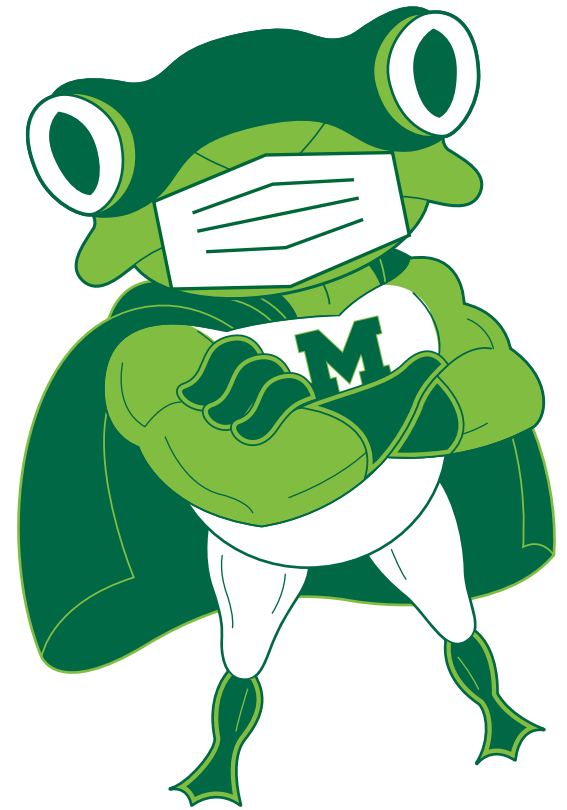
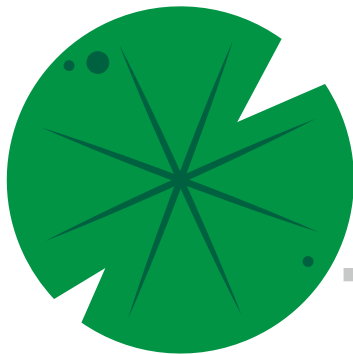


STANDING TOGETHER



EVEN WHEN WE'RE SIX FEET APART



MARET

Return-to-School Guide
Fall 2020

Version 1 08.20.20

WELCOME TO THE NEW SCHOOL YEAR

Maret will begin the school year delivering the academic program in the COL at Home model. Optional small-group community-building activities will be scheduled on campus so that students can connect with each other and faculty. In addition, the school is planning to provide strength and conditioning activities on the back field for upper school students, on-campus learning opportunities for kindergarten and first grade students, and on-campus day care for Maret families with young children who do not have other childcare options.

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INTRODUCTION

Maret will begin by delivering the academic program remotely and phase in a hybrid model of instruction as soon as it is safe to do so.

STANDING TOGETHER

Connectedness is at the heart of a Maret education. We all look forward to the day when we can return to campus fully and be together again. Until that time, Maret will deliver the academic program remotely bringing small groups of students onto campus for community building as guidelines permit and then phase in a hybrid model of instruction as soon as it is safe to do so. Be assured, we will continue to evaluate our programs and monitor the public health landscape regularly to inform our decision-making.

This guide outlines the preparations we have made and the protocols we have put in place to make a gradual return to campus possible. On behalf of our leadership team and the Board, I want to thank everyone in the community for their patience and generosity of spirit as we navigate through these unprecedented times.

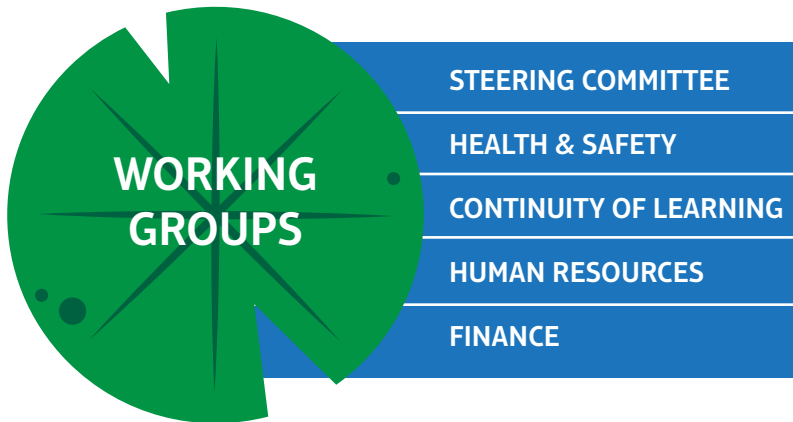
The Maret community is vibrant and strong. To remind us of our responsibility to each other and of all we can accomplish collectively, our theme for 2020–2021 will be **Standing Together**. Even if we must remain six feet apart physically, we commit ourselves to finding ways to deepen our connections, bring joy to learning, and grow as a school community.

Marjo Talbott
Head of School

COVID-19 WORKING GROUPS

Our COVID-19 Working Groups composed of Maret trustees, faculty, and outside experts have been instrumental in helping the School make decisions for the year ahead. In addition to sharing their own considerable knowledge and experience, they have been conducting extensive research—connecting with colleagues and organizations across the world, participating in webinars, and determining best practices—to help us in our planning.

We thank all members of the COVID-19 Working Groups for their dedication and hard work on the issues that are critical to a successful school year.



Steering Committee

- Ian Cameron** | President, Maret Board of Trustees
- Leigh Comas** | Vice President, Maret Board of Trustees
- Susan Epps** | Assistant Head of School
- Annie Farquhar** | Director of Admission
- Suzy George** | Maret Board of Trustees
- Trey Holloway** | Director of Finance and Operations
- Maria Lopez** | Assistant Head: Curriculum Development
- Marjo Talbott** | Head of School



Health & Safety

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- Ian Cameron** | President, Maret Board of Trustees
- Steve Farina** | Maret Board of Trustees
- Annie Farquhar** | Director of Admission
- Dr. Bruce Gellin** | Expert on Vaccines and Infectious Diseases, Parent of Alumni
- Alison Goradia BSN, RN, CPN** | Head School Nurse
- Liz Hall** | Chair, Physical Education and Athletic Department
- Trey Holloway** | Director of Finance and Operations
- Vadim Nikitine** | Maret Board of Trustees
- Jackie Roberts** | Environmental Consultant, Parent of Alumni
- Lex Sant** | Maret Board of Trustees
- Marjo Talbott** | Head of School
- Sylvia White** | Maret Board of Trustees



Continuity of Learning

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Jaime Estrada | Chair, World Languages
David Hall | Maret Board of Trustees
Eric Heilman | Director of Institutional Research
Lynn Levinson | Assistant Head: Student Life
Monique Liddell | Assistant Athletic Director
Maria Lopez | Assistant Head: Curriculum Development
Amy Sheridan Potts | Lower School Reading/
Learning Specialist
Dominic Redd | Director of Middle School
Colin Stretch | Maret Board of Trustees
Marjo Talbott | Head of School
Rachel Weller | Maret Board of Trustees



Human Resources

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Susan Epps | Assistant Head of School
Aileen George | Director of Human Resources
Suzy George | Maret Board of Trustees
Trey Holloway | Director of Finance and Operations
Tricia Primrose | Maret Board of Trustees
Marjo Talbott | Head of School
Victoria Wassmer | Maret Board of Trustees



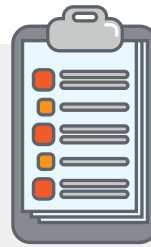
Finance

Travis Allen '93 | Maret Board of Trustees,
former Finance Chair
Ian Cameron | President, Maret Board of Trustees
Leigh Comas | Vice President, Maret Board of Trustees
Sally Dunkelberger | Director of Development
Jean-Philippe Fontaine | Director of Information Services
& Technology
Trey Holloway | Director of Finance and Operations
Bobby Holt | Director of Financial Aid
Michael Kirshbaum | Maret Board of Trustees, Finance Chair
Marjo Talbott | Head of School



OUR GUIDING PRINCIPLES*

- Preserve Community
- Confront Reality
- Communicate and Collaborate



**from the National Association of Independent Schools (NAIS)*

OUR SCHOOL PRIORITIES

- Provide an excellent education for students
- Support our dedicated faculty
- Maintain appropriate health and safety protocols

READY FOR THE NEW SCHOOL YEAR



ENHANCED VIRTUAL LEARNING

With the benefit of last spring's experience and additional time to plan over the summer, we have vastly improved our online educational offerings for the upcoming school year. Our virtual programming includes

- More small-group time in Lower School and more synchronous time in all grades, K–12
- School-provided devices and accessories for every student in the Lower and Middle Schools
- Greater standardization of information and class procedures to help students and families plan and prepare
- A full complement of specialized classes, including art, music, PE, and wellness
- Robust community-building opportunities across divisions



COMING TOGETHER AT SCHOOL

We know that being together at school is important for the social-emotional development and overall wellness of our students. We are committed to having students return to campus in a way that values the in-person nature of education and also the safety of those coming onto campus. To start, we are planning to offer

- On-campus community-building opportunities for small groups of students
- Strength and conditioning options on the back field for upper schoolers
- On-campus programming for kindergarten and first grade students
- Day care for families of younger children who do not have other childcare options

As the data and circumstances allow, we will build out our on-campus programming and move to our COL Hybrid model of instruction.



EQUITY

The pandemic has revealed deep divides within our city and our nation. Maret is committed to creating an equitable educational experience for our students and keeping our community whole during this time of change and uncertainty. Our plans respond to a variety of needs and circumstances within our school community and were informed by data collected from multiple surveys and feedback opportunities. We will continue to listen to the experiences of Maret families and faculty and strive to meet needs as they arise.



FACULTY PREPARATION

Maret's faculty are top-notch educators with a passion for teaching and an innovative spirit. To help them guide students' learning and enhance their ability to teach online, we have provided them with additional training, equipment, and resources.



SAFETY PROTOCOLS

Health and safety planning for the upcoming school year has been guided by recommendations from government and health officials. We have closely monitored information from the CDC, the DC Department of Health, Johns Hopkins, and the DC Office of the State Superintendent of Education (OSSE).

Safety protocols have been a moving target as the world continues to learn more about COVID-19. It is imperative that our health and safety measures respond to the ongoing pandemic while allowing us to properly educate students.

Our protocols will be effective only if our entire community commits to following them. These protocols will require some sacrifice and discipline from those who do come on campus, but they will allow us to use our campus to the greatest extent possible.

Our planning has been guided by information from
The CDC
The DC Department of Health
Johns Hopkins
OSSE

COMMUNITY HEALTH AND SAFETY

The COVID-19 Steering Committee meets weekly to assess data and trends.

ABOUT OUR RETURN TO CAMPUS

Decisions about our level of presence on campus will be informed by public health conditions, in particular the level of community transmission of COVID-19. We are monitoring

- The positivity rate of those who are tested for COVID-19
- The average number of people who become infected from one person with COVID-19, and
- What percentage of those who test positive have already been quarantined through contact-tracing efforts.

It is important to note that all publicly available data sources lag by about two weeks. This makes us highly reliant on the trends of the data and makes it difficult to confidently pivot based on just a few days of data.

The COVID-19 Steering Committee meets weekly to assess data and trends. As the trends improve, we believe that we will be able to welcome more of our community to campus.

CAMPUS PREPARATIONS

Our approach to reducing risk is multipronged with strategies to address air flow, surfaces, and social distancing.



CAMPUS PREPARATIONS



AIR HANDLING AND AIR FLOW

We hired an outside consultant to assess our HVAC systems, and upgrades were made according to industry standards to ensure appropriate ventilation and filtration. Plexiglass has been installed in common areas to limit the flow of aerosols. Windows and doors will remain open whenever possible to allow for the continual flow of fresh air, and our HVAC systems have been calibrated to increase outdoor air intake.



CLEANING

Our cleaning services will routinely disinfect classrooms, and a new day porter has been hired to circulate campus throughout the day to sanitize all high-touch areas.

HANDWASHING AND HAND SANITIZER STATIONS

Forty hand sanitizer stations have been added at the entrances to our buildings. Each classroom is equipped with hand sanitizer and child-safe cleaning supplies for use throughout the day. Touchless faucets, as well as mobile hand-washing stations, have been installed in various locations across campus.

TOUCHLESS BOTTLE REFILL STATIONS

Touchless refill stations have been installed in various locations around campus. Water fountains on campus have been disabled, and faculty and students coming to campus must bring their own filled water bottles.

FOOT PEDALS

Entry doors and bathroom doors have been fitted with foot pedals for touchless opening and closing.



INDOOR AND OUTDOOR SPACES

Throughout campus, classrooms have been rearranged to maximize floor space and allow at least six feet of space between desks and seating, which will be assigned. And, tents have been installed to create additional outdoor spaces for learning and gathering in small groups.

HEALTH OFFICE

The Health Office has been relocated to the after-school area in the Lower School to provide a larger space and easy access to an exterior door.

SIGNAGE

Signage will help direct traffic through the school buildings to minimize contact. Reminders to wash hands and maintain social distancing will also be posted.



TRAVEL AND QUARANTINE GUIDELINES

If you travel to a designated high-risk state,* we ask that you follow [DC Department of Health guidelines](#) and quarantine for 14 days before returning to campus.

**High risk states are currently defined by the DC Department of Health as locations where the seven-day moving average of daily new COVID-19 cases is 10 or more per 100,000 people.*

ON-CAMPUS PROTOCOLS

VISITORS

While Maret wants to maintain its welcoming environment, access to campus will initially be restricted to designated times for students and faculty. We will ask parents to limit their time on campus to drop-off, pick-up, and brief wait times (some parking and waiting areas will be available).

HEALTH AND HYGIENE STANDARDS

Every person coming to Maret's campus will be required to adhere to specific hygiene practices.

- Completing a daily health survey
- Wearing masks
- Regular handwashing
- Social distancing

Community members who have a cold or any symptoms of illness will be expected to stay at home. Anyone with [COVID-19 symptoms](#) should notify a school nurse immediately.



CHECK



COVER



CLEAN



SPACE BETWEEN



CHECK

Health Screening at Home

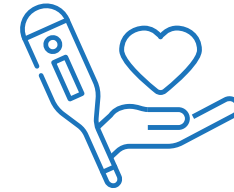
Anyone coming onto campus to participate in activities will be required to complete a daily health survey using the digital AUXS Health and Safety COVID-19 Screening Tool (which can be accessed on a mobile device, tablet, or personal computer). Students and faculty will need to show a Green Pass before coming onto campus.

Sample Health Screening Questions

The survey will be comprised of 5–10 questions, including

- In the past 14 days, have you or your child tested positive for or been exposed to someone who has tested positive for COVID-19 or is still symptomatic?
- In the past 14 days, has your child returned from travel to an area deemed high-risk by the DC Mayor’s Order?
- Is your child’s current body temperature reading greater than 100.3 degrees Fahrenheit?

Community members who answer yes to any of the questions on the survey will require an additional assessment *prior* to coming onto campus. Please call a school nurse at 202-939-4051.



NURSING

Maret has two school nurses, Alison Goradia, BSN, RN, CPN and Alex Walker, MA, BSN, RN. Stephanie Zobay, our operations coordinator and School Store manager, is also a registered nurse and can be called upon to assist with health-related issues as needed. In addition, Maret has a BOC certified athletic trainer on staff, Allyson Nagle.

NOTE: The Health Office has been relocated to the after-school area in the Lower School.

Alison Goradia, RN

202-939-4051 or agoradia@maret.org

Alex Walker, RN

202-939-4051 or awalker@maret.org

Group email: nurses@maret.org



COVER

Masks

Masks will be required of all community members who come to campus. Faculty and students will be asked to bring their own cloth masks from home. Spare masks will be available on campus in the School Store if needed.

Based on [CDC guidance](#), 2- or 3-ply cloth masks are recommended with at least one layer being cotton. A combination of cotton and polyester layers is recommended, or the ability to include a filter in a filter pocket.



CLEAN

Regular Handwashing

Community members on campus should wash their hands on entry/exit of buildings, before and after eating, before and after mask breaks, and after bathroom use. Signs will be posted to remind everyone of effective handwashing procedures.



SPACE
BETWEEN

Social Distancing

Due to current social distancing restrictions, approximately half our students can be accommodated on campus at any given time. We will ask everyone to exceed a six-foot distance from others. Hallways will have signage, and monitors will be posted to ensure appropriate social distancing.



Please note that neck gaiters, bandanas, and any mask that contains a vent are not suitable for use. Anyone wearing a neck gaiter, bandana, or mask with a vent will be asked to replace it immediately.

ILLNESS AND INJURIES ON CAMPUS

Strict protocols are in place for anyone who becomes ill or injured while on campus. As needed, nurses will be able to quarantine those who fall ill while on campus. [See Addendum for more detailed procedures.](#)

NO SHARING OF MATERIALS

Students will each have their own devices, tools, and materials. Families will be able to come to campus before school begins to pick up what their student will need for the fall.

LUNCH AND SNACKS

Flik food services will provide individually prepared lunches to faculty who are on campus starting the week of August 17. When school resumes more fully, Flik will distribute lunches to faculty and students daily. Meals can be pre-ordered.

COVID-19 CASES IN THE SCHOOL COMMUNITY



REPORTING

A school nurse must be notified at nurses@maret.org if a student or faculty member

1. Has a confirmed case of COVID-19
2. Has a household member with COVID-19
3. Presents [symptoms](#) or suspect they have been exposed

If a student or faculty member takes a COVID-19 test, they must remain home until test results are received and send school nurses documentation of the results as soon as it is available.

CLOSE CONTACT WITH COVID-19

If a Maret community member has close contact with a known positive COVID-19 case during the 14-day incubation window, they should

1. Stay home
2. Contact a [school nurse](#) immediately (202-939-4051) for a consultation on the correct protocol to follow
3. Seek immediate testing for COVID-19

The CDC defines close contact as being within six feet of someone for at least 15 minutes. The CDC has specific [quarantine and isolation guidelines](#) to follow in the event of close contact with an individual known to be infected.

POSITIVE TEST RESULTS AND QUARANTINING

If a family member tests positive for COVID-19, all members of that household should quarantine for 14 days in accordance with [CDC guidelines](#). If the diagnosis is illness, and the COVID-19 test is negative, no quarantine will be necessary, but the family or faculty member will receive follow-up from the Health Office to monitor symptoms of others in the household.



WHEN IS IT SAFE TO RETURN TO SCHOOL?

Students or faculty members who take a COVID-19 test must await test results before returning to school. Anyone who tests positive for COVID-19 or has similar symptoms must meet three criteria before returning to School.



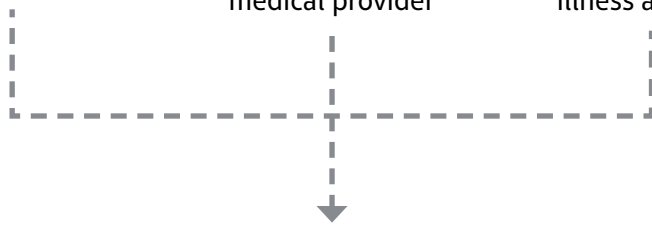
Received a positive COVID-19 test result



Has symptoms but testing is not recommended by medical provider



Has similar symptoms and is directed to care for illness at home



RETURN TO SCHOOL WHEN:

1. Fever free for 72 hours without the aid of over-the-counter medication
2. AND symptom free
3. AND after 10 days have passed since the symptoms first appeared

MANAGING AND COMMUNICATING POSITIVE CASES

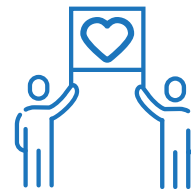
Maret is committed to managing COVID-19 cases in the school community in a timely and responsible way. Every scenario cannot be anticipated, so the School will follow guidance from the DC Department of Health and the CDC and use its discretion in managing and communicating about any positive cases or exposures.

Upon confirmation of a COVID-19 case in the Maret community, the School will

- Close all or part of campus for 24-hours to do deep cleaning that will include a disinfection by the School's cleaning staff in accordance with CDC guidance
- Notify affected families and faculty
- Move some or all students to remote learning

Maret will not disclose the name of anyone with a suspected or confirmed case of COVID-19.

STANDING TOGETHER TO PREVENT SOCIAL STIGMA



We all share in the responsibility to prevent social stigma associated with COVID-19. These are two helpful resources: [“Social Stigma Associated with COVID-19”](#) (UNICEF) and [“Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers”](#) (NASP).

RETURN-TO-CAMPUS PLEDGE

We are all in this together. As members of the Maret community, we have a responsibility to take care of ourselves, each other, and our larger community. Fulfilling this responsibility, both on and off campus, will be crucial for the safety of our community. This pledge outlines our expectations for everyone in the community who returns to campus.



WE PLEDGE TO...

- Adhere to Maret's health and safety protocols while on campus and create continuity between school and home by reinforcing practices known to limit the spread of COVID-19, including frequent handwashing, social distancing, and mask wearing
- Avoid nonessential travel, particularly via means that place people in close confinement and to areas with known high COVID-19 counts
- Avoid activities that bring together large numbers of people, and even small numbers of people, who do not adhere to PPE and social distancing guidelines; this includes hosting any such events
- Pursue vaccination for the seasonal flu to limit transmission of that illness
- Speak up, within my circle of influence, in support of these principles, knowing that we are each essential to the continued health of the Maret community

These practices were developed based on guidelines from the CDC, WHO, and the DC Department of Health.

ACKNOWLEDGMENT OF RISK

Despite the many mitigation strategies put in place by the school, a return to campus is not without risk. COVID-19 has been declared a worldwide pandemic that is spread via person-to-person contact, and any return to campus is predicated on that understanding. There is an inherent risk that students may become infected with COVID-19 while attending school. As a school, we have taken reasonable measures to mitigate the spread of COVID-19 on campus; however, it is important to acknowledge that campus will not be a risk-free environment. [See Addendum.](#)

EDUCATIONAL PLAN

OVERVIEW

Maret's Continuity of Learning (COL) plan is designed to ensure that we maintain strong relationships and high expectations among students, faculty, and the broader community whether we are on campus or not.

The plan was informed by the best practices and varied expertise of Maret's teachers and administrators, as well as our extensive network of national and international colleagues and school organizations.

In addition, we have collected and reflected on a wide range of feedback provided by our community. This data has allowed us to identify areas where community consensus has existed and, in areas where consensus is elusive, create a window through which to see, appreciate, and empathize with members of our community who have experienced COL differently.

CONTINUITY OF LEARNING ESSENTIALS

- Community connection of learners
- Strong home-school partnership
- Integrity of our excellent academic program
- Ability to meet the needs of, and support, individual students





COL AT HOME



COL HYBRID

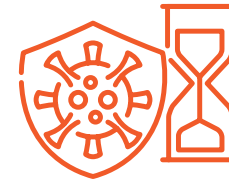


**ON CAMPUS
BRICKS AND MORTAR**

THREE MODELS

The three educational models that comprise Maret's COL plan enable us to achieve our learning goals and remain as nimble as possible. Schedules were designed to align, so that when the school needs to pivot between models, students will experience consistency in their learning and routines.

We understand that individual circumstances will require that some students remain at home even when classes resume more fully on campus. In these situations, families will have the option to continue with the COL at Home model. Please contact your students' division director with your family's concerns.



REMAINING NIMBLE

The recommendations coming from, and restrictions imposed by, local and federal agencies are ever-changing; therefore, our plans will remain flexible in order to provide the most effective possible response.

Given the fluid nature of the situation, plans are subject to change. We will analyze our COL plan every four to six weeks and make adjustments accordingly.



COL AT HOME

COL AT HOME

In this fully virtual instructional model, academic classes in Middle and Upper Schools meet twice synchronously and once asynchronously each week. Other classes meet once or more each week and the majority of meetings are synchronous. Lower school classes meet synchronously several times a day, including full-, half-, and quarter-class groupings. Across grades K–12, all students can take advantage of additional office hours, small group gatherings, and other synchronous connections. [See schedules in Addendum.](#)



COL HYBRID

COL HYBRID

In this combined model, K–12 students meet on campus twice weekly and spend the balance of time in COL at Home learning. The schedules for this model are still being designed.



BRICKS AND MORTAR

BRICKS AND MORTAR

In this scenario, all aspects of the program take place at 3000 Cathedral Avenue, NW, following our updated schedule for 2020–2021.

COL AT HOME—PLUS!

Maret will begin the year in the COL at Home instructional model. The School is planning to provide on campus activities including

- Small group community building
- Sports conditioning activities for upper school students
- A day care component
- Additional programming for kindergarten and first grade

OTHER COL-SPECIFIC PROGRAM INFORMATION



AFTER SCHOOL

We will not be offering After School until we can fully reopen campus in our Bricks and Mortar model.



ATHLETICS

Given health and safety concerns, both the MAC and the ISL postponed league-sanctioned athletic competition for 2020. Therefore, the August preseason was canceled. The hope is to resume league play in January, and planning is underway for three abbreviated seasons that would give athletes in all sports the opportunity to compete in 2021.

We will offer creative ways to keep our students active, involved, and safe even if we must remain socially distant. We are considering fitness and strength training, as well as sport-specific skill training, as ways to safely engage our athletes in the months leading up to what we hope will be the start of competition in January.

Outside Sports Leagues

Not all sports leagues or organizations follow the [CDC recommendations for youth sports](#). These CDC recommendations help guide Maret's decision-making. Keeping in mind Maret's Return to School Pledge, we ask students who participate in sports leagues that do not follow CDC recommendations to refrain from coming to campus for seven days after play.

We know how important sports are to some of our students and realize that some families will face a difficult choice between their child participating in outside sports and returning to Maret's campus. We are here to support all of our students: any who are unable to come to campus will still have access to all of our virtual programs and activities.



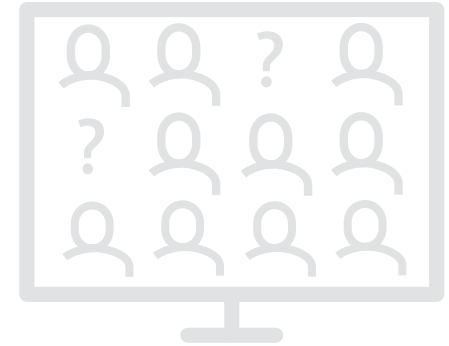


ATTENDANCE PROCEDURES

Please record your child's absence in the [Parent Portal](#) in Veracross by 8:00 a.m.

If your child will be starting late, ending the day early, or needs to miss or leave a class early, please record the time of the absence in the Parent Portal so that any teacher who teaches a synchronous class to your child during that time will know not to expect your child.

Teachers will take attendance during all synchronous classes, advisory periods, and meetings during COL and will follow up on any unreported absences. You can find more information about attendance policies in division handbooks.



COUNSELING AND MENTAL HEALTH

We recognize that students will have a range of emotions about continuing with COL, returning to campus, and navigating life during the COVID-19 pandemic. Maret's counselors are prepared to support the community throughout the 2020–2021 school year by meeting with individual students and families, as well as offering broader educational programming and opportunities for conversation with our students and parents/guardians. Counselors also work closely with teachers, advisors, grade deans, and division directors to provide multilayered support for students.

Additional questions or concerns? Please email

[Meghan Keller](#) for Kindergarten–Grade 6

[LaNaadrian Easterling](#) for Grades 7–12



EVENTS

Given DC Health Department guidelines limiting the size of gatherings and requiring appropriate social distancing measures, many school activities will look different this school year. Please consult the online school calendar for the most up-to-date information.



LEARNING PODS

We urge families not to rush into forming learning pods at home. Maret has worked hard over the summer to design a robust COL experience for our students and families. We have invested heavily in professional development, technology, infrastructure, and additional staffing to support our younger students. In addition, the creation of pods potentially exacerbates many existing inequities and excludes members of our community who may not have the means or access to create a pod or participate in one. Further, forming learning pods could undermine the work we are all committed to in stopping the spread of COVID-19 if proper and diligent safety measures and guidelines are not in place. Please reach out to your child's division director if you have questions or comments.



LEARNING SUPPORT

Maret's learning specialists will work with families to provide systems and support to meet the needs of individual students throughout the school year. The learning specialists understand the particular challenges of COL and are keeping in close communication with families and students to promote student wellbeing and success. Learning specialists also provide education and assistance to faculty so that they use best practices in their classrooms; this happens during faculty meetings before the school year begins, as well as during the year through divisional programming and by individual faculty needs and requests.

Additional questions or concerns? Please email

[Amy Sheridan Potts](#) Lower School

[Aaron Cahn](#) Middle School

[Jess Matthews](#) Upper School





TECHNOLOGY

Lower and Middle Schools: Assigned Devices

Our assigned device program will ensure that every student in the Lower and Middle Schools has their own device so that they are able to reliably access and create the content required for their coursework on or off campus. The technology department will have loaner devices available for short-term use if a device is lost or stolen.

ASSIGNED DEVICES		
Kindergarten– Grade 2	Grades 3–5	Grades 6–8
<ul style="list-style-type: none"> ▪ iPad with case ▪ Stylus 	<ul style="list-style-type: none"> ▪ iPad with case ▪ External keyboard ▪ Stylus 	<ul style="list-style-type: none"> ▪ Chromebook

Wired Headphones

Lower and middle school families will need to purchase wired headphones (not Bluetooth) and a headphone case for their students. If you need financial support, please contact Director of Financial Aid [Bobby Holt](#).

Upper School: Bring Your Own Device

The Upper School will continue to implement already established bring-your-own-device policies and practices.



TRANSPORTATION

Returning to campus may pose transportation challenges for some community members, particularly those who use public transportation. We will be looking at ways Maret can offer support. If you are a Maret family and have a transportation concern, please contact [Lynn Levinson](#), assistant head for student life. If you are a faculty member, please contact [Aileen George](#), director of human resources.

ADDENDUM

ADDENDUM I: Acknowledgment of RiskI.1

ADDENDUM II: Illness/Injury Protocol II.1

ADDENDUM III: COL at Home Sample Schedules

Kindergarten III.1

First Grade III.2

Second Grade III.3

Third Grade III.4

Fourth Grade III.5

Fifth Grade III.6

Sixth Grade III.7

Seventh Grade III.8

Eighth Grade III.9

Upper School III.10

ADDENDUM I: ACKNOWLEDGMENT OF RISK

I choose to send my child to Maret School (the “School”). I understand that the novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization and other governmental authorities. I further understand that COVID-19 is extremely contagious and is believed to spread primarily by person-to-person contact; and, as a result, federal and state health agencies recommend various measures to mitigate the risk of contracting the virus.

Given the nature of the virus, I understand there is an inherent risk that my child may become infected with COVID-19 due to his/her attendance at School. I hereby acknowledge and assume the risk of my child becoming infected with COVID-19 at School.

I understand that possible exposure to COVID-19 during attendance at School may result in my child becoming infected with COVID-19, becoming a symptomatic or asymptomatic carrier of the virus or infecting other persons at School or home or other settings. I agree to inform the School if my child or any member of my household has been exposed to the virus, and I agree to share the results of any COVID-19 test with the School’s nursing staff. I recognize that my child or any member of my household who receives a positive diagnosis of COVID-19 will need to isolate in accordance with public health guidance. I also recognize that individuals who test positive for COVID-19 or have an exposure to someone who has tested positive may also experience additional tests, medical care, hospitalization, and other potential medical complications. COVID-19 can be fatal and can cause permanent disability to persons of all ages.

I understand that the School has implemented reasonable preventative measures designed to mitigate the risks of contracting or spreading COVID-19 at School. I understand that these protocols require my child and my family to adhere to certain practices designed to mitigate the risks of contracting and spreading the virus. These include, but may not be limited to, social distancing among students and faculty, daily health certifications, use of personal protective equipment such as masks, cleaning and sanitizing protocols, self-isolation after returning from travel outside of the local area, temperature checks, and contact tracing. I agree to cooperate with these and other requirements and guidelines that the School may require. The School has communicated to me the importance of these protocols and that it will continue to monitor this situation, implementing additional measures as necessary.

ADDENDUM II: ILLNESS/INJURY PROTOCOL

When a student or faculty member presents with illness to the Health Office, the following safety standards will be performed to ensure the highest level of risk mitigation for all involved in the care of this student or faculty member.

TRIAGE

All students and faculty presenting with illness to the Maret Health Office will be assessed for COVID-19 symptoms, and vital signs will be taken to determine risk of possible infection. If any of the following vital signs are abnormal, further assessment and evaluation will take place.

1. Temperature at 100.4 degrees Fahrenheit and greater will require immediate relocation to the isolation sick bay
2. If a student presents with a temperature of 99.5 degrees Fahrenheit, they will be assessed by a Maret health professional and their temperature re-checked in one hour; if their temperature has risen by 0.3 degrees, they will be considered to have a fever and dismissed from school.
3. Respiratory Rate must be <25 breaths per minute if age <12, <20 breaths per minute if age 12 and older
4. Heart Rate must be <118 beats per minute if <age 12, <100 beats per minute if age 12 and older
5. Oxygen Saturation must be greater than 94%

PLACEMENT AND TREATMENT

1. If a student or faculty member presents either with or without abnormal vital signs and one or more of the following identified COVID-19 symptoms, they will be moved to the isolation room sick bay for further assessment and evaluation.

chills	loss of taste or smell	sore throat
cough	muscle aches	stuffy or runny nose
fever	nausea or vomiting	
headache	shortness of breath	

The student's family will be contacted and will be required to pick the student up from school within the following 60 minutes. A faculty member presenting with these symptoms will be asked to leave campus immediately. In both situations, the unwell student or faculty member will be directed to consult with their medical care provider and provide clearance documentation or negative test results prior to their return to campus.

Students waiting to be picked up from campus will be monitored from the sick bay or the isolation room, depending on the severity of symptoms, so as not to risk exposure to others within the Health Office area. When being escorted out to their parent/guardian for pick-up, the student will be instructed to wear a face mask and maintain

social distancing with the faculty who escort them. Faculty will also be required to wear a face mask, protective eye gear, and gloves.

2. If a student or faculty member requires general first aid assistance or supportive care, they will be placed in the well area of the Health Office and given support as quickly as possible to minimize their exposure to others who might be unwell in the Health Office area. If a faculty member brings to the Health Office a student who requires general first aid, and the faculty member is able to assist in care, they will be asked to do so.
3. All students and faculty members who present to the Health Office for first aid or supportive care will be given a 15-minute time limit within which care should be administered and a return to class made possible.

All Maret Health Office protocols have been developed in accordance with guidance from the [DC Department of Health and the Office of the State Superintendent of Education](#).

ADDENDUM III: COL AT HOME SAMPLE SCHEDULES

KINDERGARTEN COL AT HOME

One quarter of students unless otherwise indicated

Our 2020–2021 COL schedule includes:

- A delineated sequence of virtual, synchronous instruction (S) and independent, asynchronous work time.
- Additional work time (dark gray blocks) is included in the schedule so students can complete unfinished assignments independently or try optional activities.
- Three Zoom touch points each morning with the homeroom teacher
- Zoom classes are primarily in half-class groups with at least one homeroom class per week in quarter-class groups
- Afternoon synchronous resource classes in half-class groups for students to receive instruction and work with teachers on assignments; additional projects and practice may follow in some subject areas.
- Three synchronous and one asynchronous PE class per week
- A synchronous Friday assembly for the entire Lower School
- A continuation of fun, social activities including Lunch Bunch, Fun Frog Finish, and an After School Activity

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING MEETING (S) Whole Class 8:00–8:30	MORNING MEETING (S) Whole Class 8:00–8:30	MORNING MEETING (S) Whole Class 8:00–8:30	MORNING MEETING (S) Whole Class 8:00–8:30	MORNING MEETING (S) Whole Class 8:00–8:30
MATH (S) — 3 Students 8:30–8:45	MATH (S) — 3 Students 8:30–8:45	MATH (S) — 3 Students 8:30–8:45	MATH (S) — 3 Students 8:30–8:45	MATH (S) — 3 Students 8:30–8:45
MATH WORK TIME 8:55–9:20	MATH WORK TIME 8:55–9:20	MATH WORK TIME 8:55–9:20	MATH WORK TIME 8:55–9:20	MATH WORK TIME 8:55–9:20
MOVEMENT BREAK 9:20–10:00	MOVEMENT BREAK 9:20–10:00	MOVEMENT BREAK 9:20–10:00	MOVEMENT BREAK 9:20–10:00	MOVEMENT BREAK 9:20–10:00
LANGUAGE ARTS (S)–3 students 10:00–10:20	LANGUAGE ARTS (S)–3 students 10:00–10:20	LANGUAGE ARTS (S)–3 students 10:00–10:20	LANGUAGE ARTS (S)–3 students 10:00–10:20	LANGUAGE ARTS (S)–3 students 10:00–10:20
LANGUAGE ARTS WORK TIME 10:30–10:55	LANGUAGE ARTS WORK TIME 10:30–10:55	LANGUAGE ARTS WORK TIME 10:30–10:55	LANGUAGE ARTS WORK TIME 10:30–10:55	LANGUAGE ARTS WORK TIME 10:30–10:55
WORK TIME 11:00–11:30	PE 11:00–11:30	PE (S) 11:00–11:30	PE (S) 11:00–11:30	WORK TIME 11:00–11:30
PE (S) 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH BUNCH (S) 11:30–12:00	LUNCH 11:30–12:05
LUNCH 12:00–12:30	WORK TIME 12:00–12:50	WORK TIME 12:00–12:35	WORK TIME 12:00–12:35	SCIENCE PRESENTATION 12:15–12:30
ART (S) Whole Grade 12:30–12:45				SCIENCE CLASS (S) 12:30–1:00
ART (S) One-third grade 12:45–1:15	SPANISH (S) 1:00–1:30	LIBRARY (S) 12:45–1:05	TECHNOLOGY (S) 12:45–1:05	SCIENCE WORK TIME 1:00–1:30
ART WORK TIME 1:20–1:50	SPANISH WORK TIME 1:30–2:00	FLEX TIME 1:05–1:40	TECHNOLOGY WORK TIME 1:15–1:35	
WELLNESS (S) One-third of grade 1:55–2:40	FLEX TIME 2:00–2:40	MUSIC (S) 1:45–2:05	MOVEMENT BREAK 1:35–2:05	MOVEMENT BREAK 1:30–2:05
INDEPENDENT READING 2:40–3:00	INDEPENDENT READING 2:40–3:00	FLEX TIME 2:05–2:40	FLEX TIME 2:05–2:40	FLEX TIME 2:05–2:40
AFTER SCHOOL ACTIVITY (S) Whole Grade; Optional 3:00–3:30	FUN FROG FINISH (S) Whole Grade; Optional 3:00–3:30	INDEPENDENT READING 2:40–3:00	INDEPENDENT READING 2:40–3:00	INDEPENDENT READING 2:40–3:00
				ASSEMBLY (S) Lower School 3:00–3:20

FIRST GRADE COL AT HOME

Half of homeroom unless otherwise indicated

Our 2020–2021 COL schedule includes

- A delineated sequence of virtual, synchronous instruction (S) and independent, asynchronous work time.
- Additional work time (dark gray blocks) is included in the schedule so students can complete unfinished assignments independently or try optional activities
- Three Zoom touch points each morning with the homeroom teacher
- Zoom classes are primarily in half-class groups with at least one homeroom class per week in quarter-class groups
- Afternoon synchronous resource classes in half-class groups for students to receive instruction and work with teachers on assignments; additional projects and practice may follow in some subject areas
- Three synchronous and one asynchronous PE class per week
- A synchronous Friday assembly for the entire Lower School
- A continuation of fun, social activities including Lunch Bunch, Fun Frog Finish, and an After School Activity

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30
LANGUAGE ARTS (S) 8:30–9:00	SOCIAL STUDIES (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00
LANGUAGE ARTS WORK TIME 9:00–9:30	WELLNESS (S) 9:00–9:15 SOCIAL STUDIES WORK TIME 9:15–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30
MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00
MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30
MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00
PE (S) 11:00–11:30	PE (S) 11:00–11:30	PE 11:00–11:30	MOVEMENT BREAK 11:00–11:30	PE (S) 11:00–11:30
LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH BUNCH (S) Whole Grade; Optional 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00
WORK TIME 12:00–12:15	WORK TIME 12:00–12:45	WORK TIME 12:00–12:45	WORK TIME 12:00–12:15	WORK TIME 12:00–12:30
SPANISH (S) Whole Class 12:15–12:30	WORK TIME 12:00–12:45	WORK TIME 12:00–12:45	SCIENCE PRESENTATION 12:15–12:30	ART (S) Whole Grade 12:30–1:00
SPANISH (S) 12:30–1:00	LIBRARY (S) 12:45–1:15	TECHNOLOGY (S) 12:45–1:15	SCIENCE CLASS (S) 12:30–1:05	ART (S) 1:00–1:30
SPANISH WORK TIME 1:00–1:30	WORK TIME 1:15–1:45	TECHNOLOGY WORK TIME 1:15–1:45	SCIENCE WORK TIME 1:05–1:40	ART WORK TIME 1:30–2:00
WORK TIME 1:30–2:15	MUSIC (S) 1:45–2:15	WORK TIME 1:45–2:15	WORK TIME 1:40–2:15	ART WORK TIME 1:30–2:00
MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	WORK TIME 2:00–2:15
INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	MOVEMENT BREAK 2:15–2:30
AFTER SCHOOL ACTIVITY (S) K–4; Optional 3:00–3:30			FUN FROG FINISH (S) Whole Grade; Optional 3:00–3:30	ASSEMBLY (S) 3:00–3:20

SECOND GRADE COL AT HOME

Half of homeroom unless otherwise indicated

Our 2020–2021 COL schedule includes:

- A delineated sequence of virtual, synchronous instruction (S) and independent, asynchronous work time
- Additional work time (dark gray blocks) is included in the schedule so students can complete unfinished assignments independently or try optional activities
- Three Zoom touch points each morning with the homeroom teacher
- Zoom classes are primarily in half-class groups with at least one homeroom class per week in quarter-class groups
- Afternoon synchronous resource classes in half-class groups for students to receive instruction and work with teachers on assignments; additional projects and practice may follow in some subject areas
- Three synchronous and one asynchronous PE class per week
- A synchronous Friday assembly for the entire Lower School
- A continuation of fun, social activities including Lunch Bunch, Fun Frog Finish, and an After School Activity

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30
LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	SOCIAL STUDIES (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00
LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	WELLNESS (S) 9:00–9:15	LANGUAGE ARTS WORK TIME 9:00–9:30
			SOCIAL STUDIES WORK TIME 9:15–9:30	
MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00
MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30
MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00
LUNCH 11:00–11:30	PE 11:00–11:30	PE (S) 11:00–11:30	PE (S) 11:00–11:30	MOVEMENT BREAK 11:00–11:30
PE (S) 11:30–12:00	LUNCH BUNCH (S) Whole Grade, Optional 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00
WORK TIME 12:00–12:45	WORK TIME 12:00–12:45	WORK TIME 12:00–12:15	WORK TIME 12:00–12:30	WORK TIME 12:00–12:15
LIBRARY (S) 12:45–1:15	TECHNOLOGY (S) 12:45–1:15	SCIENCE PRESENTATION 12:15–12:30	ART (S) Whole Grade 12:30–1:00	SPANISH (S) Whole Class 12:15–12:30
WORK TIME 1:15–1:45	TECHNOLOGY WORK TIME 1:15–1:45	SCIENCE CLASS (S) 12:30–1:05	ART (S) 1:00–1:30	SPANISH (S) 12:30–1:00
MUSIC (S) 1:45–2:15	WORK TIME 1:45–2:15	SCIENCE WORK TIME 1:05–1:40	ART (S) 1:30–2:00	SPANISH WORK TIME 1:00–1:30
		WORK TIME 1:40–2:15	ART WORK TIME 1:30–2:00	WORK TIME 1:30–2:15
MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30
INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00
AFTER SCHOOL ACTIVITY (S) K–4; Optional 3:00–3:30				ASSEMBLY (S) 3:00–3:20
				FUN FROG FINISH (S) Whole Grade; Optional 3:20–3:50

THIRD GRADE COL AT HOME

Half of homeroom unless otherwise indicated

Our 2020–2021 COL schedule includes

- A delineated sequence of virtual, synchronous instruction (S) and independent, asynchronous work time
- Additional work time (dark gray blocks) is included in the schedule so students can complete unfinished assignments independently or try optional activities
- Three Zoom touch points each morning with the homeroom teacher
- Zoom classes are primarily in half-class groups with at least one homeroom class per week in quarter-class groups
- Afternoon synchronous resource classes in half-class groups for students to receive instruction and work with teachers on assignments; additional projects and practice may follow in some subject areas
- Three synchronous and one asynchronous PE class per week
- A synchronous Friday assembly for the entire Lower School
- A continuation of fun, social activities including Lunch Bunch, Fun Frog Finish, and an After School Activity

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30
LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	SOCIAL STUDIES (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00
LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	WELLNESS (S) 9:00–9:15 SOCIAL STUDIES WORK TIME 9:15–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30
MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00
MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30
MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00
PE (S) 11:00–11:30	MOVEMENT BREAK 11:00–11:30	LUNCH 11:00–11:30	PE 11:00–11:30	PE (S) 11:00–11:30
LUNCH BUNCH (S) Whole Grade; Optional 11:30–12:00	LUNCH 11:30–12:00	PE (S) 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00
WORK TIME 12:00–12:45	WORK TIME 12:00–12:15 SCIENCE PRESENTATION 12:15–12:30	WORK TIME 12:00–12:30	WORK TIME 12:00–12:15 SPANISH (S) Whole Class 12:15–12:30	WORK TIME 12:00–12:45
TECHNOLOGY (S) 12:45–1:15	SCIENCE CLASS (S) 12:30–1:05	ART (S) Whole Grade 12:30–1:00	SPANISH (S) 12:30–1:00	LIBRARY (S) 12:45–1:15
TECHNOLOGY WORK TIME 1:15–1:45	SCIENCE WORK TIME 1:05–1:40	ART (S) 1:00–1:30	SPANISH WORK TIME 1:00–1:30	WORK TIME 1:15–1:45
WORK TIME 1:45–2:15	WORK TIME 1:40–2:15	ART WORK TIME 1:30–2:00	WORK TIME 1:30–2:15	MUSIC (S) 1:45–2:15
MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30
INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00
AFTER SCHOOL ACTIVITY (S) K–4; Optional 3:00–3:30		FUN FROG FINISH (S) Whole Grade; Optional 3:00–3:30		ASSEMBLY (S) 3:00–3:20

FOURTH GRADE COL AT HOME

Half of homeroom unless otherwise indicated

Our 2020–2021 COL schedule includes

- A delineated sequence of virtual, synchronous instruction (S) and independent, asynchronous work time
- Additional work time (dark gray blocks) is included in the schedule so students can complete unfinished assignments independently or try optional activities
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- Zoom classes are primarily in half-class groups with at least one homeroom class per week in quarter-class groups
- Afternoon synchronous resource classes in half-class groups for students to receive instruction and work with teachers on assignments; additional projects and practice may follow in some subject areas
- Three synchronous and one asynchronous PE class per week
- A synchronous Friday assembly for the entire Lower School
- A continuation of fun, social activities including Lunch Bunch, Fun Frog Finish, and an After School Activity

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30	HOMEROOM (S) Whole Class 8:00–8:30
LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	LANGUAGE ARTS (S) 8:30–9:00	SOCIAL STUDIES (S) 8:30–9:00
LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	LANGUAGE ARTS WORK TIME 9:00–9:30	WELLNESS (S) 9:00–9:15
MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	MOVEMENT BREAK 9:30–10:00	SOCIAL STUDIES WORK TIME 9:15–9:30
MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30	MATH (S) — 1/4 class 10:00–10:15	MATH (S) 10:00–10:30
MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00	MATH WORK TIME 10:15–11:00	MATH WORK TIME 10:30–11:00
PE (S) 11:00–11:30	PE (S) 11:00–11:30	PE 11:00–11:30	MOVEMENT BREAK 11:00–11:30	PE (S) 11:00–11:30
LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH 11:30–12:00	LUNCH BUNCH (S) Whole Grade; Optional 11:30–12:00
WORK TIME 12:00–12:15	WORK TIME 12:00–12:30	WORK TIME 12:00–12:15	WORK TIME 12:00–12:45	WORK TIME 12:00–12:45
SCIENCE PRESENTATION 12:15–12:30	ART (S) Whole Grade 12:30–1:00	SPANISH (S) Whole Class 12:15–12:30	WORK TIME 12:00–12:45	WORK TIME 12:00–12:45
SCIENCE CLASS (S) 12:30–1:05	ART (S) 1:00–1:30	SPANISH (S) 12:30–1:00	LIBRARY (S) 12:45–1:15	TECHNOLOGY (S) 12:45–1:15
SCIENCE WORK TIME 1:05–1:40	ART WORK TIME 1:30–2:00	SPANISH WORK TIME 1:00–1:30	WORK TIME 1:15–1:45	TECHNOLOGY WORK TIME 1:15–1:45
WORK TIME 1:40–2:15	WORK TIME 2:00–2:15	WORK TIME 1:30–2:15	MUSIC (S) 1:45–2:15	WORK TIME 1:45–2:15
MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30	MOVEMENT BREAK 2:15–2:30
INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00	INDEPENDENT READING 2:30–3:00
FUN FROG FINISH (S) Whole Grade; Optional OR AFTER SCHOOL ACTIVITY (S) K–4; Optional 3:00–3:30				ASSEMBLY (S) 3:00–3:20

FIFTH GRADE COL AT HOME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONVOCAION 8:30–8:50	PE Synchronous 8:30–9:15	MATH/SCIENCE 8:30–9:30	LIBRARY Synchronous 8:30–9:15	HUMANITIES Synchronous 8:30–9:30
ART Synchronous 9:00–10:35	MATH/SCIENCE 9:20–10:40	SPANISH Synchronous 9:35–10:20	PE Synchronous 9:20–10:05	ASSEMBLY CLASS MEETINGS Synchronous 9:35–10:20
MUSIC Synchronous 10:40–11:25	SPANISH Synchronous 10:45–11:30	HUMANITIES 10:25–11:10	HUMANITIES 10:10–11:10	MATH/SCIENCE 10:25–11:25
LUNCH 11:30–12:30	LUNCH 11:35–12:15	LUNCH 11:15–12:15	LUNCH 11:15–12:10	LUNCH 11:30–12:30
HUMANITIES 12:35–1:35	OFFICE HOURS/ ADVISING Synchronous 12:20–12:55	OFFICE HOURS/ ADVISING Synchronous 12:20–12:55	WELLNESS Synchronous 12:15–1:00	TECHNOLOGY Synchronous 12:35–1:20
MATH/SCIENCE Synchronous 1:40–2:40	HUMANITIES 1:00–2:20	HUMANITIES Synchronous 1:00–2:00	MATH/SCIENCE Synchronous 1:05–2:10	SPANISH 1:25–2:10
	OFFICE HOURS/ ADVISING Synchronous 2:30–3:00		MUSIC 2:15–3:00	MUSIC Synchronous 2:15–3:00

- Each academic class period includes class time (when synchronous) and learning assignments and activities
- Each week, two class periods for each academic course have a minimum of 30 synchronous minutes
- Advising and teachers' office hours are held synchronously
- Teachers will post a weekly syllabus on PowerSchool by 8:00 a.m. on Mondays

SIXTH GRADE COL AT HOME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONVOCAATION 8:30–8:50				
SCIENCE Synchronous 8:55–9:55	MATH Synchronous 8:30–9:30	ART Synchronous 8:30–9:30	SCIENCE Synchronous 8:30–9:30	MATH 8:30–9:30
ART Synchronous 10:00–11:00	SPANISH Synchronous 9:35–10:35	SCIENCE 9:35–10:35	MATH Synchronous 9:35–10:35	ASSEMBLY CLASS MEETINGS Synchronous 9:35–10:20
SPANISH 11:05–12:05	PE Synchronous 10:40–11:10	ENGLISH Synchronous 10:40–11:40	PE Synchronous 10:40–11:10	WELLNESS Synchronous 10:25–11:25
LUNCH 12:10–12:55	LUNCH 11:15–12:00	LUNCH 11:45–12:30	LUNCH 11:15–12:00	LUNCH 11:30–12:15
TECHNOLOGY Synchronous 1:00–1:45	ENGLISH 12:05–1:05	LIBRARY Synchronous 12:35–1:20	OFFICE HOURS/ ADVISING Synchronous 12:05–1:05	SPANISH Synchronous 12:20–1:20
HISTORY Synchronous 1:50–2:50	MUSIC Synchronous 1:10–1:55	OFFICE HOURS/ ADVISING Synchronous 1:25–2:25	HISTORY 1:10–2:10	OFFICE HOURS/ ADVISING Synchronous 1:25–1:55
MUSIC 2:55–3:40	HISTORY Synchronous 2:00–3:00		MUSIC Synchronous 2:15–3:00	ENGLISH Synchronous 2:00–3:00

- Academic courses are scheduled for 60-minute periods, which include class time (when synchronous) and learning assignments and activities
- Each academic course is scheduled three times per week. One class period is asynchronous and the other two have a minimum of 30 synchronous minutes
- Advising and teachers' office hours are held synchronously
- Teachers will post a weekly syllabus on PowerSchool by 8:00 a.m. on Mondays

SEVENTH GRADE COL AT HOME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONVOCAION 8:30–8:50	FRENCH 8:30–9:30	MATH Synchronous 8:30–9:30	HISTORY 8:30–9:30	FRENCH Synchronous 8:30–9:30
HISTORY Synchronous 8:55–9:55	ENGLISH Synchronous 9:35–10:35	HISTORY Synchronous 9:35–10:35	FRENCH Synchronous 9:35–10:35	ASSEMBLY CLASS MEETINGS Synchronous 9:35–10:20
MATH 10:00–11:00	MUSIC Synchronous 10:40–11:35	ART Synchronous 10:40–11:40	MUSIC Synchronous 10:40–11:35	MATH Synchronous 10:25–11:25
ENGLISH Synchronous 11:05–12:05	LUNCH 11:40–12:35	LUNCH 11:45–12:40	LUNCH 11:40–12:35	LUNCH 11:30–12:15
LUNCH 12:10–12:55	LATIN Synchronous 12:40–1:40	SCIENCE 12:45–1:45	SCIENCE Synchronous 12:40–1:40	ENGLISH 12:20–1:20
SCIENCE Synchronous 1:00–2:00	WELLNESS Synchronous 1:45–2:30	OFFICE HOURS/ ADVISING Synchronous 1:50–2:50	DRAMA Synchronous 1:45–2:30	LATIN Synchronous 1:25–2:25
ART Synchronous 2:05–2:50	PE Synchronous 2:30–3:15		PE Synchronous 2:30–3:15	ADVISING/ OFFICE HOURS Synchronous 2:30–3:00
ADVISING Synchronous; 2:55–3:15				

- Academic courses are scheduled for 60-minute periods, which include class time (when synchronous) and learning assignments and activities
- Each academic course is scheduled three times per week. One class period is asynchronous and the other two have a minimum of 30 synchronous minutes
- Advising and teachers' office hours are held synchronously
- Teachers will post a weekly syllabus on PowerSchool by 8:00 a.m. on Mondays

EIGHTH GRADE COL AT HOME

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONVOCAION 8:30–8:50	LATIN 8:30–9:30	MATH Synchronous 8:30–9:30	SPANISH 8:30–9:30	LATIN Synchronous 8:30–9:30
SPANISH Synchronous 8:55–9:55	SCIENCE Synchronous 9:35–10:35	SPANISH Synchronous 9:35–10:35	LATIN Synchronous 9:35–10:35	ASSEMBLY CLASS MEETINGS Synchronous 9:35–10:20
MATH 10:00–11:00	MUSIC Synchronous 10:40–11:35	HISTORY 10:40–11:40	MUSIC Synchronous 10:40–11:35	MATH Synchronous 10:25–11:25
SCIENCE Synchronous 11:05–12:05	LUNCH 11:40–12:40	LUNCH 11:45–12:40	LUNCH 11:40–12:35	LUNCH 11:30–12:15
LUNCH 12:10–12:55	HISTORY Synchronous 12:40–1:40	ENGLISH Synchronous 12:45–1:45	ENGLISH 12:40–1:40	SCIENCE 12:20–1:20
ENGLISH Synchronous 1:00–2:00	ART Synchronous 1:45–2:30	OFFICE HOURS/ ADVISING Synchronous 1:50–2:50	ART Synchronous 1:45–2:30	HISTORY Synchronous 1:25–2:25
WELLNESS Synchronous 2:05–2:50	PE Synchronous 2:30–3:15		PE Synchronous 2:30–3:15	ADVISING/ OFFICE HOURS Synchronous; 2:30–3:00
ADVISING Synchronous; 2:55–3:15				

- Academic courses are scheduled for 60-minute periods, which include class time (when synchronous) and learning assignments and activities
- Each academic course is scheduled three times per week. One class period is asynchronous and the other two have a minimum of 30 synchronous minutes
- Advising and teachers' office hours are held synchronously
- Teachers will post a weekly syllabus on PowerSchool by 8:00 a.m. on Mondays

UPPER SCHOOL COL AT HOME: BELL SCHEDULE

PERIOD ONE 9:00–10:00 SYNCHRONOUS	PERIOD TWO 9:00–10:00 SYNCHRONOUS	PERIOD THREE 9:00–10:00 SYNCHRONOUS	PERIOD ONE 9:00–10:00 SYNCHRONOUS	PERIOD TWO 9:00–10:00 SYNCHRONOUS
ASSEMBLY/ CONVOCATION/ GRADE MEETING 10:05–10:50	PERIOD FOUR 10:05–11:05	CLUBS/ ORGANIZATIONS 10:05–10:35	PERIOD TWO 10:05–11:05	ADVISING 10:05–10:50
PERIOD THREE 10:55–11:55	LUNCH 11:10–11:55	PERIOD ONE 10:40–11:40	PERIOD FOUR 11:10–12:10 SYNCHRONOUS	PERIOD THREE 10:55–11:55 SYNCHRONOUS
LUNCH 12:00–12:45	PERIOD SEVEN 12:00–1:00 SYNCHRONOUS	LUNCH 11:45–12:30	LUNCH 12:15–12:55	LUNCH 12:00–12:45
PERIOD FOUR 12:50–1:50 SYNCHRONOUS	PERIOD SIX 1:10–2:10 SYNCHRONOUS	PERIOD FIVE 12:35–1:35 SYNCHRONOUS	PERIOD SEVEN 1:00–2:00 SYNCHRONOUS	PERIOD SIX 12:50–1:50 SYNCHRONOUS
PERIOD FIVE 2:00–3:00 SYNCHRONOUS	OFFICE HOURS 2:15–3:15	PERIOD SIX 1:40–2:40	PERIOD FIVE 2:05–3:05	PERIOD SEVEN 2:00–3:00
			OFFICE HOURS 3:10–4:10	

- Academic courses are scheduled for 60-minute periods three times per week with 90 minutes of total work, including classtime (when synchronous), learning assignments and activities, and homework
- Of the three scheduled class periods, one class period is asynchronous and the other two have a minimum of 45 synchronous minutes
- Advising and teachers' office hours are held synchronously
- Teachers will post a weekly syllabus on PowerSchool by 8:00 a.m. on Mondays