

# Incline Elementary School

## School Opening Plan: 2020-2021

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## School Opening Options

At the July 7, 2020, Washoe County School Board meeting, the district approved several parameters for school opening 2020-2021. The three decisions that impact Incline Elementary School are:

1. All WCSD elementary schools will open for in-person instruction for all students every day in 2020-2021.
2. All families will have the option of enrolling students in in-person instruction or distance learning instruction with Incline Elementary.
3. In order to prepare for school opening, school staff members will be given an extra 5 days with no students in attendance.

### **New School Start Date**

In order to give schools additional time to prepare for school opening, the student start date has been pushed back one week to August 31, 2020, for students in grades 1-5. PreK and Kindergarten students will have individual testing during the week of August 31st and will start school on Tuesday, September 8, 2020.

### **In-person v. Distance Learning Options**

Per decisions made at the July 7, 2020, WCSD Board meeting, families have two options for receiving instruction in Washoe County School District elementary schools in 2020-2021:

- 1) In-person or "At School" (school buildings are open with staff and students operating under recommended health and safety guidelines), and/or
- 2) Distance Learning or "At Home" (school staff provide educational and social emotional supports to student using digital platforms).

It is likely that elementary schools will alternate between in-person and digital learning as our community contends with COVID-19 infections. Whenever possible throughout the 2020-2021 school year, instruction will be offered At School unless/until health concerns outweigh the benefits of in-person learning. Families, though, may always opt into At Home if they have concerns about the health and safety of their students in an in-person model.

### **General Guidelines for In-person Instruction: At School**

When Incline Elementary is providing in-person instruction, these are the general guidelines for mitigating risks of COVID-19 infections:

- 1) Washoe County School District is requiring face coverings/masks to be worn by all adults and students in our schools throughout the school day in order to minimize opportunities for COVID-19 infection.
- 2) For morning entry, students will be directed to their Learning Pods (see further down for description) upon arrival. For parent drop off in the lower lot, we are recommending that parents also wear masks and, when possible, not exit the car. For bus drop off

upstairs, students will come into the building and be directed to their Learning Pod making sure that there is physical distance between students in the hallway.

- 3) Once in the Learning Pod, students will remain in that classroom for the entirety of the school day (with some breaks described further down). Students will not, for example, go to the library, or computers, but the specials teachers will come into the classroom (or, in the case of PE and music, take students outside – weather permitting) for specials instruction.
- 4) Learning Pods will have access to frequent hand washing for students as well as hand sanitizer. Custodians will clean classrooms nightly.
- 5) Whenever weather allows, teachers will open classroom windows to allow for additional ventilation.
- 6) The lunchroom staff will put together bagged breakfast that will be picked up and taken to the Learning Pod for students needing morning nutrition.
- 7) The classroom will be configured at 50% of room capacity with desks or tables with designated student space to allow physical distance between students in the classroom. Each student will have their own desk, chair, and/or table space so that there is no sharing space.
- 8) All students will need a laptop or other device to access learning applications. Teachers will use Microsoft Teams, Class Dojo, and Board-approved online applications for all instruction. Families are welcome to provide a device for their student, or the student may borrow an appropriate device from the school. In the event of a community outbreak, students will already have a device and know how to access all learning opportunities via distance learning.
- 9) Small group instruction will mostly occur virtually through Microsoft Teams with small groups of students (a combination of At School and At Home students) receiving intervention support from interventionists, special education teachers, and/or the English Language (EL) teacher. In order to maintain physical distance, small groups cannot move to a common table for intervention.
- 10) Bathrooms will be designated for specific classrooms to minimize co-mingling of classrooms.
- 11) The lunchroom staff will provide grab-and-go lunch, which will be eaten in the Learning Pod. Lunch pick up will be staggered to allow one grade-level at a time into the lunchroom to pick up lunches.
- 12) When passing through the hallways, teachers will line students up on the right side of the hallway, walk down the hallway close to the wall, space students 3 to 6 feet apart, and ensure that all students are wearing masks.
- 13) At the end of the school day, teachers will organize students into two lines: bus students and pick up students. The principal will call each room separately to dismiss for the day.

Some of these procedures are broken down into more detail later in this document. Boys and Girls Club will meet afternoons only and will follow similar health and safety protocols.

### **General Guidelines for Distance Learning Instruction: At Home**

As long as the general Incline Village community is not experiencing a COVID-19 outbreak, families will have the option of At School or At Home instruction. If an outbreak occurs, an individual Learning Pod may be sent home for a 14-day quarantine; if the outbreak is across Learning Pods, the entire school may move into a 14-day quarantine and would return only when cleared by the Washoe Health District. These are the general guidelines for At Home instruction provided by IES teachers:

- 1) At Home students will be enrolled with a classroom teacher on the same roster as At School students. For example, a kindergarten classroom of 20 students might have 12 students participating in-person and 8 students participating by distance learning. These 20 students will have the same Incline Elementary teacher and receive parallel instruction.
- 2) At Home students will need a device at home to use to log into Microsoft Teams, Class Dojo, and other Board-approved online learning applications.
- 3) At Home students will need to log into their devices at specific times during the school day in order to receive synchronous instruction. The classroom teacher will be providing instruction to in-person and distance learning students simultaneously (synchronously) through Microsoft Teams or other online platform. At Home students will see the same direct instruction as their in-person peers at the same time.
- 4) At Home students will have scheduled times to meet virtually in levelled small groups with an interventionist, special education teacher, or English language teacher.
- 5) When the At School students take a break, the At Home student also receives a break.
- 6) If a family starts At Home and wants to move to At School, they request a form from the main office. Once submitted, the school may take up to two weeks to accommodate the request.

### **Sample Generic Daily Schedule for At Home and At School Students**

This is only a sample. When teachers return on August 20<sup>th</sup>, they will design the daily schedule and communicate that schedule to families prior to August 31<sup>st</sup>.

Times	Topics	At School	At Home (option 1)	At Home (option 2)
9:15 to 10	SEL	Log in for 30 min. class meeting <b>LIVE</b>	Log in for 30 min. class meeting <b>LIVE</b>	Log in for 30 min. class meeting <b>LIVE</b>
10 to 10:45	ELA – 1	Log in for 15-30 min. of instruction <b>LIVE</b>	Log in for 15-30 min. of instruction <b>LIVE</b>	Watch pre-recorded video <b>On Own</b>
10:45 to 11:30	ELA – SG	20 min. small group + other activities <b>LIVE</b>	20 min. small group + other activities <b>LIVE</b>	20 min. small group + other activities <b>LIVE</b>
11:30 to 12:15	Lunch/ Recess	Monitored break	Break at home	Break at home
12:15 to 1	Math – 1	Log in for 15-30 min. of instruction <b>LIVE</b>	Log in for 15-30 min. of instruction <b>LIVE</b>	Watch pre-recorded video <b>On Own</b>
1 to 1:45	Math – SG +recess	20 min. small group + other activities <b>LIVE</b>	20 min. small group + other activities <b>LIVE</b>	20 min. small group + other activities <b>LIVE</b>
1:45 to 2:30	Specials	PE/Music in-person Library video <b>LIVE</b>	Videos at home <b>On Own</b>	Videos at home <b>On Own</b>
2:30 to 3:15	Sci/SS	Project-based combo of <b>LIVE</b> and activity	Project-based combo of <b>LIVE</b> and activity	Project-based activity <b>On Own</b>

**LIVE** = This is a scheduled meeting time. It may be daily or on alternate days, depending on the student's levelled group.

**On Own** = These are videos/activities that may be completed at any time of day

**At Home Option 1** = A family that prefers to have their student receive as much LIVE instruction as possible will keep to the school schedule.

**At Home Option 2** = A family that prefers to have more flexibility will be able to do most tasks On Own

Topics	
SEL	Social Emotional Learning/Class Meeting
ELA – 1	Grade-level phonics, reading and writing
ELA – SG	Levelled small groups for phonics, reading and writing
Lunch/Recess	Break
Math – 1	Grade-level number corner and mathematics
Math – SG	Levelled small groups for math
Specials	PE, Music, and Library
Sci/SS	Science, social science, and digital citizenship

## Purchasing Student Technology

Washoe County School District will be providing Incline Elementary School with some additional student technology (laptops) for the 2020-2021 school year so that we will be able to provide a device to any student who needs one (expected to arrive October 2020). However, if your family is interested in purchasing your own technology for your student to use for academics, here are the specifications that would be most helpful for distance learning. Your student's device does not need to be expensive, but it should have the following capabilities:

- \* The student device should be a laptop with a keyboard (it's difficult to complete all distance learning assignments on a phone or tablet)
- \* The student device should have a built-in camera and microphone so that the student can participate in virtual meetings using Zoom or Microsoft Teams
- \* The student device should have Chrome installed as the preferred internet browser (parents, please remember to set Parental Controls)
- \* The student device should have capability to download required applications, like Microsoft Teams, PowerPoint, and Word
- \* The student device should have capability to store some student work (though most assignments will be saved in a cloud and not on the hard drive)

## **Health, Hygiene, and Safety Considerations for In-person**

### **American Academy of Pediatrics Recommendations for School Opening**

(Source: [COVID-19 Planning Considerations: Guidance for School Re-entry](#))

The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school, as long as the community is not experiencing a COVID-10 outbreak. The importance of in-person learning is well documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families. For these reasons, elementary schools will provide in-person learning whenever possible within health and safety guidelines.

Balancing in-person learning with health and safety concerns requires consideration of the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, Washoe County School District acknowledges that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff will wear face coverings (when feasible). In the following sections, we review some general principles that will be implemented at Incline Elementary School in the coming school year. For all of these, education for the entire school community regarding these measures is paramount.

Lastly, the best way to protect all members of our Incline Elementary School family is to make sure that we keep our students and staff members at home, if they are experiencing an illness. Here a quick self-screen guideline for families to use to determine if your student is well enough to attend school:



# COVID-19 Daily Self-Screening Tool

**For the health and well-being of those around you,  
ASK these questions EVERY DAY BEFORE leaving home.**

## Have you or has anyone in your household had any of these symptoms in the last 24 hours?

- 1 **New respiratory symptoms\***  
(cough and/or shortness of breath)
- 2 **Vomiting and/or diarrhea**
- 3 **Fever** (temperature of >100.4°F at rest)
- 4 **Loss of smell or taste\***
- 5 **Two or more of these symptoms\***:
  - sore throat      - abdominal pain
  - headache        - runny nose
  - chills            - fatigue
  - muscle pain or body aches

\* New symptoms are different than symptoms of ongoing health issues such as asthma, allergies, reflux, or COPD.

## IF you or anyone in your household:

- 1 Is **WAITING** for COVID-19 test results,
- 2 Is **DIAGNOSED** with COVID-19 by **TESTING POSITIVE**,
- 3 Is **DIAGNOSED** with COVID-19 by a healthcare provider but is **NOT TESTED**,
- 4 Has been told by **WCHD** to **ISOLATE**, or
- 5 Has **SYMPTOMS** (above), has **NOT SEEN** a healthcare provider, has **NOT BEEN TESTED**, and is monitoring symptoms at home,

## If you answer YES to any of these:

- ▶ Do **NOT** go to school/work.  
You and everyone in your home should isolate at home until cleared to return to school/work.
- ▶ **Contact your school/supervisor.**
- ▶ **Call your healthcare provider** or Washoe County Health District (WCHD) COVID-19 Hotline at (775) 328-2427.

## If you answer NO to all of these:

- ▶ **Go to school/work.**
- ▶ **Continue to monitor your health.**

## You or someone in your household has or may have COVID-19:

- ▶ Do **NOT** go to school/work.
- ▶ **Communicate** with your school/supervisor.
- ▶ **Visit WCHD online for information:**  
[covid19washoe.com/self-isolation-quarantine](https://www.washoe.gov/covid19washoe.com/self-isolation-quarantine)
- ▶ **You and everyone in your household must ISOLATE at home** until
  - (1) **everyone is symptom free** (without medication) **for 3 days** (72 hours), AND
  - (2) **at least 10 days have passed since the first symptom.** (The 10-day period starts over each time someone in the household shows symptoms.)

If you or anyone in your household has been exposed to a close contact who is positive for COVID-19 or you have other COVID-19 related questions, contact the WCHD COVID-19 Hotline at (775) 328-2427.

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If a student shows signs of illness at school, the protocol is as follows:

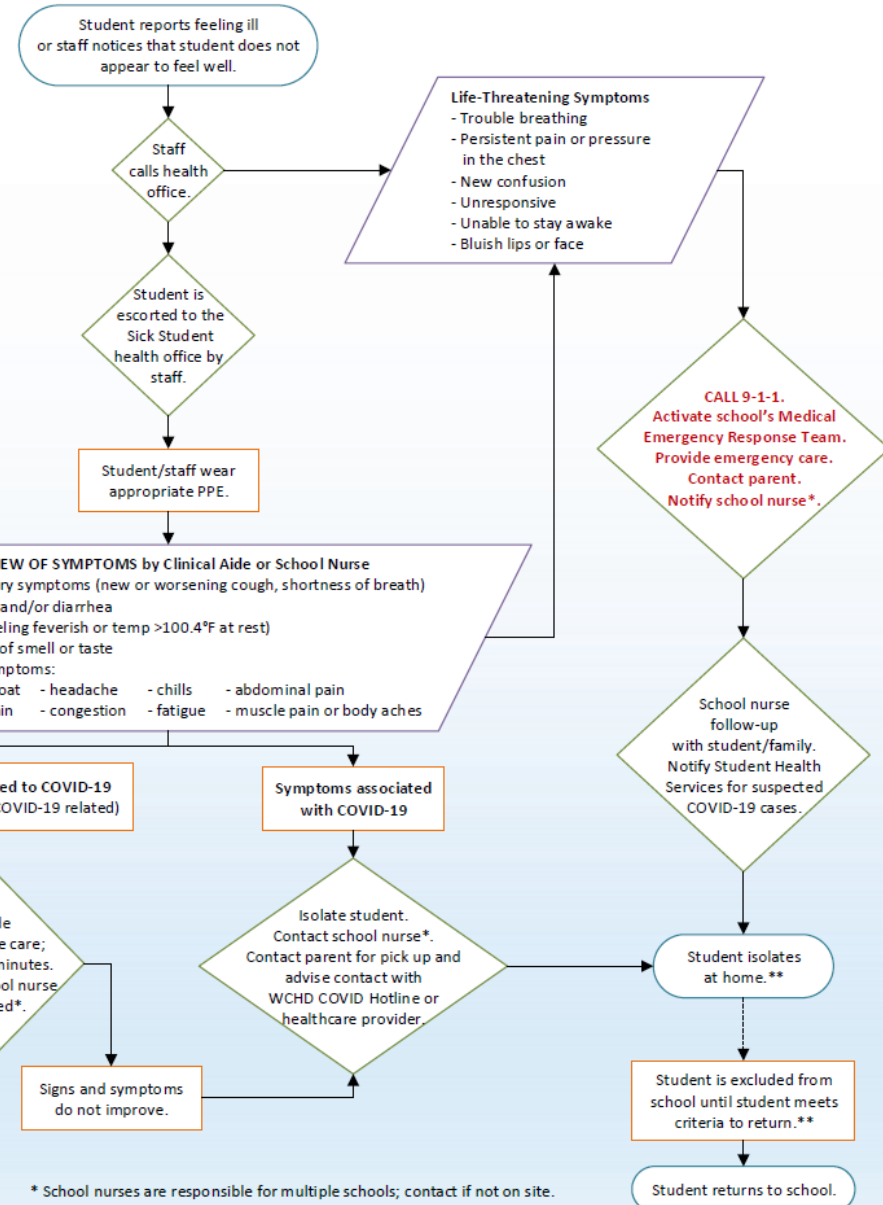




# WCS D Reopening

## Management of Students during COVID-19

- Symptoms of COVID-19**
- Temperature > 100.4°F
  - New or worsening cough
  - Shortness of breath
  - Difficulty breathing
  - Nasal congestion
  - Sore throat
  - Nausea and/or vomiting
  - Diarrhea
  - Abdominal pain
  - Muscle aches and pains
  - Chills
  - Chest pain
  - Headache
  - Fatigue



\* School nurses are responsible for multiple schools; contact if not on site.  
 \*\* During outbreaks, students may be excluded from school (not allowed on school property) for a period of time appropriate for the given illness and as defined by local, state, and federal health districts.

When a student is participating in At School instruction at Incline Elementary, here are some of the safety considerations we will have in place:

1. Physical Distancing Measures
2. Face Coverings in School (Masks)
3. Immunizations
4. Bussing
5. Hallways
6. Classroom Hygiene
7. Restroom Usage
8. School Entry and Exit
9. Breakfast and Lunch Procedures
10. Recess
11. Visitors Policy
12. Classroom by Classroom Considerations

### **1. Physical Distancing Measures**

Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity, particularly in indoor settings. There is, however, a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. The benefits of strict adherence to a 6-foot spacing rule between students may not offset the potential downside if distance learning is the only alternative, particularly in elementary schools. Strict adherence to a specific size of student groups (e.g., 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies.

## **Physical Distancing in Kindergarten and Pre-Kindergarten (Pre-K)**

In K/PK, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, K/PK should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

*Higher-priority strategies in K/PK:*

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

*Lower-priority strategies in K/PK:*

- Face coverings(cloth) for children in the K/Pre-K setting may be difficult to implement but are still required by WCSD policy.
- Reducing classmate interactions/play in K/Pre-K aged children may not provide substantial COVID-19 risk reduction.

## **Physical Distancing in Grades 1-5**

*Higher-priority strategies:*

- Children should wear face coverings in compliance with WCSD policy.
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

*Lower-priority strategies:*

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

## **2. Face Coverings in School: Nevada Directive 024 and WCSD Policy**

(Source: [Nevada Medical Advisory Team: Guidance on Directive 024: Face Coverings](#))

Additional scientific information has come to light about the transmission of COVID-19, specifically that people that are infected but are asymptomatic or are pre-symptomatic, unfortunately, play a significant part in the spread. The use of face coverings, in conjunction with aggressive physical distancing, can significantly limit the transmission of infectious

particles when someone talks, coughs, or sneezes. Many of those who've contracted the virus may be asymptomatic, so it's critical we all take precautions to limit the spread.

Students and staff members will wear face coverings at all times while at school, including outdoor recess and on the bus.

Those who have a mental health condition, medical condition, or disability that prevents them from wearing a face covering should not wear a face covering. In WCSD, there is a process to apply for a medical exemption to wearing a mask and replace the mask with a face shield.

All WCSD students are required to wear a mask/face covering in order to participate in in-person instruction. For families who do not wish their student to wear a mask, At Home options are available.

Additional Resources for Face Covering Protocols:

[Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

[Considerations for Wearing Cloth Face Coverings](#)

[Masks and Coronavirus Disease 2019 \(COVID-19\)](#)

[Nevada Health Response](#)

### **3. Immunizations**

Schools experience more risk factors for being locations of disease outbreaks. Students in school settings can easily spread illnesses due to poor hand washing, not covering their coughs and sneezes, and other factors related to children interacting in crowded environments. When students are not immunized, they are at increased risk of disease susceptibility and can also spread diseases to others in their classrooms and community. Nevada law has instituted immunization requirements for student enrollment in public and private schools. A student is considered up-to-date with the required immunizations when they have received all age appropriate vaccines upon school enrollment.

A student may not be enrolled in a public or private school in Nevada if they are not up-to-date with the required immunizations pursuant to NRS 392.435, 394.192 and NAC 392.105, 394.250. This includes both At School and At Home students.

Blood test verification of immunity is acceptable in lieu of measles, mumps, rubella, hepatitis A, hepatitis B, or varicella vaccination dates, but revaccination may be a faster option for the family.

Blood test results are NOT acceptable evidence of immunity against polio, meningococcal (MCV4), diphtheria, tetanus, or pertussis (DTP/DTaP/Tdap/DT/Td).

History of disease is NOT acceptable in lieu of any of the required immunizations, except varicella.

A student may be enrolled in a public or private school in Nevada if his/her parents or guardian provide a written exemption statement based on their religious belief or the student's medical condition. Medical exemptions must also be signed by an appropriate licensed physician or an advanced practice registered nurse (APRN).

A student may enter school conditionally if the parent or guardian submits a certificate from a physician or Local Health Officer stating the child is receiving the required immunizations.

A student may be considered for conditional enrollment when age requirements to receive a required vaccine have not been met or when the minimum interval between vaccine doses has not passed. If the school immunization requirements can be met with one (1) visit to a physician or clinic, procedures for conditional enrollment do not apply.

A conditionally-enrolled student has 90 school days, from the day of their enrollment, to become compliant with the immunization requirements.

If an immunization record from the physician or Local Health Officer showing the student has been fully immunized is not submitted within 90 school days, the student must be excluded from school and may not be readmitted until the requirements for immunization have been met.

A "grace period" for meeting Nevada's immunization requirements is not allowed. Students must present appropriate immunization records prior to the first day of school, except for children who are homeless and children transferring due to a parent's military transfer.

### **3. Bussing/Transportation to/from School**

**First and foremost, parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school. [According to the CDC](#), however, children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. If your student is presenting any signs of illness, please keep them at home for monitoring and contact a health professional if the symptoms are prolonged or intensify.

If your student is well enough to attend school, WCSD encourages alternative modes of transportation to school for students who have other options other than the school bus. This recommendation is to lower the number of students on the bus in order to allow for some physical distancing. If your student must take the bus to school, here are the health and safety guidelines:

- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- Student and staff members must wear masks must be worn at all times while on the bus.
- Driver should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).

- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.
- Because busses will have significantly lower seating capacity, each Incline ES bus will make two runs in the morning and two in the afternoon. This means students will arrive to school anywhere between 8:45 and 9:15 a.m. After school, student busses will leave at approximately 3:20 and 3:45.

#### **4. Hallways**

In order to minimize student contact in the hallways, Incline Elementary will observe the following:

- When in the hallways, students will walk in a straight line as close to the wall as possible and keep 3-6 feet between students.
- Incline students will remain in a single classroom except when participating outside in PE, music, and recess.
- Lunch will be grab-and-go and will be staggered by grade level on 15-minute intervals. School entry and dismissal will also be staggered.
- Incline Elementary students will not utilize their cubbies in order to avoid crowding. Students will keep all personal items in a back pack at their desk or table.

#### **5. Classroom Hygiene**

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention will center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning will be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants.

Children will not be present when disinfectants are in use and will not participate in disinfecting activities. Most of these products are not safe for use by children, whose “hand-to-mouth” behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have

entered followed by hand sanitizing. Also, students will not have access to shared drinking fountains during the school day; instead, they should bring a refillable water bottle to school.

Outdoor playgrounds/natural play areas/outdoor classrooms only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Students will not have access to play structures or shared play equipment while at recess or during PE.

## **6. Restroom Usage**

In order to minimize cross-contamination, restrooms will be strictly assigned to specific classrooms of students. Students will wear masks, stand in line 3 to 6 feet apart while waiting, and will wash their hands thoroughly when finished.

## **7. School Entry and Exit**

**Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school. COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. [According to the CDC](#), children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

If your student is well enough to attend school, student drop off will occur in the lower parking lot. Whenever possible, parents should wear masks and not get out of the vehicle when dropping off their student. Students will be directed to go to their Learning Pod/classroom at the time of drop off. The Learning Pod monitor will be in the classroom to greet the student. Busses will make two routes in the morning and two in the afternoon so that students may arrive at school anytime between 8:45 and 9:15 a.m. and will leave anytime between 3:20 and 3:45 p.m.

At the end of the school day, students will be dismissed in stages through PA announcements: 1) first route bus students; 2) parent pick up students; 3) Boys and Girls Club students; and 4) second route bus students (who will line up in front of the school to wait for busses to return).

## **8. Breakfast and Lunch Procedure**

Breakfast will be provided in the classroom. Each classroom will have a bucket or tray with bagged to-go breakfast that will be served in the classroom from 9:15 to approximately 9:30 a.m. The school lunch team will sort the breakfasts into buckets or trays, and the classroom teachers will send a designee to pick up the buckets or trays and then return them.

For lunch, teachers will have hot lunch students form a line using appropriate physical distancing. Before the designated lunch pick up time (see below), teachers will escort these students to the lunch room, where they will pick up a grab-and-go lunch. Students will enter the MPR nearest the kitchen, go through the line to get their lunch, and then exit the far end of the MPR to return to the classroom. All students will eat lunch in the classroom.

In the classroom, teachers will create an environment that is as safe as possible from exposure to food allergens. Teachers will also remind students to wash hands or use hand sanitizer before and after eating. Teachers receive their 30-minute duty-free lunch at this time, and non-classroom teachers will be assigned lunch duty.

**Lunch Pick Up Schedule:**

PK	11:45
Kindergarten	10:45
1 <sup>st</sup> Grade	11:00
2 <sup>nd</sup> Grade	11:30
3 <sup>rd</sup> Grade	11:45
4 <sup>th</sup> Grade	12:15
5 <sup>th</sup> Grade	12:30

**9. Recess**

There will be designated times during the school day for students to go outside for a break. Students will only go outside with their grade-level only.

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis will be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission. Per WCSD policy, students will continue to wear masks for outdoor recess.

In order to provide the least opportunity for multiple classrooms to utilize play areas at the same time, grade levels will have designated play areas:

Space	Grade Level	Space	Grade Level
PK Play Area	PK	Courtyard/Picnic Table Area	3 <sup>rd</sup>
Kinder Play Area	K only	Village, Raley's Side	5 <sup>th</sup>
Big Kid Blacktop Area	1 <sup>st</sup> and 4 <sup>th</sup>	Field	PE
Area Near Northwood and Village	2 <sup>nd</sup> only	Northwood by Main Office	Music

**11. Family/Community Access to Building**

In order to best protect the health of our students and staff members, no visitors are allowed in WCSD buildings, per the WCSD Board meeting of July 7, 2020. This includes family members and volunteers. All communication from visitors to students will come through the main office.

Parents and families are encouraged to call the school at 775-832-4250 determine if the question/concern can be addressed without coming into the school. Most requests and situations



can be successfully addressed over the phone. We will significantly limit the number of non-staff or student entrance into the building. All visitors must wear a mask and will be limited to the front foyer or main door entrance. This is to limit the potential exposure in the building and keep our students and staff as safe as possible.

## **12. Classroom by Classroom Considerations: Learning Pods**

Washoe County School District has provided all schools with allowable student population numbers by classroom. Classrooms will be occupied at no more than 50% capacity with students sitting 3 or more feet apart.

Groups of students, possibly from different classroom rosters, will be placed together in a single classroom with a monitoring team (a combination of certified and classified staff members, who are at lower infection risk, to support in-person learning); this is called a Learning Pod. Whenever possible, the students will be placed with their assigned classroom teacher. Students will have a desk or spot at a table that is not shared with any other student.

Learning Pod classrooms (including the MPR and the music room) will be at no more than 50% capacity and will not exceed 50 students total. Depending on the number of At School students and which classroom is assigned, Pod size will range from 15 to 50 students in a single classroom.

Students will be seated at desks/table spots that are placed 3 to 6 feet apart; students will be in the Learning Pod classroom for the majority of the school day (except for breaks).

Classroom monitors/teachers will assist students in their distance learning assignments, facilitate breaks, and coordinate breakfast and lunch being served in the classroom.

## **Considerations for Classroom Instruction: Both In-person and Distance Learning**

Incline Elementary School will follow all guidelines set forth by Washoe County School District with guidance from the Nevada Department of Education and the Center for Disease Control with regard to moving from in-person to distance learning, as needed. If an individual classroom or the larger school community experiences an outbreak of COVID-19 infections, it will become necessary to move from the in-person model to the distance learning model for all students. Therefore, Incline Elementary will be providing both in-person and distance learning instruction using platforms such as Microsoft Teams and Class Dojo, which allows students to move back and forth from in-person to distance learning with minimal disruption.

All students will have access to a laptop or other computer, either the student's own device or a device on loan from Incline ES. IES Teachers will use the following programs for instruction depending on the student's grade level and specific learning needs.

### **Online Applications**

<b>Purpose</b>	<b>Program(s)</b>
Communication/ Organization	Class Dojo

	Teams Zoom! (if needed)
ELA Core	Benchmark K-5 (online)
Reading Intervention	RAZ Kids (levelled reading)
Dyslexia Supports	Linda Mood Bell Barton
Math Core	EnVision 2-5 Online Bridges K-1
Math Intervention	DreamBox (levelled)  Khan Academy
Social Emotional Learning	Sanford Harmony  Social Stories

Both students learning At Home and At School will be using their devices, much in the same way that we ended the 2019-2020 school year, with some of their learning being synchronous (meaning they have scheduled times that they must log in) and some asynchronous (meaning students can complete assignments at their own time and pace).

At the time that distance learning is initiated for the entire school, classroom teachers will ensure that every student has a working computer and knows their passwords for accessing all learning platforms.

### **Small Group Intervention**

Because current health guidelines require students to be physically distanced, schools will be unable to provide traditional small group instruction and will need to rely on technological means for grouping students to provide academic intervention, gifted and talented enrichment, specialized instruction, and English Language instruction. Incline Elementary will be using Microsoft Teams to establish levelled groups of students to provide small group instruction. Zoom is also being considered as an option for this type of small group instruction. This type of small group instruction will be implemented for both in-person and distance learning students.

### **Social Emotional Learning**

We are all aware of the unprecedented circumstances we are currently navigating; during these times it is crucial to be mindful of our most important priorities, our people. Educators are aware of Maslow's Hierarchy of Needs; human basic needs must be met before we can pursue physiological and self-fulfillment needs such as teaching and learning. Based on this concept, we ask everyone to keep in mind these guiding principles:

- Work to mitigate fear and frustration for students and families
- Patience, Flexibility, Relationships... we are all doing the very best we can

- Imbed SEL practices wherever and whenever possible
- Work to intentionally check assumptions and any biases that may lead to barriers of success for students and families (addressing anti-bias mindset)

We must be mindful of current circumstances facing our students, families and staff; our first priority is the safety, health, and well-being of all. As we begin the 2020-2021 school year, the establishment of foundational relationships with our students is paramount.

Incline ES will use class meetings and Sanford Harmony Social Emotional lessons to provide support for all students. Dr. Litynski, our school counselor, will be available for individual students by referral from the classroom teacher or from the parent/guardian.

### Incline Elementary School: Master Schedule for At School and At Home Learning

	K	1	2	3	4	5
9:15 to 10	SEL	SEL	SEL	SEL	ELA – 1	SEL
10 to 10:45	ELA – SG	ELA – 1	ELA – 1	Math – SG	Sci/SS	Specials
10:45 to 11:30	Lunch/Recess	Recess/Lunch	ELA – SG	Math – 1	Specials	Block 1 – 1
11:30 to 12:15	ELA – 1	Sci/SS	Lunch/Recess	Recess/Lunch	ELA – SG	Block 1 – SG
12:15 to 1	Sci/SS	ELA – SG	Math – 1	Specials	Lunch/Recess	Recess/Lunch
1 to 1:45	Specials	Math – SG	Math – SG	Sci/SS	Math – 1	Block 2 – 1
1:45 to 2:30	Math – 1	Math – 1	Specials	ELA – 1	Math – SG	Block 2 – SG
2:30 to 3:15	Math – SG	Specials	Sci/SS	ELA – SG	SEL	Sci/SS

**SEL:** Particularly, in our current climate, social emotional learning and student support is critical. This time is dedicated to class meetings, social activities, and Sanford Harmony lessons.

**ELA – 1 and ELA – SG:** ELA instruction happens in two blocks: Tier 1 (1) and Small Group (SG). During Tier 1 time, teacher will provide direct instruction and cover grade-level standards. In Small Group time, teacher will create a schedule to meet with students in small groups at their level; this is also the time that IEP, GT, and EL intervention teachers will provide instruction.

**Math – 1 and Math – SG:** Math instruction happens in two blocks: Tier 1 (1) and Small Group (SG). During Tier 1 time, teacher will provide direct instruction and cover grade-level standards. In Small Group time, teacher will create a schedule to meet with students in small groups at their level; this is also the time that IEP, GT, and EL intervention teachers will provide instruction.

**Sci/SS:** Teachers will provide instruction on science, social science, and Digital Citizenship.

**Lunch/Recess and Recess/Lunch:** Every grade level will have a different time to pick up grab-and-go lunch from the lunch room. A second recess is scheduled for each grade-level (see next pages).

**Specials:** Music will be offered twice a week, and PE will be offered twice a week; they will physically meet outside as long as possible. Library will be virtual once a week. Susan Williams will move to a tech support role and no longer provide Computers instruction at this time.