

Northpoint Expeditionary Learning Academy 2020-2021 Pandemic Plans

Overview: This doc will consider 4 options for beginning the 2020/2021 school year based on the COVID-19 Pandemic. Every option will give details for the following items.

Phase Frameworks:

- **Phase A:** In-Person School with Physical Distancing (Pg 3)
- **Phase B:** Block and Blended Learning (Pg 15)
- **Phase C:** Student/Family Discretion - Hybrid Block/Blended/Online (Pg 26)
- **Phase D:** Distance Learning (Pg 41)

Phase Transitioning Key

Transition Phases (Ascending): Increase of Pandemic

Phase A → **Phase B** Physical Distancing to Block

Phase B → **Phase C**: Block to Student/Parent Discretion

Phase C → **Phase D** Student/Parent Discretion to Distance Learning

Transition Phases (Descending): Decrease in Pandemic

Phase D → **Phase C**: Distance Learning to Student/Parent Discretion

Phase C → **Phase B** Student/Parent Discretion to Block

Phase B → **Phase A**: Block to Physical Distancing

Components for Each Phase		
Events	Roles	Facilities
NELAPalooza Ground School Wilderness Classroom Behavior Immersion FW Intensives EXPO/COL	Student ESS Department Teacher Crew Leader Staff Admin	Classrooms Hallways Bathrooms Cafeteria Lawn & Basketball Court Front Office

Passage		
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Phase A

In-Person School with Physical Distancing

Overview	School is held in-person with strict physical distancing measures in place and routine disinfection of common areas. A clear preparedness plan is ready for any changes in outbreak. Online options are available for excusability for vulnerable populations.
Structure	School is held in-person with Google Classroom components. All events are held with altered regulations and conditions. Overnights are available at teacher and student/family discretion.

Phase A Events

EVENT	Plan
NELAPalooza	<ul style="list-style-type: none"> ● Location: Outdoors <ul style="list-style-type: none"> ○ Outdoor food and CREW activity <ul style="list-style-type: none"> ■ Assign outdoor Crew locations ○ Outdoor projector and speaker (if needed) ○ 13 spots ● Numbers and Physical Distancing: <ul style="list-style-type: none"> ○ RSVP Online (email) <ul style="list-style-type: none"> ■ Capacity: 180 - 200 people ○ Restricted Guests ● Food: <ul style="list-style-type: none"> ○ No Food <ul style="list-style-type: none"> ■ Notify guests prior ● Length: <ul style="list-style-type: none"> ○ 1 hour (6-7 or 6:30-7:30) ○ Directly to Crew ● Considerations: <ul style="list-style-type: none"> ○ Rain = Cancel (not indoor) ○ Food Allergies ○ Bathrooms ○ 6' Separation ○ Tour of the building <ul style="list-style-type: none"> ■ Traffic Flow
Ground School	<ul style="list-style-type: none"> ● Locations: <ul style="list-style-type: none"> ○ Indoor and outdoor classrooms (depending on topic and Crew leader) ● Numbers: <ul style="list-style-type: none"> ○ Single Crew Cohorts ○ Crew size (15?) ● Structure: <ul style="list-style-type: none"> ○ Single Crew Leader teaches one topic to every crew ○ Crews rotate - teacher stays

<p>(High School)</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Sanitize between cohorts ○ Prep Replacements: Aides, Gregory, Zych, Wags, Zinni? <ul style="list-style-type: none"> ■ Alt. Zinni, Shari, and Steve hold sessions (works in 3 preps) ○ Timing: <ul style="list-style-type: none"> ■ 4 days <ul style="list-style-type: none"> ● 3 days of rotations to CREW leaders <ul style="list-style-type: none"> ○ COVID/school lessons ○ Passage Prep ○ NP ground school lessons ● 1 day of outdoor activities and Passage presentations ■ 9-13 sessions total ■ 5 sessions a day per crew (with breaks) ● Additional GS Curriculum <ul style="list-style-type: none"> ○ Incorporate tour of Google Classroom <ul style="list-style-type: none"> ■ How to access resources and assignments ■ How to turn in assignments ■ How to access live lessons/discussions ■ Discuss new protocols for physical distancing at school ○ Online Etiquette <ul style="list-style-type: none"> ■ How to engage in discussions online ■ How to maintain an appropriate behavior online ○ Pandemic Hygiene <ul style="list-style-type: none"> ■ Hand-washing memes ■ Food handling intro (prep for Wilderness) ○ Disinfecting after each class ○ Class of 2022 Passage Work <ul style="list-style-type: none"> ■ Incorporate into GS Curriculum <ul style="list-style-type: none"> ● Website work & final touches ■ Day 3-4 incorporates scheduled presentations ○ Standard Ground School Criteria ● Considerations: <ul style="list-style-type: none"> ○ Bell Schedule <ul style="list-style-type: none"> ■ Bathrooms ■ Hallways ○ Lunch ○ No Shared Materials <ul style="list-style-type: none"> ■ Markers, pens, pencils, paint, scissors, etc. ● Planning Time: <ul style="list-style-type: none"> ○ BOY
<p>Wilderness</p>	<ul style="list-style-type: none"> ● Structure: <ul style="list-style-type: none"> ○ Everyone on campus Monday for prep ○ Half Crews out camping for 2 nights 3 days <ul style="list-style-type: none"> ■ Return midday ○ Half Crews Day trips for 1 day <ul style="list-style-type: none"> ■ Switch with another Crew ● Schedule: <ul style="list-style-type: none"> ○ Monday: All on campus <ul style="list-style-type: none"> ■ Prep and meet aides ○ Tuesday/Wednesday <ul style="list-style-type: none"> ■ Block A- Camping ■ Block B- Day Trip ○ Wednesday/Thursday <ul style="list-style-type: none"> ■ Block B- Camping

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Block A- Day Trips ● Location: <ul style="list-style-type: none"> ○ Camping: <ul style="list-style-type: none"> ■ 5 locations Within 30 min/miles of Prescott <ul style="list-style-type: none"> ● Granite, White Spar, Wolf Creek, Walnut, Mingus ■ Rotate Location with another crew ■ 3 days, 2 nights ○ Day Trips <ul style="list-style-type: none"> ■ Thumb Butte, White Spar, Peavine, Granite Mountain ■ Kayaks <ul style="list-style-type: none"> ● Watson/Willow ● Numbers: <ul style="list-style-type: none"> ○ 1 Crew per site ○ 1 teacher 1 aide <ul style="list-style-type: none"> ■ Aide stays for 3 days? <ul style="list-style-type: none"> ● 2 ESS Department ● Need 3 WFA/WFR aides (PC? Dane S.) ● Additional Curriculum: <ul style="list-style-type: none"> ○ Wilderness Pandemic Hygiene <ul style="list-style-type: none"> ■ Discuss Bathrooms ○ No Tent Time except sleeping ○ No Sharing (forget preschool) ○ Food Safety ● Considerations: <ul style="list-style-type: none"> ○ Optional opt out of overnights ○ 1 person per tent <ul style="list-style-type: none"> ■ Tent Cities / Cluster Camping (buddy tents) ○ CREW leaders and selected students are in charge of food <ul style="list-style-type: none"> ■ Watch students wash/sanitize hands to set up ■ Minimize germs as much as we can ○ Availability of campgrounds
Immersion	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Local ○ On Campus: Outdoor when possible ● Numbers: <ul style="list-style-type: none"> ○ Regular class sizes ● Structure: <ul style="list-style-type: none"> ○ Hold school as normal with regular classes ○ Each teacher covers Immersion with specific expedition topics related to their content area ○ 2 days - week of immersion ● Additional Curriculum: <ul style="list-style-type: none"> ○ Incorporate online/Google Classrooms ○ Connect to current issues (Pandemic and/or BLM) ● Considerations: <ul style="list-style-type: none"> ○ Offer zoom vs in person for any expert speakers ● Planning Time: <ul style="list-style-type: none"> ○ BOY
	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Semi-local ○ Day trips ○ Team discretion for overnight(s)

FW

- In state with minimal indoor experts
- Possible locations:
 - Sedona, Phoenix, Flagstaff, Camp Verde, Jerome,
- **Numbers:**
 - Grade levels
 - Possibly split like immersion plan 1
 - Alternating days or weeks
 - Two teachers with (at least) 2 aides
 - More aides = more vans
- **Structure (options):**
 - FW as Normal:
 - Two weeks with overnights (one week per team grades)
 - Team discretion on length of overnights
 - Combination of local and distance trips
 - Blended FW:
 - Two weeks (one week for team grades)
 - Day trips to local locations
 - Day trips for purposeful locations/activities
 - Extended FW over several weeks (4 weeks = 4 day FW)
 - FW days once a week (Thursdays)
 - Day trips (no overnights)
- **Additional Curriculum:**
 - Connecting to COVID
 - Pandemic Hygiene (Overnight or not)
 - No Sharing
 - Disinfecting surfaces
 - Local Service Projects
 - Elderly (Outdoor Play)
 - Local Charter Schools (future students)
 - Neighborhood Garden
 - Neighborhood Beautification
 - La Tierra (Whatever they need or mural)
 - Community Garden
- **Considerations:**
 - Vans:
 - Numbers in van
 - Sharing Van with multiple classes/grades
 - Shuttling vans
 - Experts:
 - Class/Grade Zoom meetings with experts
 - Recorded Experts
 - Outside locations (reserve outdoor spaces on campus or distance locations)
 - Travel:
 - Knowing the risk of locations outside of Prescott
 - Know the numbers
 - Know the restrictions/rules (mandatory masks, limits on group size, etc.)
 - Avoiding Public Restrooms
 - Tents/Overnights:
 - 1 person per tent - Tent Cities / Cluster Camping
 - Availability of campgrounds
 - No indoor overnights
 - Bathrooms

Intensives

- **Location:**
 - On campus and online
 - Minimize long distance travel so we can maximize van use
 - Possibility of online intensives or blended learning - teacher's discretion
 - Credit Recovery online via Bright Thinker
 - No dual elective and CR students in intensives
 - Aides run/assist Bright Thinker with Subject collaboration
 - Teacher discretion on overnights
 - In-state (1st semester) possibility of out-of-state travel 2nd semester
 - NOLA 2nd semester
 - Mexico 2nd semester?
 - Germany?
 - Outdoor whenever possible
- **Numbers:**
 - Get extra intensive leaders to minimize numbers
 - Shari, Kevin, Zinni, Zych, Wags
 - Titiana?, Dane, Tyler, DeVries, PC students
 - Balanced numbers for physical distancing and transportation
 - No overloaded intensives
 - Priority to upperclassman and intensive form deadline
 - You get what you get
 - No more than 11 students (unless online)
 - 12 seater vans
 - Two intensives off-campus or online a day
 - Encourage overnights when feasible
 - Held online if not off-campus
 - No Doubling-Up
- **Structure:**
 - In-Person:
 - Physical distancing
 - Held daily for entirety of intensives
 - Overnights optional (teacher discretion)
 - Reduces numbers in
 - Outside when possible
 - Considering weather and temperature
 - Online:
 - Credit Recovery
 - Option for teachers to do full or blended online if feasible
 - Scheduling
 - Minimum of 9 intensives over 12/13 days
 - Two intensives off-campus for the first two weeks
 - 1 day off/online per intensive
- **Additional Curriculum:**
 -
- **Considerations:**
 - Hours
 - Bathrooms
 - Delayed breaks
 - Staggered lunch in intensive classrooms
 - Plan to incorporate Google Classroom
- **Planning Time:**
 - Friday Sept. 4th or 11th

- **Location:**

<p>EXPO/COL</p>	<ul style="list-style-type: none"> ○ On campus and Facebook/online ○ Media Coverage (5enses, Courier) ● Structure/Numbers: <ul style="list-style-type: none"> ○ Option 1: Normal (only if COVID is under control) <ul style="list-style-type: none"> ■ Open to the community ○ Option 2: 2 days <ul style="list-style-type: none"> ■ 7/9/12 Day ■ 8/10/11 Day ○ Option 3: During the day <ul style="list-style-type: none"> ■ Reduced parents ■ COL/EXPO is for other grades/intensives to see student work ■ Potentially not open for parents/community ○ *Online Display <ul style="list-style-type: none"> ■ No matter the option, all work is displayed online in some manner ■ All final products should have an online component (recording, image, video, website, etc.) ■ Live Stream ● Additional Curriculum: <ul style="list-style-type: none"> ○ PSA email to families with Pandemic Hygiene (masks expected when inside and 6 feet distancing is not possible) ○ Posters include hygiene requirements ● Considerations: <ul style="list-style-type: none"> ○ Bathrooms ○ Masks expected when inside and physical distancing is not possible ○ Hand Sanitizer/disinfectants for each room ○ RSVP ○ Cap numbers at capacity ○ Hallway rotations ○ Scheduled events <ul style="list-style-type: none"> ■ Dispersed Dismissal ■ No parents walking around ○ Outdoor if possible ○ Students leave after shift ○ Minimized loitering ○ Mandatory Cleanup and disinfecting ○ Capacity for each room <ul style="list-style-type: none"> ■ Student role to monitor capacity
<p>Passage Presentations</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On-Campus ○ Dispersed scheduling ○ Open rooms (111 A & B) ● Numbers: <ul style="list-style-type: none"> ○ 1 student (no tech student) ○ 3-4 panelists ● Structure: <ul style="list-style-type: none"> ○ As normal ● Additional Curriculum: <ul style="list-style-type: none"> ○ Student incorporates COVID into Passage? ● Considerations: <ul style="list-style-type: none"> ○ Work on final touches & schedule during Ground School ○ In person presentations planned during Ground School

Phase A Role Responsibilities

Role	Requirements and Expectations
Students	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Daily Hours / Weekly Hours: Normal requirements ○ Follow physical distancing protocols ○ Navigate Google Classroom ○ Stay home if signs of any symptoms ○ No Sharing <ul style="list-style-type: none"> ■ Food, water, and supplies ○ Hygiene <ul style="list-style-type: none"> ■ Wash hands ■ Use sanitizer ■ Clean Up after yourself ● Expectations: <ul style="list-style-type: none"> ○ Expected to clean each room at end of period ○ Follow deadlines (online and in-person) ○ Jobs are not an excuse to miss class ○ Report to teachers if absent in timely manner <ul style="list-style-type: none"> ■ Professional emails and communications ○ Bathroom use during class <ul style="list-style-type: none"> ■ Wash hands ■ Use hand-sanitizer when returning to class ● Disciplinary Repercussions: <ul style="list-style-type: none"> ○ Right to fail ○ Offense Process for physical distancing and hygiene: <ul style="list-style-type: none"> ■ Offense 1: Removed from class/hallway → Zinni ■ Offense 2: Parent Contact via Zinni ■ Offense 3: Parent meeting (in-person or virtual) Zinni ■ Offense 4: Removed from school grounds ■ Offense 5: OSS until compliance with distance and hygiene regulations
ESS Department	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Assist with classes as normal ○ Staff distancing ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Do not exceed capacity of ESS room ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hold intensive ○ Assist with travel for Wilderness, Immersion, and FW ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Reduce student spread of misinformation regarding COVID and regulations

	<ul style="list-style-type: none"> ○ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ○ Accommodate for students who choose to wear masks <ul style="list-style-type: none"> ■ Bullying ■ Misuse of masks ■ Voice volume ■ Group with other students wearing masks? (when feasible) ■ Accommodate for hearing impaired students (and staff)
<p style="text-align: center;">Teacher</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Follow contract hours ○ Update Jumprope and Schoolmaster for grades and attendance ○ Maintain classes with physical distancing requirements <ul style="list-style-type: none"> ■ Space students to the best of your ability ■ Disinfect shared materials ○ Utilize Google Classroom for online students <ul style="list-style-type: none"> ■ Update regularly <ul style="list-style-type: none"> ● Skeleton schedule, resources, assignments, assessments ○ Have plans in place for possible school closure (at any time) ○ Clear and consistent communications with students with extended absences (due to COVID) ○ Develop online formats for final products ○ Bathrooms: <ul style="list-style-type: none"> ■ Allow planned time for bathrooms ■ Single use ■ No physical bathroom passes (they're gross anyway) ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Stay home if sick and/or showing symptoms ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hold intensive with online access ○ Projects: <ul style="list-style-type: none"> ■ Do not require in-person completion ■ Alternatives provided for sick students ■ Online options ■ Limited group work ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ○ Reduce student spread of misinformation regarding COVID and regulations ○ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ○ Accommodate for students who choose to wear masks <ul style="list-style-type: none"> ■ Bullying ■ Misuse of masks ■ Voice volume ■ Group with other students wearing masks? (when feasible) ■ Accommodate for hearing impaired students (and staff) ● Schedule for one-on-one meetings (no drop-ins)

<p>Crew & Friday School</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Crew is held daily at normal time <ul style="list-style-type: none"> ■ Two different Crew cohorts ■ Friday School held as normal ■ Monitor and restrict numbers in classrooms (see class capacity) ● Expectations Crew: <ul style="list-style-type: none"> ○ Provide a comfortable space for students to express concerns and anxieties about COVID ○ Continue to assist students with accessing Google Classrooms ○ Discuss how the different phases work and how to prepare for transitioning in phases ○ Encourage students maintain pandemic hygiene and to wear masks ○ Maintain communication with Crewbie parents/guardians ● Expectations Friday School: <ul style="list-style-type: none"> ○ Assist with students in-person ○ Update Google Classrooms ○ Answer emails
<p>Staff (Sharon, Jeanette, Megan, Josh, Tony)</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when possible ■ Lines and markers for people waiting ■ Capacity of your area ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations
<p>Admin (Wagoner, Wucinich,</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Communication with all stakeholders: <ul style="list-style-type: none"> ■ Clear and Concise ■ Timely ■ Current updates ■ Risk assessment ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when needed ■ Lines and markers for people waiting ■ Capacity of your area ○ Follow through with COVID offenders (Zinni) ○ Monitor teacher and staff requirements

<p>Zych, Gregory, Zinni)</p>	<ul style="list-style-type: none"> ○ Create expectations of COVID sick days <ul style="list-style-type: none"> ■ Ample time to not infect the community ■ PTO ○ Prediction Plans <ul style="list-style-type: none"> ■ Clear plans for changes in Phases ■ Unexpected Closures <ul style="list-style-type: none"> ● 2nd wave ● School/community Outbreak ● Expectations: <ul style="list-style-type: none"> ○ Timely and reasonable deadlines ○ Teacher and staff involvement in decisions when needed ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Schedule for one-on-one meetings (no drop-ins)
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<h3 style="text-align: center;">Phase A Facility Procedures</h3>	
<h4>Facility</h4>	<h4>Health and Safety Procedures</h4>
<h4 style="text-align: center;">Classroom</h4>	<ul style="list-style-type: none"> ● Capacity: 20 (18 students 1 teacher 1 aide) ● Physical Distancing: <ul style="list-style-type: none"> ○ Maintain 6' as best as possible ○ Consider tables <ul style="list-style-type: none"> ■ Number of students at table ■ Circular vs rectangular tables ● Preventing Spread: <ul style="list-style-type: none"> ○ Students wipe down all light switches, desks and chairs when leaving a classroom ○ Students wipe down all shared materials ○ Water bottle only <ul style="list-style-type: none"> ■ No face-to-faucet use in the classroom
<h4 style="text-align: center;">Hallway/ Passing Routes</h4>	<ul style="list-style-type: none"> ● Capacity: Single Grade Level ● Physical Distancing: <ul style="list-style-type: none"> ○ 6' Apart as best as possible ○ Allow outside walkways to alleviate hallway crowds ○ Stagger class release ○ PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ Crews wipe down door handles, railings, and light switches ○ Dispersed hand-sanitizers

	<ul style="list-style-type: none"> ■ By bathrooms ■ Waterfountains ■ Printers ■ Tables ○ Teacher/Staff Hall Monitors during prep <ul style="list-style-type: none"> ■ Separate congested areas ■ Monitor bathroom entrances ■ Minimize loitering
Bathrooms	<ul style="list-style-type: none"> ● Capacity: 1 student per class (4 total no groups) ● Physical Distancing: <ul style="list-style-type: none"> ○ No bathrooms during passing periods ○ Single student bathroom use during class period to alleviate bathroom crowds ● Preventing Spread: <ul style="list-style-type: none"> ○ Disinfectant spray or wipes ○ Students expected to wipe down surfaces prior to leaving <ul style="list-style-type: none"> ■ Sink, stall door, handle, tampon bin, soap dispenser, paper towel dispenser ○ Accessibility to hand-sanitizer
Cafeteria	<ul style="list-style-type: none"> ● Capacity: 30 ● Physical Distancing: <ul style="list-style-type: none"> ○ Provide extra space for students to spread out <ul style="list-style-type: none"> ■ Possible classrooms? <ul style="list-style-type: none"> ● Teacher rotation as lunch duty? ○ Limit numbers at tables (4 per table) ● Preventing Spread: <ul style="list-style-type: none"> ○ Wipe down microwaves, tables & chairs, piano, vending machines ○ No sharing food/drink or utensils ○ Encourage eating outside ○ Accessibility to hand-sanitizer ○ Teacher/Staff Monitor
Lawn and Basketball Court	<ul style="list-style-type: none"> ● Capacity: 40 (each) ● Physical Distancing: <ul style="list-style-type: none"> ○ Numbers at tables (4 per table) ○ Minimize large groups ○ No PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ No sharing food/drink or utensils ○ Sports equipment ○ Teacher/Staff Monitor ○ Accessibility to hand-sanitizer
Offices	<ul style="list-style-type: none"> ● Capacity: <ul style="list-style-type: none"> ○ Font Desk: 6 people <ul style="list-style-type: none"> ■ 1 Front Desk, 2 teacher/staff in common, 3 student/other ○ Zinni's Room: 4 people ○ Wagoner's Office: 5 people ○ Sharon's Office: 5 people ○ Regina's Office: 2 people ○ Zych's Office: 3 people <ul style="list-style-type: none"> ■ Common area: 4 people ○ ISS/Study Room: 3 people

- **Physical Distancing:**

- Line placement markers
 - Into hallway
- Plexiglass Barrier
- Keep Gate Closed into office
- Wait to be assisted in front entrance
 - Megan/Jeanette host

- **Preventing Spread:**

- Accessibility to hand-sanitizer
- Encourage masks--Masks expected when inside and physical distancing is not possible
- Routine disinfection

Phase B

Block and Blended Learning

Overview	Phase B follows a block schedule and utilizes Blended Learning (in-person and online classes) to reduce numbers and maintain some on-campus instruction. Each cohort will consist of three grade levels (including middle school) and will alternate days of the week for physical attendance and online attendance. The two cohorts will rotate between Monday/Wednesday and Tuesday/Thursday in-person and online classes
Structure	<p>Cohorts: Cohort A: 7th grade, 10th grade, 12th grade Cohort B: 8th grade, 9th grade, and 11th grade</p> <p>Schedule: Group A: Monday/Wednesday in-person Tuesday/Thursday online Group B: Monday/Wednesday online Tuesday/Thursday in-person</p>

Phase B Events

EVENT	Plan
NELAPalooza	<ul style="list-style-type: none"> • N/A
Ground School	<ul style="list-style-type: none"> • Locations: <ul style="list-style-type: none"> ○ Indoor and outdoor classrooms (depending on topic and Crew leader) • Numbers: <ul style="list-style-type: none"> ○ Split Single Crew Cohorts ○ Crew size (half) • Structure: <ul style="list-style-type: none"> ○ All teachers present and teach selected curriculum <ul style="list-style-type: none"> ■ Single Crew Leader teaches one topic to every crew (same lesson for 2 days) <ul style="list-style-type: none"> ● Crews rotate - teacher stays ■ Sanitize between cohorts ○ Additional Ground School instructors: <ul style="list-style-type: none"> ■ Aides, Gregory, Zych, Wags, Zinni ○ Timing: <ul style="list-style-type: none"> ■ 4 days (2 days per cohort) ■ 9-13 sessions total ■ 4 sessions a day per crew (with breaks) • Additional GS Curriculum <ul style="list-style-type: none"> ○ Incorporate tour of Google Classroom <ul style="list-style-type: none"> ■ How to access resources and assignments ■ How to turn in assignments ■ How to access live lessons/discussions ■ Discuss new protocols for physical distancing at school ○ Online Etiquette

- How to engage in discussions online
 - How to maintain an appropriate behavior online
 - Incorporate tour of Zoom
 - Video/Audio
 - Video required for attendance?
 - Ensure they are in front of their computer
 - How to use camera on computer
 - Turn on/off
 - How to use audio on computer
 - Turn on/off
 - Mute - always when you are not talking
 - Volume control
 - Chat Box
 - Appropriate things to put in the chat box
 - How to ask questions
 - You may have to wait for a response
 - Split Screen/Gallery Screen
 - Good to see everyone's face in lessons sometimes
 - Share Screen
 - Ability to take control and share your screen
 - Online presentations
 - Student created websites
 - Research papers
 - Zoom will be recorded by Teachers
 - Zoom meetings and attendance
 - How to make-up Zoom meetings
 - Deadlines
 - Explanation of new standards and guidelines
 - Failing classes vs NC
 - How Blocks work
 - Outbreak plan
 - Hourly expectations
 - Creating an online schedule: jobs, emails responses, teacher hours
 - Pandemic Hygiene
 - Disinfecting after each class
 - Standard Ground School Criteria
 - Class of 2022 Passage Presentations
 - Incorporate into GS Curriculum
 - Website work & final touches
 - Day 3-4 incorporates scheduled presentations
- **Considerations:**
 - Bell Schedule
 - Bathrooms
 - Hallways
 - Lunch
 - No Shared Materials
 - Markers, pens, pencils, paint, scissors, etc.

- **Structure:**
 - Half of Crews on campus Monday for prep and departure
 - Half of Crews out camping for 2 nights 3 days
 - Return midday Wednesday
 - Half of crews on campus Wednesday for prep and departure
 - Return midday Friday
- **Location:**
 - Camping:

<p>Wilderness</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 5 locations Within 30 min/miles of Prescott <ul style="list-style-type: none"> ● Granite, White Spar, Wolf Creek, Walnut, Mingus ■ Rotate Location with another Crew ■ 2 days, 1 night ○ Day Trips (if needed) <ul style="list-style-type: none"> ■ Thumb Butte, Peavine, Iron King, Greenways, Acker ■ Kayaks <ul style="list-style-type: none"> ● Watson/Willow ● Numbers: <ul style="list-style-type: none"> ○ 1 Crew per site ○ 1 teacher 1 aide <ul style="list-style-type: none"> ■ Aide stays for 5 days <ul style="list-style-type: none"> ● 2 ESS Department ● Need 3 WFA/WFR aides (PC? Dane S.) ● Additional Curriculum: <ul style="list-style-type: none"> ○ Wilderness Pandemic Hygiene <ul style="list-style-type: none"> ■ Discuss Bathrooms ○ No Tent Time except sleeping ○ No Sharing (forget preschool) ● Considerations: <ul style="list-style-type: none"> ○ Optional opt out of overnights ○ 1 person per tent <ul style="list-style-type: none"> ■ Tent Cities / Cluster Camping (buddy tents) ○ CREW leaders assign selected students (food handlers card is ideal) <ul style="list-style-type: none"> ■ Watch students wash/sanitize hands to set up ■ Minimize germs as much as we can ○ Availability of campgrounds
<p>Immersion</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On campus ○ Localized ○ In subject classes ● Numbers: <ul style="list-style-type: none"> ○ Grade levels cohorts A & B alternate days ○ Grade levels remain in subject classes and follow regular schedule ● Structure: <ul style="list-style-type: none"> ○ Cohorts attend school as normal with regular classes ○ Each teacher covers Immersion with specific expedition topics related to their content area ○ 2 days per cohort <ul style="list-style-type: none"> ■ 2 days in-person on alternating days ■ Online days held for subject syllabus and class overview ● Additional Curriculum: <ul style="list-style-type: none"> ○ Incorporate online/Google Classrooms ○ How each teacher plans to implement blended learning (during online days) ○ Connect to current issues (Pandemic and/or BLM) ● Considerations: <ul style="list-style-type: none"> ○ Offer zoom vs in person for any expert speakers ○ Record expert speakers ● Planning Time: <ul style="list-style-type: none"> ○ BOY
	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On campus and online

FW

- Day trips to local destinations
- No overnights
- **Numbers:**
 - Limited to cohorts on campus
 - Regular class sizes
 - Two teachers per class
- **Structure:**
 - Product based FW
 - All activities and assignments are helping students with a FW project
 - In-person days are activities and field trips related to projects
 - Online days are digital resources for independent research
 - Daily Class Groups:
 - Teachers pair up with a co-teacher
 - Class groups remain with teacher pair for the day
 - Allows for day trips and more time with students
 - Class groups switch teacher pairs each new in-person day
 - Two weeks of FW for each grade level
 - Two weeks of FW for each cohort
 - 4 in person days 4 online days
 - FW during in-person days:
 - FW Journal
 - Daily journal for in-person days
 - Do not take resources home
 - Teachers plan day trips
 - Local Service Projects
 - Elderly (Outdoor Play)
 - Local Charter Schools (future students)
 - Neighborhood Garden
 - Neighborhood Beautification
 - La Tierra (Whatever they need or mural)
 - Community Garden
 - Teachers develop and utilize group projects and active pedagogy for expedition related activities
 - Teacher pairs develop two days worth of activities for each grade level
 - Repeat each lesson/activity twice or collaborate with team where the same content is being taught to each class
 - Last in-person day: half studio day and half presentation day
 - Utilize outdoor locations
 - FW during online days:
 - Grade Level Teachers provide films, recordings, articles, and digital resources for students
 - Independent research projects to be done during online class days
 - Zoom meetings are optional, but should be limited
 - Accumulates in a major (two week) project to be displayed at COL (can be a final product)
- **Additional Curriculum:**
 - Innovative research projects during online class time
 - Record expert speakers
 - Submit students generated questions to expert speakers
- **Considerations:**
 - Incorporating publicity and local media for FW product

<p>Intensives</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On campus and online ○ Day trips to local destinations ○ Overnights optional but include a weekend ● Numbers: (15 students) <ul style="list-style-type: none"> ○ Limited to cohorts on campus ○ No more than half the school on campus at a time ○ More staff leading intensives = fewer students <ul style="list-style-type: none"> ■ Hire support staff if possible/available ○ Create intensive Cohorts by instructors <ul style="list-style-type: none"> ■ Cohort A: Dec 1st, 3rd, 7th, 9th, 11th, 15th ■ Cohort B: Dec 2nd, 4th, 8th, 10th, 14th, 16th ● Structure: <ul style="list-style-type: none"> ○ Assigned intensives on campus to limit student numbers on campus <ul style="list-style-type: none"> ■ Half in-person activities half online activities (13 days) <ul style="list-style-type: none"> ● 6 days in person, 6 days online, 1 day EXPO ○ Utilize outdoor activities whenever possible <ul style="list-style-type: none"> ■ Day trips for experts, hikes around town, walk to desired locations ○ Incorporate expert speakers <ul style="list-style-type: none"> ■ Off campus and outside if possible ■ Zoom meetings, recording ○ Optional day trips <ul style="list-style-type: none"> ■ Create van sign out ■ Try to stay local ○ Optional overnight <ul style="list-style-type: none"> ■ Follow Wilderness procedures for food and sleeping ■ Friday/Saturday and Sunday/Monday ● Considerations: <ul style="list-style-type: none"> ○ Designated online vs in-person intensives <ul style="list-style-type: none"> ■ Backup plans for online ○ Online Credit Recovery ○ If overnight during the week consider the van schedule first <ul style="list-style-type: none"> ■ Drop off/pick up or shuttle
<p>EXPO/COL</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online and Zoom presentations ○ Provide a space for students to hold their Zoom presentation on campus <ul style="list-style-type: none"> ■ Present during school hours ● Numbers: <ul style="list-style-type: none"> ○ 0 except those who need to use campus for presentations ● Structure: <ul style="list-style-type: none"> ○ Online display of projects & recorded presentations <ul style="list-style-type: none"> ■ Facebook, Instagram ○ Student Led Zoom Presentations <ul style="list-style-type: none"> ■ Stream live presentations online ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○
	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On campus ● Numbers: 5 people <ul style="list-style-type: none"> ○ 3-4 panelists, 1 student

Passage	<ul style="list-style-type: none"> ● Structure: <ul style="list-style-type: none"> ○ Scheduled in-person presentations <ul style="list-style-type: none"> ■ Students present when their cohort is on campus at a scheduled time during Ground School ■ Student leads their own presentation with no student tech support ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○
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Phase B Role Responsibilities	
Role	Requirements and Expectations
Students	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Daily Hours: 7 in-person hours __ online hours ○ Weekly Hours: 3+ hours for each core-subject teacher ○ Attend in-person days ○ Maintain a schedule during online days ○ Navigate Google Classroom ○ Stay home if signs of any symptoms ○ No Sharing <ul style="list-style-type: none"> ■ Food, water, and supplies ○ Hygiene <ul style="list-style-type: none"> ■ Wash hands ■ Use sanitizer ■ Disinfect after each period ○ Clearly and politely communicate with teachers <ul style="list-style-type: none"> ■ Absences, clarification on assignments, clarification on distance learning ● Expectations: <ul style="list-style-type: none"> ○ Students are expected to come into the physical classroom half the time ○ Students are expected to login to Google Classroom half the time ○ Turn in assignments on time <ul style="list-style-type: none"> ■ 1 week grace period for late assignments ■ Communicate with teachers to make up any late work ● Disciplinary Repercussions: <ul style="list-style-type: none"> ○ Right to fail ○ Offense Process for physical distancing and hygiene: <ul style="list-style-type: none"> ■ Offense 1: Removed from class/hallway → Zinni ■ Offense 2: Parent Contact via Zinni ■ Offense 3: Parent meeting (in-person or virtual) Zinni ■ Offense 4: Removed from school grounds ■ Offense 5: OSS until compliance with distance and hygiene regulations
	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Assist with classes as normal ○ Staff distancing

<p style="text-align: center;">ESS Department</p>	<ul style="list-style-type: none"> ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Do not exceed capacity of ESS room ○ Assist with online support when possible ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hold intensive if possible ○ Assist with travel for Wilderness, Immersion, and FW ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Reduce student spread of misinformation regarding COVID and regulations ○ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ○ Accommodate for students who choose to wear masks <ul style="list-style-type: none"> ■ Bullying ■ Misuse of masks ■ Voice volume ■ Group with other students wearing masks? (when feasible) ■ Accommodate for hearing impaired students (and staff)
<p style="text-align: center;">Teacher</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Update Jumprope and Schoolmaster for grades and attendance ○ Teachers maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Teachers remain on campus for normal business hours (8-4) ■ Maintain school duties ■ Monitor common areas ○ Maintain classes with physical distancing requirements <ul style="list-style-type: none"> ■ Space students to the best of your ability ■ Disinfect shared materials ○ Utilize Google Classroom for online students <ul style="list-style-type: none"> ■ Update regularly <ul style="list-style-type: none"> ● Skeleton schedule, resources, assignments, assessments ○ Track attendance ○ Have plans in place for possible school closure (at any time) ○ Clear and consistent communications with students with extended absences (due to COVID) ○ Develop online formats for final products ○ Bathrooms: <ul style="list-style-type: none"> ■ Allow planned time for bathrooms ■ Single use ■ No physical bathroom passes (they're gross anyway) ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Stay home if sick and/or showing symptoms ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion

	<ul style="list-style-type: none"> ○ Hold intensive with online access ○ Projects: <ul style="list-style-type: none"> ■ Do not require in-person completion ■ Alternatives provided for sick students ■ Online options ■ Limited group work ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ○ Reduce student spread of misinformation regarding COVID and regulations ○ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ○ Accommodate for students who choose to wear masks <ul style="list-style-type: none"> ■ Bullying ■ Misuse of masks ■ Voice volume ■ Group with other students wearing masks? (when feasible) ■ Accommodate for hearing impaired students (and staff) ● Schedule for one-on-one meetings (no drop-ins)
<p>Crew & Friday School</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Crew is held daily at normal time <ul style="list-style-type: none"> ■ Two different Crew cohorts ○ Friday School held as normal <ul style="list-style-type: none"> ■ Monitor and restrict numbers in classrooms (see class capacity) ● Expectations Crew: <ul style="list-style-type: none"> ○ Provide a comfortable space for students to express concerns and anxieties about COVID ○ Continue to assist students with accessing Google Classrooms ○ Discuss how the different phases work and how to prepare for transitioning in phases ○ Encourage students maintain pandemic hygiene and to wear masks ○ Maintain communication with Crewbie parents/guardians ● Expectations Friday School: <ul style="list-style-type: none"> ○ Assist with students in-person and online ○ Update Google Classrooms ○ Hold group Zoom meetings if needed ○ Answer emails
<p>Staff (Sharon,</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Remain on campus for normal business hours (8-4) ■ Maintain school duties ■ Monitor common areas ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when possible ■ Lines and markers for people waiting ■ Capacity of your area

<p>Jeanette, Megan, Josh, Tony)</p>	<ul style="list-style-type: none"> ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ IT Specific: <ul style="list-style-type: none"> ■ Distribute computers as early as possible ■ Computers accessible to all community <ul style="list-style-type: none"> ● Waive computer fees for those in need ■ Assist students and teachers with tech issues in a reasonable and timely manner.
<p>Admin (Wagoner, Wucinich, Zych, Gregory, Zinni)</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Remain on campus for normal business hours (8-4) ■ Maintain school duties ■ Monitor common areas ○ Communication with all stakeholders: <ul style="list-style-type: none"> ■ Clear and Concise ■ Timely ■ Current updates ■ Risk assessment ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when needed ■ Lines and markers for people waiting ■ Capacity of your area ○ Follow through with COVID offenders (Zinni) ○ Monitor teacher and staff requirements ○ Create expectations of COVID sick days <ul style="list-style-type: none"> ■ Ample time to not infect the community ■ PTO ○ Prediction Plans <ul style="list-style-type: none"> ■ Clear plans for changes in Phases ■ Unexpected Closures <ul style="list-style-type: none"> ● 2nd wave ● School/community Outbreak ● Expectations: <ul style="list-style-type: none"> ○ Timely and reasonable deadlines ○ Teacher and staff involvement in decisions when needed ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly

	<ul style="list-style-type: none"> ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Schedule for one-on-one meetings (no drop-ins)
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Phase B Facility Procedures

Facility	Health and Safety Procedures
Classroom	<ul style="list-style-type: none"> ● Capacity: 20 (18 students 1 teacher 1 aide) ● Physical Distancing: <ul style="list-style-type: none"> ○ Maintain 6' as best as possible ○ Consider tables <ul style="list-style-type: none"> ■ Number of students at table ■ Circular vs rectangular tables ● Preventing Spread: <ul style="list-style-type: none"> ○ Students wipe down all light switches, desks and chairs when leaving a classroom ○ Students wipe down all shared materials ○ Water bottle only <ul style="list-style-type: none"> ■ No face-to-faucet use in the classroom
Hallway/ Passing Routes	<ul style="list-style-type: none"> ● Capacity: Single Grade Level ● Physical Distancing: <ul style="list-style-type: none"> ○ 6' Apart as best as possible ○ Allow outside walkways to alleviate hallway crowds ○ Stagger class release ○ PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ Crews wipe down door handles, railings, and light switches ○ Dispersed hand-sanitizers <ul style="list-style-type: none"> ■ By bathrooms ■ Waterfountains ■ Printers ■ Tables ○ Teacher/Staff Hall Monitors during prep <ul style="list-style-type: none"> ■ Separate congested areas ■ Monitor bathroom entrances ■ Minimize loitering
Bathrooms	<ul style="list-style-type: none"> ● Capacity: 1 student per class (4 total no groups) ● Physical Distancing: <ul style="list-style-type: none"> ○ No bathrooms during passing periods ○ Single student bathroom use during class period to alleviate bathroom crowds ● Preventing Spread: <ul style="list-style-type: none"> ○ Disinfectant spray or wipes ○ Students expected to wipe down surfaces prior to leaving <ul style="list-style-type: none"> ■ Sink, stall door, handle, tampon bin, soap dispenser, paper towel

	<ul style="list-style-type: none"> ○ dispenser ○ Accessibility to hand-sanitizer
Cafeteria	<ul style="list-style-type: none"> ● Capacity: 30 ● Physical Distancing: <ul style="list-style-type: none"> ○ Provide extra space for students to spread out <ul style="list-style-type: none"> ■ Possible classrooms? <ul style="list-style-type: none"> ● Teacher rotation as lunch duty? ○ Limit numbers at tables (4 per table) ● Preventing Spread: <ul style="list-style-type: none"> ○ Wipe down microwaves, tables & chairs, piano, vending machines ○ No sharing food/drink or utensils ○ Encourage eating outside ○ Accessibility to hand-sanitizer ○ Teacher/Staff Monitor
Lawn and Basketball Court	<ul style="list-style-type: none"> ● Capacity: 40 (each) ● Physical Distancing: <ul style="list-style-type: none"> ○ Numbers at tables (4 per table) ○ Minimize large groups ○ No PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ No sharing food/drink or utensils ○ Sports equipment ○ Teacher/Staff Monitor ○ Accessibility to hand-sanitizer
Offices	<ul style="list-style-type: none"> ● Capacity: <ul style="list-style-type: none"> ○ Font Desk: 6 people <ul style="list-style-type: none"> ■ 1 Front Desk, 2 teacher/staff in common, 3 student/other ○ Zinni's Room: 4 people ○ Wagoner's Office: 5 people ○ Sharon's Office: 5 people ○ Regina's Office: 2 people ○ Zych's Office: 3 people <ul style="list-style-type: none"> ■ Common area: 4 people ○ ISS/Study Room: 3 people ● Physical Distancing: <ul style="list-style-type: none"> ○ Line placement markers <ul style="list-style-type: none"> ■ Into hallway ○ Plexiglass Barrier ○ Keep Gate Closed into office ○ Wait to be assisted in front entrance <ul style="list-style-type: none"> ■ Megan/Jeanette host ● Preventing Spread: <ul style="list-style-type: none"> ○ Accessibility to hand-sanitizer ○ Encourage masks ○ Routine disinfection

Phase C

Student/Family Discretion - Hybrid Block/Blended/Online

Overview	Students and parents/guardians have the option to opt out of in-person classes and maintain full Distance Learning. Students cannot be penalized for choosing the distance learning option and must be provided with comparable content as in-person students.
Structure	<p>Phase C will consist of the same block schedule as Phase B but not all students will be present during in-person classes. Teachers must utilize their “online time” to provide distance learning students with lessons, resources, and curriculum through Zoom and Google Classroom. All students will be assigned cohorts to return to in-person school at monthly intervals.</p> <p>Cohorts: Cohort A: 7th grade, 10th grade, 12th grade Cohort B: 8th grade, 9th grade, and 11th grade</p> <p>Schedule: Group A: Monday/Wednesday in-person Tuesday/Thursday online Group B: Monday/Wednesday online Tuesday/Thursday in-person</p>

Phase C Events

EVENT	Plan
NELAPalooza	<ul style="list-style-type: none"> • N/A
Ground School	<ul style="list-style-type: none"> • Location: <ul style="list-style-type: none"> ○ Online and in-person • Numbers: <ul style="list-style-type: none"> ○ Half of Crew or less (roughly 12 people in a class) ○ Cohorts A and B rotate days on campus ○ All students (in-person and distant learners) will be assigned a cohort • Structure: <ul style="list-style-type: none"> ○ Distance Learners <ul style="list-style-type: none"> ■ Create a Ground School Google Classroom <ul style="list-style-type: none"> • All Distance Learners subscribe to Ground School Classroom • All instructors have teacher access to post and grade ■ Instructors records a video of their Ground School Lesson <ul style="list-style-type: none"> • Josh and Megan will record two sessions a rotation (all sessions recorded by the end of the second day) ■ Online Assessment <ul style="list-style-type: none"> • Instructors create a grade Ground School Assessment <ul style="list-style-type: none"> ○ Recommend GC quiz (auto grading) ■ Distance learners watch each session and take the online assessment ■ Assessments impact Crew grades

- In-person
 - All teachers present and teach selected curriculum
 - Single Crew Leader teaches one topic to every crew (same lesson for 2 days)
 - Crews rotate - teacher stays
 - Sanitize between cohorts
 - Additional Ground School instructors:
 - Aides, Gregory, Zych, Wags, Zinni
 - Timing:
 - 4 days (2 days per cohort)
 - 9-13 sessions total
 - 4 sessions a day per crew (with breaks)
- **Additional Curriculum:**
 - Incorporate tour of Google Classroom
 - How to access resources and assignments
 - How to turn in assignments
 - How to access live lessons/discussions
 - Discuss new protocols for physical distancing at school
 - Incorporate tour of Zoom
 - Video/Audio
 - Video required for attendance?
 - Ensure they are in front of their computer
 - How to use camera on computer
 - Turn on/off
 - How to use audio on computer
 - Turn on/off
 - Mute - always when you are not talking
 - Volume control
 - Chat Box
 - Appropriate things to put in the chat box
 - How to ask questions
 - You may have to wait for a response
 - Split Screen/Gallery Screen
 - Good to see everyone's face in lessons sometimes
 - Share Screen
 - Ability to take control and share your screen
 - Online presentations
 - Student created websites
 - Research papers
 - Zoom will be recorded by Teachers
 - Zoom meetings and attendance
 - How to make-up Zoom meetings
 - Academics and HOW
 - Deadlines
 - Explanation of new standards and guidelines
 - Deadlines enforced
 - HOW for 1 week grace period
 - Right to Fail
 - Communicate with teachers for clarity on assignments, assessments, and deadlines.
 - Online Etiquette
 - How to engage in discussions online
 - Where to set up
 - Minimal background noise
 - Minimal visual background distraction
 - Minimal interruptions

	<ul style="list-style-type: none"> ● How to share your thoughts appropriately <ul style="list-style-type: none"> ○ You cannot just start talking <ul style="list-style-type: none"> ■ Raise your hand ■ Put it in the chat box <ul style="list-style-type: none"> ● It may take a min but it will come back to you ■ Mute when you are not talking ● Be polite for others <ul style="list-style-type: none"> ○ Online discussions can be frustrating <ul style="list-style-type: none"> ■ Follow the rules ■ Be patient ● How to maintain an appropriate behavior online ○ Overview and description of how each phase works with transitions <ul style="list-style-type: none"> ■ Review this doc ○ How Blocks work ○ Outbreak plan ○ Hourly expectations ○ Creating an online schedule: jobs, emails responses, teacher hours ○ Pandemic Hygiene <ul style="list-style-type: none"> ■ For return to in-person ○ Disinfecting after each class <ul style="list-style-type: none"> ■ For return to in-person ○ Standard Ground School Criteria ○ Class of 2022 Passage Presentations <ul style="list-style-type: none"> ■ Incorporate into GS Curriculum <ul style="list-style-type: none"> ● Website work & final touches ■ Day 3-4 incorporates scheduled presentations ● Considerations: <ul style="list-style-type: none"> ○ Bell Schedule <ul style="list-style-type: none"> ■ Bathrooms ■ Hallways ○ Lunch ○ No Shared Materials <ul style="list-style-type: none"> ■ Markers, pens, pencils, paint, scissors, etc. ○ Deadline for Ground School work <ul style="list-style-type: none"> ■ 1 week grace period
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Wilderness	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online and in-person ○ Local campsites ● Numbers: <ul style="list-style-type: none"> ○ One CREW (15 or less - depending on number of Distant Learners) ● Structure: <ul style="list-style-type: none"> ○ Distant Learners: <ul style="list-style-type: none"> ■ Staff/Admin runs Wilderness on Google Classroom <ul style="list-style-type: none"> ● 3-4 days of online content <ul style="list-style-type: none"> ○ Initiatives, discussions, readings, online activities ○ Try to incorporate outdoor activities to get them outside ● Zoom Meetings? ○ In-person: <ul style="list-style-type: none"> ■ Structure: <ul style="list-style-type: none"> ● Half of Crews on campus Monday for prep and departure ● Half of Crews out camping for 2 nights 3 days <ul style="list-style-type: none"> ○ Return midday Wednesday
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	<ul style="list-style-type: none"> ● Half of crews on campus Wednesday for prep and departure <ul style="list-style-type: none"> ○ Return midday Friday ■ Location: <ul style="list-style-type: none"> ● Camping: <ul style="list-style-type: none"> ○ 5 locations Within 30 min/miles of Prescott <ul style="list-style-type: none"> ■ Granite, White Spar, Wolf Creek, Walnut & ○ Rotate Location with another Crew ○ 2 days, 1 night ● Day Trips (if needed) <ul style="list-style-type: none"> ○ Thumb Butte, Peavine, Iron King, Greenways, Acker ○ Kayaks <ul style="list-style-type: none"> ■ Watson/Willow ■ Numbers: <ul style="list-style-type: none"> ● 1 Crew per site ● 1 teacher 1 aide <ul style="list-style-type: none"> ○ Aide stays for 5 days <ul style="list-style-type: none"> ■ 2 ESS Department ■ Need 3 WFA/WFR aides (PC? Dane S.) ● Additional Curriculum: <ul style="list-style-type: none"> ○ Wilderness Pandemic Hygiene <ul style="list-style-type: none"> ■ Discuss Bathrooms ○ No Tent Time except sleeping ○ No Sharing (forget preschool) ● Considerations: <ul style="list-style-type: none"> ○ Optional opt out of overnights ○ 1 person per tent <ul style="list-style-type: none"> ■ Tent Cities / Cluster Camping (buddy tents) ○ CREW leaders assign selected students (food handlers card is ideal) <ul style="list-style-type: none"> ■ Watch students wash/sanitize hands to set up ■ Minimize germs as much as we can ○ Availability of campgrounds ○ Online wilderness run by multiple staff members <ul style="list-style-type: none"> ■ Run one activity each
<p style="text-align: center;">Immersion</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ In-person and online ○ Held in subject classes ● Numbers: <ul style="list-style-type: none"> ○ Grade levels cohorts A & B alternate days ○ Grade levels remain in subject classes and follow regular schedule ● Structure: <ul style="list-style-type: none"> ○ Distance Learners: <ul style="list-style-type: none"> ■ Teachers cover content via Zoom and Google Classroom during periods with no physical students ■ Distant Learners must sign in during each teacher’s scheduled Zoom meetings ■ Must receive the same material and content as in-person students ■ DLs must attend the alternating online classes as well for teacher syllabi and class overview ○ In-Person: <ul style="list-style-type: none"> ■ Cohorts attend school as normal with regular classes ■ Each teacher covers Immersion with specific expedition topics

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> related to their content area <ul style="list-style-type: none"> ■ 2 days per cohort <ul style="list-style-type: none"> ● 2 days in-person 2 days Distant Learning - alternating days ● Online days held for subject syllabus and class overview ● Additional Curriculum: <ul style="list-style-type: none"> ○ Incorporate online/Google Classrooms ○ How each teacher plans to implement blended learning (during online days) ○ Connect to current issues (Pandemic and/or BLM) ● Considerations: <ul style="list-style-type: none"> ○ Offer zoom vs in person for any expert speakers ○ Record expert speakers ○ Track Attendance ● Planning Time: <ul style="list-style-type: none"> ○ BOY
FW	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online and in-person ● Numbers: <ul style="list-style-type: none"> ○ A single class (25) ● Structure: <ul style="list-style-type: none"> ○ Distance Learners: <ul style="list-style-type: none"> ■ Individual Research Project relating to expedition based on given online resources and individual research <ul style="list-style-type: none"> ● Covers all content area ○ In-person: <ul style="list-style-type: none"> ■ Product based FW <ul style="list-style-type: none"> ● All activities and assignments are helping students with a FW project ● In-person days are activities and field trips related to projects ● Online days are digital resources for independent research ■ Daily Class Groups: <ul style="list-style-type: none"> ● Teachers pair up with a co-teacher & 1 aide ● Class groups remain with teacher pair & aide for the day <ul style="list-style-type: none"> ○ Allows for day trips and more time with students ● Class groups switch teacher pairs each new in-person day ■ Two weeks of FW for each grade level <ul style="list-style-type: none"> ● Two weeks of FW for each cohort ● 4 in person days 4 online days ■ FW during in-person days: <ul style="list-style-type: none"> ● FW Journal <ul style="list-style-type: none"> ○ Daily digital journal for in-person days <ul style="list-style-type: none"> ■ Teachers plan day trips ● Local Service Projects <ul style="list-style-type: none"> ○ Elderly (Outdoor Play) ○ Local Charter Schools (future students) ○ Neighborhood Garden ○ Neighborhood Beautification ○ La Tierra (Whatever they need or mural) ○ Community Garden ● Teachers develop and utilize group projects and active pedagogy for expedition related activities

	<ul style="list-style-type: none"> ● Teacher pairs develop two days worth of activities for each grade level <ul style="list-style-type: none"> ○ Repeat each lesson/activity twice or collaborate with team where the same content is being taught to each class ○ Last in-person day: half studio day and half presentation day ● Utilize outdoor locations ■ FW during online days: <ul style="list-style-type: none"> ● Grade Level Teachers provide films, recordings, articles, and digital resources for students ● Independent research projects to be done during online class days ● Zoom meetings are optional, but should be limited ● Accumulates in a major (two week) project to be displayed at COL (can be a final product) ● Additional Curriculum: <ul style="list-style-type: none"> ○ Innovative research projects during online class time ○ Record expert speakers <ul style="list-style-type: none"> ■ Submit students generated questions to expert speakers ● Considerations: <ul style="list-style-type: none"> ○ Incorporating publicity and local media for FW product ○ Alternate Assignment Essay ○ Make FW 1 week <ul style="list-style-type: none"> ■ 4 days alternating days in-person and online ■ Student presentations first day back in-person
<p style="text-align: center;">Intensives</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ On campus and online intensives <ul style="list-style-type: none"> ■ Some intensives held entirely online to accommodate distance learners ○ Day trips to local destinations ○ Overnights optional but include a weekend ● Numbers: (15 students) <ul style="list-style-type: none"> ○ Limited to cohorts on campus ○ No more than half the school on campus at a time ○ More staff leading intensives = fewer students <ul style="list-style-type: none"> ■ Hire support staff if possible/available ○ Create intensive Cohorts by instructors <ul style="list-style-type: none"> ■ Intensive Cohort A: Dec 1st, 3rd, 7th, 9th, 11th, 15th ■ Intensive Cohort B: Dec 2nd, 4th, 8th, 10th, 14th, 16th ● Structure: <ul style="list-style-type: none"> ○ In-person: <ul style="list-style-type: none"> ■ Assigned intensives on campus to limit student numbers on campus <ul style="list-style-type: none"> ● Half in-person activities half online activities (13 days) <ul style="list-style-type: none"> ○ 6 days in person, 6 days online, 1 day EXPO ■ Utilize outdoor activities whenever possible <ul style="list-style-type: none"> ● Day trips for experts, hikes around town, walk to desired locations ■ Incorporate expert speakers <ul style="list-style-type: none"> ● Off campus and outside if possible ● Zoom meetings, recording ■ Optional day trips <ul style="list-style-type: none"> ● Create van sign out

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ● Try to stay local ■ Optional overnight <ul style="list-style-type: none"> ● Follow Wilderness procedures for food and sleeping ● Friday/Saturday and Sunday/Monday ○ Distant Learners: <ul style="list-style-type: none"> ■ Track Attendance <ul style="list-style-type: none"> ● 90 hours ■ Online Google Classroom <ul style="list-style-type: none"> ● Intensives are offered online as scheduled <ul style="list-style-type: none"> ○ Plan for 100% online intensive ○ Plan for transition <ul style="list-style-type: none"> ■ Offer online content <ul style="list-style-type: none"> ● Schedule ● Resources ● Assessments ● 3 Zoom Meetings a week <ul style="list-style-type: none"> ○ Teacher discretion on dispersal of Zoom meeting occurrence ● Considerations: <ul style="list-style-type: none"> ○ Designated online vs in-person intensives <ul style="list-style-type: none"> ■ Backup plans for online ○ Online Credit Recovery ○ If overnight during the week consider the van schedule first <ul style="list-style-type: none"> ■ Drop off/pick up or shuttle ○ Repeat online intensives from May 2020 (if desired)
EXPO/COL	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online and Zoom presentations ○ Provide a space for students to hold their Zoom presentation on campus <ul style="list-style-type: none"> ■ Present during school hours ● Numbers: <ul style="list-style-type: none"> ○ N/A ● Structure: <ul style="list-style-type: none"> ○ Online Final Products <ul style="list-style-type: none"> ■ Online Presentations <ul style="list-style-type: none"> ● Schedule for anyone to view virtually ● Students must create links to presentations to post for the public ■ Post final products online <ul style="list-style-type: none"> ● Online Gallery Walk <ul style="list-style-type: none"> ○ Presented by each expedition ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○ Students create websites to present work and upload recorded presentations
Passage	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online or in-person ● Numbers: <ul style="list-style-type: none"> ○ 4-5 people total <ul style="list-style-type: none"> ■ 1 student, 3-4 panelist ● Structure: <ul style="list-style-type: none"> ○ In-person <ul style="list-style-type: none"> ■ Scheduled live presentations

	<ul style="list-style-type: none"> ○ Online <ul style="list-style-type: none"> ■ Scheduled Student led zoom presentation ● Additional Curriculum: <ul style="list-style-type: none"> ○ Reflect on COVID ● Considerations: <ul style="list-style-type: none"> ○ Ground School Presentation for class of 2022 <ul style="list-style-type: none"> ■ Present during specified Ground School session (with Mrs. Carey?) ■ Online presentations scheduled for week of Groundschool presented to Zoom panelists
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Phase C Role Responsibilities

Role	Requirements and Expectations
Students	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Distance Learners: <ul style="list-style-type: none"> ■ Daily Hours: (equal to in-person hours) ■ Create a consistent COVID schedule for normal school hours <ul style="list-style-type: none"> ● Follow the master schedule ■ Attend all scheduled Zoom meetings ■ Jobs cannot be an excuse, they would be in school normally so it will work for employers ■ Turn in assignments on time <ul style="list-style-type: none"> ● 1 week grace period ■ Online Etiquette <ul style="list-style-type: none"> ● Follow rules from Ground School ○ In-person: <ul style="list-style-type: none"> ■ Daily Hours: 7 in-person hours and online hours ■ Weekly Hours: 4+ hours for each core-subject teacher ■ Attend in-person days ■ Maintain a schedule during online days ■ Navigate Google Classroom ■ Stay home if signs of any symptoms ■ No Sharing <ul style="list-style-type: none"> ● Food, water, and supplies ■ Hygiene <ul style="list-style-type: none"> ● Wash hands ● Use sanitizer ● Disinfect after each period ■ Clearly and politely communicate with teachers <ul style="list-style-type: none"> ● Absences, clarification on assignments, clarification on distance learning ● Allow a 24 hour grace period for teachers to respond ● Expectations: <ul style="list-style-type: none"> ○ Students are expected to login to Google Classroom daily ○ Follow online etiquette lesson from ground school ○ Turn in assignments by a given deadline <ul style="list-style-type: none"> ■ Grace period (teacher discretion) ■ 1 week grace period for late assignments ■ Communicate with teachers to make up any late work ● Disciplinary Repercussions:

	<ul style="list-style-type: none"> ○ Right to fail <ul style="list-style-type: none"> ■ Cut-off after certain number of missed hours/lessons ○ Parent/guardian contact if not attending classes ○ Notify ESS staff if ESS students fall behind ○ Offense Process for physical distancing and hygiene: <ul style="list-style-type: none"> ■ Offense 1: Removed from class/hallway → Zinni ■ Offense 2: Parent Contact via Zinni ■ Offense 3: Parent meeting (in-person or virtual) Zinni ■ Offense 4: Removed from school grounds for day ■ Offense 5: OSS until compliance with distance and hygiene regulations becomes Distant Learner
ESS Department	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ ESS Staff contact assigned students once a week <ul style="list-style-type: none"> ■ Phone conversations ■ Zoom conversations ■ Minimal Emails <ul style="list-style-type: none"> ● Reach out verbally as much as possible ○ ESS Staff maintain routine contact with subject teachers ○ ESS Staff log student progress <ul style="list-style-type: none"> ■ Attendance to live lessons/activities ■ Incomplete Assignments ■ Missing Assignments ○ ESS Staff are available for students in need <ul style="list-style-type: none"> ■ Emails ■ Phone Calls ■ Zoom Meetings ○ Assist with in-person classes as normal ○ Assist with online support when possible ○ Staff distancing ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ■ Follow the guidelines ○ Do not exceed capacity of ESS room ● Expectations: <ul style="list-style-type: none"> ○ ESS prioritize students in need ○ ESS assist students in need with all content areas ○ Help ESS students manage time and expectations ○ Encourage student accountability as much as possible ○ Maintain optimism and realism of the situation ○ Assist with anxiety and/or confusion ○ Hold intensive if possible ○ Assist with travel for Wilderness, Immersion, and FW ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer in ESS room ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Reduce student spread of misinformation regarding COVID and regulations ○ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ○ Accommodate for students who choose to wear masks

	<ul style="list-style-type: none"> ■ Prevent Bullying ■ Clarify misuse of masks ■ Be aware of volume of voice when wearing masks <ul style="list-style-type: none"> ● Hearing impaired and lip readers ● Accommodate for hearing impaired students (and staff) ■ Group with other students wearing masks? (when feasible)
Teacher	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Update Jumprope and Schoolmaster for grades and attendance ○ Utilize “On-Line Time” <ul style="list-style-type: none"> ■ Teachers must utilize their online time to provide Distance Learning and off-campus students with lessons, resources, and curriculum through Zoom and Google Classroom. ○ Utilize Google Classroom for student work <ul style="list-style-type: none"> ■ Resources ■ Lessons ■ Assessments ■ Weekly/Biweekly Lesson Plans Uploaded to Google Classroom ■ Align Standards ■ Incorporate Assessments ○ Track attendance <ul style="list-style-type: none"> ■ Zoom attendance and attendance quizzes ○ Teachers log student progress on Progress Doc. <ul style="list-style-type: none"> ■ Attendance to live lessons/activities ■ Incomplete Assignments ■ Missing Assignments ○ Teachers maintain contract hours including Friday PD and Office Hours ○ Teachers maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Teachers remain on campus for normal business hours (8-4) ■ Maintain school duties ■ Monitor common areas ○ Maintain classes with physical distancing requirements <ul style="list-style-type: none"> ■ Space students to the best of your ability ■ Disinfect shared materials ○ Utilize Google Classroom for online students <ul style="list-style-type: none"> ■ Update regularly <ul style="list-style-type: none"> ● Skeleton schedule, resources, assignments, assessments ○ Track attendance ○ Have plans in place for possible school closure (at any time) ○ Clear and consistent communications with students with extended absences (due to illness) ○ Develop online formats for final products ○ Bathrooms: <ul style="list-style-type: none"> ■ Allow planned time for bathrooms (teacher’s discretion) ■ One student at a time released from class ■ No physical bathroom passes ■ Note students who routinely ask to use bathroom ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Stay home if sick and/or showing symptoms ● Expectations: <ul style="list-style-type: none"> ○ Create collaborative lessons and projects when possible

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Incorporate content rich material that allows for cross curricular projects <ul style="list-style-type: none"> ● Create projects that cover multiple content areas ○ Teachers log student progress <ul style="list-style-type: none"> ■ Maintain a posted schedule on Google Classroom <ul style="list-style-type: none"> ● Teachers follow schedule during normal school hours <ul style="list-style-type: none"> ○ Limit all day and night responses ■ Hold students accountable <ul style="list-style-type: none"> ● Allow a set grace period for deadlines (1 week) ○ Contact ESS department with concerns for ESS student grades and emotions <ul style="list-style-type: none"> ■ Include parents when initial contact is made to get it on everyone's radar ■ Follow up and support as needed ○ Teachers are available for students in need <ul style="list-style-type: none"> ■ During contract hours ■ 24 hour Email responses ■ Phone Calls ■ Zoom Meetings ■ Office Hours & Friday School ○ Maintain optimism and realism of the situation <ul style="list-style-type: none"> ■ Assist with anxiety and/or confusion ■ Hold intensive with online access ■ Projects: <ul style="list-style-type: none"> ● Do not require in-person completion ● Alternatives provided for Distant Learning students ● Online options ● Limited group work ■ Hygiene: <ul style="list-style-type: none"> ● Masks expected when inside and physical distancing is not possible ● Routine hand-washing ● Accessible Hand-sanitizer ■ Reduce student spread of misinformation regarding COVID and regulations ■ Create safe/comfortable space for students to express concerns/anxieties regarding COVID ■ Accommodate for students who choose to wear masks <ul style="list-style-type: none"> ● Prevent bullying ● Clarify misuse of masks ● Be aware of volume of voice when wearing masks ● Group with other students wearing masks? (when feasible) ● Accommodate for hearing impaired students (and staff) ○ Schedule for one-on-one meetings (no drop-ins)
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Crew Leaders & Friday School	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Meet with online Crewbies twice a week via zoom ○ Crew is held daily at normal time <ul style="list-style-type: none"> ■ Two different Crew cohorts ○ Friday School held as normal <ul style="list-style-type: none"> ■ Monitor and restrict numbers in classrooms (see class capacity) ● Expectations: <ul style="list-style-type: none"> ○ Expectations Crew: <ul style="list-style-type: none"> ■ Provide a comfortable space for students to express concerns and anxieties about COVID
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	<ul style="list-style-type: none"> ■ Continue to assist students with accessing Google Classrooms ■ Discuss how the different phases work and how to prepare for transitioning in phases ■ Encourage students maintain pandemic hygiene and to wear masks ■ Maintain communication with Crewbie parents/guardians ■ Track student progress and grades ○ Expectations Friday School: <ul style="list-style-type: none"> ■ Assist with students in-person and online ■ Update Google Classrooms ■ Hold group Zoom meetings if needed ■ Answer emails ● Considerations: <ul style="list-style-type: none"> ○ CREW solely for student support <ul style="list-style-type: none"> ■ Check in for mental health vs academic grade <ul style="list-style-type: none"> ● Support with academic classes ○ Building masks in Crew <ul style="list-style-type: none"> ■ Crew mask competitions
<p style="text-align: center;">Staff (Sharon, Jeanette, Megan, Josh, Tony)</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Remain on campus for normal business hours (8-4) ■ Maintain school duties ■ Monitor common areas ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when possible ■ Lines and markers for people waiting ■ Capacity of your area ● Expectations: <ul style="list-style-type: none"> ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ IT Specific: <ul style="list-style-type: none"> ■ Distribute computers as early as possible ■ Computers accessible to all community <ul style="list-style-type: none"> ● Waive computer fees for those in need ■ Assist students and teachers with tech issues in a reasonable and timely manner.
	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Remain on campus for normal business hours (8am - 4pm) ■ Maintain school duties ■ Monitor common areas ○ Communication with all stakeholders: <ul style="list-style-type: none"> ■ Clear and Concise

<p>Admin (Wagoner, Wucinich, Zych, Gregory, Zinni)</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Timely ■ Current updates ■ Risk assessment ○ Leave personal beliefs at the door <ul style="list-style-type: none"> ■ No discussion of legitimacy of COVID-19 or regulations ○ Create and Maintain Physical Distancing locations <ul style="list-style-type: none"> ■ Barriers when needed ■ Lines and markers for people waiting ■ Capacity of your area ○ Follow through with hygiene offenders (Zinni) ○ Monitor teacher and staff requirements ○ Create expectations of sick days <ul style="list-style-type: none"> ■ Ample time to not infect the community ■ PTO ○ Prediction Plans <ul style="list-style-type: none"> ■ Clear plans for change in Phases ■ Unexpected Closures <ul style="list-style-type: none"> ● 2nd wave ● School/community Outbreak ● Expectations: <ul style="list-style-type: none"> ○ Timely and reasonable deadlines ○ Teacher and staff involvement in decisions when needed ○ Assist with anxiety and/or confusion ○ Hygiene: <ul style="list-style-type: none"> ■ Masks expected when inside and physical distancing is not possible ■ Routine hand-washing ■ Accessible Hand-sanitizer ■ Disinfect common surfaces regularly ○ Reduce student spread of misinformation regarding COVID and regulations ○ Model desired behavior: Lead by example! <ul style="list-style-type: none"> ■ Staff distancing ■ Maintain composure in crises situations ○ Schedule for one-on-one meetings (no drop-ins)
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Phase C Facility Procedures	
Facility	Health and Safety Procedures
Classroom	<ul style="list-style-type: none"> ● Capacity: 20 (18 students 1 teacher 1 aide) ● Physical Distancing: <ul style="list-style-type: none"> ○ Maintain 6' as best as possible ○ Consider tables <ul style="list-style-type: none"> ■ Number of students at table ■ Circular vs rectangular tables ● Preventing Spread: <ul style="list-style-type: none"> ○ Students wipe down all light switches, desks and chairs when leaving a classroom ○ Students wipe down all shared materials ○ Water bottle only <ul style="list-style-type: none"> ■ No face-to-faucet use in the classroom

	<ul style="list-style-type: none"> ● Considerations: <ul style="list-style-type: none"> ○ Pre-schedule camera use for content rich lessons
Hallway/ Passing Routes	<ul style="list-style-type: none"> ● Capacity: Single Grade Level ● Physical Distancing: <ul style="list-style-type: none"> ○ 6' Apart as best as possible ○ Allow outside walkways to alleviate hallway crowds ○ Stagger class release ○ PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ Crews wipe down door handles, railings, and light switches ○ Dispersed hand-sanitizers <ul style="list-style-type: none"> ■ By bathrooms ■ Waterfountains ■ Printers ■ Tables ○ Teacher/Staff Hall Monitors during prep <ul style="list-style-type: none"> ■ Separate congested areas ■ Monitor bathroom entrances ■ Minimize loitering
Bathrooms	<ul style="list-style-type: none"> ● Capacity: 1 student per class (4 total no groups) ● Physical Distancing: <ul style="list-style-type: none"> ○ No bathrooms during passing periods ○ Single student bathroom use during class period to alleviate bathroom crowds ● Preventing Spread: <ul style="list-style-type: none"> ○ Disinfectant spray or wipes ○ Students expected to wipe down surfaces prior to leaving <ul style="list-style-type: none"> ■ Sink, stall door, handle, tampon bin, soap dispenser, paper towel dispenser ○ Accessibility to hand-sanitizer
Cafeteria	<ul style="list-style-type: none"> ● Capacity: 30 ● Physical Distancing: <ul style="list-style-type: none"> ○ Provide extra space for students to spread out <ul style="list-style-type: none"> ■ Possible classrooms? <ul style="list-style-type: none"> ● Teacher rotation as lunch duty? ○ Limit numbers at tables (4 per table) ● Preventing Spread: <ul style="list-style-type: none"> ○ Wipe down microwaves, tables & chairs, piano, vending machines ○ No sharing food/drink or utensils ○ Encourage eating outside ○ Accessibility to hand-sanitizer ○ Teacher/Staff Monitor
Lawn and Basketball Court	<ul style="list-style-type: none"> ● Capacity: 40 (each) ● Physical Distancing: <ul style="list-style-type: none"> ○ Numbers at tables (4 per table) ○ Minimize large groups ○ No PDA ● Preventing Spread: <ul style="list-style-type: none"> ○ No sharing food/drink or utensils ○ Sports equipment

	<ul style="list-style-type: none"> ○ Teacher/Staff Monitor ○ Accessibility to hand-sanitizer
<p>Offices</p>	<ul style="list-style-type: none"> ● Capacity: <ul style="list-style-type: none"> ○ Font Desk: 6 people <ul style="list-style-type: none"> ■ 1 Front Desk, 2 teacher/staff in common, 3 student/other ○ Zinni's Room: 4 people ○ Wagoner's Office: 5 people ○ Sharon's Office: 5 people ○ Regina's Office: 2 people ○ Zych's Office: 3 people <ul style="list-style-type: none"> ■ Common area: 4 people ○ ISS/Study Room: 3 people ● Physical Distancing: <ul style="list-style-type: none"> ○ Line placement markers <ul style="list-style-type: none"> ■ Into hallway ○ Plexiglass Barrier ○ Keep Gate Closed into office ○ Wait to be assisted in front entrance <ul style="list-style-type: none"> ■ Megan/Jeanette host ● Preventing Spread: <ul style="list-style-type: none"> ○ Accessibility to hand-sanitizer ○ Encourage masks ○ Routine disinfection

Phase D Distance Learning (DL)

Overview	School is held online using Google Classrooms, Zoom, and other online resources. Phase D can occur at any time during the school year depending on the severity of COVID-19. All lessons, activities, assessments, and events should be converted to an online model. Teachers and staff should develop online conversion plans for any and all lessons and projects in anticipation of another COVID outbreak.
Structure	100% online indefinitely. Use of Google Classroom, Zoom, and other online resources. Students are still expected to complete work to earn credit.

Phase D Events

EVENT	Plan
NELAPalooza	<ul style="list-style-type: none"> • N/A
Ground School	<ul style="list-style-type: none"> • Location: <ul style="list-style-type: none"> ○ Online, No in-person activities • Numbers: <ul style="list-style-type: none"> ○ CREW (15) • Structure: <ul style="list-style-type: none"> ○ Track Attendance ○ Schedule: <ul style="list-style-type: none"> ■ Crew leaders teach Ground School content to Crewbies ■ 4 Zoom sessions to cover Ground School content blended with Virtual Wildness ○ Length: <ul style="list-style-type: none"> ■ 1st Week of school Ground School/Virtual Wilderness Combo ■ *start classes the following week to maintain engagement with students ○ One Ground School Google Classroom <ul style="list-style-type: none"> ■ Google Classroom <ul style="list-style-type: none"> • Each teacher creates a lesson and assessment to upload to the communal Ground School Google Classroom • All teachers have access to the Ground School Google Classrooms ■ Resources <ul style="list-style-type: none"> • Articles • Videos • Links • Podcasts • Images ■ Assignments <ul style="list-style-type: none"> • Journals • Articles & Questions

- Student Recordings
 - Assessment/Final Project
 - Student Made COVID PSA
 - COVID Meme
 - COVID Song
 - Google Classroom How To Presentation
- Zoom
 - Daily lesson/check-in with CREWs (4 total)
 - Set time included within the scheduled school day
 - One-on-one meetings with students and/or parents if needed
- **Additional Curriculum:**
 - Incorporate tour of Google Classroom
 - Have every Crewbie sign into their content area classes
 - Model with Crew Google Classroom:
 - How to access resources and assignments
 - By class
 - How to see when it was assigned
 - How to see when it is due
 - How to see your missing Work
 - How to turn in assignments
 - How to access live lessons/discussions
 - How to stream
 - Discuss new protocols for phase changes
 - Incorporate tour of Zoom
 - Video/Audio
 - Video required for attendance?
 - Ensure they are in front of their computer
 - How to use camera on computer
 - Turn on/off
 - How to use audio on computer
 - Turn on/off
 - Mute - always when you are not talking
 - Volume control
 - Chat Box
 - Appropriate things to put in the chat box
 - How to ask questions
 - You may have to wait for a response
 - Split Screen/Gallery Screen
 - Good to see everyone's face in lessons sometimes
 - Share Screen
 - Ability to take control and share your screen
 - Online presentations
 - Student created websites
 - Research papers
 - Zoom will be recorded by Teachers
 - Zoom meetings and attendance
 - How to make-up Zoom meetings
 - Check audio for Zoom (Replace faulty computers)
 - Academics and HOW
 - Deadlines
 - Explanation of new standards and guidelines
 - Deadlines enforced
 - HOW for 1 week grace period
 - Right to Fail
 - Communicate with teachers for clarity on assignments, assessments, and deadlines.

	<ul style="list-style-type: none"> ○ Online Etiquette <ul style="list-style-type: none"> ■ How to engage in discussions online <ul style="list-style-type: none"> ● Where to set up <ul style="list-style-type: none"> ○ Minimal background noise ○ Minimal visual background distraction ○ Minimal interruptions ● How to share your thoughts appropriately <ul style="list-style-type: none"> ○ You cannot just start talking <ul style="list-style-type: none"> ■ Raise your hand ■ Put it in the chat box <ul style="list-style-type: none"> ● It may take a min but it will come back to you ■ Mute when you are not talking ● Be polite for others <ul style="list-style-type: none"> ○ Online discussions can be frustrating <ul style="list-style-type: none"> ■ Follow the rules ■ Be patient ● How to maintain an appropriate behavior online ○ Overview and description of how each phase works with transitions <ul style="list-style-type: none"> ■ Review this doc ● Considerations: <ul style="list-style-type: none"> ○ Begin with CREW - ground school, wilderness hybrid
<p style="text-align: center;">Wilderness</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities <ul style="list-style-type: none"> ■ 1st Week of school Ground School/Wilderness Combo ● Numbers: <ul style="list-style-type: none"> ○ CREW (15) ● Structure: <ul style="list-style-type: none"> ○ Track Attendance ○ Schedule: <ul style="list-style-type: none"> ■ Crew leaders teach Ground School content to Crewbies ■ 4 Zoom sessions to cover Ground School content blended with Virtual Wilderness ○ Length: <ul style="list-style-type: none"> ■ 1st Week of school Ground School/Virtual Wilderness Combo ■ *start classes the following week to maintain engagement with students: ○ Online CREW activities incorporated <ul style="list-style-type: none"> ■ Zoom Meetings <ul style="list-style-type: none"> ● Daily check-ins <ul style="list-style-type: none"> ○ Meet & Greet <ul style="list-style-type: none"> ■ Introduce Everyone <ul style="list-style-type: none"> ● New students need intro to culture (Missing out on camping trip) ○ “Outdoor” Initiatives <ul style="list-style-type: none"> ■ Try to get them outside for activities <ul style="list-style-type: none"> ● Show off your yard ● Outdoor Selfie Bingo ● Nature Art ● Outside for Zoom or by a window? ○ Share outs <ul style="list-style-type: none"> ■ Discussion based so everyone talks ■ Visual Share Out <ul style="list-style-type: none"> ● How would your current feeling look

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ● Fist of five check in ● Artwork share ● Pet share ○ Homework assignments explained <ul style="list-style-type: none"> ■ Wilderness Journal Prompts ■ Initiative Prompt ■ Crew Google Classroom <ul style="list-style-type: none"> ● Resources <ul style="list-style-type: none"> ○ Readings ○ Images ● Assignments <ul style="list-style-type: none"> ○ Directions for an initiative ○ Wilderness journal ● Assessments <ul style="list-style-type: none"> ○ Wilderness journal ● Additional Curriculum: <ul style="list-style-type: none"> ○ Team building online initiatives <ul style="list-style-type: none"> ■ New ways to do old initiatives ○ Multiplayer computer games (metaphorical Wilderness) <ul style="list-style-type: none"> ■ Ask students for ideas ● Considerations: <ul style="list-style-type: none"> ○ Reschedule Wilderness to later in year or 2nd semester <ul style="list-style-type: none"> ■ Possibly in September
Immersion	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities ● Numbers: <ul style="list-style-type: none"> ○ A single class (25) ● Structure: <ul style="list-style-type: none"> ○ Track Attendance ○ Held week after Ground School/Wilderness ○ Online Google Classroom <ul style="list-style-type: none"> ■ Expedition rich lessons/assignments <ul style="list-style-type: none"> ● Each teacher covers Immersion with specific expedition topics related to their content area ■ Assessment of Information <ul style="list-style-type: none"> ● Article/Questions ● Videos/Questions ● Zoom discussion ● Additional Curriculum: <ul style="list-style-type: none"> ○ Connect to current issues (Pandemic and/or BLM) ● Considerations: <ul style="list-style-type: none"> ○ Cross-curricular assignments
FW	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities ● Numbers: <ul style="list-style-type: none"> ○ A single class (25) ● Structure: <ul style="list-style-type: none"> ○ Track Attendance ○ Online Google Classroom <ul style="list-style-type: none"> ■ 4 days of expedition rich content <ul style="list-style-type: none"> ● Each teacher covers FW with specific expedition topics related to their content area <ul style="list-style-type: none"> ○ Expert Speakers via Zoom

	<ul style="list-style-type: none"> ○ Videos ○ Articles ○ Podcasts ● Online final project/assessment <ul style="list-style-type: none"> ○ Consider collaborative final assessment <ul style="list-style-type: none"> ■ Individual assignments with teachers lead up to one product <ul style="list-style-type: none"> ● Research based for multiple classes ● Group project <ul style="list-style-type: none"> ○ Online presentation ○ Infomercial ○ TEDtalk ○ Website ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○ 1 day a week for 1 month <ul style="list-style-type: none"> ■ Incorporate FW throughout the semester vs one week <ul style="list-style-type: none"> ● Begin/End the case study with FW activity <ul style="list-style-type: none"> ○ Expert Speakers ○ Podcasts ○ Documentaries
<p style="text-align: center;">Intensives/ Middle School Electives</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities ● Numbers: (15) ● Structure: <ul style="list-style-type: none"> ○ Track Attendance ○ Online Google Classroom <ul style="list-style-type: none"> ■ Intensives are offered online as scheduled <ul style="list-style-type: none"> ● Plan for 100% online intensive ● Plan for transition <ul style="list-style-type: none"> ○ Offer online content <ul style="list-style-type: none"> ■ Schedule ■ Resources ■ Assessments ■ 3 Zoom Meetings a week <ul style="list-style-type: none"> ● Teacher discretion on dispersal of Zoom meeting occurrence ■ 90 hours Total <ul style="list-style-type: none"> ● Including homework and lessons ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○ Repeat online intensives from May 2020 (if desired) ○ Middle School <ul style="list-style-type: none"> ■ Electives held at the end of the semester
<p style="text-align: center;">EXPO/COL</p>	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities ● Numbers: <ul style="list-style-type: none"> ○ N/A ● Structure: <ul style="list-style-type: none"> ○ Online Final Products <ul style="list-style-type: none"> ■ Online Presentations

	<ul style="list-style-type: none"> ● Schedule for anyone to view virtually ● Students must create links to presentations to post for the public <ul style="list-style-type: none"> ■ Post final products online <ul style="list-style-type: none"> ● Online Gallery Walk <ul style="list-style-type: none"> ○ Presented by each expedition ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○ Prepare online projects for any Phase
Passage	<ul style="list-style-type: none"> ● Location: <ul style="list-style-type: none"> ○ Online, No in-person activities ● Numbers: <ul style="list-style-type: none"> ○ 4-5 online 1 student, 3-4 panelist ● Structure: <ul style="list-style-type: none"> ○ Online, No in person activities <ul style="list-style-type: none"> ■ Scheduled live presentations <ul style="list-style-type: none"> ● Student led zoom presentation ○ Ground School Online Presentations <ul style="list-style-type: none"> ■ Held in Crew ■ Crew Leader plus 3 invited attendees (student discretion) <ul style="list-style-type: none"> ● Friends Family ■ Right to fail ● Additional Curriculum: <ul style="list-style-type: none"> ○ ● Considerations: <ul style="list-style-type: none"> ○ Include Crew upperclassman on Passage presentations

Phase D Role Responsibilities	
Role	Requirements and Expectations
Students	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Students follow schedule for school hours <ul style="list-style-type: none"> ■ Student Hours 9-3 ■ Create a consistent COVID schedule ■ Jobs are not an excuse to miss school, they would be in school normally so it will work for employers ○ Online Etiquette <ul style="list-style-type: none"> ■ Follow rules from Ground School ○ Communication with Staff and Teachers <ul style="list-style-type: none"> ■ Contact teachers during teacher hours 8-4 ■ Maintain professional and respectful language with teachers and staff ■ Allow for 24 hour response time from teachers ○ Attendance: <ul style="list-style-type: none"> ■ Students are expected to login to Google Classroom daily <ul style="list-style-type: none"> ● Take Attendance Quiz for subjects without Zoom meeting that day ■ Students are expected to attend all live lessons for each subject

	<ul style="list-style-type: none"> ● Follow online etiquette lesson from ground school ● Expectations: <ul style="list-style-type: none"> ○ Daily/Weekly Hours: ○ Turn in assignments by a given deadline <ul style="list-style-type: none"> ■ Grace period (teacher discretion) ● Disciplinary Repercussions: <ul style="list-style-type: none"> ○ Right to fail <ul style="list-style-type: none"> ■ Cut-off after certain number of missed hours/lessons ○ Parent/guardian contact if not attending classes ○ Notify ESS staff if ESS students fall behind
ESS Department	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ ESS Staff contact assigned students once a week <ul style="list-style-type: none"> ■ Phone conversations ■ Zoom conversations ■ Minimal Emails <ul style="list-style-type: none"> ● Make sure we reach out verbally ○ ESS Staff maintain routine contact with subject teachers ○ ESS Staff log student progress <ul style="list-style-type: none"> ■ Attendance to live lessons/activities ■ Incomplete Assignments ■ Missing Assignments ○ ESS Staff are available for students in need <ul style="list-style-type: none"> ■ Emails ■ Phone Calls ■ Zoom Meetings ● Expectations: <ul style="list-style-type: none"> ○ ESS prioritize students in need ○ ESS assist students in need with all content areas ○ Help ESS students manage time and expectations ○ Encourage student accountability as much as possible ○ Maintain optimism and realism of the situation
Teacher	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Update Jumprope and Schoolmaster for grades and attendance ○ Utilize Google Classroom for student work <ul style="list-style-type: none"> ■ Resources ■ Lessons ■ Assessments ○ Weekly/Biweekly Lesson Plans <ul style="list-style-type: none"> ■ Align Standards ■ Incorporate Assessments ○ Track attendance ○ Teachers log student progress on Progress Doc. <ul style="list-style-type: none"> ■ Attendance to live lessons/activities ■ Incomplete Assignments ■ Missing Assignments ○ Teachers maintain contract hours including Friday PD and Office Hours <ul style="list-style-type: none"> ■ Hours 8am - 4pm ■ Student Hours: 9am - 3pm ○ Attendance <ul style="list-style-type: none"> ■ Teachers hold 3 zoom meetings a week/course <ul style="list-style-type: none"> ● 3 out of the four day week ● Teacher discretion on time ● Create an “attendance” assessment for the days not

	<p>holding a Zoom meetings (quiz or assignment on Google Classroom - cannot be made up)</p> <ul style="list-style-type: none"> ○ Teachers are on campus during contract hours <ul style="list-style-type: none"> ■ Notify Mrs. Wagoner within 24 hours or as soon as possible if incapable of being on campus ● Expectations: <ul style="list-style-type: none"> ○ Create collaborative lessons and projects when possible <ul style="list-style-type: none"> ■ Incorporate content rich material that allows for cross curricular projects <ul style="list-style-type: none"> ● Create projects that cover multiple content areas ○ Teachers log student progress <ul style="list-style-type: none"> ■ Maintain a posted schedule on Google Classroom <ul style="list-style-type: none"> ● Teachers follow schedule during normal school hours <ul style="list-style-type: none"> ○ Limit all day and night responses ■ Hold students accountable <ul style="list-style-type: none"> ● Allow a set grace period for deadlines (1 week) ○ Contact ESS department with concerns for ESS student grades and emotions <ul style="list-style-type: none"> ■ Include parents when initial contact is made to get it on everyone's radar ■ Follow up and support as needed ○ Teachers are available for students in need <ul style="list-style-type: none"> ■ 24 hour Email responses ■ Phone Calls ■ Zoom Meetings ■ Office Hours - Prep Period, 8-9am, 3-4pm ○ Maintain optimism and realism of the situation
<p>Crew Leaders & Friday School</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Meet with Crew at least twice a week via Zoom <ul style="list-style-type: none"> ■ Weekly assessments (can be Zoom meeting discussion) <ul style="list-style-type: none"> ● Variety of assessments ● Expectations: <ul style="list-style-type: none"> ○ Student Support <ul style="list-style-type: none"> ■ Social/Emotional & Academic ○ Implementing Grit Lessons ○ F.S: Provide time on Friday from 12:00pm - 2:00pm for academic help ● Considerations: <ul style="list-style-type: none"> ○ CREW solely for student support <ul style="list-style-type: none"> ■ Check in for mental health vs academic grade <ul style="list-style-type: none"> ● Support with academic classes ■ If Credit Bearing then students can fail
<p>Staff (Sharon, Jeanette, Megan, Josh, Tony)</p>	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Follow contract hours ○ Clear schedule of availability ○ Clear communication with staff regarding their field ● Expectations: <ul style="list-style-type: none"> ○ Maintain optimism and realism of the situation ○ Assist with transitions however possible
	<ul style="list-style-type: none"> ● Requirements: <ul style="list-style-type: none"> ○ Clear and concise communication about all changes regarding the pandemic <ul style="list-style-type: none"> ■ Updates in state/county policies

Admin

(Wagoner,
Wucinich,
Zych, Gregory,
Zinni)

- Regularly scheduled staff Zoom meetings
 - Weekly, Bi-weekly
- Zoom PD for Distance Learning (Zinni)
 - Research best practices for DL
 - Problem Solving
 - DL Strategies
 - Online Initiatives
 - Zoom Lessons
 - Online Resources
- **Expectations:**
 - Zoom Meeting Expectations:
 - Clear Schedule
 - Consider time keeper
 - Stick to agenda
 - Minimize tangents and anecdotes
 - 48 notice to include topics on the agenda
 - Timely and reasonable deadlines
 - Teacher and staff involvement in decisions when needed
 - Assist with anxiety and/or confusion
 - Model desired behavior: Lead by example!
 - Maintain composure in crises situations
 - Schedule for one-on-one meetings
 - Maintain optimism and realism of the situation