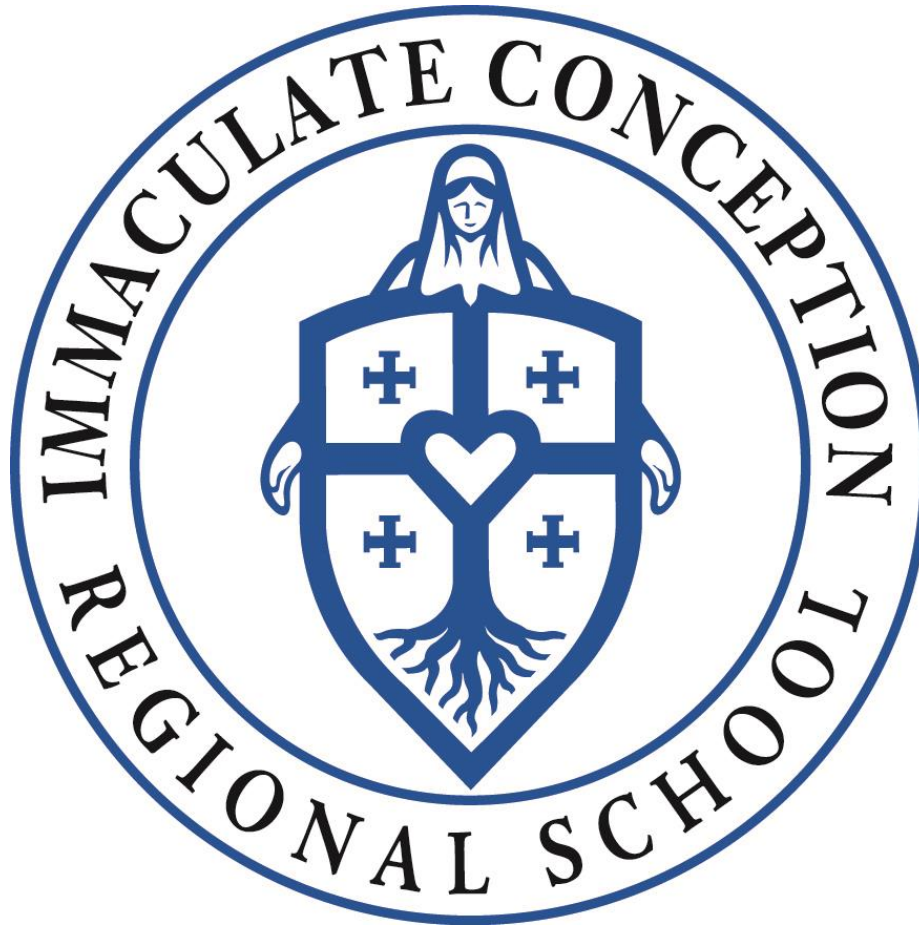


**Immaculate Conception Regional School**  
**COVID-19 Response Plan**



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## INTRODUCTION

Immaculate Conception Regional School (ICRS) formed a Fall 2020 Planning Committee in the summer of 2020 to prepare the school's COVID-19 RESPONSE PLAN. The 29-member committee consisting of faculty, staff and parents volunteered their time and expertise over a seven-week period. Our vision was to carry on the school's mission, philosophy and schoolwide learning expectations (SLEs) by providing an environment for optimal learning. Committee decisions must foster the school's great sense of community and excellent education. Committee members kept one goal at the forefront: ensure a safe learning environment—mind, body and spirit—for our students and staff in the fall.

- Dr. Barbara Geraghty
- Dr. Elga Kinnear
- Dr. Rhett Andelin (peer review)
- Dr. Johnathon Ploudre (peer review)
- Mrs. Margaret Stampfli
- Mrs. Caitlin Svendsen
- Mr. Svend Svendsen
- Mrs. Kristel Hollick
- Mrs. Tanya Sanger
- ICRS Administration, Faculty and Staff

ICRS families completed a survey in June and made it very clear that safety protocols were important, as well as, maintaining our school culture--community, loving teachers, Mass, and opportunities to volunteer.

I am grateful to the faculty, staff, and parent volunteers who collaboratively drafted plans for Health and Safety, Scheduling, Technology and Communications.

## 1.0 HEALTH AND WELLNESS

ICRS is committed to providing a safe learning environment for students and staff during this pandemic. The Health and Wellness Committee, made up of parent volunteers, doctors, a clinical psychologist/neuropsychologist, school counselor, teachers, staff and school administration, referenced guidance from the Washington Department of Health (DOH), the Center for Disease Control (CDC), Labor and Industry (L&I), and the Office of the Superintendent for Public Instruction (OSPI). During COVID-19, ICRS will conduct daily health screenings, require face coverings, practice social distancing and frequent hand washing, and conduct daily cleaning and sanitizing. The Health and Wellness committee established a response protocol to sick students/adults on campus. Two members prepared guidance to support parents, staff and students with social / emotional needs.

(Note: text shaded and framed is specific to ICRS staff and volunteers.)

### 1.1 Health Screening

The DOH and L&I require the school to conduct a health screening for all students and adults before entering the school. Health screening includes a temperature check. ICRS's health screening will be emailed every morning to school families and staff. Before entering the building, staff and parents/guardians must complete the daily health screening.

#### *Ferry Line during Arrival*

ICRS parents will drop off K-8 students and pick them up using our ferry line in the parking lot. Preschool families will use the St. Joseph Center loop. The ferry line will open at 8:15AM and begin screening at 8:30AM. Students and drivers should remain in their cars during this time and be ready to attest to these screener questions:

1. Does your student have any of the following symptoms:
  - A cough
  - Shortness of breath or difficulty breathing
  - A fever of 100.4°F or higher or a sense of having a fever
  - A sore throat
  - Chills
  - New loss of taste or smell
  - Muscle or body aches
  - Contagious nausea/vomiting/diarrhea
  - Congestion/running nose – not related to seasonal allergies
  - Unusual fatigue
2. Does anyone in your household have any of the above symptoms?
3. Has your student been in close contact with anyone with suspected or confirmed COVID-19?

**4. Has your student had any medication to reduce a fever before coming to school?**

If the answer to all the above questions is “no,” staff will check the student’s temperature before he/she exits the car. Students with a temperature greater than 100 degrees, will go home to rest, relax and recuperate. Otherwise, students will be invited to wear their mask, maintain social distancing and join us for the day.

***AM Bus Riders (8:30-8:50AM)***

When the bus pulls into a hub stop and is parked, children and parents will line up 6 feet apart from the next family. Parents will attest to the bus driver that the answer to all of the questions in the morning screener is “no”. The bus driver or assistant will take the child’s temperature before boarding. If a child’s temperature is greater than 100 degrees, he/she will go home with their parent. Otherwise, children will be welcomed on the bus following the loading instructions of the bus driver. Bus riders will wear face coverings, sanitize their hands upon boarding, and maintain social distancing. Seats will be assigned by family groups with adequate spacing.

***AM Extended Day for Children of First Responders and Staff during COVID-19***

Parents who bring their children to AM Extended Care must meet the Ext. Care teacher at the door and attest that the answer to all of the screening questions is “no.” The child’s and parent’s temperatures will be taken. If a child’s or parent’s temperature is greater than 100 degrees, the student will go home with their parent. Otherwise, students will be invited to wear their mask, wash their hands, maintain social distancing and join us for the day. Parents must sign the student in. (Parents, it is advised that the same adult drop off and pick up children daily.)

***For Staff / Volunteers Conducting Morning Temperature Checks of Students***

Staff conducting morning screenings will practice social distancing and wear personal protective equipment (PPE). Upon arrival, screening staff should wash their hands and put on a facemask, and a single pair of disposable gloves.

When checking children for signs of illness, visually inspect for signs of flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath.

Using the infrared thermometer, follow the directions to take the child’s temperature. Children who appear sick or have a temperature exceeding 100 degrees F, should stay in their cars and go home to get well.

### ***Ferry Line during Dismissal (2:50-3:10PM)***

K-8 parents can start lining up in the ferry line as early as 2:45PM. To avoid close contacts, parents please stay in your cars. At 2:50, student groups will be called to exit the building when their cars are in the first four parking spots.

## **1.2 Face Coverings**

“Cloth face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice. This is called source control. This recommendation is based on what we know about the role respiratory droplets play in the spread of the virus that causes COVID-19, paired with [emerging evidence](#) from clinical and laboratory studies that shows cloth face coverings reduce the spray of droplets when worn over the nose and mouth. COVID-19 spreads mainly among people who are in close contact with one another (within about 6 feet), so the use of cloth face coverings is particularly important in settings where people are close to each other or where social distancing is difficult to maintain.”

Face coverings are to be worn at school by staff, visitors, and K-8 students. DOH requires everyone in a school building or on a school bus to wear a face covering, with [specific exemptions](#) identified in the guidance.

Following DOH guidelines, a cloth face covering is multi-layered fabric that covers the nose and mouth. K-4<sup>th</sup> students can wear masks without scary or inappropriate images/messages or advertisements for alcohol/smoking products. Fifth-8<sup>th</sup> students should wear solid colored masks. Students should bring 2-3 face coverings per day as it is recommended that face coverings be replaced every four hours.

### ***Care for Cloth Face Coverings***

In the classroom, students will keep their clean face coverings in a zip lock bag, separate from their used ones which will be taken home for washing. Wash and dry cloth face coverings on high heat. Throw away cloth face coverings that:

- No longer cover your nose and mouth
- Are stretched out or do not stay on your face
- Have damaged ties or straps
- Have holes or tears in the fabric

### ***Face Shields***

Students can use a face shield instead of a cloth face covering, however, cloth face coverings have a superior ability to capture more droplets from speaking, coughing, sneezing, etc. Face shields can be cleaned with an alcohol wipe.

Staff can use a face shield instead of a cloth face coverings, in certain circumstances. L&I has updated their guidance to allow staff to wear face shields when a face covering reduces the effectiveness of instruction (for example, during speech therapy, demonstrating enunciation, or language instruction). This is determined by the educator leading the instruction.

For all other activities (staff meetings, hallway monitoring, playground or cafeteria monitoring, etc.), staff must wear a cloth face covering unless they fit into one of the exemption categories.

**1.3 Physical Distancing and Fresh Air.** ICRS is preparing physical distancing at school. Classrooms have been measured to determine adequate distancing between desks. Teachers will seat students six feet apart. Hallways are marked for traffic flow. Cohorts of students will have designated play areas with a rotation schedule in place. When possible, teachers will conduct class outside, or open windows in classrooms to maximize fresh air.

Children do NOT need to wear a cloth face covering outside, as long as they can stay at least 6 feet away from others.

#### **1.4 Frequent Hand Washing**

Proper hand washing is an important deterrent for the spread of viruses. Students and staff will wash their hands with soap and water frequently. Hand sanitizer will be available in each room, and near the entrances of the building.

#### **1.5 Cleaning and Sanitizing**

ICRS custodial staff will disinfect the building with hospital-grade disinfectant daily and will clean and disinfect bathrooms twice daily following CDC and L&I guidelines. Students and staff will help with wiping down their personal space and frequently touched, hard surfaces such as tables, doorknobs, light switches, countertops, handles, desks, chairs, phones, keyboards, and faucets.

#### **1.6 Preparing for When Someone Gets Sick**

Parents, in order to keep all students and staff healthy and safe, and our school COVID-free, it is imperative that children or adults who are sick stay home to rest and recuperate. Follow [CDC guidance for caring for oneself and others who are sick](#). Make sure to keep emergency contact information on RenWeb current.

##### ***Isolate Those Who are Sick***

Children who come to the office with flu, cold or COVID-19 symptoms will have their temperature checked and be isolated in one of the library conference rooms. Parents or

emergency contacts will be called to pick up their sick child. Parents, please pick up sick children within the hour or have someone else who can.

### ***When a Child is Sick***

Office personnel should wear a cloth face covering, face shield, gloves, and a gown when caring for students or adults who are symptomatic. The symptomatic student who is waiting to be picked up is under the visual supervision of a staff member who is at least six feet away. Both the symptomatic student will wear a cloth face covering or a surgical mask. (Do not place cloth face coverings or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs.)

### ***Cleaning and Disinfecting if Someone in the School is Sick***

The classroom will be vacated for 24 hours to ventilate, clean and sanitize. The custodian will clean and sanitize hard surfaces touched by the sick person. Once the sick child is picked up, the “sick room” will be cleaned and sanitized and unoccupied for 24 hours.

### ***Emergency Transportation***

If office personnel determines that a sick child or adult needs assistance with breathing and the school cannot get hold of the parent or other emergency contact, the school will call 9-1-1 to safely transport the student or staff member who is critically sick to the hospital at the expense of the parent or staff member.

### ***Notifications***

If a student or staff member tests positive for COVID-19, please notify the school. The principal will communicate with staff, families, the DOH, and the OCS. The school will notify close contacts with guidance for monitoring one’s health and self-quarantining. (Refer to What to do if you were potentially [exposed to someone with symptoms of COVID-19](#) or [exposed to a confirmed case of COVID-19](#).) The school will assist the DOH with close contact tracing in a manner that is consistent with applicable law and privacy policies.

It is likely that students and teachers in the same cohort may have to quarantine for 14 days and monitor one’s health.

The school principal or her designee is the COVID-19 supervisor. She will monitor the health of employees and enforce the COVID-19 job site safety plan. The custodians and school secretary



are also trained. Parents and staff should contact the principal or secretary when reporting confirmed cases of COVID-19.

### ***Returning to School After Having Suspected Signs of COVID-19***

A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND
- At least 10 days have passed since signs first showed up. OR
- It has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If you believe you have had close contact to someone with COVID-19, but you are not sick, you should self-quarantine and watch your health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day you were in close contact with the person sick with COVID-19. You should not go to work, child care, school, or public places for 14 days. If your child (or a staff member) is quarantining for this reason, please inform the school office.

### ***FAQ Regarding Confirmed Case Processes & Virus Spread***

#### ***1. What is the process that families and schools should take if a student or staff member is diagnosed with COVID-19?***

If a student or staff member is diagnosed with COVID-19, their family should notify the school. The local health authority will advise the school on next steps, and it is likely that many of the other students or staff who were in close contact with the infected individual will need to self-quarantine for 14 days.

The school will assist the DOH with close contact tracing in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

#### ***2. Do schools have to close when there is a suspected or confirmed case of COVID?***

Not necessarily. Once a case has been confirmed, local health authorities will take over any contact tracing strategies. Schools should plan for and follow the elements outlined in the guidance (pages 20–21), including developing (in partnership with the local health authority) a response and communication plan specific to this situation. Response activities will depend on the number of cases, the extent of the exposure, and whether the virus appears to be spreading within the school. It is imperative districts work now with their local health authority to plan for the possibility of confirmed cases.

#### ***3. If COVID cases emerge, who is responsible for making the final decision about whether a school must close due to a confirmed case?***

The principal and the local health officer have the authority to close a school, with the local health officer holding ultimate authority to order a closure. The process will depend on the circumstances. It is imperative districts work now with their local health authority, including determining communication protocols, to plan for the possibility of confirmed cases and the need to close school.

## **1.7 Support for Social and Emotional Well Being**

ICRS teachers provide a loving and nurturing environment to support student learning. The best way for them to do that is with in-person instruction. With Covid-19 teachers have the extra challenge of providing the same caring environment with the addition of face coverings, social

distancing, and remote instruction. This is an adjustment for us all. ICRS staff and students will do their best to continue our tradition of community and connectedness.

The spring of 2020 demonstrated the importance of supporting the social and emotional well-being of students, staff and parents to maximize student engagement and learning. Here are some tips from Dr. Kinnear, a school parent and clinical psychologist/neuropsychologist and Kristel Hollick, a school parent and school counselor.

During the COVID-19 pandemic, children can become uneasy, stressed and anxious, because of what they hear about COVID-19 and the many unknowns related to their own safety or the safety of those they love. Children pick up stress their parents and other members of the household carry, whether it is exhibited verbally, emotionally, or with body language. Parents and teachers can help children manage their social and emotional wellbeing.

Children express themselves differently than adults. When a child is stressed or experiencing anxiety, they may not know how to express their feelings. Here are a few signs to look for in a child who is feeling stressed or anxious: headaches, light headedness, tired, sweating, dry mouth, tension, choking sensation, shortness of breath, nausea, flashing chills, chest pain, loss of appetite or craving food, palpitations, stomach pains, butterflies, bladder weakness/diarrhea, shakiness, jelly legs, trembling, pins and needles. (International Institute for restorative Practices). These symptoms should not be confused with symptoms if a child is sick.

***Here are a few things you can do if your child is feeling stressed/anxious.***

If you have any questions you may contact Kristel Hollick, School Counselor, or Dr. Elga Kinnear, Clinical Psychologist/Neuropsychologist. Contact information is in the school directory.

- [Discussion Guide](#)
- [Supporting Children through COVID-19](#)
- [Relaxation Training/Mindfulness](#)
- [The Best Relaxation Apps for Kids with Anxiety](#)
- [12 Ways to Help Kids Calm Down](#)
- [Grounding with Your Five Senses](#)

## **Health and Wellness Resources**

CDC. July 16, 2020. [Considerations for Wearing Cloth Face Coverings](#)

CDC. May 19, 2020. [Considerations for Schools, Operating Schools During COVID-19](#)

CDC. May 29, 2020. [Considerations for Youth Sports](#)

DOH. June 24, 2020. [Guidance on Cloth Face Coverings from the Washington State Department of Health](#)

DOH. June 24, 2020. [Myths and Facts about Face Coverings](#)

DOH. July 22, 2020. [K-12 Schools Fall 20-21 Guidance, Dept. of Health](#)

L&I. July 26, 2020. [Coronavirus \(COVID-19\) Prevention: General Requirements and Prevention Ideas for Workplaces](#)

OSPI. July 8, 2020. [Reopening Washington Schools, District Planning Guide](#).

OSPI. June 24, 2020. [Reopening WA Schools, Questions and Answers](#)

Siegel, Daniel J. (2007). The Mindful Brain. New York: W.W. Norton & Company.

## 2.0 SCHEDULES

The Scheduling Committee was made up of teachers, staff, and a member of the school commission. This committee was tasked with addressing staggered recess and lunch times, specialists' classes, staff breaks, and cohort movement. The committee determined room capacity and supervision of children, and drafted schedules for

- All in, everyday model
- A/B hybrid model
- Remote model

On August 5, 2020 Governor Inslee provided the following metrics to assist local school districts in discerning whether schools should open in person, with a hybrid model, or remotely. Schools in counties with 75 or more new cases of COVID-19 in the last 14 days are considered high risk and should open with the remote model. Schools in a county with 25-75 new cases of COVID-19 in the last 14 days are at moderate risk and could open with a hybrid approach. Schools in a county with less than 25 new cases 14 days before school starts are at low risk and could open doors for students daily. These guidelines along with safety protocols—frequent hand washing, face covers, physical distancing, screening and more frequent cleaning and sanitizing—are recommended for a safe start. The [Superintendent of Catholic Schools and Archbishop Etienne](#) echoed these same guidelines for Catholic schools.

### GUIDELINES FOR OPENING SCHOOLS SAFELY

Skagit DOH DATA, number of new COVID-19 cases per 100K people in the last 14 days	RISK LEVEL	ICRS LEARNING MODEL
<25	Low	All-in, everyday in person learning
25-75	Moderate	A/B Hybrid Model
75+	High	Remote Plus Model

#### *Pivoting from one model to the next*

ICRS parent volunteers, teachers, staff and administration have worked tirelessly all summer to design details for the three models of education to support a safe start in the fall of 2020. ICRS will follow the governor and Archdiocesan guidelines for re-opening. The DOH data will determine when the school can pivot from one model to the next. Pivoting from remote to hybrid, or hybrid to all-in will be a three-week process. The first two consecutive weeks showing data below 75 consistently will be the indicator that ICRS can pivot to the A/B hybrid model.

The principal will notify staff and families that the county is at moderate risk and that the school would transition to the hybrid model in a week.

When new COVID-19 cases drop below 25 consistently for two consecutive weeks, the principal will notify staff and families that the county is at low risk and in a week ICRS would transition to the all-in model.

In the event that COVID-19 data increases in the county or in our school, while we are in the hybrid or all-in model, the Skagit County DOH can direct ICRS to pivot to the remote model with little warning. In this case, the principal would notify staff and families that school is closed for one day while teachers prepare, and the following day school learning would take place remotely.

Following is more detail about the three learning models for K-8. (ICRS preschool is licensed for full day and can operate everyday for the four-year old program during COVID-19.)

## **2.1 K-8, All-in, Every Day**

**No Wednesday late start with this model. Wednesdays will have an early-release (1:50-2:10PM).**

- 8:30-9:00 Staggered entry and health screening.
- 10:15-10:30 K-4 Recess. Each cohort plays in a designated area. Five designated areas are rotated daily among cohorts. Teachers pick up their students in the designated play area.
- 10:30-10:45 5-8 Recess. Each cohort plays in a designated area. Five designated areas are rotated daily among cohorts. Teachers pick up their students in the designated play area.
- 11:00-11:30 3-4-5 Recess (same as AM recess).
- 11:30-12:00 K-1-2 Recess (same as AM recess), and  
3-4-5 Lunch, seated theater-style, all facing one direction, extra tables available, 6-ft apart. Doors open for air flow.
- 12:00-12:30 K-1-2 Lunch, seated theater-style, all facing one direction, extra tables available, 6-ft apart. Doors open for air flow.
- 12:15-12:45 6-7-8 Recess (same as AM recess).
- 12:45-1:15 6-7-8 Lunch in rooms, all facing one direction, extra tables available, 6-ft apart. Doors open for air flow.
- 2:50-3:10 Staggered dismissal. Those not picked up wait 6-feet apart in the library. Students in electives are picked up at 3:00.

Specialists support art, PE, library, and technology. Specialists will meet in student classrooms with the following exceptions: K-3 will participate in technology in the tech lab and PE will take place outdoors when possible or in the gym. Music is suspended until further notice.

Electives for 5-6-7-8 students are art, web design, Spanish, and one other TBD.

- Mondays 2:00-2:45PM,
- Wednesdays 8:45-9:30AM,
- Fridays 2:00-2:45PM.

Hot lunch will be sack lunches. No salad bar. Milk will be available.

The Scheduling Committee measured each room and determined maximum capacity with students practicing physical distancing. All classrooms, with the exception of two, provide adequate space to support physical distancing. Two classrooms will need to make adjustments on campus when all students return.

## **2.2 K-8, A/B Hybrid Model**

The A/B Hybrid model divides each class in half and identifies an A Cohort and a B Cohort. The A Cohort will come to school on Mondays and Tuesdays, the B Cohort comes on Wednesdays and Thursdays. Students participate in the following specialist classes, PE, library and technology during their two days at school. There are no 5<sup>th</sup>-8<sup>th</sup> electives in this model. While students are at home learning three days out of the week, they are practicing skills learned in class or engaging in project-based learning. Teachers will focus on essential learnings for math and English Language Arts, integrating our Catholic identity, science and social studies into lessons.

The middle school will provide five days of math instruction, with plans to share with colleagues strategies to provide synchronous learning across the grades.

On Fridays, teachers will participate in training or staff meetings, meet in professional learning communities, plan, correct papers and host online office hours.

The two-day schedule for each cohort is below.

8:30-8:45 Staggered entry and health screening.

10:15-10:30 5-6-7-8 Recess. Each cohort plays in a designated area. Five designated areas are rotated daily among cohorts. Teachers pick up their students in the designated play area.

10:30-10:45 K-1-2-3-4 Recess. Each cohort plays in a designated area. Five designated areas are rotated daily among cohorts. Teachers pick up their students in the designated play area.

- 11:30-12:00 K-1-2-3-4 Recess (same as AM recess), and  
5-6-7-8 Lunch, seated theater-style, all facing one direction, extra tables available,  
6-ft apart. Doors open for air flow.
- 12:00-12:30 K-1-2-3-4 Lunch, seated theater-style, all facing one direction, extra tables  
available, 6-ft apart. Doors open for air flow, and  
5-6-7-8 Recess (as AM recess).
- 1:30-1:45 K-1-2-3-4 Recess (same as AM recess).
- 2:50-3:10 Staggered dismissal. Those not picked up wait 6-feet apart in the library.

### **2.3 K-8, Remote Plus Model**

ICRS will provide a remote-plus learning model. Students will participate in remote learning, with the opportunity for every student to come to school once a week for 90 minutes for in-person learning. Each class will be divided into groups of five students. Each group will be its own mini-cohort meeting the same day with the teacher every week, from 1:00-2:30PM. This would give families and staff an opportunity to practice onsite screening in smaller numbers, offer students social / emotional support and personalized instruction, and provide students an opportunity to meet new students and interact. When possible, teachers will meet with students outside or keep classroom windows and doors open to maximize fresh air circulation. Participation in these mini-cohorts is optional for families.

Teachers are developing weekly schedules to provide a routine and continuous learning. Learning will focus on essential standards for math and English language arts integrating Catholic identity, social studies and science. Specialists will provide options for enrichment which are optional. No elective classes for 5-6-7-8.

### **2.4 5<sup>th</sup>-8<sup>th</sup>, Sports at ICRS**

ICRS is a member of the WIAA. The school will not be able to have traditional soccer, volleyball, or basketball teams during Covid-19, but can offer small group skills camps. The school may be able to have a cross-country team and track team.

- No gathering of more than 6 total people (5 students and 1 coach) at a time (inside or outside).
- Report to practice/events in proper gear and immediately return home to shower at the end (no changing in bathrooms).
- Students are grouped in “pods” with the same students always working out together consistently from day to day. Coaches may work with multiple pods if they practice appropriate physical distancing from students.
- Multiple people may not touch or share athletic equipment/balls or clothing.
- All participants should keep at least 6 feet social distancing, wash hands frequently, avoid touching face, and sneeze or cough into a tissue, or inside elbow.



- Cloth facial coverings must be worn by everyone. No plastic shields.
- No sports when school is closed.
- To the extent possible, hold practice, conditioning, and contests outdoors.
- All students and coaches answer health screening questions and have temperature check before each practice/event (keep records).
- Any person with symptoms of COVID-19 should go home and contact his or her doctor
- People at risk for severe COVID-19 should consult with their doctor regarding participation in sports
- People who are in close contact someone diagnosed with COVID-19 must stay home.
- Appropriate clothing/shoes/gloves should be worn to minimize sweat from transmitting onto equipment/surfaces.
- Don't use drinking fountains. All students shall bring their own water bottle. Water bottles must not be shared.
- Prior to pods entering a facility, hard surfaces should be disinfected, especially high-touch surfaces.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
- Equipment, balls, etc. should be wiped down thoroughly before and after use.
- When safe, open windows and doors to increase fresh air circulation.
- To the extent possible, travel to events only with family members.

Source: WIAA. June 22, 2020. [Guidance for Opening Up High School Athletics and Activities](#)

### **3.0 TECHNOLOGY PLAN**

The Technology Committee consisted of three teachers and a parent with a strong technology background. The committee was tasked with

- Safeguarding students during online activities
- Explore how to teach in person and remotely simultaneously
- Centralize learning across the grades
- Explore technology purchases
- Determine and schedule training for staff, parents and students

The committee presents the following guidance for the three learning models that could be present at the school.

#### **3.1 For the Remote Plus Model**

1. Teachers will teach using Zoom lessons. A school-wide schedule of Zoom meetings will be posted on the school website.
2. Every Monday morning, teachers will send their weekly lessons to Mr. Van Selus, who will post them on the school website for easy access by students and parents.
3. Preschool through 3rd grade will use packets and online resources.
5. 4-5 grades will use Google Classroom and online resources.
6. 6-8 grades will use Microsoft Teams and online resources.
7. Students in grades 4-8 will take home devices for everyday use. They will follow school rules for use.
8. Devices such as Ipads and laptops will be available for students in the younger grades on an as-needed basis.
9. Teachers will use Zoom to deliver instruction. This will look different depending on grade level. Students are required to attend Zoom meetings and roll will be taken.
10. Teachers may create small groups for Zoom meetings.
11. Students in the upper grades will access and turn in their work online.

#### **3.2 For the A/B Hybrid Model**

1. Teachers may require students to join Zoom lessons, watch videos, or do online work on the days that they do not come to school.
2. Students who are at home will have a pre-set schedule for Zoom lessons.
3. Weekly lessons will be posted on the school website.

### **3.3 For All-in, Everyday Model**

1. Grades 4-8 students will bring their device to school every day.
2. Students who are at home due to quarantine will work with their teachers to stay caught up. This may be after-school online meetings, during school lessons via Zoom while the teacher is instructing during class, recorded lessons that are accessible online, or some combination depending on the grade level. Materials will be sent home via packets or made available online.

## 4.0 COMMUNICATIONS

The Communications Committee was made up of three staff and three parent volunteers, one who works professionally in communications and one who is a member of the School Commission. This committee was tasked with providing

- A unified message
- Weekly updates
- Signage for the school
- Review of communications related to COVID-19

Please see the school website for a history of [weekly communications](#). Scroll down within the site to see responses to frequently asked questions and for information in Spanish.

The Communications Committee will continue to meet weekly.