



A Sage International School

Strategic Planning 2020/21

Rationale	4
Decision-Making Through the IB Learner Profile	4
On-Site Campus Safety	5
Social Distancing	5
Personal Items	5
Arrival/Departure Protocols	6
Before Leaving Home	6
Temperature Screening	6
Admittance to Building	6
Students	6
Staff	6
Parents	6
Visitors/Volunteers	6
Afterschool Parent Pick-up	7
Hygiene Protocols	7
Facial Coverings	7
Students	7
Staff	7
Visitors/Volunteers	8
Illness-Response Protocols	8
Illness at school	8
Illness at home	8
Return to school after illness	8
Playground Protocols	9
Class Presentation/Party Protocols	9
Off-campus Learning Experiences	9
Classroom Supplies	9

Athletics, Clubs, & Activities	10
Vulnerable Staff and Students	10
Communication	10
Surveys/Feedback	11
Technology	12
Use Agreement	12
Chromebook Expectations	12
Optional Chromebook Protection	12
Technical Support	12
WiFi Issues	13
Learning at Forge	13
On-site Learning Delivery	13
Hybrid Learning Delivery	14
Remote Learning Delivery	14
Learning Requirements	14
School Day	14
Active Learning Time	15
Connectedness	15
On-site Workshop Model	15
Hybrid Learning Guidelines	15
Remote Learning Guidelines	16
Parent Expectations:	16
Student Expectations	17
Non-Negotiables	17
Attendance and Participation	18
Feedback	19
EL/RTI	19
Special Education	19
Specials Teachers	19
Toddle Posting Guidelines	20
Purpose	20
Video Tutorials	20
Activity Completion Expectations	21
Access	21
Forge Guidelines for Video Calls	21
Purpose	21
Teacher Expectations for Video Calls	21
Student Expectations for Video Calls	22

Forge International Strategic Planning 20/21

Daily Group Video Calls	22
1:1 Check-Ins	22
Expectations	22
Online Resources	23
Helpful websites and tutorials	23
Forge Staff Professional Development, Inquiry, and Collaboration	24
Professional Development	24
Professional Inquiry	24
Collaboration	25
Operations	25
Facilities and Maintenance	25
Cleaning and Disinfecting the Building	25
Daily Routines	25
Personal Protection Equipment	25
School Nutrition Services	25
Food Service During Hybrid/Remote Learning	26
Transportation	26

Rationale

Decision-Making Through the IB Learner Profile

Adapted from: Hassan, Ali. (2020). "Re-thinking the IB Learner Profile for online school leadership."
Available online [here](#).

Attribute	Responsibilities
Inquirers	<ul style="list-style-type: none"> ● Inquire about access and equity to high-speed internet. ● Inquire about the impact of COVID-19 on parents' comfort level with sending students to school. ● Inquire about the impact of remote learning on households for staff and students.
Knowledgeable	<ul style="list-style-type: none"> ● Know what training is required by teachers/students/parents in working with different platforms. ● Attend webinars and workshops all over the globe to stay updated on the latest technologies and practices. ● Grow own knowledge database to integrate professionally in various educational context so as to learn techniques of implementation of the IB standard
Thinkers	<ul style="list-style-type: none"> ● Think of different plans and solutions to cope with challenges. ● To think about various instructional and assessment strategies teaching and learning meaningful, enhancing, interactive etc. ● Think of what best fits your community (regarding tools, accessibility, etc.)
Communicators	<ul style="list-style-type: none"> ● Keep time in mind for meetings. ● Communicate effectively their thought process to the team and convince the team to be on the same page to be able to take the institution to greater heights ● Open various channels for communication ● Be a great listener. ● Communicate with all stakeholders so as to collaborate with them.
Principled	<ul style="list-style-type: none"> ● Ensure you are following the school guidelines and doing the right thing. ● Model appropriate behavior, attitude and practices. ● Keep a close eye on the school's goals and objectives ● Set personal bias/opinions aside for the mission and vision of the school.
Open-minded	<ul style="list-style-type: none"> ● Be open to various perspectives and opinions. ● Accept team differences in terms of goals, teaching strategies, and personal expression. ● To be open minded to unlearn something to learn something new with respect to skills.
Caring	<ul style="list-style-type: none"> ● Take into account the various home situations and challenges being faced by various families in these circumstances. Some families are separated,

	<p>are facing financial challenges and are struggling to juggle the home/school circumstances.</p> <ul style="list-style-type: none"> ● Be there for your team, your students. ● Care about the social-emotional health of your team and students. ● Care about the screen time for learners.
Risk-takers	<ul style="list-style-type: none"> ● Take risks and try different strategies for remote learning and then select which works best. ● Approach and chase new opportunities and options. ● Try new things and risk failing in case something might soar.
Balanced	<ul style="list-style-type: none"> ● To encourage other staff a healthy work-life balance. ● Work hard and do all the work required to the best of your ability but also have time to do activities to help you relax like the gym, seeing friends, reading, chilling etc. ● Be mindful of the idea of holistic wellbeing. ● Implement a staff culture of balance in work and life activities ● Allow opportunities for students to plan balance between the academic rigor and social emotional strain of hybrid/remote learning.
Reflective	<ul style="list-style-type: none"> ● Assess the steps taken by the leadership team. ● If something is not working, or could be done better, or does not suit your stakeholders (parent/teacher/student community) there has to be flexibility to change. ● Understanding reflective techniques to integrate within teaching context so as to identify factors like biases and motivators.

On-Site Campus Safety

Social Distancing

Efforts will be made to maintain appropriate social distancing as determined by the CDC and local health department. These efforts include:

- Separate entrances into the facility for different grade levels to mitigate waiting in lines.
- Maximize classroom spaces to promote separation of students.
- Implement table/desk shields to safely protect individual learning spaces.
- Gymnasium/Cafeteria will be closed to gatherings for meals and assemblies.
- Outdoor workshop spaces will be designated to allow for open-air facilities for learning.

Personal Items

It is important during this time that we limit the potential exposure of the school based on items coming with students from home. Please help ensure that these guidelines are upheld to ensure maximum protection for staff and students.

- **Allowed Items:** jacket, lunchbox, completed projects, personal supplies (should be disinfected before and after arrival to school)
- **Disallowed Items (include but not limited to):** backpacks, toys, stuffed animals, trading cards, pillows, blankets

Arrival/Departure Protocols

Before Leaving Home

Parents are encouraged to screen their children for a fever before leaving the home, whether coming directly to school or a bus stop. Any students, and their siblings, whose temperatures are above 100° F should not attend school. Any students exhibiting possible COVID-19 symptoms, particularly coughing or sneezing, should be kept home and families should consult with their pediatricians. Students should plan to attend school remotely until cleared to return (see Illness-Response Protocols below).

Temperature Screening

Forge International may implement routine temperature screenings as conditions and guidance from State and County agencies warrants. Parents must remain on screening days until their students' screenings are complete. Students whose temperatures are above 100° F (and their siblings) will be sent home and not permitted to enter any building on the Forge International campus.

Admittance to Building

Please help keep our staff and students healthy. Anyone that suspects they may be ill or have a fever should not enter the campus, even to drop children off for school.

Students

Students will be assigned an entry point into the building based on their grade and classroom location. Students should proceed directly to class without stopping to use the restroom or socialize. Once in their classroom they should follow the direction of their teacher/s regarding accessing any other part of the campus.

Staff

Staff should enter the campus through the main office for an initial screening before proceeding to their assigned work areas.

Parents

Parents picking-up/dropping-off students should not enter the main office area, but communicate with the office via the intercom system outside the main doors. Parents should follow the guidelines of office staff to verify identification and document the arrival/departure of the students. It is suggested that parents call at least 15 minutes in advance of when students need to leave campus in order to allow for the potential additional time that may be necessary to check students out.

Visitors/Volunteers

Visitors/Volunteers should enter the campus through the main office for an initial screening. After identification and purpose for visit has been verified, visitors/volunteers may follow the direction of staff on how to proceed to the appropriate location.

Afterschool Parent Pick-up

Protocols will be developed to ensure appropriate social distancing takes place and to safely and efficiently facilitate pick-up. This plan will be posted on the website and communicated to parents. We ask for full cooperation from parents in following the plan to ensure the safety of all staff and students.

Hygiene Protocols

Parents are required to keep sick students and their siblings home for at least 72 hours after a fever subsides without the use of fever-reducing medicines. We rely on parents to promote the same hygienic practices we will direct students to practice at school, including:

- covering coughs or sneezes with a bent arm or tissue and washing hands or using hand sanitizer afterward;
- washing hands with soap and water for 20 seconds, dry hands with a paper towel, and using the paper towel to turn off the faucet;
- keeping hands away from nose, mouth, and eyes; and
- avoiding the sharing of food, drinks, and personal care items (e.g. lip balm).

Facial Coverings

Students

Facial coverings are encouraged and expected of students for the health and benefit of others. Forge International understands the scope of facial coverings in regards to medical conditions, emotional conditions, and disabilities and will assess these circumstances on a case-by-case basis. In absence of a local health order, masks/face shields are encouraged and expected for the health and safety of others, but will not be required. If students/families are unable to provide a mask, a disposable mask will be provided for the day and school staff will work with families to provide other reusable options. If the local health district enacts a health order for Canyon County or Middleton, masks/face shields will be required as per the order at times during the school day when distancing is not possible. If there are individual circumstances based on a documented physical condition, mental health condition, or disability, decisions will be made on a case-by-case basis. We are rearranging our classrooms, adding desk shields, increasing outdoor play outdoor learning opportunities, and taking other actions to maximize the times during the day when students are safely distanced and will not be expected to wear face coverings, face shields or masks. Even with a mask-wearing order in place, we will create multiple times during the day when students will be able to safely learn and plan without face coverings.

Staff

Staff will be required to have and be in possession of a facial covering at all times and are expected to wear it for the health and benefit of all unless excused by a documented medical condition, mental condition, or disability. Staff may choose to provide their own facial covering if they do not wish to use the facial covering provided by the school.

Visitors/Volunteers

Visitors and volunteers will be asked to wear a facial covering to enter the building beyond the front desk area. Visitors and volunteers may use their own facial covering or utilize disposable masks as provided by the office.

Illness-Response Protocols

References: Sage International School Board Policies 3500, 3520, 3540, Forge Parent/Student Handbook

Illness at school

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- A. Isolate the child immediately from other children in a room or area segregated for that purpose.
- B. Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child (and siblings).
- C. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

Illness at home

- Students should remain at home with a fever greater than 100°. The student can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).
- Students will NOT be allowed to return to school if any other family member exhibits any COVID-19 related symptoms. Students will not be allowed to return to school without a follow-up appointment with the school nurse or designated staff.
- If the student has been ill, they will NOT be allowed to return to school until 72 hours have passed with no medicine and no symptoms as determined by a follow-up appointment with the school nurse or designated staff.
- Students that are home ill may participate in learning experiences remotely as their symptoms and energy allows to ensure that they do not fall behind the class schedule.

Return to school after illness

Students that miss school due to illness that may include COVID-19 symptoms may not physically return to school until cleared by the School Nurse or designated staff. This also includes students from homes where a family member has exhibited symptoms related to COVID-19. Re-entry Appointments will be scheduled with families by the School Nurse or designated staff via Zoom to conduct a visual check on the student and complete a questionnaire and verify if the student is able to return to campus. The student may be screened for temperature periodically for the next two-weeks as determined necessary by the School Nurse or designated staff.

Playground Protocols

Play is an essential and vital part of social-emotional development. Protocols will be developed to limit the number of students allowed in a specific play area. This will allow for appropriate play while still being able to maintain social distancing.

Play equipment (basketballs, jump ropes, etc.) will be assigned to each classroom and should be disinfected at the beginning and end of any recess. Personal play equipment will not be allowed on campus and should be left home.

Playground equipment, when installed, will be used in accordance with guidance from the CDC and local health district. Equipment will be routinely disinfected to ensure proper hygienic quality.

Class Presentation/Party Protocols

Until schools are allowed to operate at levels considered normal (Pre-March 13, 2020), classroom gatherings that include outside visitors and/or food, shall not take place. This includes but is not limited to presentation/project fairs and birthday/holiday celebrations. Teachers and students are encouraged to find other ways to celebrate learning and learners that include members of the community while maintaining safe physical protocols of limiting the number of visitors to the school and safe food handling practices.

Off-campus Learning Experiences

Also known as field trips, off-campus learning experiences are an important part of the learning process. However, during this time, learning experiences may not be feasible given restrictions on social distancing, transportation, and hygiene practices at off-site locations. Teachers are encouraged to seek virtual experiences that allow students to engage in learning beyond their local community. Additional guidance may be provided and Forge International will follow the guidelines from the CDC, local health district, the Idaho State Department of Education, the Idaho State Board of Education, and/or the Sage International Board of Directors. Requests for off-campus learning experiences will be assessed on an individual basis and take into account the restrictions and limitations of the current health mandates at the time.

Classroom Supplies

In order to prevent potential spread of illness, students will be given their own individual supplies (pencils, glue stick, scissors, etc.) to be stored in an individual supply box. These supplies are for individual use only and should not be shared between other students. Individual boxes and/or supplies should be sanitized as directed by facilities staff based on the latest guidelines from the CDC and/or the local health district. See appendix for the 20/21 supply list.

Athletics, Clubs, & Activities

It is still the goal of Forge International to offer athletics, clubs, and activities. COVID-19 protocols have changed some of the expectations around the development and implementation of these programs to ensure safe and healthy protocols are in place to protect students and staff. More information will be available as these opportunities are formulated. If you are interested in volunteering to sponsor/coach an activity, please contact our Head of School.

Vulnerable Staff and Students

Staff and students that have a documented medical condition, emotional condition, or disability that is covered under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act may be granted reasonable accommodations to support the equal access to their work/learning as protected by law. Each case will be evaluated individually. Parents/students should contact the School Nurse and/or the School Counselor. Staff should contact the Head of School.

Communication

References: Sage International Board Policies 4000, 4105, Forge International Parent/Student Handbook

Regular communication between teachers and parents will continue throughout the year. Our goal is to provide as many details as we can directly to students when it comes to instructions and information they need to complete learning experiences. This way, students are able to direct their own learning with minimal parent support.

Parents can expect a weekly update from teachers regarding the learning that happened throughout the week and anything they need to know about the upcoming week. Questions regarding learning experiences and student learning can be directed to teachers via email.

Students can expect a weekly overview from their teachers, including a schedule or description of due dates and how much time they are expected to put toward their learning experiences throughout the week. Students can reach out to their teachers with questions via email.

Forge International School is committed to keeping our parents informed and to promote open lines of communication between Forge and our students and our families. Forge uses SchoolMessenger to provide parents information via instant messaging. As part of enrollment, parents are automatically signed up for SchoolMessenger to receive automated phone calls and emails. Parents must opt-in to receive text messages. Please contact the school for up-to-date instructions on opting-in for text messages.

For information about upcoming meeting, events, community activities, etc., please go to the Upcoming Events Calendar on our website: www.forgeintl.org

Teachers are available to answer your questions and should be your first point of contact. Typically, email is the best means, in non-time critical situations, to reach our teachers and/or to request a meeting with a teacher. You can find email addresses for teachers and all staff members in the Staff section of our web page.

The proper administrative channels are as follows:

- Teacher
- Coordinator: Jacquee Rodden (PYP K-5); Darci Stelzner (Grades 6-8)
- Micah Doramus, Head of School
- Keith Donahue, Executive Director
- Board of Directors

Please call the front desk if you would like to speak with a teacher or make an appointment with our administrative staff to discuss any aspect of Forge International School. We will schedule the requested meeting as soon as convenient for all persons involved.

Surveys/Feedback

Feedback from our stakeholders is an important part of being responsive to our community. Forge International will send out routine surveys annually to collect longitudinal data about the growth and progress of the school. Additionally, it may be necessary to send a quick survey/form to elicit more timely feedback to assist with decision making on a quick timeline. It is our goal to include the opinions and voice of all stakeholders as decisions are made that may have a significant impact on the school. Forge International encourages parents to share their truth when completing these surveys. Without honest critique of the work being done, growth and improvement efforts cannot truly move forward.

Please reach out if we can help out in any other way:

Micah Doramus	Forge Head of School	micah.doramus@forgeintl.org
Jacquee Rodden	Forge PYP Coordinator	jacquee.rodde@forgeintl.org
Darci Stelzner	Forge MYP Coordinator	darci.stelzner@forgeintl.org
Joy Kaplan-Rood	Forge Counselor	joy.kaplanrood@forgeintl.org
Tara Handy	Forge Special Ed. (K-5)	tara.handy@forgeintl.org
Susan Kologi	Forge Special Ed. (6-8)	susan.kologi@forgeintl.org
Jessie Miller	School Nutrition	jessie.miller@forgeintl.org
Attendance Office	Attendance Office	attendance@forgeintl.org
General Information	General Information	info@forgeintl.org

Chromebook Support	Help Desk	helpdesk@forgeintl.org
Transportation	Caldwell Transportation	208-459-0195

Technology

Use Agreement

As part of the registration process, an adult signed an agreement form that indicates our Technology Use, Rules, and Etiquette addendum in the [school handbook](#) upon collecting their student chromebook(s).

Chromebook Expectations

Please be mindful that the use of these chromebooks should be for school work only. Families may be held responsible for any damage incurred during this time. Please take precautions and work on setting strict routines with your children about placement and charging rules.

Optional Chromebook Protection

Families may choose to participate in an optional chromebook protection plan. This \$25 plan covers accidental damage repair/replacement. It is not required for a student to receive a chromebook. Negligence and intentional damage are not covered under this policy. Students found to be negligent or intentional with the damage will be held responsible for the cost of repairs, including up to the replacement cost. Students who elect not to purchase the protection plan may not be covered if an accident occurs and may be responsible for the costs of repair or even replacement depending on the severity of the damage. Payments can be made at <https://checkout.square.site/buy/FX3LBE6EG6YSVUGWRI5IOQZL>

Technical Support

Technical support is offered through the main office and students should bring their chromebook with them to explain the problem. During hybrid or remote learning, students and/or families should email helpdesk@forgeintl.org with any technical issues related to their chromebook.

Please do not attempt to fix anything major without communicating with the help desk, including reloading an operating system or attempting to repair any hardware/connection on the chromebook. Depending on the nature of the technical issue, staff will direct you in troubleshooting or provide you with information about trading out the chromebook.

WiFi Issues

WiFi Connection

1. Log user out of chromebook.
2. At login screen, connect to WiFi
3. Let sit for 3-5 minutes for settings to update
4. Login student user

Poor/No WiFi Connection

- Please reach out to helpdesk@forgeintl.org or 208-244-0577 so we can best support you and your student(s).

App/Platform Tutorials

- This [spreadsheet](#) includes tutorials for all apps and platforms students and families will be asked to use.

Learning at Forge

Our goal for this document is to share the guidelines and expectations for all Forge staff, students, and families for each phase of our learning plan. Our hope is that this document clearly lays out what is expected of each member of the community in each phase of learning to ensure maximum flexibility while maintaining high standards for academic success and social-emotional health and wellbeing. Forge staff has worked hard to ensure the values and vision of our school are represented in all phases of learning, just as it would be if students were present on the Forge campus during the On-site Phase.



On-site Learning Delivery

- All staff work on campus.
- Normal school routines.
- Attendance policies are normal
- Assessment and academic policies are normal
- Initial health screenings (for re-entry) and routine health screenings (as needed).
- Special safety protocols in place and approved by the health district and county.

Hybrid Learning Delivery

- All staff to work from campus
- Hybrid teaching assignments to address workload.
- Modified attendance policies for remote students.
- Academic policies modified, but clear expectations about roles and responsibilities of parents, students, and teachers enforced to ensure high quality learning is taking place.
- Initial health screenings (for re-entry) and routine health screenings (as needed).
- Special safety protocols in place and approved by the health district and county.

Remote Learning Delivery

- All staff expected to work from home
- Attendance policy highly modified to provide flexibility of academic engagement.
- Academic policies modified, but clear expectations about roles and responsibilities of parents, students, and teachers enforced to ensure high quality learning is taking place.
- All schooling via remote learning model (balance of screen and tactile engagements).
- If utilizing remote as part of the hybrid model, see above.

Learning Requirements

Forge International understands that learning from home requires a different mindset than learning on-site. In order to ensure high-quality learning, Forge International expects parents and students to engage routinely in learning experiences.

School Day

	K-1	2-3	4-5	6-8
On-Site (Face-to-face)	8:30a-3:50p	8:30a-3:50p	8:30a-3:55p	8:20a-4:00p
Remote (Synchronous/Live)	1.5-2 Hours Per Schedule	2-2.5 Hours Per Schedule	3-4 Hours Per Schedule	4-5 Hours Per Schedule
Remote (Asynchronous)	1.5-2 Hours Family Choice	2-2.5 Hours Family Choice	2-3 Hours Family Choice	1.5-2.5 Hours Family Choice

*Due to schedule limitations, it may be necessary for some 1:1 teacher/student check-ins to occur outside the live/online time slots. Teachers will make arrangements with families to ensure maximum participation while working with family schedules.

**It may be necessary for students receiving specialized instruction, social-emotional supports, or therapy to schedule additional live sessions outside the above requirements to ensure that students receive the support they need to meet their learning goals.

Active Learning Time

	K-1	2-3	4-5	6-8
On-Site (Face-to-face)	6h	6h	6h 5m	6h 40m
Remote (Synchronous/Live)	1h 30m- 2h	2h- 2h 30m	3h- 4h	4h- 5h
Remote (Asynchronous)	1h 30m - 2h	2h- 2h 30m	2h- 3h	1h 30m- 2h 30m

Connectedness

We value the connections we have with students and those students have with one another. To continue to support these connections, we are offering multiple opportunities throughout the day for students to safely interact with their teachers, classmates, and Forge staff members. These opportunities will include daily announcements and the Pledge of Allegiance, virtual morning meetings with teachers and classmates, multiple options for read-alouds with teachers and Forge staff, one on one virtual meetings with students and teachers, and opportunities for students to use comment features on learning platforms to provide feedback and support to their classmates. Periodically Forge staff may host virtual assemblies or hangouts to allow for students to engage with the larger community and stay connected with their peers.

On-site Workshop Model

Workshop is a teaching structure that pushes students to be creative and responsible in their own learning. The Workshop Model asks students to take charge of their own learning, becoming active and engaged in their work and development of understanding. Using a workshop model allows teachers to be actively engaged with students individually or with small groups, facilitating and assisting in that understanding, while also providing individualized support.

The typical structure of a workshop is: 20% mini lesson, 60% work time, 20% debrief. During the work time, students may be doing different activities and the teacher is working directly with students, trying to build student independence while scaffolding for growth. The expected routine runs smoothly and the learning can be problem-based, planned through learning styles, or can address different areas of a specific curriculum.

Hybrid Learning Guidelines

Planning under development for a potential rotating A/B schedule to limit the number of students in the building at one time.

Remote Learning Guidelines

	K-1	2-3	4-5	6-8
Remote (Synchronous/Live)	1.5-2 Hours Per Schedule	2-2.5 Hours Per Schedule	3-4 Hours Per Schedule	4-5 Hours Per Schedule
Remote (Asynchronous)	1.5-2 Hours Family Choice	2-2.5 Hours Family Choice	2-3 Hours Family Choice	1.5-2.5 Hours Family Choice

Elementary students will be expected to participate in synchronous, live, online learning engagements as scheduled by Forge teacher(s). Additionally, there will be asynchronous learning engagements, practice, or assessments that can be scheduled by each family individually to best fit the family schedule.

Middle school students will be expected to attend synchronous live online learning engagements based on their individual schedule. Students will have breaks built into their schedule to allow for periodic time away from the screen, but will spend a significant amount of time online with their teachers and classmates.

Parent Expectations:

Supporting Your Student’s Distance Learning Experience

Remote Learning is certainly a team effort, one in which families play an integral role in supporting quality student learning from home. The following are ways in which families can support their students during distance learning:

- Provide an environment conducive to learning, including appropriate access to technology and a safe and quiet space during the day.
- Monitor updates from the school/teachers and check in daily with your child about what they are learning and the activities they are working on.
- Engage in discussion and dialogue with your students about their learning experiences. Ask them to tell you about their learning goals and how they are meeting them; ask them about their live class sessions and interactions with their teacher(s) and other classmates; and ask them to demonstrate their learning/understanding when possible.
- Encourage your students to be a good communicator and email their teacher(s) if they have questions or need clarification/extra assistance.
- It is very important that we can see what students understand and can do independently. Encourage students to do their best on their work, to show what they know, and please keep in mind that helping your students to understand the material is different than doing the work for them.
- Please reach out to our school counseling team for additional support.

Student Expectations

Students play a key role in the success of the remote learning experience. The following are specific roles and responsibilities that students can expect to engage in during distance learning:

- Dedicate appropriate time to learning.
- Engage in healthy habits to ensure your own social and emotional balance.
- Communicate with your family, teachers, or school counselor when you are feeling overwhelmed, stressed, anxious, nervous, etc.
- Establish and maintain a daily routine to support your learning experiences each day and each week. Use digital calendar resources to maintain a schedule of your live class sessions, upcoming assignments, learning goals, etc.
- Utilize a physical space that supports learning. Make sure it is comfortable and quiet and allows you to engage in your learning with little to no distractions.
- Get up on time, eat breakfast, and get dressed as if you are coming to campus! Ensure you are dressed appropriately and ready to engage in your online class sessions and interactions with teachers and classmates. Be on time for your live meeting sessions.
- Be IB in your online interactions with teachers and classmates. Engage in appropriate and respectful ways, and embody the IB attributes in your daily interactions.
- Complete your assignments with integrity and honesty. Do your own work and show your own learning.
- Do your best to meet deadlines for learning engagement assessments, and be a good communicator with your teachers if you are having struggles with meeting deadlines.
- Use the schedule break times to leave your computer. Go for a walk or do something active throughout the day.

Non-Negotiables

Daily Pledge of Allegiance and Announcements (with Mr. Doramus) @ 8:30am

Daily Morning Meetings @ 8:45am

Weekly 1:1 10 minute Check-ins

Synchronous Meetings: Daily

[Elementary School Printable Schedule](#)

[Middle School Printable Schedule](#)

<p>Kindergarten 1.5-2hr 8:30-8:45 Morning Announcements 8:45-9:00 Morning Meeting 9:00-9:30 Math 10:00-10:15 Specials 10:15-10:45 Reading 11:15-11:45 Read aloud/closing circle</p>	<p>1st Grade 1.5-2hr 8:30-8:45 Morning Announcements 8:45-9:00 Morning Meeting 9:00-9:30 Reading/Writing 9:40-10:10 Math 2:00-2:15 Specials</p>	<p>2nd Grade 2-2.5hr 8:30-8:45 Morning Announcements 8:45-9:00 Morning Meeting 9:00-9:30 Math 9:45-10:15 Phonics/Writing 10:30-11:00 Reading 11:00-11:20 Specials 11:30-12:00 Inquiry</p>
--	---	---

Forge International Strategic Planning 20/21

<p>3rd Grade 2-2.5 8:30-8:45 Morning Announcements 8:45-9:00 Morning Meeting 9:00-9:40 Math 10:20-11:05 Inquiry/Writing 1:00-1:20 Specials 1:20-1:35 Reading 2:35-2:50 Closing Circle</p>	<p>4th Grade 3-4hr 8:30-8:45 Morning Announcements 8:45-9:15 Morning Meeting 9:15-9:45 Writing 10:20-11:00 Math 11:00-12:00 ELA/Inquiry 1:30-2:00 Specials</p>	<p>5th Grade 3-4hr 8:30-8:45 Morning Announcements 8:45-9:15 Morning Meeting 9:15-10:30 ELA or Math 10:30-11:00 Specials 12:45-2:00 ELA or Math 2:15-2:45 Inquiry</p>
<p>Middle School Daily Schedule *calendar invites will be placed on the student's Google Calendar 8:30-8:45 Morning announcements with Mr. Doramus 8:45-9:15 Advisory 9:30-10:30 period 1 10:35-11:35 period 2 11:35-12:45 lunch and weekly 10 minute 1:1 check ins for some students 12:45-1:45 period 3 1:50-2:50 period 4 2:55-3:10 Advisory 3:15-3:25 weekly 10 minute 1:1 check ins for some students</p>		

Asynchronous Activities: Daily

<p>Kindergarten 1.5-2hr -Inquiry exploration activity -Activities for ELA and math that correspond with daily lessons</p>	<p>1st Grade 1.5-2hr -Inquiry exploration activity -Activities for ELA and math that correspond with daily lessons</p>	<p>2nd Grade 2-2.5hr -Activities for ELA, math, and inquiry that correspond with daily lessons</p>
<p>3rd Grade 2-2.5hr -Activities for ELA, math, and inquiry that correspond with daily lessons</p>	<p>4th Grade 2-3hr -Inquiry extension activities -Independent reading -Independent math practice -Optional activities for more practice</p>	<p>5th Grade 2-3hr -30 minutes independent reading -Reading and math independent practice as assigned -Activities related to inquiry</p>
<p>Middle School Optional activities for enrichment may be communicated from subject area teachers.</p>		

Attendance and Participation

Students are expected to attend all live sessions and participate in all learning experiences assigned by teachers prior to the next learning day begins. We understand that Remote Learning may present challenges to families in regards to child care and parent work schedules. Every session of live classes will be recorded and made available for viewing at a later time to allow families to watch these sessions and ensure student participation in the asynchronous learning experiences prior the the next school day.

Forge International Strategic Planning 20/21

If your child is not able to attend the live sessions routinely due to a schedule conflict with parent work or childcare, please connect with your child's teacher to ensure that we are accurately reporting attendance and participation.

Feedback

All classroom teachers will provide feedback to students as necessary, with the expectation that at least 2 of their learning experiences are receiving detailed explanations of feedback each week. This feedback could be shared with students by commenting on students' activities within learning apps or in their weekly 1:1 check-in.

EL/RTI

- Teachers/students will be supported by RTI/EL teachers on class work and in live sessions.
- As we receive more classroom data and an understanding of the students, more classroom support will be provided.

Special Education

Students on IEPs in grades K-5 should participate in scheduled live/synchronous learning times with their classroom teacher--just as when they attend school in person, inclusion and involvement in the general education classroom is an important value.

Students on IEPs in grades 6-8 will attend live/synchronous class sessions following their schedules which may include scheduled blocks to meet service time requirements.

Teachers and service providers will contact families of students on IEPs to share plans for providing special education instruction, services, and supports through distance learning. This may include additional live/synchronous sessions with teachers, paraprofessionals, and/or service providers, as appropriate.

If your child's IEP or 3-year evaluation is due during the distance learning period, their case manager will contact you to make arrangements for how to complete these processes. Meetings may be held virtually or by phone to ensure that we are following public health protocols.

Teachers may contact Tara Handy (K-5) or Susan Kologi (6-8) if they have questions on how to accommodate a learning experience.

Specials Teachers

Purple	K: 15 min	1: 15 min	2: 20 min	3: 20 min	4: 30 min	5: 30 min
Arts	Mon 10-10:15	Mon 2-2:15	Mon 11-11:20	Mon 1-1:20	Mon 1:30-2	Mon 10:30-11

Forge International Strategic Planning 20/21

PE	Tue 10-10:15	Tue 2-2:15	Tue 11-11:20	Tue 1-1:20	Tue 1:30-2	Tue 10:30-11
Spanish	Wed 10-10:15	Wed 2-2:15	Wed 11-11:20	Wed 1-1:20	Wed 1:30-2	Wed 10:30-11

Green	K: 15 min	1: 15 min	2: 20 min	3: 20 min	4: 30 min	5: 30 min
Arts	Tue 10-10:15	Tue 2-2:15	Tue 11-11:20	Tue 1-1:20	Tue 1:30-2	Tue 10:30-11
PE	Wed 10-10:15	Wed 2-2:15	Wed 11-11:20	Wed 1-1:20	Wed 1:30-2	Wed 10:30-11
Spanish	Mon 10-10:15	Mon 2-2:15	Mon 11-11:20	Mon 1-1:20	Mon 1:30-2	Mon 10:30-11

- Arts, Spanish, and PE will provide a virtual meeting once a week, as well as one Toddle activity for each grade level.
- Clear and specific feedback will be provided on Toddle activities from specials to every student at a minimum of every other week. On even weeks, students in green classes will be provided feedback from arts and Spanish while students in purple classes will be provided feedback from PE. Odd weeks will be the opposite.
- Specials teachers will have weekly office hours for any students or parents who have questions or would like support on their Toddle activities.

Toddle Posting Guidelines

Purpose

Toddle allows for teachers, students, and families to access all tools related to teaching and learning in one place. Students are able to access their daily calendars, live meetings, activities, and feedback on their Chromebooks, family devices, tablets, or smartphones. Families are able to view the same tools, and can also send and receive information directly to teachers. All live meetings and activities will be shared through Toddle in order to provide a seamless experience for all students, families, and teachers.

Video Tutorials

- [Toddle Classroom- General How-To](#)
- [Toddle Family App Tutorials](#)

Activity Completion Expectations

- Toddle activities, or learning experiences, are directly related to synchronous sessions that include mini lessons and group work. All should be completed by 8:30 am on the day following that activity being assigned unless otherwise specified by the teacher.

Access

Students will be able to sign in with their google accounts by clicking “sign in with google”.

- [Toddleapp.com](https://toddleapp.com)
- Toddle Student App for iOS or android
- Toddle Family App for iOS or android

Forge Guidelines for Video Calls

Purpose

The personal relationships and connections teachers and students create when in the classroom is valuable to the social-emotional well-being of students. In effort to continue to foster these connections during the online learning portion of our school year, we will use video calling on a daily basis.

Teacher Expectations for Video Calls

Teachers are expected to attend video calls as they would participate in any classroom activities, meetings, or professional development opportunities. Teachers should be dressed appropriately with cameras on and microphones muted until it is time to speak. Additional expectations include, but are not limited to:

- Join your class at least five minutes early to ensure proper connection
- Give an agenda and learning objectives for each class/day
- Make sure you are in an appropriate environment or use a background
- Turn on the chime so you know when a student enters
- Treat it like your classroom
- Dress appropriately
- Use your video--kids and staff should see your face
- Minimize your distractions
- Use hand raising feature to call on students
- Use the whiteboard to let students engage on a shared document
- Model assignment expectations using the share screen feature (e.g. create a writing example that models the expectations just like you would if you were in the classroom).
- Check for appropriate settings (see page 3 of this document)
- Monitor your chat (you may turn off chat if you prefer)

Student Expectations for Video Calls

Students are expected to attend video calls as they would participate in any classroom. Students should be dressed appropriately with cameras on and microphones muted until called upon. Additional expectations include, but are not limited to:

- Find a Quiet, Appropriate Learning Space.
- Use Your Real Name When Logging Into Zoom.
- Be Respectful.
- Use Mute When Not Speaking.
- Raise Your Hand To Speak.
- Use The Chat Feature When You're Given Permission.
- Use Reactions To Show Your Understanding.
- Show The School's Values When You're Online
- Make Your Parents Proud; Make Good Choices
- <https://www.youtube.com/watch?v=etDU1vhVzSw>

Daily Group Video Calls

Announcements and morning meetings will take place every day. These will allow students to stay connected with the whole school community and their classroom communities.

- Daily Pledge of Allegiance and Announcements: 8:30am
- Daily Classroom Morning Meetings: 8:45am
- Other videos may include read-alouds, virtual assemblies, small group learning, social hangouts, etc.

1:1 Check-Ins

Teachers will schedule video meetings with individual students for 10 minutes, once a week. These meetings will be a time for teachers and students to connect, ask/answer any clarifying questions, and provide feedback on student work.

Expectations

Links to all video call meetings will be on students' Google Calendars. These links will allow students to call in from a phone or participate in a live video through Zoom.

- **Parents:** Please remember this is not a Parent-Teacher Conference with your student's teacher. The 1:1 check-ins are for teachers and students to connect and discuss student learning. If you have questions for your students' teacher, please send them an email or connect with them on Toddle.
- **Students and Teachers:** Please be mindful of staying within the time limits of your scheduled meetings. Teachers have many appointments with students throughout the day and need to protect the time they spend with each individual. Teachers will remind students when there is one minute left of the call.

Online Resources

Site/App	Function	Link
Toddle	Communication to students and documentation of learning	https://www.toddleapp.com/
Clever	Single Sign-on Access to multiple applications	In Development
Zoom	Video Calls	Find links from teachers in Google Calendar or within the Toddle App
Signup Genius	Scheduling Appointments	Get link from student's teacher
Google Calendar	Schedule for learning engagements, Zoom meetings, etc.	http://calendar.google.com
Padlet	Read Alouds	https://padlet.com/jacquee_rod den1/4rnwxcgvle3
Padlet	Forge I See IB	https://padlet.com/jacquee_rod den1/9moxdmsz6yg0
Other Resources		https://docs.google.com/spread sheets/d/1bkhUyw39V4i3wd_suzKCwrb-T9S2TKwe305ZkdhZINA/edit?usp=sharing
Moby Max	Math practice/intervention	https://www.mobymax.com/
Prodigy	Math game	https://www.prodigygame.com/

Helpful websites and tutorials

- Guide to using MobyMax at home:
https://data.mobymax.com/mc/share/Using_MobyMax_From_Home.pdf

Forge Staff Professional Development, Inquiry, and Collaboration

Professional Development

- Mandatory staff meetings: Fridays 8am
- Optional/Required training will be scheduled on the staff calendar.

Professional Inquiry

Each educator will be responsible for completing one professional inquiry action research project during the year. This professional inquiry project should be of interest to you, be applicable to your teaching or role at Forge, and help you grow as a professional. Once a month educators with similar research interests will collaborate on their learning to gain and share new understandings.

The professional inquiry project will follow the action research cycle:

1. Identify a problem or growth area in your practice
 - Define your research topic
 - Ask research questions to focus your research topic
 - Reflect on personal experiences in relation to your research topic
2. Develop background knowledge and synthesize information to inform your research
 - Locate and understand relevant information and previous research methodologies on your topic
 - Review or refine your research questions in light of new understandings
 - Reflect on the literature and its relation to your personal experience/practice
3. Create your action research plan to engage in data collection
 - Use new understanding to implement a strategy/idea/study etc. in your practice
 - Create a plan of action for implementation
 - Create a plan of action for data collection
 - Implement your action research plan in your practice
 - Reflect on your implementation and data collection
4. Analyze data and reflect on results
 - Determine data analysis techniques
 - Review, analyze, and summarize data
 - Reflect on results and meaning for your practice
 - Formally publish/present findings to staff

The extent of implementation and the professional development surrounding the action research project will be differentiated based on educator research experience. Each professional action research project will be collected for a Forge publication to ensure our research and findings are available to inform other educators and researchers of the work we have done at Forge.

Collaboration

- Grade level teams will meet on a weekly basis to ensure alignment.
- PLCs will take place weekly between grade level teams and support services.

Operations

Facilities and Maintenance

Cleaning and Disinfecting the Building

Resource: Center for Disease Control. (2020). "Cleaning and disinfecting your facility." Available online [here](#).

Daily Routines

- High-frequency Touch areas will be cleaned daily. These include but may not be limited to: classroom tables, chairs, door handles, toilets, sinks, faucets, light switches, countertops, and desks.
- Items used to clean and disinfect will be laundered or disposed of daily.
- Trash and recycling will be handled by staff only.

Personal Protection Equipment

- Staff will be trained on appropriate use of PPE including: when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Disposable gloves will be available for all staff conducting cleaning and disinfecting protocols.
- Masks may be required in the event of a positive case of infection within the school.

School Nutrition Services

Forge International will be providing breakfast and lunch for students in onsite attendance at school. In order to minimize gathering in the cafeteria spaces Forge International will follow the protocols below.

Breakfast will be a grab-and-go option. Students will enter through the west doors of the gymnasium, pick up a lunch, and proceed to their classroom before opening and/or consuming their food.

Lunches will be served at or near assigned eating areas either outside of the building or inside classrooms and students will eat at their assigned spaces. Students will clear dishes and trash at the end of the lunch period, clean their desk area, and prepare for learning to resume.

Food Service During Hybrid/Remote Learning

Forge International will deliver food service during hybrid/remote learning models. Food will be prepared in a package that includes two days' breakfasts and lunches and will be distributed on Mondays and Wednesdays. Students may order lunch in advance for the week. Student accounts will be charged based on the appropriate full, reduced, or free price as qualified.

Details regarding specific times at each of the distribution centers will be finalized and included in later drafts. The current distribution centers include:

- Emmett Subway Parking
- Sandhollow Cafe
- Caldwell Pool
- Farmway Village
- Forge International

Transportation

Caldwell Transportation will be running standard bus routes with some changes to ensure safety. Caldwell Transportation Company COVID-19 Bus Protocols can be found [here](#).

Health screenings may be conducted by parent volunteers at each bus stop. These may include a verbal questionnaire and/or a temperature scan.

Parents are encouraged to have their child use hand sanitizer prior to entering and just after exiting the school bus. Due to restrictions based on flammability, hand sanitizer stations will not be installed on each bus.