Crosslake Community School's

Safe Learning Plan

Table of Contents

Back to School—Full Week In-Person Classes

When school begins on September 8, CCS will offer In-Person classes Monday through Friday for our K-8 students.

While most of the schools in the region that are offering In-Person learning have reduced class time, CCS is moving forward with a plan to offer classes from 8:30 a.m. to 3:15 p.m, five days a week. This plan is subject to final approval from the Minnesota Department of Education's Regional Support Team.

This schedule will continue even if COVID-19 cases go above the state's requirement to switch to Hybrid Learning. We are able to do this because the school will offer smaller class sizes, expand beyond the building if needed, and ensure strict social distancing.

We also have plans to expand classes beyond the building by using nearby commercial space, if needed, and adding Fresh Air Classrooms.

However, following state law, if the COVID-19 14-day case rate per 10,000 people exceeds 30, the school will be required to implement Distance Learning for 7th and 8th grade students. If that case rate exceeds 50, the school will implement Distance Learning for all students.

Learning Pods for Students Who Choose to Stay Home

For families who have decided to keep their children home, we will provide students with Distance Learning Pods.

We are taking a unique approach to Distance Learning by implementing Learning Pods for our students. In addition to working with their regular classroom teacher, each Distance Learner will be assigned to a small pod of students that is supported by a Learning Coach. The Learning Coaches will guide and support students; communicate with parents/guardians; and find solutions to problems that may arise.

CCS wants to assure you that Distance Learning this fall will be very different from the Distance Learning of last spring. Last spring, teachers had to implement plans on an emergency basis. Now, they have had time to design quality, standards-based lessons. This will still not be a school year as we traditionally know it—this will be a pandemic school year.

CCS Online School

Another option available to 5-12 grade students is our Online School. The Online School is a well-established program certified by the Minnesota Department of Education. Because CCS has a well established online program that offers dynamic and rich coursework in a supportive environment, students can look forward to a stable and exceptional learning experience. Schools around the entire state of Minnesota have used CCS as a model to create their own online programs.

Safe Learning Plan

CCS administration established a CCS Covid-19 Task Force, consisting of administration staff, teachers, school board members and parents/guardians. The Task Force established the CCS Safe Learning Plans which follows state guidelines; provides high quality learning for students; protects the safety and health of students, staff and community; and allows our staff to work safely in a way that minimizes risk, stress and anxiety.

Purpose

Ensure that every student receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Safe Learning Plan Goals

1. Prioritize the safety of students and staff
2. Prioritize In-Person Learning, especially for younger learners
3. Consider infectiousness and transmission risk among different ages
4. Support planning, while permitting flexibility
5. Take into account virus prevalence in Crow Wing and Cass counties

Overview of K-8 Safe Learning Plan

Crosslake Community Schools
K-8 Safe Learning Plan
Scenario 1

- Beginning September 8, the Crosslake Community K-8 School will offer In-Person learning as long as:
  - In-person enrollment does not drop too low
  - CCS continues to have enough healthy staff available to maintain a safe and effective learning setting.
- Classes will take place in-person 8:30 a.m. - 3:15 p.m. Mon. - Fri.
- For families who have decided to keep their children home, CCS will provide Distance Learning Pods.
  - Each Distance Learner will work with their regular classroom teacher
  - Each Distance Learner will be assigned to a small pod of students supported by a Learning Coach The Learning Coaches will guide and support students; communicate with parents and guardians; and find solutions to problems that may arise.
- Families who are not comfortable with In-Person learning may choose also choose to have their students attend CCS Online School (Grades 5-12).
- Because of the fluid nature of the COVID-19 pandemic, CCS' plans may change during the year. An email will be sent to each family if changes take place.

Overview: Crosslake Community Schools K-8 Safe Learning Plan

Scenario 2

- If the number of new COVID-19 infections exceeds 19 per 10,000 people over 14 days, then CCS will implement Scenario 2
- Scenario 2 is a Hybrid Learning Plan with strict social distancing
  - Classes will take place in-person 8:30 a.m. - 3:15 p.m. Mon. - Friday.
  - If needed, CCS will reduce class size by increasing the number of classes
- Scenario 2 will continue unless:
  - 14-day COVID-19 case rate in Cass or Crow Wing counties exceeds 50 cases per 10,000 people, then CCS must implement full Distance Learning
  - Virus transmission rates and related factors allow CCS to return to Scenario 1
  - Enrollment drops too low
  - CCS does not have enough healthy staff available for In-Person learning
- Families who are not comfortable with in-person learning may choose either Distance Learning or Crosslake Community Online School.
- CCS will honor IEPs and 504s, and provide additional support for students who receive special education services and for other students who need a higher level of support.
- Because of the fluid nature of the COVID-19 pandemic, CCS' plans may change during the year. An email will be sent to each family if changes take place.

Overview: Crosslake Community Schools K-8 Safe Learning Plan

Scenario 3

- If the number of new COVID-19 infections exceeds 49 per 10,000 people over 14 days, then CCS will implement Scenario 3
- Scenario 3 is Distance Learning
    - Classes will take place through Google Classroom and Google Meets. Teachers will instruct lessons but will live stream or be recorded for those who may miss a class period.
    - Teachers will class times will vary by teacher between 8:30 a.m. - 3:15 p.m. Monday - Friday (Teachers will contact the parents and students for their scheduled time)
    - Delivery of lessons will happen once a week through a contactless system
    - School Care lunch is available and may be delivered
- Scenario 3 will continue unless:
    - 14-day COVID-19 case rate in Cass or Crow Wing counties drops below 50 cases per 10,000 people, for at least two weeks plus one week to transition before moving to a hybrid scenario
- CCS will offer childcare on Monday through Friday to families of critical workers
- CCS will honor IEPs and 504s, and provide additional support for students who receive special education services and for other students who need a higher level of support.
- Because of the fluid nature of the COVID-19 pandemic, CCS' plans may change during the year. An email will be sent to each family if changes take place.

Frequently Asked Questions

Who is in charge of COVID-19 issues and the Safe Learning Plan?
Director Jill Arendt
She can reached at: **jillarendt@CrosslakeKids.org**
Phone: 218.692.5437

Are masks required?
Yes. Face masks are required in schools. This is an Executive Order from the Governor, so all Districts are required to enforce this diligently. Face shields may not be used in place of masks but can be added as an extra layer of protection.

On July 25, 2020, Governor Walz issued Executive Order 20-81 requiring all Minnesotans to wear a face covering in indoor businesses and indoor public settings, including all public and private school and district buildings and facilities.

In compliance with this order, all adults (staff and visitors) and children over five years old will be required to wear a mask while in school buildings. Masks are also required outdoors on school property when social distancing of six feet cannot be maintained.

There are some situations where a student or adult may be exempt from wearing a mask. According to the Minnesota Department of Health, those who are exempt include:
- Children under age 2 years
- Children between the ages of 2 and 5 years old are not required to wear face coverings, but are encouraged to wear a face covering if they can do so reliably in compliance with CDC guidance (i.e., without frequently touching or removing the mask).
- People who have medical or other health conditions, disabilities, or mental health, developmental, or behavioral needs that make it difficult to tolerate wearing a face covering. If your child falls into this category, please contact the lead of the program your child is involved in or the Executive Director to obtain an exemption form.

In some situations, masks may be temporarily removed in our school buildings and facilities. It is recommended that a face shield is in place (when feasible) if a mask needs to be removed. Situations where a mask may temporarily be removed includes:
- When students are participating in organized sports or exercising and a mask makes breathing difficult
- When students are practicing or performing a musical instrument
- When a student or staff member is presenting or giving instructions
- When a student is swimming or showering and the face covering would get wet
- When eating or drinking
- While communicating with an individual who is deaf or hearing impaired or has a disability, medical condition, or mental health condition that makes communication with that individual while wearing a face covering difficult
- When an individual is alone, including when alone in an office, a room, a cubicle with walls that are higher than face level when social distancing is maintained, a vehicle, or the cab of heavy equipment or machinery, or an enclosed work area.

In each situation, social distancing should be maintained.

Types of face coverings may include a paper or disposable mask, a cloth mask, a neck gaiter, a scarf, a bandanna or a religious face covering. The face covering must cover the nose and mouth completely.

The covering should not be overly tight or restrictive and should feel comfortable to wear. Alternatives to masks such as clear face shields may be considered for those with health conditions or situations where wearing a mask is problematic.

What if my child has symptoms of COVID-19?
This is a screener that can be used to

We will follow this protocol from the Minnesota Department of health.
https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf

Will CCS test my child for COVID-19?
No. Crosslake Community School does not provide healthcare for students. Testing for illnesses is a healthcare procedure. The Minnesota Department of Health and Education will recommend testing when they believe it is necessary but nor a requirement. The decision tree will be used to decide the way in which scenario a student will learn. Some conditions may require isolation, quarantine or stay home for 24-48 hours.

If there are multiple positive COVID cases in a space (e.g. classroom, school), will this space get closed down for cleaning? Will these students transition to e-learning immediately for a set amount of time?

If one or more cases od COVID-19 exist that speace will be closed immediately, students will be released to their parents and the room will be cleaned and disinfected. There will be a 2-5 gap between being released to parents and when distance learning will start. In addition, the Minnesota Department of Health and the Minnesota Department of Education's regional team will be activated. They will give us the next steps in the process, ensuring that safety for all students and staff in the building is their top priority.

If too many students have COVID-19, then the school will close and move to Distance Learning for their education.

COVID-19 Updates and Communication

When would I be notified about a positive COVID-19 case in my child's school (or class)?
In the event of a COVID positive case, all public schools have been instructed to work with local and state public health departments. CCS will work closely and collaboratively with Crow Wing and/or Cass County Public Health and/or the Minnesota Department of Health to determine close contacts; the need for notification of others in the classroom or program; whether the exposure was low-risk or high-risk, along with symptoms to be aware of; and specific recommendations related to that case. Each situation and next steps will be evaluated on a case-by-case basis with our partners.

Can I move my child between Distance Learning and In-Person Learning or Hybrid?
Parents/Guardians may switch their student from Distance Learning to hybrid or In-Person. The opposite is also true. Notification must be given by Thursday to start on the Monday of the following week.

Is the Online Learning Lab Closed
Yes, however, this will be evaluated every four weeks.

Is there a screen that I can use before my student leaves for school?
Yes, follow this link to a Student Screener

What if my child gets sick but not COVID-19?
Contact the school nurse, and the nurse will advise you. The District will follow the exclusion guidance that MDH has delineated for school in regards to COVID-like illness and symptoms and non-COVID communicable diseases. Refer to the Student/Family Handbook about student illness.

If there are multiple positive COVID cases in a space (e.g. classroom, school), will this space get closed down for cleaning? Will these students transition to e-learning immediately for a set amount of time?
Our regional support team from the Minnesota Department of Health will help us make these decisions and will help us to determine what next steps should be on a case by case basis. Each situation is unique and will be evaluated on its own merits.

When does a student or staff member need to quarantine?
If a student or staff member had close contact (within six feet for 15 minutes or longer) with a COVID-positive person 48 hours before they had symptoms or 48 hours before the person's COVID test (if asymptomatic), they would need to quarantine for 14 days from their last known exposure to the COVID-positive person.

If my child needs to quarantine do I need to quarantine?
Only people who have had close contact with the COVID positive person would need to quarantine. If the extended members of the family did not have close contact with the person who tested positive, they would not need to quarantine.

Does CCS pay for a COVID-19 Test?
The District does not pay for families to get tested. Healthcare coverage for full-time staff does cover COVID-19 testing.

When does a student or a staff member get tested for COVID-19?

There is no situation where the District would mandate COVID-19 testing for any student or staff member. The Minnesota Department of Health provides guidance on when testing should occur.

When and how will I be updated on COVID-19 in classes or school?In the event of a COVID positive case, all public schools have been instructed to work with local and state public health departments.CCS will work closely and collaboratively with Crow Wing Public Health and/or the Minnesota Department of Health to determine close contacts; the need for notification of others in the classroom or program; whether the exposure was low risk, medium risk or high risk, along with symptoms to be aware of; and specific recommendations related to that case. Each situation and next steps will be evaluated on a case-by-case basis with our partners.

Jill Arendt is the COVID-19 Program Coordinator for our school.

In addition, Clifford Skagen, Executive Director, will notify parents through our email system. If you do not have email, please contact the office to ensure we have your contact information and we will call you. In addition, if we do not hear from you or we cannot reach you, a letter will be sent by USPS.

Where do I go to get General Information on COVID-19 and documents for schools?
The Minnesota Department of Education has a web page with links to other web pages or to a PDF that helps answer questions at [Coronavirus Disease COVID-19 Stay Safe MN](#).

Which employees are eligible to receive school-age care for their children during the school day without a fee?
Tier I employees
Please see Appendix A at the end of this linked document. [School-Age Care Guidance and Frequently Asked Questions ...](#)

Tier I:
- Healthcare and public health
- Law enforcement, public safety and first responders
- Food and agriculture
- Judicial Branch (essential services)
- National Guard (activated under a Governor Executive Order)
- Educators in pre-K through grade 12 settings
- School staff caring for children of critical workers
- Child care and school-age care providers

CCS Safe Learning - Plan Details

Attendance of Students

The CCS Attendance Policy from the Student & Family Handbook is still in effect.
- Seat based attendance will be taken each morning by the classroom teacher and inputted into JMC software.
- Distance Learning attendance: Classroom Teacher/Learning Coach will pose a question each day. Students must respond to the question to be considered present for the day.
- Attendance procedures will be followed as written in the Student & Family Handbook for any student consistently absent in the distance learning platform.
- Snow Days and E-Learning Days will be used in inclement weather.

Assessments

Standardized assessments called the Star Reading and Star Math begin on September 14. A variety of other assessments will also be given on math, reading, writing and early literacy. These assessments will provide better data to our students and teachers to use for student growth.

We are planning to assess students with Minnesota Comprehensive Assessment in the middle April. At this time the plan is to have an assessment that can be administered no matter the scenario a student is learning from

Depending on the age and grade level of the child, health screenings will take place, for example hearing and vision.

Assessment Results

Teachers analyze the data they get from Star Assessments to learn what students already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help. Star Assessments are heavily researched and scientifically proven to help teachers guide each student on his or her unique path to mastery. Students that are higher performing may have the opportunity to work with our gifted children coordinator.

By pinpointing exactly what your student knows, teachers can personalize your child's practice to keep them growing. Plus, short test times ensure your student spends more time learning and less time testing.

Star Assessment Schedule-Fall 2020
Monday 14:
Fluency reads with 5-8

Wednesday 16th:
   8:30 Graceffa Reading
   9:00 Swenson 1/2 Reading
   10:30 Swanson Reading
   12:30 Refsland Reading
   1:00 Powers Reading and EasyCBM Vocab
   1:00 Klang Reading and EasyCBM Vocab
   1:30 Veit Reading

Thursday 17th:
   9:00 Donley Math
   9:30 Powers Math
   9:30 8th grade Math
   10:30 7th grade Math

12:00 Swenson 1/2 Math
12:30 6th grade Math
1:30 5th grade Math
1:00 Klang Math

Friday 18th:
All day Kindergarten Star testing
9:00 Donley Reading

Monday 21st:
Finish Kindergarten Star testing
Make-up Star testing
Start Fluency reads for K-4 and unfinished 5-8

Before and After School Activities

During In Person Learning students are offered and can experience co-curricular activities. Students may participate in: Archery or Clay Target Shooting. For more information please call the front office at 218.692.5437.

Before and After School Programming

We will have before and after school care from 7:00-8:00 AM and 3:15-6:00 PM at an additional cost to families. For more information, see Kids Care below.

Curriculum and Instruction

Classes

English, Math, Science, Social Studies - all core subject areas will be addressed through MN State Academic Standards during in-person and distance learning.

Music and Physical Education - these classes will be taught daily in grades Pk-8. Distance learners will have instruction in these areas to learning and instruction in these areas

Social Emotional Learning - Social Emotional Learning topics will be integrated into daily classroom instruction. Additional support needs will be referred to the MTSS team or school social worker.

Distance Learners - students choosing distance learning will have access to a Distance Learning Support person through scheduled meetings, as well as as-needed when the core teacher is unavailable during the school day.

Grading - equitable grading policies, based on MN Academic Standards, will be in place.

Middle School model: Students will remain in grade level pods and will switch classes hourly. Classes will be disinfected between each room exchange. Fresh Air classrooms will be utilized as often as possible.

Elementary Model: Students will remain in self-enclosed cohorts with the same teacher for all core subject areas. Classrooms will be disinfected daily when students leave for PE, Music, Lunch or Recess times. Freshair Classrooms will be utilized as often as possible.

Classroom Books & Supplies

Students will have independent supplies and any shared supplies will be disinfected or quarantined. Please see the classroom supply list.

Cleaning of facilities

Bathrooms: Will be DEEP cleaned and sanitized daily in the early mornings also cleaned and sanitized hourly throughout the day

Classrooms: Will provide sanitizer to classrooms to use as needed throughout the day, vacuumed,cleaned, and sanitized at the end of the day starting at 3:30 p.m. Trash, hard surfaces floors will be emptied, swept, and mopped.

Gym: Will be swept and sanitized daily, will be scrubbed daily, high contact surfaces sanitized throughout the day.

Hallways: Will be swept and scrubbed daily before school begins.

High Contact Surfaces: Will be sanitized hourly.

Playground Equipment: Routine cleaning no disinfecting needed

Garbage and recycling: Classrooms to put garbage and recycling outside of doors at the end of day.

Acquiring Supplies for Cleaning and Disinfecting: Local companies will provide CCS with CDC and MDH approved cleaning supplies for the building, classrooms, and transportation. The complete list can be found on the CDC website.

Delivery of Materials to Distance Learners

- Determine if the family will take delivery from the school or if they are willing to pick-up from school - Contactless Drop-off

- Teachers - Gather materials

- Delivery of Materials on Day **will be determined by bus availability.**

- Staff will bring materials to office with name and classroom teacher

- Delivery made to students

Discipline Policy

The discipline policy that CCS has in the Student/Family Handbook will be followed for all students. The policy also applies in all scenarios that are appropriate.

Dots to Dots

When you first arrive, you will see the campus has a new look. Many dots are located around the perimeter of the hallways and near classrooms. These dots are placed 6-feet apart and many are located where students tend to crowd together. We ask that students line up along the dots so as to maintain a 6-foot distance from each other.

Dress for the Weather

Our classes will be spending a lot of time outside as we utilize Fresh Air Classrooms. Please make sure your student(s) are dressed appropriately for the weather and send along warm hats and mittens when needed. Dressing in layers is always good--especially with the ever-changing temperatures of autumn. I'll be communicating more about Fresh Air Classrooms in future letters.

EL Students and Services

English learners bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their primary language and have had little or no formal education at all.

The following tables outline possible models of service at the elementary, middle, and high school levels. In order to serve all students equitably, actual programming may vary.

Students May Meet the Following Criteria:	Program Models Offered
- Score below a 1.9 on the MODEL, WIDA Screener or ACCESS - Have been in U.S. schools for less than 1 year (RAEL) - Do not actively produce language - Rely on non-verbal communication to show understanding - Need support to complete everyday school tasks	One-on-one EL Instruction Literacy and/or Math Block Small Group Instruction
- Score between 2.0 and 2.5 on the MODEL, WIDA Screener or ACCESS - Have been in U.S. schools for less than 1 year (RAEL) - Use single words or short phrases to communicate - Able to complete basic school tasks with assistance	Literacy and/or Math Block Small Group Instruction Push-In/Co-Taught Instruction
- Score between 2.6 and 4.0 on the MODEL, WIDA Screener or ACCESS - Have been in U.S. schools for 2-3 years - Use sentences and phrases to communicate - Able to complete basic school tasks without assistance	Small Group Instruction Push-In/Co-Taught Instruction Content-Based Instruction
- Score above a 4.0 on the MODEL, WIDA Screener or ACCESS - Have been in U.S. schools for 3+ years - Able to complete most school tasks without assistance	Push-In/Co-Taught Instruction Content-Based Instruction Transitional Language Support

English Language Development Standards

Minnesota is a member of WIDA, a consortium of states and education agencies focused on research, design, and implementation of assessments and instructional systems to benefit English learners.

CCCS uses WIDA's English Language Development (ELD) Standards to:

• Promote and guide students' English language development
• Aid in the development of curriculum, instruction and assessment
• Encourage and maximize the use of multiple language resources in the classroom
• Support and frame the collaboration among educators of multilingual learners and instructional teams who serve them to ensure educational equity for all students

Minnesota requires that the ELD Standards be incorporated into the instructional and assessment models of the district in the following ways:
• ELD and content standards must be aligned, especially for credit-earning courses
• Student schedules and graduation plans must reflect an understanding of language development and acquisition
• Progress data for content-area courses and language development courses must include progress towards language proficiency

CCS is committed to working with general and special education staff to ensure that the ELD Standards are implemented in all classrooms with fidelity. WIDA's most recent guide to the ELD Standards is available at www.wida.us.

EL Student Plans

All students who are active ELs have an EL Student Plan, developed using the CCS data system for ELs, Ellevation. Student plans are shared with general and Special education staff who work with ELs to ensure that they are aware of their students' unique needs, skills, and goals.

Each EL Student Plan includes:
• The student's current EL designation and service description
• A schedule of the student's EL services including setting, frequency, and minutes per day
• The most recent assessment results for the student and the score used to determine program eligibility
• Instructional goals appropriate to the student's current language skills
• Assessment and instructional accommodations the student will receive in the EL and/or general education environment

MTSS for EL students
The Multi-Tiered Systems of support is used to support EL students who struggle beyond their ACCESS Assessment. A teacher may refer a student to the MTSS when they feel that the EL student struggles with the class given the fact their level of knowing and understanding is different than that of a native English speaker.

Equity for all Students

All students will be given similar opportunities to receive what they need to learn and grow academically and socially.

Fresh Air Classrooms

There will be multiple outdoor spaces available for students to utilize. Most of the elementary classes will use the Fresh Air Classrooms on the East side of the building. Most of the Middle School classes will use the West side and the US Army Corp of Engineers picnic grounds.

Grading (Primary - Grades PreK-4)

Instruction, assessment and grading at CCS is based on state and/or national standards. As a result, it is called "standards-based" across our schools. A "standard" is a specific skill or concept students are expected to learn following instruction. CCS, state and national standards give us clear learning targets with a variety of instructional activities, materials, and assessments. The goal of standards-based grading and reporting is to share what each student knows and is able to do according to the standards.

A task is part of the standards with scores ranging from 1-4. Task marks (1-4) are used for formative assessments (e.g. classwork and homework) and summative assessments (e.g. projects and tests). They are both aligned to state and national standards.

Grading (Middle School - Grades 5-8)

Through the review of research on content, instruction, and assessment and the analysis of state and national standards, CCS staff determined core sets of priority standards for each grade level and course. These Standards represent what students are expected to know and be able to do in each curricular area. CCS also adheres to academic standards set by the Minnesota Department of Education. These are a blend of Common Core and state-developed standards.

English
English language arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through speaking, non-verbal expression, and auditory, visual, and written representations. The ability to use and understand language is critical to every aspect of students' lives and their future college and career readiness. The Minnesota K-12 Academic

Standards in English Language Arts include reading, writing, speaking, viewing, listening, media literacy, and language standards.

Math

Mathematics is a discipline whose basic ingredients are numbers, shapes, and algebraic relationships. Logical reasoning is used to study the properties of these objects and develop connections between them. The results can be used to understand and analyze a vast array of phenomena arising in all of the sciences, engineering and everyday life. For this reason, mathematics is often called the "language of science." We support mathematics achievement for all learners by providing guidance and technical assistance on implementation of academic standards, current best practices, and multi-tiered systems of support. The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; and 4) Data Analysis and Probability.

Science

Science is the active study of the natural and man-made world, including processes, structures, designs, and systems. Science students use their senses and tools to observe, record and analyze data about the world and make conclusions based on evidence. Scientifically literate young people can understand basic science concepts, use skills for doing scientific investigations, solve technical problems, and design technologies for today's world. The Minnesota K-12 Science Education Standards support science achievement for all learners by providing guidance and technical assistance on implementation of academic standards, current literacy best practices, multi tiered systems of support, and science policy administration.

Social Studies

Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history, and other disciplines in the social sciences and humanities in which students develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. The Minnesota K-12 Academic Standards in Social Studies include citizenship and government, economics, geography, and history.

Music

Music literacy is a combination of foundational knowledge and skills in an art form with the ability to work in four processes fundamental to the arts: Creating, Responding, Performing/Presenting, and Connecting. The Minnesota K-12 Academic Standards in the Arts include five arts areas: dance, media arts, music, theater, and visual arts are listed in this document.

Health

The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation. The National Health Education Standards and Minnesota Benchmarks were developed by the Minnesota Department of Education to serve as a guide for districts for locally developed standards providing sample grade-specific benchmarks for K-12 health education.

Physical Education

The goal of the K-12 Physical Education Standards are to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual: has learned the skills necessary to participate in a variety of physical activities; knows the implications and the benefits of involvement in various types of physical activities participates regularly in physical activity; is physically fit; values physical activity and its contributions to a healthful lifestyle.

Common Grading Scale for Middle School

Grade	Lower Cutoff	Upper Cutoff
A	94%	100%
A-	90%	93%
B+	87%	89%
B	83%	86%
B-	80%	82%
C+	77%	79%
C	73%	76%
C-	70%	72%
D+	67%	69%
D	63%	66%
D-	60%	62%
F	0%	59%
I	0.0	0.0
W	0.0	0.0

Hallways

Students will have staggered times in the hallways and to use their lockers. We will have extra staff in the hallways monitoring this and teaching students about the new hallway routine.

Health Reminders, Signage, and Mitigation Strategies

There are number of mitigation techniques that CCS uses to help and remind students of social distancing, hygiene and cleaning the building

- Dots - Throughout the school large blue dots have been placed around the school to help students stay 6 feet apart. They are located where lines tend to form such as bathrooms and lunch times.

- Signage has been placed throughout the build reminding and instructing people on social distancing, hand washing and using sanitizer.

- Hand sanitizer is located in every classroom and throughout the hallways. Teachers will reinforce the use of hand sanitizer.

- Each room is supplied with CDC approved cleaners, disinfectants and sanitizers that the staff can use.

- Many routines are also being taught by teachers and paras to ensure a clean and disinfected environment.

- Whenever possible and when teachers and paras that do not have students are in the hallways guiding and coaching students.on social distancing, proper hygiene and keeping our school clean.

- Contactless drop-off and pick-up are used during In-Person and Hybrid learning scenarios

- Bus transportation runs at 50% capacity for In-Person and Hybrid scenarios.

- Separate doors are being used for different types of transportation, grade levels, entering and exiting the building as a class and deliveries.

  - All students that are dropped off or picked up use Door 1.

  - Primary students (Grade 1-4) that are bussed use Door 2.

  - Middle School Students that are bussed use Door 3.

  - All deliveries use Door 6 or 8.

  - Classrooms of students that exit and enter the building use doors 1, 2, 3, 4 or 5 depending on location in the building

  - Staff may use any door as long as it is not during the busiest time when students arrive and leave the building

- All doors are locked to the school. People that need access are required to check-in using our remote system

- No visitors or volunteers are allowed at school or on school properties during class and co-curricular activities.

- Only one family member is allowed to be in the building at one time and oreferraby by appointment or calling ahead.

- All families are to self-monitor before entering the school.

- All staff are self-monitoring before leaving school.

- All substitute staff will be monitored at school.

- External groups may use the gymnasium and the common area during the In-Person or combination of In-Person and Hybrid Scenarios. There is also a cleaning fee for cleaning and disinfecting the community facility. Outdoor equipment and facilities will follow the protocol that is given to CCS by the Minnesota Department of Education.

Homelessness

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending and succeeding in school.

Students would be covered under this program if they live in any of the following situations:

- Staying in a shelter or trailer
- Sharing the housing of others due to loss of housing, economic hardship, etc.
- Living in a car, abandoned building, or similar
- Temporarily living in a motel or hotel due to loss of housing from economic hardship
- Unknown nighttime residence

Eligible students have the right to remain in their school of origin (where they attended at the time they were placed under the McKinney-Vento program) and have equal access to the same free, appropriate public education (including public preschool education) as other children and youth.

Students that are Homeless are referred to the social worker who sits on the MTSS committee. If there are concerns about academics and success in a classroom for a student, the responsibility of the social worker is to submit the concerns to the MTSS committee.

Inclement Weather and Emergency School Closings

Weather related school closing because of inclement weather (A lot of snow, blizzard conditions or extreme cold) or an emergency (Loss of power, water main breaks, etc.) may result in a decision to start late, dismiss early or cancel classes for the entire day. In most cases, we will close for an entire day.

We will use what we call E-Learning for the first five schools days of inclement weather that CCS is closed. E-Learning is where students will bring home a computer that is assigned to them the night before an E-Learning Day. The next day the building will be closed but the teachers will provide instruction online using Google Classroom and Google Meets. If a student does not bring home a computer and the school is closed, then we consider it a Snow Day.

Instruction during an E-Learning Day
During an E-Learning Day the following happens:
- Instruction will be given by a highly qualified teacher. Instructional areas (subject areas) are determined by the grade level teacher and will include music and/or physical education. Middle School Students will receive instruction in all core areas as well as music and/or physical education.

- Teachers will use Google Classroom and live video to deliver lessons. Additional materials and homework, if applicable will be found in Google Classroom.
- Technology use may include a link to a video or a video feed, such as YouTube. Other online programs may also be used such as Benchmark or iXL.
- Instruction will occur between 8:30 and 3:15.

Information about Closing

CCS will also use our automated texting and emailing system, allowing you to receive phone call, text or email messages. If you wish to add other contacts, please contact the front office at 218.692.5437.

Our phone system may not be working or answered in these types of situations, however, we will try to leave a message that school is closed. We will also have announcements in the following places:

- WCCO 4 https://minnesota.cbslocal.com/tag/school-closings/

- KSTP 5 https://kstp.com/schoolalert/

- KMSP - Fox 9 https://www.fox9.com/school-closings

- KARE 11 https://www.kare11.com/closings

- KUAL Radio Brainerd 103.5 FM

- WJJY Radio Brainerd 106.7 FM

- KLKS Radio Breezy Point 104.3 FM

- KLZ Radio Walker/Brainerd 107.5 FM

IMPORTANT: It is important that you tell your child what to do in case school should dismiss early in an emergency. Tell your child where to go if you are not home or are at the bus stop.

Remember
- The school building is closed but learning will continue. (Transportation is not provided and the physical building will be locked. NO STAFF will be on site)

Illness

The following links to the guides and charts explain in a lot of detail when a student needs to stay at home and when a student may return to school.

- This is a link to help families screen their child before going to the bus or to school

- Attendance Guide for Parents and Families

- If you student or a staff is sick or not feeling well, the Decision Tree if ill will be used to decide the next steps.

- Older family members and those with weak immune systems can get sicker than other people. They need more distance from other family members. Young children need hands-on care. Here are some daily reminders to help keep all family members, particularly in a multigenerational home, safe and healthy. Daily Life & Coping: COVID-19

COVID-19 Testing

Crosslake Community School will not provide COVID 19 testing, but in the event of a large outbreak, the District's regional support team from the Minnesota Department of Health will advise CCS as to whether a testing event should be held in the community and a testing event coordinator from the Minnesota Department of Health would facilitate that process.

Injuries

Students with common school illness or injuries will still report to the nurses office. Teachers will call ahead to inform the front office a student is on the way.

Interventions (MTSS)

The CCS team intervenes when students are struggling with school for whatever reason. The MTSS (Multi-Tiered System of Supports) is the process that we use. We work with a team of staff and a member from your family to determine the best way to help your student. A plan is developed, monitored and the results share with the team to decide the next steps.

KIDS Care

CCS offers both before- and after-school programs.
Before-School Program
The hours are from 7 a.m. to 8 a.m. The fee is $3 per day or $10 per week. For your information, school doors do not unlock until 8 a.m. All students arriving before 8 a.m. will be subject to enrollment in the program.

After-School Program
The hours are from 3:20 p.m. to 6 p.m. The fee is $7 per day or $30 per week.

There is a registration fee of $15 for families.

Both programs are available for students in Pre-K through 5th grade. The KIDS Care programs follow the school calendar. No KIDS Care programs on non-school days or during summer break. For additional information email ccskidscare@crosslakekids.org. For your information, all students not picked up by 3:30 p.m. will be subject to enrollment in the program.

Learning Loss for Students between March and September

Our teachers have been hard at work over the summer months. Additional time was spent in August meeting with other teachers to do the following
We are asking staff to working on the following

1. Gap Identification - In reading and math - for all students - Summer and Distance Learning loss
2. Address teaching in the three scenarios
3. Ensure standards are being met in all three scenarios
4. Developing a final plan for classrooms - Based on class lists
5. Developing new units based on gap identification and merging previous years standards with curriculum this year
6. Training on Technology - G-Suite - Google Classroom and Google Meets - Classroom camera and microphone
7. Training for online programs
8. Ensure that all lessons and activities are equitable and accessible for all students
9. Technology Coordinator will ensure all students have computers and all homes have internet service. Other services are available such as English Language Learners and interpreters for families, however, we have very few students receiving ELL services.

Lunch

Line-up - Students will enter the cafeteria with a paraprofessional and masks on. They will line up along the wall by the serving cart with 6 feet between children. Using floor circles 6 feet apart will show students where to stand.

Serving- students will proceed through line, nutritional staff will add items to the tray as requested by students and be served at end of line. PIN numbers will not be required since the cashier records students' names.

Returning to Class - Students will be picked up by a paraprofessional and return the students to their classroom.

Lunch Times - Lunches are served between 10:50 and 12:30.

Cleaning after- Tables will be wiped and then sanitized at end of serving time per group, chairs as needed long

School Age Child Care (while in Distance Learning) and meals - Tier I familie all families will be have meals available to be picked up we will reach out to families wanting meals to plan accordingly

Masking

Masks are required for anyone 5 years old and up, per governor Walz executive order 20-81, and CCS policy 808 which is the same as Governor Walz'sexecutive order 20-81. The complete executive order 20-81 is linked here and is in place until the Peace Emergency Order is rescinded or the is removed by the state legislature. CCS policy 808 ends at the same time. On September 14, the Board of Education will vote on CCS policy 809, face masking during any health crisis, epidemic or pandemic. This policy will replace policy 808 after the Executive Order 20-81 expires.

In essence, the general policy is students and staff will have face masks throughout the school and on the playground equipment. Students do not need a mask while eating lunch (they will need one walking to lunch), during hard exercise during physical education, outside in the fresh air classroom, in the school forest, or non-playground equipment. Teachers will allow water bottles in the classroom and the class will be given drink breaks. Water fountains have been disabled yet the bottle refill faucet is available.

Failure to comply with these requirements follow the discipline policy. For multiple infractions the student may be moved to a distance learning model. The discipline policy also applies to riding school buses and includes the physical bus stop, Note, a face mask is required at all times while riding the bus. The bus driver and any adult on the bus will also follow the same rule.

Mental Health Services and Referrals

For families and individuals with Mental Health concerns for others or themselves, Kris our School Social Worker, will direct you to the person that is most helpful. In some cases, Kris will be able to service the person directly. These services and referrals are confidential and are not shared unless the person is a harm to themselves or others.

Monitoring and Excluding for illness

Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms throughout the day. Staff or students who develop symptoms during the school day must notify school health services or the COVID-19 Coordinator Jill Arendt in the school building immediately. The isolation place for those with Covid 19 symptoms will be the upstairs health office. If a person is in isolation all other health issues will be taken care of in the front office as to keep the upstairs health office closed for the isolated person until pick up.

If a student has symptoms as they enter the bus, the child will be brought back to their home and the school will notify the parent. We are not taking temperatures as students enter the bus. The symptoms will need to be self admitted to the driver.

CDC does not currently recommend universal testing to inform admitting students or staff into school. Viral testing only determines infection at the point in time the test occurs, and may miss cases in the early stages of infection. It is not known whether previous infection and recovery from COVID-19 illness protects people from reinfection.

We treat all information confidentially and share information only to those that are defined as "Need to know." Some people just don't need to know and we respect your confidentiality. The people that inform others that they are a "Need to know" are the Director (COVID-19 Coordintor) Executive Director and the Social Worker. Outside agencies may also "Need to know" such as the Minnesota Department of Health. For those staff and organizations who have the "Need to know" information, they are not allowed to share the information with anyone else except when Minnesota Statute requires it, for example mandated reporting.

It is critical for the success of mitigating COVID-19 transmission for all people and families to be honest. This means staying home when sick and being honest with the school staff that "Needs to Know." Your cooperation and trust are important and appreciated to help mitigate the Coronavirus. The Decision Tree if ill will be used to decide what to do if someone is feeling ill.

Personal Learning Supplies

Each student will have their own learning supplies such as markers, crayons, and paper. Teachers have a computer that is assigned for each student in the classroom. Distance Learners will also have a computer from CCS if they have requested one

(No fees, no deposits, no questions). Some science supplies will be shared, however, the teacher will clean and sanitize the equipment or gloves will be used.

PlexiGlass Dividers

Some rooms will have PlexiGlass dividers for small group activities. Cleaning of these dividers have the following cleaning protocol:
- During the school day, plexiglass will be cleaned by the classroom teacher, especially by intervention teachers that see many students in a day.
- Plexiglass will be sprayed with disinfectant and wiped dry.
- All plexiglass will be cleaned at the end of the day by the custodial staff.

Public Library

Online Learning Support Lab

This lab is currently closed, however, this will be evaluated every four weeks to determine if it should be opened.

If it is open the following protocol will be followed:

- Students are limited to 5 in the room and may attend 1 day per week
- Students must be in grades 5-9
- Students must be screened before entering the building
- Students report directly to the room without talking to other students or staff besides identifying themselves
- Students must be masked to enter the building

Recess & Playground

Students will be on the playground for recess with a para(s). Students on the playground equipment must wear masks. Students that can keep 6 feet apart may remove their masks. Recess is approximately 30 minutes.

Routines, Protocols and Procedures

The staff is responsible for teaching and making students aware of routines, protocols and procedures. These may be embedded into the lesson or may be a stand alone lesson. Classroom consequences may be followed up with reminders and reteaching lessons. Serious violations may result in a referral.

Special Education Services (IEPs) - 504 Plans

Special Education Students and students with 504 Plans will be serviced as required by the IEP or 504 Plan. The students who are on these plans continue to be serviced no matter the scenario. Our 504 Plan Coordinator is the Social Worker who will work with the teacher and the MTSS process to increase a student's success in class.

Special Education

All special education services are developed to facilitate each student in reaching his or her potential. Inclusive education between regular and special education allows for the opportunity to learn and develop in an age-appropriate setting. From early intervention to community-based vocational training, students are provided a quality, individualized education program (IEP) in the least restrictive environment. Our Special Education teachers are available to assist students and families in the Special Education Program and process.

It is our goal that all students who receive services:

- Have the academic, communication, and life skills necessary to reach their highest potential;
- Are goal-directed and maintain a healthy balance of productivity, personal interests and lifelong learning;
- Have the ability to develop and maintain meaningful interpersonal relationships;
- Have developed a healthy belief system, positive self-awareness and the ability to self advocate;
- Are adaptable problem-solvers who function effectively in a variety of settings and have the flexibility to withstand change, and
- Have a sense of their place in and contribution to family and community.

Section 504

In compliance with its obligations under both Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, Crosslake Community School does not discriminate against otherwise qualified students with disabilities in the provision of educational programs and activities.

It is the intent of Crosslake Community School to provide a free and appropriate public education to each Section 504 qualified and eligible student with a disability within its jurisdiction. Students, who because of a disability, need or are believed to need reasonable accommodations, services, and/or programs are addressed under this policy.

STAR Testing

STAR testing will be given to **all** students regardless of In-person, hybrid or distance learning.Tis is an testing that is given to students and is about the reading and math level of your students.

Stopfinder App for Bus Information

Stopfinder is a free new app that our bus provider, Crosby-Ironton Transportation, is using to communicate bus information, such as drop-off and pick-up times, as well as location of the bus stops, snow days and e-learning days. The app requires you to create an account so it can deliver accurate information.

Stopfinder is an easy-to-use, all-in-one app that allows you to have the most accurate information about your child's bus schedule at any time from any location. In addition to displaying your child's transportation information, Stopfinder features push notifications and a private messaging feature that will allow you to communicate directly with Crosby-Ironton Transportation.

The e-mail address that is currently on file with CCS is the address Stopfinder will use for this communication. You can download Stopfinder at no cost from the Apple Store or Google Play. Stopfinder requires an invite and registration through the district prior to accessing your child's transportation schedule. Please contact Crosby-Ironton Transportation with any questions at 218-546-6156.

School Supply Lists

Teachers have provided supply lists. We are asking all students to bring their own supplies including items such as crayons and markers.

Screening of Students and Staff

The basic rule is: If your student is sick, stay home and email clschool@crosslakekids.org or call the front office at 218-692-5437 by 8:30 a.m. Please let the front office know the symptoms the student has.

Please understand, we depend on your help and honesty to ensure that students coming to school are not sick. Please check daily to see if your student has any of these signs or symptoms. (This list is published by the CDC Center for Disease Control):
- Fever (99.5 degrees or higher)
- Fatigue
- Headache
- Cough
- Nasal congestion or rhinorrhea
- New loss of taste or smell
- Sore throat
- Shortness of breath or difficulty breathing
- Abdominal pain
- Diarrhea
- Nausea or vomiting
- Poor appetite or poor feeding

If your child shows these signs, please keep them home; even though we understand that it is difficult on families for multiple reasons.

Temperature Check

If a student asks to leave the classroom because of illness, a nurse assistant will be available. We have added a part-time registered nurse who will provide direction on staff training, monitoring situations, and keeping track of standard school records.

Students displaying temperatures of 99.5 degrees or higher will be sent home. If a student has vomited, the student will be sent home. This is the same criteria used in previous years and is common throughout Minnesota Schools.

Switching Models Instruction - In-Person - Hybrid - Distance Learning.

Since the beginning of Distance Learning in March, MDE has honed and modified the recommended guidance to better meet the academic, social-emotional, and mental health needs of our students. Simultaneously, MDE developed, and subsequently,

released summer learning guidance that included a hybrid-model option in addition to distance learning. It is with these three models that CCS will operate depending on the number of new COVID-19 cases in the last 14 days per 10,000 people of population in Crow Wing and Cass Counties. We use both counties because 84% of our students are from Crow Wing County and 16% of our students are from Cass County.

high-quality education and our staff have what they need to support their students.

> Scenario 1: In-person learning for all students
> Scenario 2: Hybrid learning with strict social distancing and capacity limits
> Scenario 3: Distance learning only

Definitions of the three Learning Models

In-person learning for all students. In this scenario, CCS created as much space between students and teachers as is feasible during the day, however 6 feet of social distancing during primary instructional time in the classroom may be difficult to achieve. Yet, we will use many migration strategies to keep students and staff 6 feet apart; for example all students facing the same direction or a plexiglass divider in parts of a room where students and staff have more than 6 feet apart. CCS has contactless pick up and delivery of school materials for days that students and staff are not in the school building, also known as a Flexible Learning Day with delivery of materials. Flexible Learning Days where transportation is not advised or is available are Flexible Learning Days without delivery of materials.

Activities, other classes and co-curricular programming will continue to follow the COVID-19 Sports Guidance for Youth and Adults (PDF) found at [Coronavirus Disease COVID-19 Stay Safe MN](). See table below about metrics and when this model is implemented.

Hybrid learning with strict social distancing and capacity limits. CCS must limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy. Depending on the enrollment numbers at the time, some classes may need to move to a local empty business office at Town Square or the Whitefish Lodge. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space or on a transportation vehicle, the number of occupants must be reduced. CCS includes remains with the contactless pick up and delivery of school materials for days that students and staff are not in the school building. Child care for your student if you are a critical worker begins at this time. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level.

Distance learning is implemented when the metrics are at the worst. I just want to take a moment to reassure you that Distance Learning Fall 2020 is very different from the emergency implemented Distance Learning of last spring. Our teachers have now had time to design quality, standards-based lessons. Delivery of materials will happen at this time as well as Child Care for Critical Workers. Otherwise, the building is closed to all activities and classes.

Online Learning is another option for students in grades 5-12. CCS offers a separate well-established, highly respected 5-12 online learning program. This program has existed for many years and is available throughout the year.

Underlying health conditions and personal choice are also taken into consideration. If a family decides that their child cannot attend "In-Person Learning for All Students" or "Hybrid Learning with Strict Social Distancing" then"Distance Learning" is still a choice. The same may be true for staff members.

Calculating the Metrics

The metrics for the learning model is calculated by this formula that gives us a number that reflects the 14-Day county case level per 10,000 of population in Crow Wing or Cass Counties.
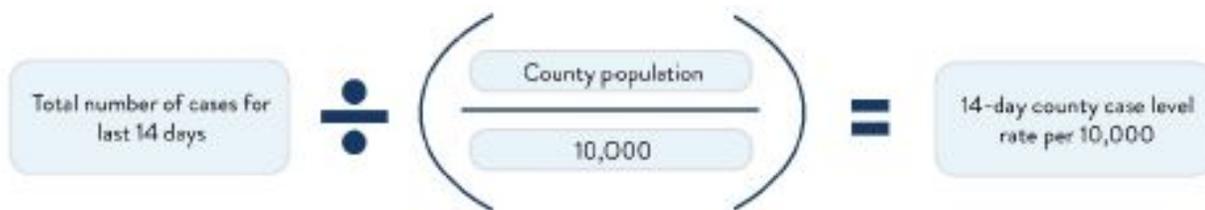
Determining the Learning model (In=Person, Hybrid or Distance Learning

Number of Cases Per 10,000	Learning Model
0 to 9	In-Person Learning for All
10 to 19	In-Person Learning for Elementary, Hybrid for Secondary
20 to 29	Hybrid Learning for All
30 to 49	Hybrid Learning for Elementary, Distance Learning for Secondary
50+	Distance Learning for All

Personal Protection Equipment

CCS Policy 808 (Covid-19 Face Covering Policy) will be used to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19. Policy 808 complies with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education. CCS Policy 808 will be posted for reference.

Snack in the Classroom

Must be individually wrapped and does not contain peanuts or nuts.

No bulk or homemade snacks are allowed.

Student receiving direct services from Special Education

When direct student support services are being provided to a student, the following measures are required regarding face coverings:

Staff providing direct support services are required to wear a face covering and/or a face shield.

> The same face covering or shield can be worn throughout the school day while working with multiple students unless the face covering becomes soiled, in which case it should be removed for laundering/cleaning and replaced with a new, clean one.

Students are required to wear a face covering and/or a non-medical face shield when receiving direct close contact support services unless they are unable to tolerate a face covering due to developmental, medical, or behavioral health needs, or are a student in kindergarten through grade 8 and wearing a face covering is otherwise problematic for the student.

Social Distancing

Students must stay 6 feet apart when feasible in the classroom, hallways and outside.

Dots to Dots

When you first arrive, you will see the campus has a new look. Many dots are located around the perimeter of the hallways and near classrooms. These dots are placed 6 feet apart and many are located where students tend to crowd together. We ask that students line up along the dots so as to maintain a 6-foot distance from each other.

Visitor to buildings

Arrangements need to be made in advance. All essential visitors (such as county services) need to complete CCS Volunteer Form for 2020-2021 giving CCS permission to run a background check. All visitors are required to check in at the front desk to ensure the safety of all students and receive a visitor's name tag. Non-essential visitors are not allowed at school or on school properties during class and co-curricular activities. In

Volunteers

Volunteers are not allowed in the building or on school grounds during class and co-curricular activities for the first four weeks of school (Coaches are not considered volunteers). At that time we will evaluate the situation involving the volunteers. Approval from the Minnesota Department of Education is required.

Vulnerable people (Staff and Students)

Older Adults - Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. Severe illness means that the person with COVID-19 may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.

Risk for Severe Illness Increases with Age

As you get older, your risk for severe illness from COVID-19 increases. For example, people in their 50s are at higher risk for severe illness than people in their 40s. Similarly, people in their 60s or 70s are, in general, at higher risk for severe illness than people in their 50s. The greatest risk for severe illness from COVID-19 is among those aged 85 or older.

People with Certain Medical Conditions - People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19:

People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

COVID-19 is a new disease. Currently there is limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what we know at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

People in a home that has a vulnerable adult may also be considered for an alternative learning format or modifications and accommodations to the workplace...

Modifications and accommodations may be used to help students and staff in the learning environment. In addition, the American with Disabilities Act, 504 Plans, Health Care Plans and IEPs may have specific language that applies to an individual.

The administrative staff, the social worker and Special Education Teachers will work with staff and students to find a solution for attending school or work, To start this process please contact our COVID-19 Coordinator, Jill Arendt. It is our goal to personally work with all people or families to find a solution that fits each individual person or situation.

Water Fountains

- There will be no drinking water directly from the water fountains.
- Water fountains may only be used to fill water bottles.

Transportation

Contactless Drop-off and Pick-up

Parents will use the parking lot to circle into. Students will be dropped off at the north side of the building on the sidewalk. Parents must stay in their car. Students will then walk along the sidewalk to the building. Parents will proceed out of the parking lot. PK and K parents may use the very back parking lot with the basketball hoops to park and unbuckle littles and walk them to the school sidewalk. Adults will be outside to escort children in. No parents will be permitted in the building.

Field Trips

While using the In-Person Scenario, teachers are encouraged to have field trips as long as all social distancing rules can strictly be applied. For example, we may take a trip to the Crosslake Community Center to take a hike or go snowshoeing.

Parking

Will only be allowed in the back parking lot with the basketball hoops for parent drop off/pick up. This allows the other lot to be used for continual drop off on the sidewalk. All staff must NOT park in the spots on the north side of the gym. PK and K parents may use the very back parking lot with the basketball hoops to park and unbuckle littles and walk them to the school sidewalk.

Transportation by Bus

Crosby-Ironton Transportation is our contracted bus company. Crosby-Ironton has strict protocols and routines for all of their busses including the busses for CCS. They are responsible for cleaning and disinfecting every bus after every route.

Crosby-Ironton Transportation will not run on school declared "Snow Days" or "E-Learning Days"

Pertaining to Staff

Professional Development

CCS uses the High Reliability Schools as part of growing our staff. In the HRS system, Professional Development plays a key part in increasing the amount a student learns. The primary source for professional development is driven by the Strategic Plan and the Professional Learning Communities. These communities meet weekly to discuss and ensure that students learn, they work collaboratively to address their wants and needs to help students increase their learning and there is a focus on the results of students. Professional Development is derived from this process as the PLC discovers areas that maximize student learning.

More specifically, CCS has reminded their professional learning communities to focus on:

1. Gap Identification - In reading and math - for all students - Summer and Distance Learning loss
2. Address teaching in the three scenarios
3. Ensure standards are being met
4. Developing a final plan for classrooms - Based on class lists
5. Developing new units based on gap identification and merging previous years standards with curriculum this year
6. Training on Technology - G-Suite - Google Classroom and Google Meets - Classroom camera and microphone
7. Training on programs - EE, Go Math, Social Emotional Learning, etc

Safety Precautions for Staff

Direct Service of Students

Staff providing direct student support services must clean hands using soap and water or hand sanitizer with at least 60% alcohol (soap and water are preferred when hands are visibly soiled) regularly and in the following circumstances:

- Before and after working with a student.
- Immediately after touching blood, body fluids, non-intact skin, mucous membranes, or contaminated items (even when gloves are worn during contact).
- Immediately after removing gloves, after touching objects in the immediate student support vicinity, before eating, after using the restroom, and after coughing or sneezing into a tissue.
- After incidental touching, providing hand-over-hand guidance with educational or technology materials, tactile American Sign Language, Print on Palm, Protractile Communication, or other similar points of touching.

COVID-19 Test

Earlier this summer, the Walz-Flanagan Administration announced a commitment to providing access to COVID-19 testing for Minnesotans working in our prekindergarten to grade 12 schools. As part of the Safe Learning Plan, one saliva test will be provided free of charge to all staff currently employed by Minnesota's school districts, charter schools, tribal schools, and nonpublic schools.

While most Minnesotans can access testing through their primary care provider or another community testing location, you can also request a saliva test to complete in your home while guided by a medical practitioner.

These are not back-to-school tests, meaning they are **not** required before coming back to the classroom. Instead, you should use this test when you feel you need it. For example, if you believe you've been exposed to someone who tested positive for COVID-19 or have symptoms of COVID-19.

This test is to be used in conjunction with your employment and your role of providing direct services to students or families, with the goal of keeping schools open. You are unlikely to need this test if you're teaching from home.

Restrictive Holds

Limiting risk of infection prior to a physical hold:
- Ensure that staff do not wear plastic protective gowns that can be easily ripped or torn; these gowns may become a hazard.

- Ensure staff are wearing disposable gloves, cloth face coverings, face shields, and long sleeves to the maximum extent possible.
- Ensure that only staff required for safely restraining a student are involved; one additional staff member should monitor and address protective equipment needs for those staff who are involved in the physical holding in the event that protective equipment needs to be altered or adjusted. Limiting risk of infection during a physical hold:
- Keep hands clear of eyes, mouth, and nose of self and others.
- Relieve first responders as soon as possible if they are not wearing appropriate protective equipment.
- Avoid long and extended physical holds. Limiting risk of infection after a physical hold:
- Remove and dispose of and/or clean protective equipment immediately after a physical hold.
- Avoid touching your face and limit contact with hard surfaces before washing your hands.

School staff participating in training to meet the requirements in Minn. Stat. Section 125A.0942 subd.5: ▪ Ensure staff are wearing disposable gloves, cloth face coverings or face shield, and long sleeves when in close contact with another staff person or trainer.
- Keep hands clear of eyes, mouth, and nose of self and others.
- Avoid long and extended physical holds.

Staff Lounge

Should we limit the number of staff in the lounge

Staff Parking

- There will be no staff parking along the north side of the gym.
- Staff will park in other areas of the main parking lot or in the overflow lot.

Other Information

Additional Funding for CCS

The following funding sources have been provided through the federal government CARES Act:

- Coronavirus Relief Fund
- Elementary and Secondary School Emergency Relief Fund (ESSER)
- Governor's Emergency Education Relief Fund (GEER)

Communications (templates to be added)

All communications to families, staff, students and the public will be conducted through multiple platforms including but not limited to: Facebook, newsletters, web-site and phone calls.

The Minnesota Department of Education also provided the school with templates in case of COVID-19 in the school or the negative effects of COVID-19.

Deliveries

All deliveries commercial and supplies will all be entering in door 6. This door has a camera and a doorbell.

Special Expenditures (COVID-19 related)

- Staff member works with PLC leader to ensure this is a COVID-19 Expense
- PLC leader works with other PLC Members to see if other PLC members need the same supplies whether it is for Safety of Curriculum
- PLC leader brings PO to Jodi or Cliff for administrative team to determine if the request can be funded
- Administrative team brings the PO to Jodi for coding purposes

Checklists for Staff with Reminders

Many staff members have a checklist that helps keep track of the details for cleaning, disinfecting, tracking of students and contact tracing.

Checklist - Admin

Admin Checklist

- ❏ Take temperature at home

- ❏ Self Monitor Covid symptoms: fever of 100.4 or more, difficulty breathing, new cough or worsen cough, loss of taste or smell. Others include nausera, vomiting , diarrhea or chills.

- ❏ All paras are ready-to-go for drop off and bus arrival

- ❏ Two way radios are ready-to-go for school start

- ❏ Someone has been assigned to open the gate (the chain to start with) for the bus entryway

- ❏ That all entry doors are not blocked and are functioning properly

- ❏ School walk around - Looking for things that are out of place or not COVID-19 ready for the day

- ❏ Ensure all paras are ready for their assignments at end of day, otherwise cover if needed

General Reminders

- No Visitors, No Volunteers, No parents

- Shields ARE NOT an alternative to face masks

[Checklist for After School Activities](#)

After-School Checklist

- ❏ Take attendance

- ❏ Record Date and place of practice

- ❏ Turn in attendance report to front office

- ❏ Clean-up and return equipment - clean and sanitized if required

<u>General Reminders</u>

- ● Masks On

- ● Follow - Routines and Protocols

- ● No Visitors, No Volunteers, No parents

- ● Shields ARE NOT an alternative to face masks

Checklist - Day Custodian-

Checklist - Night Custodian
- ● Put a note on the door after the room has its final cleaning for the day

[Checklist - Front Office](#)

Front Office Checklist

- ● Take temperature at home

- ● Self Monitor Covid symptoms: fever of 100.4 or more, difficulty breathing, new cough or worsen cough, loss of taste or smell. Others include nausera, vomiting , diarrhea or chills.

- ❏ Front office staff checks in with Cheryl when he/she arrives in building or leaves for a short period of time or the day

- ❏ Ensure that subs have the appropriate direction/paperwork about protocols

- ❏ Check-in and check-out list for teachers and their class ready to go only if different from your normal posted daily schedule. Whenever they leave and return to the **building (even for a Fresh Air Classroom, a walk etc.)** for whatever reason. It should include time-out, time-in and place. Ask the teacher if there were any encounters with other classes / people. Then make a note. This may be done with a phone call. The teacher should have a radio with them when they leave a classroom. This can be done through a phone call to Cheryl.

- ❏ That all teachers turn in their attendance report to you by 9:00

- ❏ Confirm absences of all students and the reason why they are out

- ❏ Front office is cleaned and sanitized by custodian two times a day

General Reminders

- ● No Visitors, No Volunteers, No parents

- ● Shields ARE NOT an alternative to face masks

- ●

Checklist - Para

Para Checklist

- ❏ Take temperature at home

- ❏ Self Monitor Covid symptoms: fever of 100.4 or more, difficulty breathing, new cough or worsen cough, loss of taste or smell. Others include nausera, vomiting , diarrhea or chills.

- ❏ Radio Pick-Up

- ❏ Mask-on when in building

- ❏ Morning Assignment for student movement or vehicle/Bussing

- ❏ Afternoon Assignment for student movement or vehicle/Bussing

- ❏ Lunchroom Assignment and which classes you are with

- ❏ Radio return

- ❏ Continually wash hands and use hand sanitizer

❏ When your schedule differs from the posted para schedule you must document time and date you entered a classroom

❏ If you bring a class back for lunch or recess and you are waiting for the teacher, retain the six feet of social distancing

General Reminders

● No Visitors, No Volunteers, No parents

● Shields ARE NOT an alternative to face masks

[Checklist - Teachers](#)

Teacher Checklist

Teachers Instructing a class

That you recorded the time you entered the building in the front office.

Ensure two-way radio is in charger and ready-to-go

That there is the current seating chart that is accessible in the room (if seating has changed from the previous day that it is updated - as long as we can read it, that will work)

Record the time that tardy students enter your classroom

Record the time and location of any student leaving your classroom (Initials can work if they are not the same as some elses)

Record and call office with the time and location when your class leaves the building

Record the time and place if you are holding class if you are in a different place within the building

That room was clean/sanitized by custodian during your prep

If teacher is conducting a pull-out/push-in

Record the time when you pull-out a students (Time and whose class and room number/place), then record what room you used

Record the time when you return a student

Record the time if you push into a classroom

Record the area used was cleaned by you after returning the student to class

General Reminders

No Visitors, No Volunteers, No parents

Shields ARE NOT an alternative to face masks

Simple is good as long as anyone can understand it

In-Person Teacher Checklist

DL Teacher Checklist

Attendance is taken daily

Close contact with classroom teacher

Let classroom teacher know of excessive absences

Meet weekly with each distance learning student

Watch distance learning students for signs of social emotional concerns and inform social worker

Hand washing Procedure

HAND WASHING OR HAND SANITIZING

Goal: Students shall have access to hand washing or sanitizing before meals and snacks.
Crosslake Community School recognizes the health of the student is directly related to personal hygiene and cleanliness. Students who are present at school on a regular basis benefit from increased instruction and learning. To support this need, the district has established practices to reduce the spread of bacteria and viruses, such as the flu, the common cold, Norovirus, Hepatitis A, and COVID-19.
Students shall have access to hand washing or sanitizing before and after meals and snacks. School staff is directed to implement these procedures whenever students use the restroom and prior to dining.

Purpose of Hand Washing

1. To reduce the spread of bacteria and viruses, from person to person and from people to food contact surfaces which are the main cause of the spread of Norovirus, the common cold, influenza, and COVID-19.

2. To reduce germs and bacteria found on the hands to safe levels, to prevent or to eliminate the spread of bacteria and viruses, which increase the spread of illness in the cafeteria and classroom.

3. To reinforce and practice personal hygiene practices with all students.

4. To provide an opportunity for the class to develop correct hand washing procedures and then apply the

procedures on a regular basis.

Hand Washing Procedures

1. Wash hands using soap and warm, running water, at least 100°F.

2. Vigorously rub hands during washing for at least 15 - 20 seconds (Sing the Happy Birthday song) with special

attention paid to the backs of the hands, wrists, between the fingers and under the fingernails.

3. Rinse hands well while leaving the water running.

4. With the water running, dry hands with a single-use towel or a warm air dryer.

5. Turn off the water using a paper towel, covering washed hands to prevent recontamination from the dirty Faucet.

When to Wash Hands

Hands should be washed after the following activities:

1. After touching bare human body parts other than clean hands and clean, exposed portions of arms.

2. After using the toilet.

3. After coughing, sneezing, using a handkerchief or disposable tissue After eating or drinking after recess.

4. After handling dirty equipment, utensils, and supplies.

5. After engaging in other activities that contaminate the hands

When to use Hand Sanitizers

1. Hand sanitizers may be used in place of hand washing ONLY when access to soap and hand sinks are not available.

2. Only hand sanitizers containing 60-90% ethyl alcohol or isopropanol in concentration with equivalent sanitizing

strength may be used as an adjunct to proper hand washing.

3. Note: Researchers say that hand sanitizers may not be effective in removing certain allergens, including peanut allergens, and may instead spread them around.

Osprey Wilds Environmental Learning Center
Safe Learning Plans Review and Feedback

School: Crosslake Community School   **Date Reviewed**:

                                          Date Board Reviewed:

MDE expects all schools and districts in Minnesota to develop three different plans for the FY21 school year to address the expected changing public health needs regarding COVID-19. These plans should address how each school will conduct business on a scale from all students present in buildings to all students engaging in distance learning. This review is intended to provide feedback to schools regarding the plans posted on their website, and includes required changes that Osprey Wilds has determined is necessary to comply with the Governor's Executive Order, EO 20-82: Paragraph 16 which states that districts and charter schools must comply with Public Health Guidelines, applicable MDE guidance, and this Executive Order. Endnote references point to specific requirements contained in these documents.

Minnesota defines educational equity as the condition of justness, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potential. As an authorizer, Osprey Wilds expects that in review of each school's Safe Learning Plan, it will be evident how the school used equity as a lens through which their plans have been developed.

Overall System	Evident		Evidence / Page Number(s)
	Yes	No	
Does the school identify the COVID-19 program coordinator for each school building? [1]	■	☐	Monitoring and excluding for illness
Does the school provide an operational plan overview for each Learning Model? [2]	■	☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
Does the school explain the procedures that will be used to move from one learning model to another? [3]	■	☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
Does the school explain how learning model shifts will be communicated to the school community? [iii]	■	☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
All three learning mode plans posted on the school website, with identification of the initial learning mode chosen by the school. [ii]	☐	☐	**Date Viewed**:
Health and Safety Requirements	Evident		Evidence / Page Number(s)
	Yes	No	

---

[1] MDH 2020-2021 Planning Guide for Schools, p. 4.
[2] Governor's Executive Order, EO-82, Paragraph 4 and 22.
[3] MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p. 6.

Does the school describe how social distancing will be ensured in all areas of the school? This should include description of flow patterns on entry and exit of the school, as well as during the school day as well as how students/staff/parents will be able to understand and follow these flow patterns (i.e. signage, floor markings, etc.)[4]	☐	Note: Social Distancing of 6 feet is not required during instructional core classes - MDE states that Social Distancing must be feasible Health Reminders and Mitigation Contactless Drop-off and Pick-up Routines and Protocols
inDoes the school describe how it will restrict non essential visitors, volunteers, and activities involving external groups or organizations? [ii]	☐	External groups are OK during In-Person learning. We will look at this again if our secondary students are classified with the elementary students or are considered secondary students. This will be presented to the regional team (Sourcewell) if this time comes. Visitors Volunteers Learning Lab

---

[4] MDH 2020-2021 Planning Guide for Schools, p. 4-5.

Does the school describe how food and beverage distribution will be managed to comply with social distancing and low touch requirements? [ii]	☐	[Lunch](#)
Does the school explain their face covering requirements?[5]	☐	[Frequently Asked Questions](#)
Does the school explain how the school will teach and enforce these requirements throughout the school and on transportation vehicles? [iii]	☐	[Frequently Asked Questions](#)
Does the school explain their process for protecting vulnerable populations of staff? This should include a process for staff to self-identify as high risk for illness due to Covid-19 and explain the plan to address requests for alternative learning arrangements or work assignments. [iv]	☐	[Vulnerable people (Staff and Students)](#)
Does the school explain their process for protecting vulnerable populations of students? This should include detailing how all all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs are evaluated and updated to decrease their risk of exposure to Covid-19. [6]	☐	[Special Education Services (IEPs) - 504 Plans](#)
Does the school explain their process for protecting vulnerable populations of families? This should include a process for families to self-identify as high risk for illness due to Covid-19 and explain the plan to address requests for alternative learning arrangements. [iv]	☐	[Vulnerable people (Staff and Students)](#)
Does the school explain their process for acquiring appropriate supplies of cleaning and sanitizing products? [iv]	☐	[Cleaning of facilities](#)
Does the school explain how cleaning and sanitizing products will be strategically placed in areas they will be frequently used? [iv]		[Cleaning of facilities](#)
Does the school explain the hand hygiene practices that will be implemented throughout the school day? [iv]	☐	[Health Reminders, Signage and Mitigation Strategies](#)
Does the school explain the daily schedule for routine environmental cleaning and disinfection of high-touch surfaces and shared equipment throughout the day? This should include identifying staff that will be responsible for handling antimicrobial products. [7]	☐	[See checklist for Staff](#) ● Teacher ● Teacher In-Person ● Teacher DL ● Para ● Custodian Front Office ● Admin
Does the school clearly articulate the plan for monitoring and excluding students and staff for illness? This should include how they will conduct daily screening (both at school and before they board a transportation vehicle), how they will address staff/students that do not pass the screening but have already reported to school or are waiting at the bus stop, and the school's plan for requiring staff and students to stay home. [8, vii]	☐	The CDC encourages self monitoring for students and staff

---

[5] MDH 2020-2021 Planning Guide for Schools, p. 9.
[6] MDH 2020-2021 Planning Guide for Schools, p. 11.
[7] MDH 2020-2021 Planning Guide for Schools, p. 12.

		Illness Monitoring Screening Temperature Check Vulnerable People
Does the school address the plan for cleaning/disinfecting transportation vehicles? [9]	☐	Transportation
Does the school address how it will provide information on how to access resources for mental health and wellness to the entire school community? [10]	☐	Mental Health

[8] MDH 2020-2021 Planning Guide for Schools, p. 14-17.
[9] MDH 2020-2021 Planning Guide for Schools, p. 18 and MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p. 18.
[10] MDH 2020-2021 Planning Guide for Schools, p. 19 and MDE 2020-2021 Planning Guidance for Schools, p. 102.

Academic Considerations	Evident		Evidence / Page Number(s)
	Yes	No	
Does the school explain how the hybrid learning model differs from the other two and how this model achieves the reduced capacity requirements? [11]		☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
Does the school explain how instruction will be conducted in all three learning models? Specifically:			
(1) when in-person, is instruction being altered to reduce movement and circulation...if so, how? [12]		☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
(2) when hybrid, how is instruction being provided in the in-person and the remote formats, and how will that work together? [xi] And		☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
(3) when in distance learning, how is instruction being provided? [xi]		☐	Switching Models Instruction - In-Person - Hybrid - Distance Learning.
Does the school describe if, and how, instruction for students opting for distance learning when the school is in-person or hybrid differs from when the whole school is in distance learning? This should address how this option is equitable. [13]		☐	Learning Pods Learning Loss
Does the school describe how students will be supported in learning the systems used in each learning model? [xi]		☐	Interventions Learning Pods
Does the school address their plan for addressing learning loss created by disruptions in FY20 and anticipated in FY21? [14]		☐	Learning Loss
Does the school detail attendance procedures and how they differ based on the learning model? This should include the plan for reducing chronic truancy. [15]		☐	Attendance
Does the school detail the plan for administering locally administered assessments as well as how these will be used to guide student instruction? [16]		☐	Assessments
Does the school discuss its grading plan? [17]		☐	Curriculum and Instruction Grading Primary Grading Middle School

---

[11] MDH 2020-2021 Planning Guide for Schools, p. 2.
[12] Governor's Executive Order, EO-82, Paragraph 22.
[13] Safe Learning Plan for 2020-2021, p. 17; and, Governor's Executive Order 20-82; and, 2020-2021 MDE Planning Guidance for Minnesota Public Schools p.6.
[14] MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p.54.
[15] MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p. 55.
[16] Osprey Wilds requirement
[17] MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p.65-66.

Does the school explain its process for providing support to English Language Learners, Students Receiving Special Education Services, and Students Experiencing Homelessness? [xi]		☐	EL Students Homeless Students Special Education and 504 Plan Students
Staff Support	**Evident**		**Evidence / Page Number(s)**
	Yes	No	
Does the school address its plan for professional development and training to ensure all staff are prepared to implement with fidelity the new operating procedures, learning tasks and support activities? [18]		☐	Professional Development
Required actions:			

---

[18] MDE 2020-2021 Planning Guidance for Minnesota Public Schools, p. 110-111.

Revision due date:
Additional comments and recommendations: