

Re-Opening Document for Index School District
2020-21 School Year

Sections of Plan

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1. SAFETY MEASURES:

Purchases:

7 hand-washing stations (1 @ entry, 3 in classrooms, 2 @ bathrooms, 1 @eating area)

5000 masks and face shields for student/staff use (through ESD 112 consortium)

4 temperature scanners (1 for @ bus, 2 for entry)

11 plexiglass dividers for classes and office area

Training for nurse to become emergency trained regarding COVID-19 and pandemic guidelines

10 gallons of sanitizer fluid for cleaning surfaces

10 gallons of fluid for hand-washing stations

Plexiglass area established in office for child who shows symptoms of sickness (nurse evaluation is mandatory for any students showing signs of COVID-19)

2. **STUDENT LEARNING SCHEDULE** (3 options depending on State Requirements)
Our desire is to have “in-person” learning. To begin the year, we must follow the Snohomish County Health Department recommendations. OPTION C is how we will start the school year. We will be employing our Core-4 expectations which include Google Classroom, Google Docs, Google Teams, and Zoom conferencing. We will have a check-in each morning using Zoom with our students. A quick reminder of weekly expectations, assignments will be assigned through our Google systems and packets that we send home. This will include questions and answers as well as social interactions and activities. Students will find times to attend office hours and work individually with their teacher on math and ELA work or other questions they might have. This will work similarly to our CAFÉ process for setting goals, reviewing various samples of work and support with strategies for comprehension and understanding standards/expectations.

Option A: *Full return to school with appropriate social distancing steps*

We return to school on September 9th with adjusted classroom design. We have only 9-11 students in each classroom and are equipped to maintain a 6-foot distance between all students in the classroom. Students come to school maintaining six-foot barrier on bus using larger bus and having students sit every other seat alternating sides. We have historically had 13-16 students ride the bus and the remainder are driven to school. PPE protocols are in place in all areas (bus, class, playground common areas) Students wash their hands when they enter school, classroom and any transitions during the day. Students regularly use antiseptic wipes to clean their learning area and any common spaces are cleaned by the staff throughout the day. Masks or shields are utilized. We have plexiglass barriers for any group work and large tables are doubled so the space between students (never more than four at our common area including the teacher). Student seating is around the perimeter of the class and a common group table with barriers is located at the center of each room. We will more effectively use our CAFÉ process which includes group discussion (from their seat areas), small group work, independent work and teacher conferencing. This works for both math and reading processes.

Option B: *A schedule and B schedule rotation for students- half and half attendance*

In Option B, we will be able to blend “in-person” school with distance learning. We will use an A/B schedule that allows 50% of students at school for half of the time and the remaining 50% of students at school when the first group is at home working through distance learning. *We expect that the state will show equal regard for seat time and distance learning time in meeting the 1000-hour requirement for K-8 school systems.*

Time of day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 11:00	Group A in school Group B working from home	Group A in school Group B working from home	Group A in school Group B working from home	Group A in school Group B working from home	Both groups working from home on projects, office hours and teachers planning for following week and staff remote Professional Development
11:00 - 12:00	Deep cleaning of facility	Janitor all day cleaning of surfaces and tending to both indoor and outdoor needs			
12:00 – 3:00	Group B in school Group A working from home	Group B in school Group A working from home	Group B in school Group A working from home	Group B in school Group A working from home	

Teachers will be providing learning targets and assignments online and on the first day of in-class sessions on Mondays. Office hours will be provided on Fridays during two separate times to accommodate family computer time needs (*should other family members require specific time for their own online work*).

Option C: (THIS IS OUR OPENING PLAN TO START THE SCHOOL YEAR)

Should the COVID-19 virus become a stronger impact to safety issues, the district will move back to a complete on-line format. We will be employing our Core-4 expectations which include Google Classroom, Google Docs, Google Teams, and Zoom conferencing. We will have a check-in each morning using Zoom with our students. A quick reminder of weekly expectations, assignments to upload Google, questions and answers as well as social interactions and activities. Students will identify times to work individually with their teacher on math and ELA work. This will work similarly to our CAFÉ process for setting goals, reviewing various samples of work and support with strategies for comprehension and understanding standards/expectations.

[You will notice that Mrs. Taylor had to move on to take care of her family. We will truly miss her at our school! Mrs. Lemmon has also determined to give her family more of her time and regretfully she decided to step away from the wonderful work she has been doing for our school. With lower student numbers and some of the challenges with this pandemic, the board voted to not re-fill these positions to help us maintain a solid financial base.]

Please look at the two schedules listed below: **Mrs. Hansen-grades 4-7** and **Mrs. Newbold- grades K-3**.

***Note: Office hours take place from 1:00- 2:30 Monday, Tuesday and Thursdays or by arrangement with the teacher at other times. Small music lessons also take place throughout Tuesday and Thursday.**

Newbold K-1-2-3 Distance Learning Schedule

8:00-8:30

Whole Class Meeting- attendance, read-a-loud, SEL

8:30-9:00

K/1 Meeting-Reading Instruction

2/3 Headsprout reading

Individual Work Time

9:00-9:30

2/3 Meeting-Reading Instruction

K/1 Headsprout reading

Individual Work Time

9:30-9:45

Recess

9:45-10:10

K/1/2/3 Meeting- Writing

10:10-11:00

Math- online videos and individual work time

11:00-11:30

Lunch

11:30-12:00

DEAR

12:00-12:30

Science/Social Studies

12:30-1:15

Individual work time- math, writing, reading work

1:15-1:30

Recess

1:30-2:30

Specials- Art, PE, Music

Additional Notes:

- Digital office hours Monday, Tuesday, & Thursday
12:30-1:15
- Optional online meeting Monday afternoons 1:30-
2:30 for art project or other activity

3. TRANSPORTATION

We will utilize our larger bus to improve our social distancing on the bus. Temperatures will be taken with a temporal scanner before students get on the bus. We will assign seats for each child so they will sit in their same seat and maintain a six-foot distance (Every other seat and alternating sides). All students will wear masks before entering the bus and if they do not have a mask, one will be provided for them. We will plan to have every other window lowered to the first notch unless the temperatures outside make it too cold for student comfort. Drivers will take precautions with use of a face shield or mask. We will explore the possibilities of a barrier similar to city bus drivers. We will only add what the Washington State Patrol will allow us regarding additional hardware for school buses. Bus drivers will wipe down seats after each bus run and weekly do a deep cleaning of all surfaces. Families will be encouraged to drive their students to school if it is feasible for them to do so. Any family needing a ride to school will be encouraged to use our bus services. We want to be careful to provide equitable support for all our students so that they will feel welcome and ready to learn.

4. SOCIAL DISTANCING PROCEDURES

- Bus seating at least six feet apart.
- Recess lines and waiting outside building using six foot spacing on the sidewalk with spacing marks
- Students released by signal to clean hands and use restrooms to ensure proper distancing.
- Regular training on proper hand-washing practices.
- Use of common table in each classroom with Plexi-glass barriers when teacher works with small groups during class time.
- Plexiglass barriers in the office to separate office staff from visitors and student/staff visits.
- Lunch eaten in classrooms with supporting staff covering lunch times for teachers.

5. PLAYGROUND MEASURES

- We will stagger recess times with K-3 and grades 4-7.
- We will be adding new items to the playground that support social distancing
- Staff will be trained on activity options for students that create social distancing (individual challenges, games involving cooperation from a distance, spacing students in lines for various games and activities)
- Lining up after recess at appropriately spaced distances
- Hand-washing stations at school entrance.
- Mask reminders for students.
- Running club for students choosing to set goals (medals for completing 25, 50, 75, and 100-mile distances).

6. COMMUNICATION MECHANISMS

- Parent training around Canvas (two evening training sessions in the fall)
- Summer training for staff on use of Canvas
- Communication via Google classroom and Zoom conferences (monthly with parents and weekly with students). This process will be continued for fluency in distance learning and ensuring good communication processes.
- Updates to class website every two weeks
- Four progress reports
- Two parent-student conferences (depending on level of distance learning in place). Conferences will be conducted via zoom conferences if they cannot take place in person.
- Superintendent regular communications with parents:
 - A) Monthly Index Wall updates
 - B) Monthly updates with school board

- C) Website updates every two weeks for staff and families
- D) Weekly staff meetings on Wednesday afternoons (Time depends on Option we have selected for learning)
- E) Three parent meetings to work on vision- planning (open house, Winter input session, Spring review of data and next steps).

7. SICK CHILD PROTOCOLS

- Nurse will share explicit steps on proactive health measures to maintain good health.
- Clarity around when to keep your child home. Symptoms checklist (no temperature, no flu-like symptoms, no coughing issues, sore throat, etc...)
- If child shows signs of sickness on the bus or at school, they will be isolated in the office. Temperature will be taken. Nurse will check for symptoms. Parents will be contacted and a decision will be made if they should go home.
- If needed, the parents will be consulted about testing for COVID-19 by nurse.
- Students must stay home 24 hours after temperature is gone.
- Students in the classroom will be tested, should a positive test for COVID-19 take place by the sick child.

8. TRANSPORTATION ADJUSTMENTS

- Utilize larger bus to increase spacing between students.
- Windows remain open unless temperatures are too cold outside.
- All students will be assigned seats on the bus to reduce exposure to others
- All students and driver will be required to wear a mask on the bus. Masks will be provided should they need one.
- Bus driver will have both mask and gloves during the bus run.
- If WSP allows, we will create some form of barrier for safety of the driver.
- Temperatures will be taken for all students who ride on the bus.
- Students waiting in line for the bus will stand six feet away from other students while waiting for the bus.
- If parents are able, we will encourage parents to drive their child to and from school.
- Bus seats will be cleaned after each bus run. Buses will have a deep cleaning each week on Fridays (Seats, floors, walls and windows).

9. TECHNOLOGY NEEDS/ADJUSTMENTS

- We will identify this summer any families who need a hot spot for next year or a laptop for access to online services.
- Each class will have enough lap-tops for each child in their classrooms.
- We will ensure that all teaching staff have training this summer to be fluent with all online systems in our CORE4 plan (Google docs, Google Classroom, Canvas, Zoom).
- We will be providing two evening training times for parents on our CORE4 systems should they need support in this area.
- Teachers will prepare for full online teaching and be ready to switch over to this Option if necessary.
- All classroom teachers will provide ample communication for students and parents this coming school year (minimum expectation of weekly sharing of learning targets and assignments). All classroom teachers will upload classroom news twice each month.

10. EQUITY ISSUES TO BE ADDRESSED

- We will ensure all families have adequate connectivity and laptops for home communication and School Work.
- We will ensure that office hours are sensitive to each family needs (some families must use their technology for work, other children in home with other computer needs, etc...)
- We will utilize Child-find to better identify any children in our area in need of academic support.
- Students who presently qualify as McKinney-Vento Homeless will be afforded any and all support necessary to allow them equal access to learning (both academic and social-emotional needs).
- We will work to identify any students who should be receiving McKinney-Vento support that are not currently qualifying as homeless.
- We will be increasing our curricular priorities around equity issues, racism issues to improve our understanding as educators around supporting needs of those students and families.
- We will work as a faculty to improve our deficits in building empathy and understanding around better pedagogy and improved ability to listen and adjust our instructional practice and be more sensitive in both the teaching and learning process.
- We will be more aggressive in purchasing learning materials and curriculum that addresses inequities in representing race, sexual orientation, poverty, students with disabilities, and cultural bias.
- Professional development will focus on Social-Emotional Learning, working on anti-racism, and improving support of distance learning.