of Blessed Basil Moreau, from the inception of the Congregation of the Holy Cross, we have an obligation to help those in need. As a school community, Holy Cross strives to provide this assistance to the less fortunate. This mission is imperative in our world today.
  - *Objectives:* Service Learning allows students to become more aware of the world around them. This world, in 2020, has been drastically altered due to the COVID-19 Pandemic, and the way in which we help our fellow man must also change. Although Service Learning will look different in the upcoming academic year, the goal of service remains unchanged. Our students will continue to grow and develop into culturally and socially aware individuals through their actions of helping others, both within and outside of our school community.
  - *Service Learning Initiatives:* Listed below are three ways in which Holy Cross High School students have completed their Service Learning commitment in the past. These categories include specific service learning opportunities.
    - ***School Community:*** *Students assisting other students, faculty and staff has been a major way in which Holy Cross students serve their community. Highlighted below are a list of current ways students serve the school community. The majority of these opportunities appear feasible under social distancing guidelines, while others may need to be revamped with the utilization of technology.*
      - *School Wide Initiatives*
        - Freshmen Experience
        - Schoolwide Masses (Campus Ministry Club)
        - Food Drive
        - Christmas Classic & Christmas Time Events

- ○ Black History Month
- ○ Breast Cancer Awareness Drive
- ○ Water Well Project
- ○ Autism Awareness Month
- ○ Dress Down Days (To Benefit the Less Fortunate)
  - ● *Peer Tutoring/Mentorships*
    - ○ NHS Peer Tutoring
    - ○ Freshman Mentor Program
  - ● *Student Lead and Driven Initiatives*
  - ● *Admissions*
    - ○ Open House
    - ○ Knight for a Day
- ■ ***Community Outreach:*** *Holy Cross has shown its commitment to serving those in need by the various community partnerships that have been formed over the years. Ways in which Holy Cross High School can continue to contribute to the local community during the upcoming academic year are listed below.*
  - ● *Letters to the Eldery (Ozanam Hall Nursing Home)*
    - ○ Volunteer Coordinator has approved the process for students to send letters to the elderly community, who are in strong need of communication with today's youth.
  - ● *Virtual Service for Veterans (St. Albans Veterans Hospital)*
    - ○ Ongoing discussions with the head of volunteer coordination in regards to virtual opportunities for interactions with veterans.
    - ○ Comfort kits can still be delivered to the Hospital in September.
  - ● *Elementary School Outreach*
    - ○ Using virtual resources, providing students with the opportunity to engage with and support the learning of younger students during the challenging time of distance learning could enhance the service experience of our students.
  - ● *2020 Food Drive (St. John's Bread and Life)*
    - ○ Proper sanitation guidelines must be adhered to.
    - ○ Volunteers handling canned goods must use gloves, wear masks, and follow safety procedures.
  - ● *Day of Service 2020 (TBD)*

Domain 5- Technology Support

Encompasses not only infrastructure issues but the use of technology as a tool for instruction (Included in this domain are hardware and software considerations, wifi, instructional aides, and student safety online). All three scenarios are presented together in this section, with variations highlighted under the individual consideration when necessary.

Scenario 1: Face to Face/ Scenario 2: Hybrid/ Scenario 3: Distance Learning

Our school has given consideration to the following:

- Creating an at-home learning schedule that incorporates best practice in both synchronous and asynchronous learning for students that opt out of returning for face-to-face learning in September.
  - Under both the face-to-face scenario and the hybrid scenario, students that have opted out of returning to the physical classroom will be granted access to Google Classroom, receive video recordings of daily lessons, and be required to complete all assignments with the same deadlines as those students who are attending in person.
  - Under the distance learning scenario, all students will be provided synchronous and asynchronous learning activities via their Google Classroom
- Coordinating consistent apps and platforms across grade levels.
  - The following applications and procedures have been mined and vetted by our technology team, and are approved for use under all three scenarios
    - Mote® - a teacher-student communication app that lets you record 60 second long comments in google docs and classroom
    - Google® Jamboard - an app that lets a user write on the screen (touchscreen is best). This is best for math & science.
    - Google® Meet Attendance - lets a user record google meet attendance on a csv type file.
    - Split Tabs - this app lets a user divide the tabs on the laptop.
    - There is a Tile View app, but google is developing their own version of this.
    - Tab Mute apps are useful, but Google® is working on better features for muting participants.
    - All teachers should be using the Google®Classroom Meet for better security.
    - TedEd®
    - Edpuzzle®

- ■ Screencastify® for recording lessons on screen, can be used to conjunction with Jamboard (subscription required)
- ■ Kahoot® is useful as both a live version and a "challenge version" that the kids can complete at their own pace and on their own timeline
- ■ School wide consistency in the methodology used to organize class materials in Google® Classroom will reduce student confusion and increase student's ability to access and review previous lessons and resources. All teachers must use the "Classwork" tab to post assignments and materials. All posts must be linked to a "Topic" named after the related Curriculum Unit. These assignments/resources will automatically appear in the "Stream".
- Developing learning plans that offer rigorous learning for those without predictable access to online learning.
  - ○ Our students are provided with school issued devices to complement any scenario
  - ○ Access to wifi in the building is guaranteed, so there should not be a problem in the face-to-face or hybrid scenario
  - ○ Students that do not have reliable access to WiFi at home will be referred to the Office of Academics for hard copies of all pertinent lesson plans and activities until the situation can be corrected
  - ○ Free WiFi is provided to households with K-12 students for up to 60 days from Spectrum and our IT Department will assist in accessing this service
- Identifying ways for school-owned devices to download new technologies (once they have left school).
  - ○ Our google system is administered via user accounts, not by devices. That is, students can access all bookmarks, extensions and apps by logging into their school gmail account on any device.
  - ○ Approval for downloads needs to be granted by the IT director.
- Ensuring school safety policies exist including training of digital citizenship for all device users, use of student passwords, protection provided by a school firewall, etc.
  - ○ Student Technology Use and Behavioral Policy issued via the Student/ Parent Handbook
  - ○ Everfi® Digital Citizenship modules for 9th and 10th grades
  - ○ Common Sense Media® and Neptune Navigate® modules for 11th and 12th grades
  - ○ G-Suite passwords
  - ○ Chromebook WiFi - students are given individualized WiFi passwords for access to WiFi in the building
  - ○ School firewall is maintained by the IT Department

- Establishing a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about technology and/or their school issued devices
  - The IT department will post an FAQ regarding school technology to the school website
  - Chromebook repair forms are available digitally through the school website
  - Students and parents may contact the IT department via the school gmail account with specific questions
- Surveying school population to determine that equity in access to technology exists.
  - All students are provided a school issued Chromebook
  - The IT Department will survey students quarterly to ensure equity in access to technology
- Providing a pick-up line with social distancing for families to pick up devices.
  - Chromebook pickup is scheduled by appointment to ensure that all device pickups meet the CDC and NYS guidelines on social distancing
  - Repair forms and loaner forms are available digitally
  - Online form is available to schedule appointment times