



RETURN TO SCHOOL PLAN

2021-2022

AS OF 7/22/21

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Summary

Introduction

Thomas MacLaren School's planning is guided by national, state, and local health guidelines. While there is no such thing as zero risk, current research makes clear that risk reduction is feasible and achievable. With that in mind, we seek to balance health and safety with normalcy, social interaction, and optimal in-person learning. See these resources for ongoing updates:

- Center for Disease Control and Prevention (CDC) <https://www.cdc.gov/>
- The Colorado Department of Education (CDE) <http://www.cde.state.co.us/planning20-21>
- Colorado Charter School Institute (CSI) <https://resources.csi.state.co.us/coronavirus/>
- El Paso County Public Health (EPCPH) <https://www.elpasocountyhealth.org/>

Please be aware that this is a living document. **We will all—MacLaren staff, parents, and students—need extraordinary flexibility as the guidelines shift in response to this ever-evolving situation.**

In the plan below, we refer to the Lower School as *LS* and the Upper School as *US*.

Plan-at-a-Glance

- **Back to School:** Current guidelines encourage in-person when possible. To that end, MacLaren will offer in-person instruction, 5 days per week, beginning in the fall of 2021.
 - Students on an IEP or 504 that have a COVID-related health issue may ask to be fully remote for the 21-22 school year.
 - As long as quarantines are a risk, MacLaren will have the possibility of Temporary Distance Learning to allow for continuity of instruction for any quarantined students.
- **Quarantines:** Now that the Governor has removed the Emergency Health Order, COVID falls under the State's infectious disease criteria. As such, **students and staff can still be quarantined for positive cases of COVID or direct contact with a positive case.** We have been told to expect some quarantines to continue. As revised guidelines are released, we will let you know and post these on our website.
- **Cohorts:** While the risk of quarantining is in place, some cohorting will be in place to allow for contact tracing.
- **Masks:** The State of Colorado recently moved to guidance that recommends (does not require) masks for those who are unvaccinated, ages 11 and up. In light of this, you will continue to see *recommended* language from the school, but **masks will not be required.**

- **Vaccination:** MacLaren does not require that students or staff receive the COVID vaccine. We do ask that parents submit student vaccination records to the health team if they feel comfortable doing so; proof of vaccination would ensure that a student would not be quarantined, even if in close contact with a positive case. (Note that vaccinated students may be put on temporary distance learning should a large number of unvaccinated students in their class need to be quarantined.)
- **Food Service:** Students will resume eating in the cafeteria; they will be assigned tables to allow for contact tracing.
- **Visitors:** Visitors will enter via the new secure entrance at the south door. While parents are welcome to visit in the plaza before school, parents and visitors may no longer enter the building through the plaza entrance.
- **Volunteers:** We hope to return soon to having volunteers in the building, but for now, in an effort to reopen cautiously, we will continue to keep outside visitors to a minimum.
- **Drop-off/Pick-up:** Drop-off and Pick-up times resume to the schedule posted in the Parent-Student Handbook.
 - Lower School Before School Care – As in other years, families with students in both LS and US may drop off their younger students at the same time as their Upper School students.
 - Lower School After School Care – After School Care will remain on the 2020-21 model in which LS students wait in the pickup lane until 3:40 p.m. At this point, students are brought into the main office.
 - After School Study Hall (ASSH) - ASSH will resume this year for Upper School Families; parents who sign up their children for this fee-based program understand that they are adding a new cohort to their child’s schedule which may increase the risk of quarantine.
- **Athletics:** Athletics will follow state, local, and CHSAA guidelines; at this point, CHSSA is planning on following the traditional schedule.
 - We hope to bring extracurriculars back; we need to make sure the opening of school has gone well before we add new extracurricular cohorts. We will have more communication about this later this fall.
- **Expectations:** Parents, students, and staff are expected to adhere to all public health guidelines, protocols, and procedures.

I. Health and Safety

Hygiene protocols

- While mandatory health screenings are no longer required, it is best practice for staff or students who are sick to stay home. See MacLaren Illness Guidelines (updated guidance to be released soon).

Care for staff and students who become ill at school

- Anyone who becomes ill at school will go to the infirmary. If the health team determines that isolation is necessary, the student or staff will be placed in a designated isolation room.
- Confidentiality will be preserved as much as is feasible.
- The health team has been trained on health protocols.
- Families have up to 60 minutes to pick up a sick child; if parents/guardians are not able to come within that timeframe, staff will call emergency contacts.

Care for students with chronic conditions

- All health plans and 504's are reviewed annually; after review, health needs and plan will be confirmed per health room protocols.
- Exemptions will be granted for wearing masks for certain chronic health issues, such as asthma.

Protection of vulnerable populations

- Students and staff at high risk for COVID-19 include, but are not limited to, those with lung disease, moderate to severe asthma, heart disease, immune deficiency, diabetes, and anyone over 60 years of age.

II. Remote Learning Plan

Remote Flexibilities

During the 2021-22 school year, there are three scenarios under which a student might participate in Distance Learning:

1. Temporary Distance Learning

This scenario will be used when a class, multiple classes, or the whole school needs to quarantine. This may also be used up to five times a year as a replacement for a snow day.

2. Hybrid Distance Learning

This scenario will be used anytime students have class in-person some days and distance other days. MacLaren plans on using this only in the rarest of circumstances, and if this scenario is needed, it would be implemented only in the Upper School.

3. Full Distance Learning

This scenario will be used by students whose IEP or 504 is for a COVID-related health condition that requires the student to continue learning remotely.

Temporary Distance Learning Plan

Introduction

If at any point a class or multiple classes is quarantined due to exposure to a positive COVID case, students will engage in a distance learning plan for the duration of their quarantine. Students may also be placed in temporary distance learning if a large portion of their class is quarantined to better facilitate instruction. And, as noted above, students may move to temporary distance learning in the case of inclement weather.

Synchronous & Asynchronous Instruction

Asynchronous – Google Classroom

Upper School & Lower School:

All teachers will have their own classroom pages. Teachers will post recorded lessons, relevant videos, reading assignments, relevant worksheets and activities, or links for scheduled Zoom sessions. Teachers will post assignments for a particular day by 5:00 p.m. the day before when feasible (some quarantines are determined after hours). Parents will receive step-by-step instructions on how to access Google Classroom; passwords will be delivered through our Secure File Delivery (the same way we send evaluations).

Synchronous – Zoom Classes

Upper School:

Students engaging in temporary remote options will have a weekly schedule of Zoom classes where the student will work with their teachers in a full class or small group setting. Over the course of the week, the student will have at least 20% synchronous time with each class. Links to join Zoom sessions will be posted on the Google Classroom pages.

Lower School:

If an entire class is learning remotely, teachers will have a modified version of their daily schedule and teach lessons remotely. Over the course of the week, the student will have at least 20% synchronous time with each class. Links to join Zoom sessions will be posted on the Google Classroom pages.

Instructional Supports

Upper School:

During instances of remote learning, small-group Zoom sessions and office hours will be scheduled regularly as needed.

Lower School:

During instances of remote learning, small-group Zoom sessions will be scheduled as needed. Also, teachers will offer daily Office Hours via Zoom.

Parent/Guardian Communication

Upper School:

At the start of any remote learning occurrence, the Head of School will send an email to all parents and guardians reminding them of the expectations for distance learning and the scheduled Zoom times. This email will include information regarding how best to communicate with the teacher during remote learning. Teachers will follow standard protocols set forth in the US Parent-Student Handbook for parental outreach regarding student's performance and progress. Communications may include emails, phone calls, Checklist Evals, Evals, and conferences.

Lower School:

At the start of any remote learning occurrence, teachers will send an email to all parents and guardians reminding them of the expectations for distance learning and the scheduled Zoom times. This email will include information regarding how best to communicate with the teacher during remote learning. Teachers will follow standard protocols set forth in the LS Parent-Student Handbook for parental outreach regarding student's performance and progress. Communications may include emails, phone calls, Checklist Evals, Evals, and conferences.

Hybrid Distance Learning Plan

Introduction

Students will engage in the following hybrid plan if at any point the Upper School is required to move to a model where students are learning in-person some days and remote other days. The Lower School will not use this model.

Synchronous & Asynchronous Instruction

Under a hybrid plan, most synchronous learning will occur on the days the students are at school in-person. Thus, distance days will largely consist of asynchronous learning. However, some classes may meet over Zoom on distance days, and teachers may use distance days to provide academic and small group support over Zoom.

Asynchronous – Google Classroom

All Upper School teachers will have their own classroom pages. On distance days, Teachers will post recorded lessons, relevant videos, reading assignments, relevant worksheets and activities. Teachers will always post assignments for a particular day by 5:00 p.m. the day before. Parents will receive step-by-step instructions on how to access Google Classroom; passwords will be delivered through our Secure File Delivery (the same way we send evaluations).

Synchronous – In-person and Zoom Classes

Under a hybrid model, students will experience most synchronous learning as in-person time in the classroom. However, some classes may meet over Zoom on distance days, and teachers may use distance days to provide academic and small group support over Zoom. Over the course of the week, the student will have at least 20% synchronous time with each class. Links to join Zoom sessions will be posted on the Google Classroom pages.

Instructional Supports

During instances of hybrid learning, small-group sessions and office hours will be scheduled regularly as needed, either in-person or over Zoom.

Parent/Guardian Communication

At the start of any hybrid learning occurrence, the Head of School will send an email to all parents and guardians with a weekly schedule of in-person and remote learning, as well as the expectations for distance learning and any scheduled Zoom times. This email will include information regarding how best to communicate with the teacher during remote learning.

Teachers will follow standard protocols set forth in the US Parent-Student Handbook for parental outreach regarding student's performance and progress. Communications may include emails, phone calls, Checklist Evals, Evals, and conferences.

Full Distance Learning Plan

Introduction

Students whose 504 is for a health condition that requires the student to continue learning remotely may engage in distance learning full time.

Proof of Residency

To confirm residency for October Count requirements, the Registrar will collect a written "statement of residency" from families of those students who qualify for full distance learning.

Synchronous & Asynchronous Instruction

Asynchronous – Google Classroom

Upper School & Lower School:

All Upper School teachers will have their own classroom pages. Teachers will post recorded lessons, relevant videos, reading assignments, relevant worksheets and activities. Teachers will always post assignments for a particular day by 5:00 p.m. the day before. Parents will receive step-by-step instructions on how to access Google Classroom; passwords will be delivered through our Secure File Delivery (the same way we send evaluations).

Synchronous – Zoom Classes

Upper School:

Students engaging in full remote learning will have a weekly schedule of times they will attend their classes virtually over Zoom. Over the course of the week, the student will have at least 20% synchronous time with each class. Links to join Zoom sessions will be posted on the Google Classroom pages.

Lower School:

Students engaging in full remote learning will have a schedule of times they will attend their classes virtually over Zoom. Over the course of the week, the student will have at least 20% synchronous time with each class, when feasible. In order to minimize the time a Lower School student needs to spend on a computer, synchronous time will be aligned to the goals stated in the student's IEP.

Instructional Supports

Academic support can be provided on a case by case basis. Students struggling should reach out to teachers directly to request extra help.

Parent/Guardian Communication

Upper School & Lower School:

At the start of the school year, the IEP or 504 Case Manager will send an email to parents and guardians explaining the expectations for distance learning and the scheduled Zoom times. This email will include information regarding how best to communicate with the teacher during remote learning.

Teachers will follow standard protocols set forth in the appropriate Parent-Student Handbook for parental outreach regarding student's performance and progress. Communications may include emails, phone calls, Checklist Evals, Evals, and conferences.

General

Under any distance learning plan, the following protocols and expectations will apply.

Expectations

By using these platforms, students agree to abide by the following expectations:

Google Classroom: Students use the classroom pages only for school purposes, not social purposes.

- Students use comments only to ask necessary questions, not to chat with classmates.
- Students do not use casual/chat language or emojis when posting comments.
- Students do not use their school Google account to create chat documents, etc.
- Students do not use the Classroom page for personal invitations.

Zoom Rules: Students treat Zoom class times with the professionalism we expect at school

- Student's name appears in one of the following formats: Last Name, First and Last Name, or First Initial and Last Name.
- Student's video is turned on during Zoom classes.
- Dress code: students wear a uniform shirt or Spirit Shirt and follow all handbook guidelines with respect to make-up, hair, jewelry, etc.
- Students do not use virtual backgrounds.
- Student's phone is in a different room during Zoom classes, unless it is being used to join the Zoom call.
- Students do not have other tabs or programs open on their computer while in a Zoom class.
- Students do not eat during Zoom classes.
- Students should stay in one place during Zoom classes.

Handbook:

In addition, MacLaren will continue to follow and implement the code of conduct as outlined in the *Parent-Student Handbook*.

- If a MacLaren student is participating in any form of distance learning, the code of conduct applies as well.
- If a MacLaren student is participating in any form of distance learning, all dress code issues apply as well: hair color and cut, jewelry, make-up, etc.

Accessibility

Computer

For the platforms above, a computer, Chromebook, or similar device that has a video camera is required—a smartphone works as well. Families who do not have enough devices for their students may check out Chromebooks from the school. To request a device, please contact the data office at mactech@maclarenschool.org.

Printer

A printer is helpful for students to print worksheets and assignments. However, teachers will work with students who do not have printers to complete assignments another way.

Scanner

If students and families can take a picture or a scan of student work with a smartphone, no separate scanner is necessary. (*Adobe Scan* and *Genius Scan* are free scanning apps that works with all smartphones.)

Emergency Broadband Benefit

In 2021, the FCC has introduced the new Emergency Broadband Benefit program to help those struggling to afford internet service during the COVID-19 pandemic. It comes with up to \$50 per month towards internet service for qualifying households (up to \$75 per month for households on tribal lands).

To get \$50 per month off internet, head over to GetEmergencyBroadband.org and fill out the application for the Emergency Broadband Benefit program. If you'd prefer to sign up by mail, call 833-511-0311 to order a mail-in application or print off the application from this PDF. Send the completed application to Emergency Broadband Support Center, P.O. Box 7081, London, KY 40742. Once you've qualified, you'll need to reach out to your participating provider to select an eligible internet plan. (Information from Low-Income Internet Plans for Families, Seniors, and Students (cabletv.com).)

Thomas MacLaren also has a limited number of mobile hotspots available to families in need.

Student Engagement:

Upper School:

Students engaging in remote learning will have Zoom classes daily where teachers will take attendance. If a student does not have a Zoom meeting for a particular class that day, work submission will be used to take attendance and monitor engagement. After 2 days of consecutive non-engagement, a student's teacher will email the parents. After 5 days of consecutive non-engagement or 10 half days over a span of two weeks, the student's teacher will contact the student's grade level lead and the Academic Coordinator. The grade level lead and Academic Coordinator will reach out to parents and create Attendance and/or Academic plans as needed.

Lower School:

Teachers will meet via Zoom with students and take attendance daily. Work submissions will also be used to monitor student engagement. After 2 days of consecutive non-engagement, student's teacher will email the parents. After 5 days of consecutive non-engagement or 10 half days over a span of two weeks, the student's teacher will contact the LS Academic Coordinator. She will then reach out to parents (email, phone call, etc.). The Academic or delegee will create Attendance and/or Academic Contracts as needed.

Accountability and Evaluation

Grading

Students are accountable for attending all Zoom sessions and submitting all work assigned through Google Classroom. All Zoom sessions, daily work, assignments, and assessments will be evaluated towards a student's final grade.

Teachers will assess students regularly in a variety of ways, ranging from formative assessment (spot-checks of whiteboard work, for example) to quizzes built in Google Forms to normal evaluation of written work. The format of assessments will depend on the course.

Assessment

Assessing student progress

As noted above, students will continue to receive a variety of formative assessments from faculty; faculty will assess work completion, participation, exit tickets and polls during Zoom sessions, submitted play tests for orchestra, or assignments completed via Google Classroom. In general, these formative assessments will align directly with the K-12 course guides for in-person learning and evaluation.

Interim Assessments:

Remote learning students will be able to complete NWEA MAP testing remotely if they are not able to come in person to take these assessments.

State Assessments:

Parents will have the option to bring their remote students to campus to participate in the in-person, state-mandated standardized testing sessions. Those choosing to refrain from testing will be asked to complete an Opt-Out Form.

Compliance and Exceptional Student Services (ESS) support

All students on an IEP, 504, ALP, or ELL plan will receive modifications, accommodations, and services as appropriate. The case manager will be working directly with these families.

Special Education

- Any student on an IEP or 504 Plan will be assured a high-quality education and equitable access.
- Even in the event of distance learning, all students will be afforded the best possible delivery of services.
- All small group and 1:1 sessions that occur over distance learning will be logged and tracked.

Gifted and Talented

- Identification of gifted students will continue, even in the event of distance learning.
- Students with an ALP will continue to work towards the goals set forth in their plan.

English Language Learners (ELL)

- Students on an ELL Plan will continue to receive instruction and services as outline in their plan.
- As needed, we will create communication plans with families of Multilingual Learners.

Attendance:

Distance learning offers some flexibility regarding when and where students complete coursework. Nevertheless, students are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be **recorded daily** to ensure the school is properly calculating and adequately monitoring that students complete the required hours of class time.

These hours are accumulated through a variety of methods including:

- Completion of lessons
 - assigned through Google Classroom and
 - documented with student login and lesson participation;
- Completion of offline work documented by parent or teacher;
- Course progress in curricular assessments;
- Attendance at a synchronous live session;
- Online assessments such as MAPs accessed through student accounts.

In general, parents and students can expect the following to be the regular method of attendance:

Upper School: Attendance is recorded daily by teachers for each course. If synchronous learning occurs over Zoom, teachers will take attendance there. If asynchronous learning occurs, students will show attendance by turning in a daily assignment on Google Classroom. Students must submit all daily work by midnight to be counted present for that day.

Lower School: Teachers will take attendance during each scheduled remote learning time.

Safety and Security

Zoom:

Links to Zoom meetings are only published on Google Classroom pages; only students who have been issued a password from the school and co-teachers of the course have access to this link. No personally identifiable information is necessary to join the Zoom class.

Zoom continues to update its platform with new security measures. We are using the most updated version of Zoom. The following security measures are in place:

- The *waiting room* feature is enabled for all Zoom sessions. When students join a Zoom session, they will need to wait until the teacher allows them entry. Teachers will use this to ensure they are not alone with a student and that no one can join the session who is not a student.
 - Teachers have been instructed to not admit a user if they do not recognize the name. Please see above under *Expectations* for name guidelines.
 - A student's video camera must be turned on at all times. Parents should contact teachers directly if there is a reason their child cannot have video turned on.
- All Zoom sessions are automatically password protected.
- We have disabled the ability for private chats on Zoom, which means that students are not able to chat with each other privately during a Zoom session.
- Screensharing may be done by the host only; no one can share anything inappropriate with the class as the teacher has control of this feature.
- Recording: There are pros and cons to recording. After weighing these, we have directed our staff to record only in instances where students or co-teachers might be missing a key lecture. Once recorded, classes will only be posted on the classroom page, so only those assigned to that class have access to the videos. *Students should not download these videos to personal devices.*

Small group/one-on-one Zoom sessions:

- For academic support, such as a small group class or academic hour, parents/guardians have given consent by allowing their child/ren to join that "Classroom."
- For other small groups (such as a session with the Counselor), we will directly ask parent/guardian permission.

Google Classroom:

For students who need a password, the school will generate login information, which will be sent to parents through our Secure File Delivery system.

- No one else has access to login info.
- The school-generated account means that no use of a personal email account is necessary.
- Each course has at least two teachers assigned to provide oversight and accountability. Communication between students and teachers can happen through the classroom page.
- No private communication between students is possible.
- Even “private” comments made by students and the teacher responses can be seen by all teachers on course.

III. Student Well-being

Mental Health

- Stakeholders will be kept informed about who is on the mental health team.
 - Staff have been trained towards awareness in trauma and mental health needs.
- Colorado Crisis Services offers free, confidential, professional, 24/7 support.
 - Call 1-844-493-8255
 - Text “TALK” to 38255
- The Disaster Distress Helpline offers help and support for any distress you or someone you care about may be feeling related to a disaster.
 - Call 1-800-985-5990
 - Text “TalkWithUs” to 66746
 - TTY for Deaf / Hard of Hearing: 1-800-846-8517
 - Spanish-speakers: Text “Hablanos” to 66746
- Anonymous reporting can be made at <https://safe2tell.org/>

IV. Family Support

School-Family engagement and communication

- The school will provide clear attendance and health guidelines.

Accessing instruction

- Families will be provided a plan for accessing materials needed for distance learning.
- Families will be provided with clear instructions on use of Google Classroom and Zoom as well as communication protocols with the teacher.
 - We will provide supports for families who do not speak English or who need tech support.

Accessing resources

- Parents will be kept informed about up-to-date resource information (childcare, meals, mental health, and health needs) on the website.
- We will continue to identify families experiencing high mobility and homelessness so that we can provide supports to these families.

V. Communication

Communication with families

We have created a page on the website dedicated to COVID-19 planning, updates, and resources: <http://www.maclarenschool.org/covid-19>

Families should contact the following staff for these concerns:

Concern	Contact & Title	Contact Information
Health	Tammie Chasteen School Nurse	nurse@maclarenschool.org
Class/Course concern	Class or Course Teacher	http://www.maclarenschool.org/contact_us
Lower School General Questions	Nico Alvarado Head of Lower School	nalvarado@maclarenschool.org
Upper School General Questions	Benjamin LaBadie Head of Upper School	blabadie@maclarenschool.org
Lower School Distance Learning	Mary Valentine Lower School Academic Coordinator	mvalentine@maclarenschool.org
Upper School Distance Learning	Kathryn Maslow Assistant Head of Upper School	kmaslow@maclarenschool.org
Technology	IT Team	mactech@maclarenschool.org

See here for local Covid-19 testing location information: <https://covid19.colorado.gov/are-you-sick/testing-for-covid-19>