

Roadmap 2021 - 2022

The International School of Luxembourg

Version 1.0



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Part 1: Guiding Principles

Introduction

The COVID-19 pandemic presents the most serious public health crisis Europe has faced in generations. ISL established a school-internal COVID Task Force in January 2020 which has guided the community through this pandemic since then. Based on the experience throughout the last 18 months of the pandemic and looking forward to the 2021/22 school year and beyond, the International School of Luxembourg (ISL) is committed to fully reopening its campus because doing so is in the best interest of our students. And yet, ISL recognises the need to find a pathway for operating safely with the health and wellbeing of our entire community in mind.

Roadmap plan for the school year 2021/2022 is guided by the assumption that despite a large number of adults being vaccinated, the same will not be applicable for children of all ages. Aside, emerging mutations of the SARS-CoV-2 virus are posing an unpredictable threat to the public, which means we need to be able to respond quickly to circumstances in our school community as well as to conditions in Luxembourg.

ISL will start the school year 2021/2022 as planned on 25 August 2021, being aware that operations need to be adjusted with very little advance warning in line with the directives set by the Ministry of Health and/or Ministry of Education, Children and Youth. ISL is prepared to pivot between different learning models outlined in this document which are designed to fit a variety of circumstances.

This Roadmap is guided by five principles:

1. ISL's Mission and Values.

“We ensure that everyone in our community becomes inspired, resilient and passionate about achieving what matters, anywhere in the world.”

- 2.** Prefer face-to-face learning in full classes over rotating groups or Virtual Learning whenever it is safe to do so.
- 3.** Prioritise student and staff members health, safety, and wellbeing as ISL central focus.
- 4.** Ensure hygiene and health related directives set out by the Luxembourgish government are clearly communicated, effectively implemented, and followed through.
- 5.** Promote practices and policies to reduce risk of virus transmission and support all governmental activities when facing changing health circumstances, which includes contact tracing.

Part 1 of this document establishes the first principle as our foundation for planning, decision making and implementation. It is important to support ISL students, staff and parents with a clear understanding of ISL's Mission, Values and Statement of Philosophy. All members of the ISL community need to understand responsibilities to themselves and others. The significance of these mutual obligations will be heightened for the foreseeable future, which is why ISL feels an open review of the first principle is an important starting point for this document.

Part 2 of this document provides a rationale for the second principle listed above, which concerns ISL's preference for Plan A "Face-to-Face" learning. This section describes the three plans which could potentially be part of the school year 2021/2022 as we await the developments in prevention, testing, and serology which will allow us to resume ISL's regular non restricted learning programmes. This section also explains how we will scaffold these plans to ISL's assessments of risk, that is, what drivers will influence ISL's movement from one risk level to another and what learning models are most appropriate for each risk level.

Part 3 of this document addresses the third, fourth, and fifth principles. The third principle, which focuses on the health and safety of our students, and staff, will always be the most important driver in decisions taken. The fourth and fifth principles complement the third, asserting the importance of mitigating risk through precautions involving social responsibilities, preventative hygiene and physical distancing (Note: ISL uses the term "physical distancing" instead of "social distancing" often used in public information, as we believe a school doesn't want its students to be *socially* distanced, after all).

Part 4 of this document provides an overview of how we expect our Activities and Sport programmes will need to adjust during the 2021/2022 school year. These opportunities are central to the ISL experience and are a key differentiator of ISL's added value to parents and students.. However, our Beyond the Classroom Activity programmes need to be aligned to our assessment of risk and corresponding learning model. This alignment will be explained in Part 4.

The experience of the global pandemic throughout the last 18 months has changed many aspects of K-12 school operations, and with this *Roadmap*, we hope to build on the positive achievements for teaching and learning within this challenging new context. ISL praises its students for their resilience, adaptability, and spirit; its parents for their support, endurance, and understanding; and its staff for their passion, professionalism, and creativity. The 2021/2022 school year promises to be a challenging one for all but we are confident that the ISL community can weather these challenges together.

Mission-Directed in a Time of Crisis

Values matter, especially during a crisis. They allow individuals and institutions to orient themselves and set priorities quickly. They permit us to navigate volatility, uncertainty, complexity and ambiguity. They compel us to reflect on our relationships with, and obligations to, others. Most importantly, they inform our decisions and actions.

ISL's Statement of Philosophy

The International School of Luxembourg believes knowledge and skills are essential to function successfully within both the community of our school and the multilingual, multicultural societies in which we live. We provide our students with the opportunity and motivate them to develop skills to become lifelong learners, enabling them to take responsibility for their own learning and well-being.

We recognise the importance of intellectual, physical and emotional challenges by providing diverse learning, creative, social, active and service opportunities.

We offer world-recognised programmes of achievement and differentiated instruction to support the needs of our diverse community.

We do not accept any form of discrimination. The school offers an environment where children of different backgrounds, genders, nationalities, cultures and beliefs can learn to know, understand and respect each other.

Mission & Values

We ensure that everyone in our community becomes inspired, resilient and passionate about achieving what matters, anywhere in the world.

ISL Values:

- *We believe in the power of listening to each other*
- *We believe learning should happen in and out of the classroom*
- *We believe change is almost always a force for good*
- *We believe we achieve more if we work as a team*
- *We believe in looking after each other like family*

ISL's Mission, and Values guide the ISL Community during these unprecedented times. They allow ISL to manage the competing priorities and make difficult decisions. They remind the ISL community that we are all connected and that we have mutual obligations to one another. With our five values, during this challenging time, ISL puts specific focus on the following:

Listen — ISL values that members of our community believe in the power of listening to each other. It implies ISL community members all have a right to ask for and to expect both emotional and social safety. During the COVID-19 pandemic, this means members of the ISL community can reasonably expect a heightened level of concern for their health and wellbeing. While every student and staff member is exposed to the risk of COVID-19 in the course of their learning or work, everyone is entitled to expect that every effort and reasonable precaution will be taken to prevent an infection from happening. This applies even more to students and staff members who are vulnerable.

Care — ISL values members of our community looking after each other like family. This means our interactions with others inside and outside the ISL community should be self-aware, respectful, and in the spirit of solidarity. During the COVID-19 pandemic, this means complying willingly with rules and policies designed to keep everybody safe and healthy, even when inconvenient to ourselves.

Part 2: Learning Models - Plan A-B-C

Introduction

During the school year 2021/2022, Virtual Learning might be a necessary expedient when health, environmental and safety conditions leave no other option. An entire school closure due to the pandemic seems less likely than in 20/21, but ISL has learned to embrace the option of virtual learning as a positive alternative to face-to-face learning if the circumstances require it. This applies even more to partial quarantine measures for entire classes or grade levels with underlying risk scenarios.

Accordingly, ISL has developed three different learning models to increase the likelihood that it will be positioned to adapt throughout the school year, partially or entirely. All three models are informed by ISL's definition of high quality learning:

High quality learning at ISL is governed by the following Learning Principles:

The goal of learning is to gain lasting understanding.

- Learning with understanding is enhanced by self-assessment, reflection and thinking

about the way we think.

- Learning with understanding is facilitated when students construct meaning around the major concepts and principles of a discipline, make connections among the disciplines and apply transdisciplinary skills.
- Learners benefit from continuous assessment that provides clear, thorough and individual feedback.
- Learners learn most effectively when they take an active role through enquiry, analysis, problem solving and discovery.
- Learners learn best when they are appropriately challenged, interested in the material, find it relevant and are confident that success is within their grasp.

ISL believes learning should be an active, contextualized, and constructive process for students that allows them to grow academically, socially, and emotionally. We believe that learners construct knowledge through experience and social mediation and that the essential purpose of school is to provide “supportive environments rich in engagement, social interaction, and feedback.” Relationships play an essential role in every student’s school experience; these connections make us human. Accordingly, ISL is highly motivated to keep its campus fully open at all times to provide students with opportunities to learn in face-to-face environments whenever it is safe to do so.

Three Plans for ISL operation

In anticipation of ongoing and evolving challenges associated with the COVID-19 pandemic, ISL has developed three plans for operating. These plans take into account Principle 2, which states, “Prefer face-to-face learning over Virtual Learning whenever it is safe to do so.” **Plan A**, which we call our **Face-to-Face Learning Model**, describes ISL’s regular school experience where students attend school five days a week.

Plan B is a temporary alternative in line with directives of the Luxembourg government to reduce the student density on campus. Such a move may be required, for example, if the local infection risk requires that we do so, or too many teachers are unable to teach on campus. This alternative to the open-or-closed dichotomy, ISL calls the **Rotating Grade Model with Connected Virtual Learning**. This model acknowledges the critical role Face-to-Face interactions play in a child’s learning while implementing physical distancing norms that reduce student density.

If conditions demand that the campus close again, ISL will continue to refer to **Plan C - Virtual Learning Model**. However, Plan C could be applied to single classes or grade levels in parallel to the remaining classes being on Plan A. Such a situation would be necessary if a high infection risk arises in a class or an outbreak occurs within a grade level or due to isolation and quarantine measures a large part of the class/grade level cannot come to school.

More detail about each of these plans follow below:

Plan A - Face-to-Face Learning Model: This is our usual ISL school experience with students attending school in person five days a week. ***Students interact with peers and teachers in what the definition of high quality learning describes as “Learners learn most effectively when they take an active role through enquiry, analysis, problem solving and discovery.”***

The learning that happens off campus is mostly in the form of outdoor learning, homework or projects. Preventative hygiene policies are implemented in combination with realistic physical distancing guidelines. The risk of exposure to the SARS-CoV-2 virus that causes COVID-19 is considered low enough that greater student density in classrooms and in other shared facilities is appropriate.

Plan B - Rotating Grade Model / Connected Virtual Learning: This model combines Face-to-Face learning with Virtual Learning. It recognises that Virtual Learning does not provide the social interaction most students desire; therefore, a hybrid model provides Face-to-Face learning for students at a time while the other students learn through online platforms like Schoology and Seesaw. This model introduces physical distancing and density reduction as key strategies to reduce further exposure and transmission risk within the school, while at the same time providing Face-to-Face interaction between students and teachers on a rotational basis by class or grade depending on the section of the school.

Plan C - Virtual Learning Model: This is the same general model ISL experienced in the months March to May 2020 and December 2020/January 2021 when public safety conditions dictated that ISL’s campus must be closed with school remaining open through Virtual Learning experiences. After one transition day for teacher preparation, students move to learning through synchronous and asynchronous online lessons, activities, and projects. Students collaborate online, but with a different frequency as in regular school experience. ISL’s revised guidelines, which include reflections on lessons learned from our experience in the spring of 2020, provide more information about the school’s approach to Virtual Learning.

Safety Implications of each Model

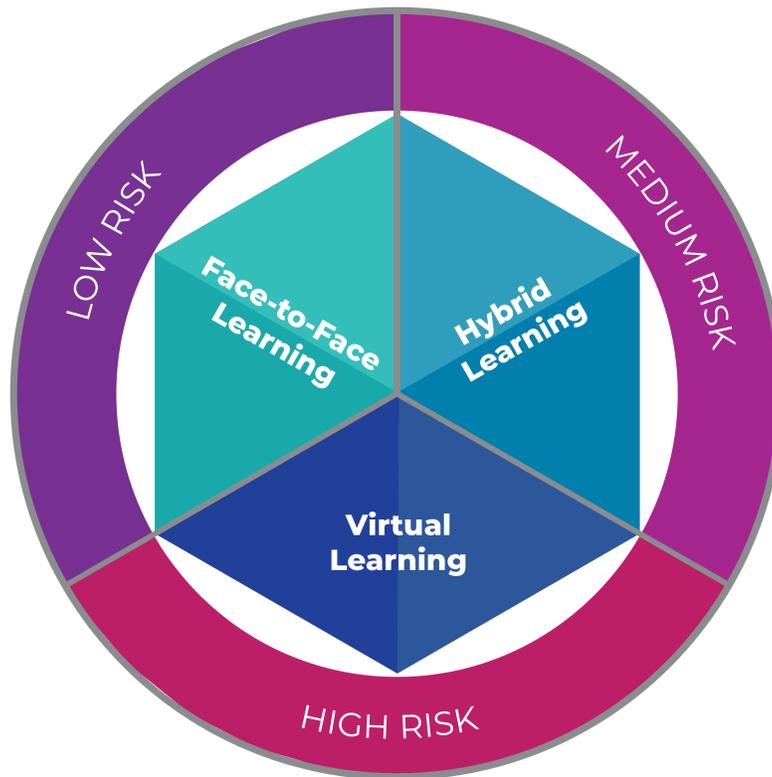
As the school navigates the uncertainties associated with COVID-19, ISL will need to be agile in how it adjusts and responds to external health conditions and risks. Significant medical advancements— Vaccinations, Large Scale testing and Antigen rapid testing—are introduced in Luxembourg. However, until an effective medication or a vaccine for children is provided to large numbers of the population, external conditions and risk will continue to fluctuate. The following table provides a review of safety implications of the three models described on the previous page.

Model	Safety Implications
Face-to-Face Learning Model	<p>Risk Level is LOW. External indicators and government measures support our confidence in opening campuses to full density and usage including:</p> <ul style="list-style-type: none"> ● Full density of 1400 students at ISL Campus, 36 Blvd Pierre Dupong. ● Full classrooms with up to 22 students in a standard room. ● Active use of all campus spaces incl. the gymnasium and football pitch. ● Active use of all outdoor playground facilities and the Auditoriums ● Full use of the Cafeteria. ● Full Beyond the Classroom Activities in the afternoon and usage of Campus by external parties on weekends <p>An on-campus experience would include:</p> <ul style="list-style-type: none"> ● Distancing norms that are encouraged, but not possible in all situations (e.g. in smaller classrooms, hallways, during transitions). ● Personal hygiene protocols (handwashing, wearing face masks, etc) that are encouraged, but with greater responsibility shifted to students. ● Cleaning protocols that are less frequent as all spaces would be in full, active use throughout the day. ● Vulnerable staff members return on site unless exempted by certificates from the official occupational health doctor ("Medecin du Travail").

<p>Rotating Grade Model Connected Virtual Learning</p>	<p>Risk Level is MEDIUM. External indicators and governmental restrictions challenge our confidence in opening campuses at full density and usage, and support:</p> <ul style="list-style-type: none"> • Density reduction targets to have only parts of students on campuses. • Classroom spaces used by less the usual student numbers and tables are arranged in maximised distance. • Active use of gymnasium and football pitch only in line with governmental directives. • Limited use of all outdoor playground facilities and the Auditoriums • Controlled use of the Cafeteria with restricted seating capacity and shift plan for lunch. • Restricted Beyond the Classroom Activities in the afternoon within guidelines of the government • Usage of Campus by external parties generally disapproved <p>An on-campus experience would include:</p> <ul style="list-style-type: none"> • Only situations where distancing norms are possible. • Personal hygiene protocols (handwashing, wearing face masks, etc) are strictly enforced. • Robust cleaning protocols with higher frequency during school days. • Vulnerable staff members are requested to stay home and to provide a certificate from the official occupational health doctor ("Médecin du Travail").
<p>Virtual Learning Model</p>	<p>Risk Level is HIGH. External indicators and governmental directives support the school's assessment that closing the campus is the best course of action. Indicators might include rising infection rates, an overloaded healthcare system, or an outbreak cluster within our school community. There would be no face-to-face learning experiences, no Beyond the Classroom Activities, all faculty and office staff shifted to home office and no third parties allowed on campus.</p> <p>We believe the locus of control should remain with parents to make decisions about the health and safety of their children.</p>

Governmental Directive or Risk Determines Model

ISL will implement a learning model according to the government's and its own assessment of risk. That is, ISL will follow the Luxembourgish government directives for opening and closure of the school.



If the directive is to keep the ISL campus closed, ISL will assess HIGH Risk and move to Plan C -Virtual Learning model. If the directive allows full opening of the campus (LOW Risk), the school is confident that conditions are appropriate to run the school normally, allowing all students on campus concurrently with realistic safety precautions in place (Plan A).

Finally, if the directive limits the usage of the campus or requires a reduced student population in the buildings, ISL assesses MEDIUM risk, it recognises that it needs more robust preventative hygiene measures coupled with the reduction of student density on campus, which means moving to Plan B - Rotating classes Model / Connected Virtual Learning model.

RISK LEVEL	External Considerations/Drivers
HIGH	<ul style="list-style-type: none"> ● State of Emergency or government request for schools to close ● Guidance from Ministry of Health, ECDC and trusted authorities indicates high risk for Luxembourg ● High degree of medical uncertainty and hospitalisations ● Infection rates¹ locally are at concerning levels ● Known infection cluster within ISL community ● ISL is not confident it can mitigate risk effectively and ensure safety ● School benchmarking indicates many schools in Central Europe have closed their campuses
MEDIUM	<ul style="list-style-type: none"> ● Government guidance is inconclusive or vague ● Guidance from Ministry of Health, ECDC and trusted authorities indicates risk for Luxembourg ● Degree of medical uncertainty exists ● Infection rates² locally are confined and/or traceable ● ISL is confident in its ability to mitigate risk with enhanced measures ● School benchmarking indicates schools in Central Europe are opening with precautions
LOW	<ul style="list-style-type: none"> ● Government guidance encourages full opening ● Guidance from Ministry of Health, ECDC and trusted authorities indicate low risk for Luxembourg ● Degree of medical certainty, including Antigen rapid testing in schools ● Infection rates³ locally are declining, low and traceable ● ISL is confident in its ability to mitigate risk when school is fully open ● School benchmarking indicates most schools in Central Europe opening their campuses fully

¹ This must be monitored in particular for the age groups 1-12years and 12-18years.

²

³

Comparison of Learning Models

Model	Face-to-Face Learning Model	Rotating Grade Model / Connected Virtual Learning	Virtual Learning Model
Campus Status	Campus is open to all students.	Campus is open. Not all students on campus at once to minimise physical encounters and securing physical distance.	Campus is entirely closed.
Learning Environment	In person as is normal for ISL's beliefs about learning	Both on campus and at home through digital learning.	With ISL Learning Management Systems through Schoology, Seesaw, Google and Office 365
Teacher Communication	Both face-to-face and online	Face-to-face and digital communication.	Audio and video recordings with asynchronous and synchronous digital interactions.
Collaboration amongst Students	Both face-to-face and online	Both face-to-face and online, with both synchronous and asynchronous activities.	Entirely online, with both synchronous and asynchronous activities..
Feedback	Combination of in-person feedback and digital feedback in multiple forms. A mixture of synchronous and asynchronous.	Combination of in-person feedback and digital feedback in multiple forms. A mixture of synchronous and asynchronous.	All feedback given virtually through small group video meetings, written feedback on student work, oral feedback.
Formative Assessment	Formal and informal process to know where students are relative to learning goals. Great variety in types of assessing. Ongoing, real-time, in-person as well as through review of student work between classes.	Ongoing, real-time, in-person when students attend school. Asynchronous review of student learning when students are not on campus. Opportunities for further formative assessment through online synchronous experiences.	Asynchronous review of digital student work supplemented through some assessments. Strong emphasis on student self-assessment to inform the facilitation of learning experiences.
Summative Assessment	Combination of timed, proctored, in-class assessments and performance tasks applying content, skills, and understandings.	Some timed, proctored in-class assessments. More performance tasks with students applying content, skills, and understandings.	Few timed/proctored assessments. More performance tasks with students applying content, skills, and understandings.
Scheduling	Structured and driven by a 5-day schedule (8:25-15:30) in Lower School and a 8-day schedule (8:25 -15:40) in Upper School. Sometimes influenced by shared facilities.	Structured on days when students attend school (8:25-15:40). Wherever possible, start times of lessons are compatible for both on & off-site learning although off-site learning lesson length is reduced.	Significant adjustment to regular schedules. ISL requires one transition day to prepare teachers for the online learning setup.

Scheduling for the Rotating Grade Model / Connected Virtual Learning

While the Face-to-Face Learning Model and the Virtual Learning Model each are realised in a clear framework, the Learning Model for Rotating Grades in Upper School and Connected Virtual Learning in Lower School need further explanation. The additional details are outlined here:

Upper School

What does a Rotating Grade Model look like in the Upper School?

In all decision-making about the framework for the Rotating Grade Model (RGM), the second guiding principle which states that we *“Prefer face-to-face learning over Virtual Learning whenever it is safe to do so,”* remains a primary driver.

The thinking in this regard is influenced by the observations made during the school year 2020/21 and the feedback received about the RGM in place from May/June 2020 and Winter / Spring 2021. The RGM for the Upper School is primarily focussed on two aims:

1. Maintaining the highest quality learning experience for students being taught virtually whilst retaining the same excellent standard of learning experience for those students being taught at school.
2. Creating a significant reduction in the density of student numbers in the Upper School in general and in the High School classes in particular.

Three High School Cohorts

The RGM divides the High School Grades into three cohorts:

Cohort A: Grade 10

Cohort B: Grade 11

Cohort C: Grade 9

These three cohorts rotate attending school on-site and learning from home. Each week, therefore, on-site learning in the High School is reduced to 3 grade levels. The Senior Class, Grade 12, remains on-site all the time to concentrate on the preparation for the exams. When off-site, remote access to teaching & learning is facilitated through the online platform Schoology. Aside from a slightly adapted schedule (see details later in this document), access to learning is the same for all three cohorts.

Extending the Cohorts

Whilst the RGM is specific to the High School Grades 9, 10 & 11, it can easily be extended to include Middle School Grades 6 through 8 and/or the Senior Class, Grade 12 in any combination. For example, if after any initial shift to the RGM with High School Grades it were deemed necessary to further reduce the density of student numbers in the Upper school section, then Cohort A could increase to include G8 & G10; Cohort B to include G7 & G11; and Cohort C to include G6 & G9, etc...

Existing A-H Calendar (8 day schedule) remains unchanged

In any shift to the RGM, all students and teachers in the Upper School whether teaching & learning on or off site follow the existing Upper School Calendar and the eight day rotating block schedule. There is no interruption to the trimester schedule or the reporting periods.

Other considerations influencing the Final RGM Framework

Other priorities contributing to ISL's preference of this scheduling option include the following:

Priority	Decision
Effecting minimal changes to the classroom schedules and full use of the specialist rooms.	Fixed seat arrangements in classrooms securing the maximum possible physical distance. No disruption to option groups or other elective programmes where class size is variable. Specialist rooms can be used for designated purposes. Establishing one-way traffic in hallways and on staircases.
Maintaining enhanced cleaning, sanitizing, and disinfecting protocols effectively.	Adjusting contractual time and shifts with the Cleaning Company.
Retaining the health screening and preventative hygiene protocols.	Retaining temperature checks at the entrance and reducing student density on campus allows rules to be enforced more effectively.
Maintaining some programme of Beyond the Classroom Activities	Dependent on permissions and limitations imposed by the Authorities.
Developing classroom community and culture.	Activities and events to continue within guidelines provided, e.g assemblies. Also feasible online for students at home to some degree.
Increasing students' & teachers' ability to toggle seamlessly between RGM and face-to-face learning.	RGM permits teachers to toggle between online and face-to-face teaching without changing schedules
Maximizing access & reducing student congestion in common areas, cafeteria and other shared facilities on campus.	RGM results in minimal conflicts in use of shared facilities (pool, fields, gyms, etc.) and in a dramatic reduction in levels of congestion in the hallways, common areas, Snack Shack and cafeteria during lesson changeover, break times and lunchtimes.

Plan B: The Upper School Rotating Grade Model Schedule.

Column 1 shows the daily schedule and this is unchanged **for all learning on-site.**

Column 2 shows the Virtual Learning Schedule for any **High School grades learning off-site.**

Column 3 shows the Virtual Learning Schedule for any **Middle School grades learning off-site.**

Regular Schedule for Upper School Grades Learning On Site	High School Virtual Learning Schedule for any High School Grades Learning Off Site	Middle School Virtual Learning Schedule for any Middle School Grades Learning Off Site
08h25 to 08h40 Homeroom Advisory	08h25 to 08h35 1st Day of Virtual Learning: Virtual Assembly All other days: Optional Virtual Advisory	08h25 to 08h35 1st Day of Virtual Learning: Virtual Assembly All other days: Virtual Homeroom
5 min	10 mins	10 mins
08h45 to 09h40 Period 1 55 mins	08h45 to 09h30 Period 1 45 mins	08h45 to 09h30 Period 1 45 mins
5 min	15 mins	15 mins
09h45 to 10h40 Period 2 55 mins	09h45 to 10h30 Period 2 45 mins	09h45 to 10h30 Period 2 45 mins
Break 20 mins	Break 30 mins	Break 30 mins
11h00 to 11h55 Period 3 55 mins	11h00 to 11h45 Period 3 45 mins	11h00 to 11h45 Period 3 45 mins
5 min	15 mins	15 mins

12h00 to 12h55 Period 4(a) High School Lunch Middle School 55 mins	12h00 to 12h45 Period 4a 45 mins	12h00 to 12h50 Middle School Lunch 50 mins
	10 mins	5 min
12h55 to 13h40 Period 4(b) Middle School Lunch High School 45 mins	12h55 to 13h40 Lunch 45 mins	12h55 to 13h30 Middle School CASCADE (Adapted Programme) 35 mins
	5 min	15 mins
13h45 to 14h40 Period 5 55 mins	13h45 to 14h30 Period 5 45 mins	13h45 to 14h30 Period 5 45 mins
	15 mins	15 mins
14h45 to 15h40 Period 6 55 mins Not on Wednesdays	14h45 to 15h30 Period 6 45 mins Not on Wednesdays	14h45 to 15h30 Period 6 45 mins Not on Wednesdays
	10 mins	10 mins

Lower School

What would two-weeks in the Connected Virtual Learning model look like in ISL's Lower School?

Implementing the Connected Virtual Learning Model at ISL's Lower School presented slightly different challenges and opportunities than those encountered for the Upper School due to the age of the children. In all decision-making about the framework for Connected Virtual Learning, the second guiding principle which states that we "*Prefer face-to-face learning over Virtual Learning whenever it is safe to do so,*" remains a primary driver. To accomplish this goal at ISL's Lower School, a model has been developed that:

- Allows homerooms **Early Years 3- Grade 5** students to attend daily for one week by having half classes on alternate weeks. This allows physical distancing of 2 metres in classrooms.
- Rotating attendance of students every other week, reducing student density in classes to 50% of the group, have a seat and table workstation with 2 metre distance.
- Outdoor play will be in homeroom groups per grade on a staggered schedule with

each homeroom assigned a zone to play in.

- ISL will provide Virtual Learning through Schoology (Grades 3 - 5) and Seesaw (EarlyYears 3-Grade 2) for the 50% of children at home organised by each grade level team and the subject teams
- Lunches prepared on site and eaten in the homeroom delivered by the Cafeteria personnel following hygiene rules.
- The Library, Lower School Media Lab, Cafeteria and Gyms are closed.

Other priorities contributing to these solutions at the Lower School include the following:

Priority	Decision
Reducing contact during drop-off and pick-up.	Staggering schedules for arrival and departure and throughout the school day.
Implementing new screening and preventative hygiene protocols effectively.	Reducing overall density on the Lower School campus, including reducing density in all homeroom classrooms by half.
Implementing new cleaning, sanitizing, and disinfecting protocols effectively.	Frequent handwashing by all students and staff. Three cleaners circulating cleaning toilets, door handles and handrails etc. Many doors are left open to reduce hand contact and secure air ventilation.
Reducing risk of exposure when physical distancing with young children is challenging.	Enforced distancing through use of 2m “grids” and distancing. Rotations of students, scheduling changes, and alternative uses of larger spaces. Homeroom classes kept together with no mixing even at a grade level. This is achieved through a delivered lunch system in the homeroom classroom, staggered and separate breaks, plus specials in the homeroom or specialist class.
Managing student behaviours and interactions amongst children.	Maintaining one week in and one week out of the Lower School 50% of the students in school and the learning through digital experiences for the other 50% at home.
Manage student materials and resources to have personal use only	Students are required to bring a personal pencil case with stationery supplies in for their own use. Students have a bag or box in class to keep at their station books, journals, materials and devices etc..
Ensuring high quality teaching & learning on days students are not physically on campus.	Using support teachers (EAL and Learning Support) to support homeroom teachers at school and the students at home. Teachers who are at home to support Virtual Learning.
Developing community and culture.	Through use of homerooms, student groupings, and common experiences.

Plan B - Below is an example schedule. In the Connected Virtual Learning model the Lower School is constrained by closed gyms and Sports classes being suspended. Also, the library is closed and short library lessons happen in the homeroom classroom.

Time and Weekday	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:25	Temperature check and go to homeroom				
Period 1	Homeroom or special lesson Outdoor time				
Period 2	Staggered outdoor break Grades 1- 5				
Period 3	Homeroom or special lesson				
Lunch 1st Lunch 2nd Lunch 3rd	Lunch in homeroom				
Lunch break	Grade 3 Homeroom Class				
Period 4	Homeroom or special lesson Rest EY3 / EY4				
14:00 to 14:35	Going home staggered dismissal				
14:15-14:40	Bus duty LS Auditorium				

Part 3: Health & Safety

Introduction

The challenge of the school year 2021/22 is to re-establish school as normally as possible under the still existing influence of the pandemic. The latest development of the increasing vaccination and lower infection rates, and the easing of restrictions by the Luxembourg government encourage ISL to plan to start the school year on Plan A - Face-to-Face Learning Model, while always keeping in mind the need to switch to either Plan B or C at any time if the public health situation worsens or as a particular threat arises for children due to rising infections in this year groups.

As much as possible the daily routine will return to normal with some restrictions remaining, where ISL needs to comply with directives and regulations issued by the Luxembourgish government.

The school realises that every policy, protocol, and practice needs to be reviewed with the goal of ensuring preventative hygiene including wearing face masks and physical distancing where appropriate. Contingency plans need to be permanently adapted to the developing situation as long as there is no vaccine for children or effective medication for COVID-19.

Guiding Principles 3, 4, and 5, which are repeated below, further drive all planning:

- 3.** Prioritise student and staff members' health, safety, and wellbeing as ISL's central focus.
- 4.** Ensure hygiene and health related directives set out by the Luxembourgish government are clearly communicated, effectively implemented and followed through.
- 5.** Promote practices and policies to reduce risk of virus transmission and support all governmental activities when facing changing health circumstances including contact tracing.

The ISL COVID Task Force came together to lead this important work and formed the following shared understandings to frame the work in this section:

- Focus on the variables under the school's control;
- Use reliable, scientific sources (mainly Ministry of Health, WHO, ECDC) to guide the school's understanding of the SARS-CoV-2 that causes COVID-19 and how to prevent transmission most effectively within the ISL community;
- Remain adaptable, knowing scientists' understanding of the virus and Covid-19 will evolve;

- Seek ways to reduce risk of virus transmission, conscious that the school cannot eliminate it;
- Identify external and internal drivers that would lead to tightening or loosening of the restrictions;
- Ensure new governmental directives, including contact tracing, can be implemented quickly and enforced.

ISL COVID Task Force members became well-versed in the parameters of COVID-19 prevention and risk mitigation related to specific areas, reading numerous publications, consulting with other International Schools worldwide, attending webinars, and closely following local and regional developments and regulations. This work continues to be refined through the group’s dedication and commitment to opening the doors to a safe campus for all in August and to guiding the ISL community through the school year 2021/22.

COVID-19 has disrupted school life as previously known. The challenges of establishing a “new normal” will rely on the ISL community showing solidarity, trust, mutual respect and adapting to new behaviours. Through this, the school will continue to navigate this unprecedented public health challenge successfully.

- Members of the ISL community and visitors wash and disinfect their hands frequently, respect realistic physical distance and wear face masks, where appropriate;
- Members of the ISL community and visitors comply with the temperature check at the entrance and refrain from entering the campus when symptomatic;
- Members of the ISL community recognise the importance of self-isolation in case of virus-related symptoms or a positive Antigen Rapid test;
- Members of the ISL community seek medical consultation or testing after being in contact with another person diagnosed positive with COVID-19.

ISL’s Approach to Safety

ISL’s approach to safety looks at four areas:

- physical Distancing and Reducing Student Density;
- Health Screening and Preventative Hygiene;
- Cleaning, Sanitising, and Disinfecting;
- Communications, Training, and Coordination.

Each of these critical areas helps shape the approach to ensuring policies and protocols provide the necessary conditions on the



ground to mitigate risk of exposure to COVID-19.

The school identified these areas through ongoing study of the growing publications on COVID-19, such as sanitary measures to reduce transmission risk of the virus, the role face masks and physical distancing play in protection, and how to disinfect critical surfaces in a school setting effectively.

The school also understands that the best operations plan must be clear, flexible and sustainable. Therefore ISL's efforts only become operational when the team can communicate, train and coordinate these efforts effectively.

Lastly, incorporating the four areas into the daily routine remains paramount, as the "new normal" needed to preserve elements of what's special about coming to ISL every day.

Physical Distancing & Reducing Density

Throughout the pandemic, scientific research has become more and more certain that the prime way of virus transmission is by aerosols, respiratory droplets and physical contact with an infected person. Accordingly, physical distance is the most essential strategy in the containment of COVID-19. Governments around the world have issued stay-at-home orders, cancelled large events and ordered non-essential, high-density businesses to close or to adapt their operations to the prevailing exit strategy. By their nature, schools are high-density, offering conditions where illness can spread quickly even in the best of times. For example, schools routinely experience outbreaks of the seasonal flu; hand, foot, and mouth disease; conjunctivitis and head lice. Research indicates that SARS-CoV-2, the virus that causes COVID-19 is menacing and highly contagious, even when infected persons are asymptomatic or show few symptoms. Scientific research so far also shows that COVID-19 infections in young children are very different from those in adults, with children being mostly asymptomatic and severe forms of COVID-19 in children remaining uncommon. During the autumn season 2020, studies were published showing that teenagers and young adults react similarly to adults and therefore the same safety measures should be applicable to this age group. Statistics show that younger children are less affected by Covid-19. Reflecting on this knowledge, ISL allows children in Early Years 3, Early Years 4 and Kindergarten not to wear face masks during the school day.

If physical distancing is key to the risk mitigation, the challenge for any school is density. ISL recognises that to reduce the risk of infection effectively, it must implement credible physical distancing policies and discipline in wearing face masks. When all 1,400 ISL students attend school at the same time, it is impossible for the school to adhere to best-practice guidelines. The school is unable to secure adequate distance at all times within the facilities, especially not during lessons in a classroom with current average class sizes of 18 across all divisions. On any given day all classrooms are filled with students, while in some spaces it is tight. Classroom variations occur in size, furniture, fixtures and specific designation (Science, Art, Design Technology, Music). Most classrooms can seat approximately 20 students. Some smaller language classrooms only offer space for up to 15 students. These class capacity numbers work well, until distancing becomes necessary. When ISL approached the classroom spaces with a goal of sitting students 2 metres apart, almost no classroom would safely seat classes. Therefore, the impact of distancing on the usable facility space became an important consideration moving forward.

Accordingly, ISL’s three-tiered risk assessment, which is attached to its three learning models, is informed by awareness of physical distancing and reducing density as critical levers in all efforts to mitigate risk of COVID-19 infection.

Risk Level	Distancing	Density	Learning Model
High	School closes		Virtual
Medium	≈ 2m in classrooms; one-way traffic transitioning around campus;	School is at reduced capacity;	Rotating Grade Model / Connected Virtual Learning
Low	Discourage physical contact, such as hand shakes, hugging, kissing	Full capacity, all students in attendance	Face-to-Face

Other factors such as the age of the students and the layout of the classroom also influence decisions around distancing. Physical distancing is considered to be the most effective measure for reducing the risk of Covid-19 transmission and the school continues to rely on this for decision-making, as it faces the new realities of the 2021/22 school year. Regular ventilation of classrooms and keeping doors and windows open wherever possible is also an essential part of the mitigation and daily routine.

Health Screening and Preventative Hygiene

Another essential pillar recommended by health care professionals involves mandated health screenings, Antigen rapid testing and sanitary measures, which begins with hand-washing and use of face masks. Coupled with physical distancing, these are proven as effective strategies in containing COVID-19.

Health Screening – ISL will require individual temperature and symptom screenings at the entrance to the campus. The goal is to prevent symptomatic children and adults from entering the campus. Parents and visitors entering the campus will also be screened at any time. Included in the health screenings will be all staff members, security guards, canteen personnel and vendors who deliver items to the campus.

Antigen Rapid test - ISL participates in the Luxembourg rapid test strategy for school and performs testing for Grade levels on a rotating basis for all Grades 1-12. Families are also given the chance to test at home as an alternative to the testing in the school. In addition, Antigen Rapid tests are offered in connection with events and assemblies when visitors are allowed to attend those gatherings. Rapid test kits are also provided to staff members for their regular use, even when fully vaccinated.

Preventative Hygiene – Everyday hygiene practices are a key pillar to prevent virus transmission, not only for SARS-CoV-2. As has been well-documented, hand washing many

times daily with soap or disinfection fluid is critical. In addition to hand-washing, all building entrances are equipped with fluid disinfection dispensers next to the doors, a simple yet effective way to prevent the spread of pathogens and infections. Other preventative measures include coughing or sneezing into tissues or the inside elbow, avoiding touching the face, wearing face masks, and disposing of masks safely in designated bins.

If a student or adult develops symptoms while on campus, the ISL Nurses have a designated isolation room. The individual will be cared for by one identified nurse, who will wear the appropriate Personal Protective Equipment and follow infection control practices designed to decrease the risk of transmission. The nurse will call parents and arrange for the child to be collected. A child who has developed symptoms while on campus will not be allowed to travel home alone.

Cleaning, Sanitising, and Disinfecting

The third pillar in ISL's operational strategy to prevent the spread of COVID-19 has been to ensure cleaning protocols follow guidelines established by the Ministry of Health and European Centre for Disease prevention and Control (ECDC). These guidelines encourage institutions to consider the important differences between cleaning, sanitizing, and disinfecting, and recommend the best chemicals to use and how to apply them. ISL applies different protocols for different circumstances. For example, if a child tests positive for COVID-19, classrooms in which they study will need to be closed for a certain period of time for disinfection. This could end in a partial closure of an entire school building as well. The school will continue to use the Ministry of Health and ECDC guidelines, along with other occupational and environmental recommendations, to learn the safest and most current practices in school facilities.

Another important aspect of this strategy involves the limited time of facilities use. Having designated fixed ending times and forcing students and teachers to leave the building at a certain time enables ISL to plan and concentrate all cleaning, sanitizing, and disinfecting efforts with its providers. A reliable schedule increases efficiency and effectiveness. Additionally, all teachers have access to a disinfection kit, containing a refillable disinfection spray bottle, tissues, gloves and wipes for electronic devices. Shared classrooms are to be disinfected before and after use by the respective users.

Students will continue to be educated in the importance of hygiene and safety and their responsibility to follow through and support the school.

Communication, Training & Coordination

Directed by the school's guiding principle, "Ensure hygiene- and health-related directives set out by the Luxembourgish government are clearly communicated, effectively implemented, and diligently enforced," ISL established the fourth pillar of safety, i.e. Communications, Training, and Coordination.

ISL's operations plan will only be successful if it has clear expectations set out for its community, a structure that is sustainable, and the flexibility to adapt to changing realities. The first step is targeting communication to the community on how to protect everyone by informing them about what guidelines must be followed.

In addition to existing communications channels, the school will implement environmental messaging (signage, wayfinding, etc), particularly in regard to key areas such as the main access points to campus, cafeteria, bathrooms and common areas on campus. Further multimedia messaging strategies will be deployed school-wide. The parent and staff portals (MyISL) have designated COVID-19 information that aggregate all related messages and include resource links, documents and forms. Infographics released by the Luxembourg government, WHO and ECDC are complimenting the information. Please see the following infographics as examples:

[Precautionary measures on Campus](#)

[Net ouni meng mask](#)

[How to wear a mask](#)

[How to wash your hands](#)

[Rapid Antigen testing](#)

Effective communication mechanisms are in place, more detailed instruction and training will be implemented throughout the school, prior to and at the start of the school year. ISL will work together with cleaning staff partners on new measures of reducing and eliminating germs. Security guards will monitor protective measures specific to their roles, ISL faculty and professional support staff on sanitizing classroom space and shared objects, students on maintaining distance, wearing face masks and upholding personal health hygiene. Parents are also asked to screen their children's health every morning. Everyone will have a role to play, and information and training in various forms will be an integral part of creating awareness of these roles.

ISL has developed a set of protocols and guidelines: [Hygiene & Safety Concept](#). This highlights the different areas of operation that everyone will need to abide by and be responsible for, to ensure the safety, health and learning of the ISL community.

Coordination is what brings the efforts together and enables the school to work collaboratively towards safety and prevention—a key element of all operations. The ISL COVID Task Force will continue to transmit official messages and environmental changes

to secure a coordinated approach to the dissemination of information and a cohesive approach to reinforcement of the rules. The ISL COVID Task Force will remain responsible for making sure systems are aligned and coordinated, and will oversee any emerging gaps, adaptation needs, and trouble-shooting.

ISL needs all members of the community to accept new behaviours within this changed culture over the next school year. Acting with self-awareness, sensitivity to others, and solidarity will be key. When a child expresses frustration with rules that limit its social interactions, adults need to express understanding, but discourage cynicism and remind everyone why the measures are in place. If other schools or companies have innovative ways to address occupational safety, ISL will evaluate a possible integration into its own routines or policies. A collective and unified community effort has never been so important.

Specific Areas of Enhanced Protections

Security and Campus Access

Subject to prevailing directives, Visitors and parents will need to access the campus through the school's security system, which incorporates undergoing a temperature and symptom check prior to entry. Rules and regulations set out in the Hygiene & Safety concept will apply to all, in particular wearing a face mask inside the buildings.

This will include extended family visitors and guest speakers. Visitors include sales vendors, package delivery, facility specialists, potential students/families, and pre-approved students and coaches or sponsors visiting from other schools.

Cafeteria

The cafeterias in the Upper School and Lower School, will both operate for students and staff members. Upper School will follow a staggered schedule, Lower School will have a pre-ordering system. Early Years 3, Early Years 4 and Kindergarten will eat in their classrooms.

The total seating capacity will be reduced in order to be compliant with the recommendations for restaurants and cafeterias. Inside both cafeterias, the tables are set up for a maximum number of persons per table permitted. This number may vary according to the public health requirements and changes can be quickly adapted by the school.

For Upper School some additional seating will be available in the Snack Shack and a covered picnic area near the main Upper School entrance.

Students and staff members are required to sanitise their hands before entering the

cafeteria. Wearing a face mask is mandatory in the cafeteria and these may only be removed while seated and eating. At the food serving stations and checkout desks, transparent protection will be put in place to separate and protect the cafeteria staff and cashiers.

After each round of students, the cafeteria staff is advised to clean and disinfect the tables and chairs.

Nurses / School Health professionals

Our nurses / school health professionals are focused on and committed to keeping our students and staff members safe and healthy on campus. As well trained professionals, our nurses / school health professionals will continue to play a key role in guiding our school's efforts, also in educating the community about the transmission of the virus and the latest publications and scientific data updates. In addition, our nurses / school health professionals are key partners in contact tracing for cases of infection among students and staff. As always, the nurses / school health professionals will be here to support and care for students and families, answer questions, and provide guidance about treatment when appropriate.

Bus Transportation

Many students use bus transportation to travel to and from school daily. The school recognises that its transportation partner needs to follow specific directives for its business and will face enhanced challenges to mitigate risks of COVID-19 exposure for students. Enhanced protections on the bus require the full compliance of students to ensure safety on each ride.

Part 4: Beyond the Classroom Activities & Sports⁴

Introduction

Beyond the Classroom Activities and Sports are a critical aspect of an ISL student's experience. These opportunities provide students with a chance to explore and develop their passions and interests beyond the classroom. They help students develop leadership, sportsmanship, perseverance, teamwork, and many other important life skills.

Unfortunately, COVID-19 has forced ISL to suspend most of the Beyond the Classroom Activities in the school year 2020/2021 for safety reasons. ISL is doing its best to offer all Beyond the Classroom Activities in 2021/2022, knowing that programmes must be aligned with the risk levels and learning models outlined in Part 2 of this document for the duration of the COVID-19 pandemic. Activities will allow a mix of students across grade levels and requires a strict registration for all Beyond the Classroom activities for contact tracing.

ISL recognises that while it always prioritises the health, safety, and wellbeing of students and staff members, this duty is now heightened. Accordingly, the Activities and Sports team has developed new health-related routines that are research-based, following models of best practice from other international schools, and aligned to major sports governing bodies.

Part 3 of this document is about ISL's health and safety planning, outlines four areas:

- Physical Distancing & Reducing Density;
- Health Screening & Preventative Hygiene;
- Cleaning, Sanitising, & Disinfecting; and
- Communications, Training, & Coordination.

These areas also provide the framework for how our Beyond the Classroom Activities and Sports program will respond to the pandemic.



⁴ Also known as extra-curricular or co-curricular activities

Physical Distancing & Reducing Density

In general, the pandemic regulations of the Luxembourg Government allows School sports activities without physical contact or competitive character. However, some sports require physical contact by the nature of the competition (e.g. judo). Contact is inevitable in other sports (basketball, softball, water polo and football), even when inadvertent (teammate or opponent) or through shared equipment. There are only a few sports where physical distancing feels even remotely plausible [cross-country, swimming, golf, table tennis and tennis (singles)]. There is less risk in most activities ISL offers, although physical distancing challenges are problematic in some activities more than others.

ISL also plans to implement occupancy limitations for facilities (changing rooms, etc.) to help with physical distancing where appropriate. The school will also limit the number of daily participants or work in separated small groups in Beyond the Classroom Activities, if necessary.

ISL has adapted a risk scale for COVID-19 to categorize its current Beyond the Classroom Activities offerings from high risk (1) to low risk (3). These ratings do not mean these sports will automatically be cancelled; rather, the school is looking closely at the risks involved in each sport or activity to assess whether those risks can be mitigated.

Risk Level	Definition	Sports at ISL	Activities at ISL
1	Sports that involve close, sustained contact between participants, prolonged contact such as tackling, wrapping, or holds are involved, lack of significant protective barriers, and a high probability that respiratory particles will be transmitted between participants.	N/A	N/A
2	Sports/Activities that involve close, intermittent sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR group sports OR sports that use equipment that can't be immediately cleaned between students.	Basketball, Softball, Volleyball, Football, Tennis and Track & Field (Field Events & Relays)	LS Sports - Ball Skills, Team Sports, Indoor Games, Manipulative Games.
3	Sports/Activities that can be done individually with no sharing of equipment or the ability to clean the equipment between use by student	Swimming, Cross-Country, Individual Track Running events, Strength and Conditioning, Golf, Dance and Movement.	Band and Choir, Nature Team, Science Club, Math Club, Student Council, Art Club, Creative Writing, Green Team, Library Club, ISL News, Medic Society, Global Issues, Zonta, Coding from Scratch, History Club, Set Design & Build, Amnesty International, Digital Art, Debate, Model UN, Happy Fitness, Brazilian Jiu-Jitsu, Capoeira, Cheetahs T+F and Just Dance.

Each sport or activity in the table above will be evaluated to determine whether risks can be reduced enough to permit the sport to happen. Before deciding to cancel a sport or activity, the school will exhaust all options, including moving it to another season in the hope that medical interventions might permit the sport to happen or developing the sport into an intramural format. The school will also look at adding new, lower-risk sports or activities to give students opportunities to participate and compete. ISL understands how students will be disappointed if their favourite sports or activities don't happen, which is why everyone is working hard to ensure they do happen if at all possible. However, it is also essential to honour the third guiding principle of this document: "Prioritize student, faculty, and staff health, safety, and wellbeing over other principles."

Health Screening & Preventative Hygiene

In order for ISL to safely provide important Beyond the Classroom Activity experiences, the school will introduce compulsory hygiene and health-screening protocols and expectations. These protocols complement those linked in Part 3 of this document.

Clearly some habits, such as sharing water bottles, hugging, high-fiving, and shaking hands, will not be possible. General health and safety practices will be important to help mitigate the risks of virus transmission in the Beyond the Classroom Activities setting, but the school also knows it needs activity-specific hygiene rules and guidelines to ensure the safety, not only of students, but also of the adults coaching, directing, or sponsoring them. ISL will develop guidelines for both Sports and Performing Arts that follow directives from the Ministry of Health.

Basic expectations concerning hygiene are as follows:

- Wash hands with soap and water or use hand sanitiser if unable to wash hands, before exiting the locker room or before entering a facility.
- Wash hands or use hand sanitiser during water breaks.
- Where appropriate, wear a face mask during practice.
- Bring individual water bottles - clearly labeled with names.
- Cover coughs and sneeze into a tissue, then dispose of it in the red trash can in the hallways immediately. In absence of a tissue, cough or sneeze into the elbow and use hand sanitiser afterwards. Participants who persistently cough or sneeze will be sent immediately to the nurse / school health professionals.
- All personal sports or physical education uniforms and accessories must be taken home after each day and washed.
- No sharing of clothing, towels, shower gel, soap or other personal items.

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Cleaning, Sanitising, & Disinfecting

The school has implemented increased cleaning and sanitation protocols for the students, equipment, and facilities before, during, and after practices. ISL will ensure that the facilities are properly ventilated and windows/doors kept open. The school fully equip facilities with hygiene and sanitation products.

Many of the Covid guidelines focus on personal responsibility and increased expectations for students and tutors and coaches to care for their equipment, practice space and locker rooms. This should help build a stronger sense of pride and ownership within the Beyond the Classroom Activity programmes.

Basic Cleaning, Sanitizing, & Disinfecting expectations:

- Equipment and facility will be thoroughly sanitized after use by students and coaches.
- Equipment will be cleaned between usage when possible. If not feasible, limitations on shared equipment will be implemented (small group drills and games).
- Expectations of student involvement in the cleaning will vary by age level, high school and middle school students will have a higher expectation to take on cleaning duties.

Communications, Training, & Coordination

Educating students, teachers, staff, service providers and the rest of the ISL community about COVID-19 risk mitigation strategies and self-monitoring will be important as play starts to resume. Education and training will help promote and set expectations of proper behaviours prior to resuming activities and sport play.



In order to prepare for activities, it will be important to spend additional time on detailed briefing of students, teachers, service providers and staff on how to uphold hygiene protocols and properly sanitize equipment before and after practice.

To showcase activities and performing arts, the prevailing directives of the Authorities for gatherings need to be observed. Organisers must set up a specific Hygiene concept for all performances that accept visitors, parents or spectators to attend. The concept needs the approval of the COVID Task Force.

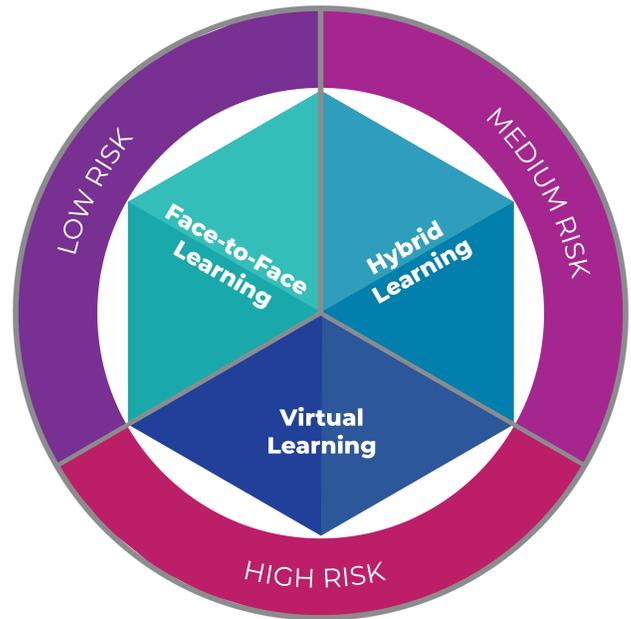
Aligning Activities and Sports Programmes to Learning Models and Risk Assessments

As explained in Part 2 of this document, ISL will anchor its learning model to one of three risk levels: either HIGH, MEDIUM, or LOW.

Students will be on campus daily in Plan A - Face-to-Face Learning Model and on campus sporadically in the Plan B - Rotating Grade / Connected Virtual Learning Model. In Plan C - Virtual Learning Model, our campuses will be closed.

This has a major bearing on the ability to practise, rehearse, or meet, although the intention is to explore workarounds relevant to each activity or sport so that there are other options to practise, meet or cancel.

Some of the considerations for the Beyond the Classroom Activity programmes relevant to each risk level or learning model are discussed in the table below.



Risk & Model	Considerations for Activities & Sports
<p>HIGH</p> <p>Virtual Learning Model</p>	<ul style="list-style-type: none"> • No in-person activities or Sports will be offered. • Strength and sport/activity-specific training are encouraged if no equipment is required. • Digital webinars and other opportunities designed to improve sportsmanship, service learning, and leadership will be offered through the Activities and Sports office. • No in-person inter-scholastic competitions (NECIS) • Athletic/activity facilities on campus remain closed.
<p>MEDIUM</p>	<ul style="list-style-type: none"> • Risk level 3 sports and activities that can be done with physical distancing and limited shared equipment will be offered. We also plan to offer some level 2 sports and activities but each Beyond the Classroom Activity will undergo a risk assessment and must resume in phases with enhanced protocols to limit risks. Risk level 1 sports will be postponed until further notice. • Sports and activities will be organized in a club model initially. Should competitions become possible, ISL will develop competitive teams separated by skill level. Daily participation limits may be introduced to ensure realistic physical distancing. • Indoor/outdoor sports and activities will be conducted in small groups with realistic physical distancing whenever possible. • Practices and activity sessions will be offered based on the schedule of when each

**Rotating
Grade /
Connected
Virtual
Learning
Model**

division is on campus. High School will likely meet 2-3 times a week, Middle School 1-2 times a week, and Lower School will get at least 1 day of afterschool activities.

- Locker room usage will be staggered to help ensure physical distancing.
- Activities will resume in training phases.
- Social contact is restricted within the rules of the sport during time of active play. Efforts should be made to avoid prolonged contact. Team huddles and celebrations including personal contact will be avoided.
- Some sharing of equipment will be permitted.
- No in-person inter-scholastic competitions (NECIS)
- ISL will not travel internationally for any competitions/events.
- Fine arts performances such as concerts, plays, musicals will be performed without audiences.
- Spectators will only be allowed within the framework set by directives of the Ministry of Health.
- ISL will provide increased live-stream service for the ISL community. Athletic/activity facilities on campus will be utilized with realistic physical distancing and proper ventilation.

LOW

**Face-to-
Face
Learning
Model**

- All sports and activities will be offered.
- Traditional sports teams will be formed with tryouts and regular practice schedules.
- No daily participation limits.
- Activities / Musicals will occur with regular try-outs and regular rehearsals.
- Indoor/outdoor sports and activities will be conducted in groups of any size. For larger groups, initial training may be done in smaller groups.
- Full contact in sports and activities will be allowed and equipment can be shared between students.
- NECIS competitions/events will resume as scheduled but will undergo risk assessments. ISL will host and travel to local schools for competition and tournaments.
- Fine arts performances will be performed with audiences but limitations may be implemented to ensure realistic physical distancing until deemed no longer necessary by the government.
- International travel will undergo risk assessments and considerations for potential quarantine by the teacher/coach responsible for the trip or event.
- Spectators will be allowed but limitations may be implemented to ensure realistic physical distancing until deemed no longer necessary by the government.

Beyond the classroom activities and Sports are an important part of the ISL student experience and these guidelines and protocols provide a way to allow students to be able to participate safely in these foundational experiences. The school will continue to monitor other national and international schools' Beyond the Classroom Activities curricular programmes and Luxembourg sport governing bodies to ensure that ISL policies and procedures are properly aligned. The current COVID-19 situation continues to change and the school is ready and prepared to modify its plans and adapt to new developments as necessary.

Competitions with other schools / NECIS

ISL, among many other international schools, is a partner in Northwest European Council of International Schools (NECIS). NECIS is committed to coordinating a united front by developing common agreements regarding hygiene expectations and other control measures for future hosting and travelling to other schools for competitions.

Matches and tournaments will resume with other schools, provided thoughtful hygiene concepts are agreed upon with participating schools. ISL will not participate in competitions taking place in countries where quarantine rules (going there or returning to Luxembourg) are applicable or larger outbreak clusters are prevailing.

When ISL hosts games or competitions, all visiting teams are obliged to adhere to the Health screening and preventative hygiene prior to competing against other teams. Parents as spectators and event-supporting staff must respect physical distancing rules and mandatory face covering to reduce risk exposure.

In case of a positive test for COVID-19 among the participating teams, the entire competition or event will be stopped and cancelled immediately. All participants will be asked to self-quarantine and to consult medical advisors.

Reaction on outbreaks

Closing schools should always be the last resort in efforts to control the pandemic. ISI will follow any recommendation and guidelines from the Ministry of Health/Ministry of Education in the case where a positive Covid-19 case is identified within the school.

Sources

Resources: Health & Safety

Several supplementary resources and tools are available or in development to underpin this framework. This list will be updated regularly.



THE GOVERNMENT
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Resources: Activities and Sports



THE GOVERNMENT
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