



Reopening Arlington Schools Plan for 2020-21



Meeting the challenges together

Reopening Arlington Schools Plan for 2020-21 (approved by Board 08/10/20)

This document will be revised and updated as details are refined and the circumstance evolve.

08/05/20; REV 08/07/20; REV 08/11/20

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Letter from Dr. Chrys Sweeting

Dear Arlington Families, Staff and Students,

I hope you are enjoying your summer break and you are staying safe and healthy as we continue to maneuver the challenges that the COVID-19 pandemic presents. We are monitoring this situation as it changes from day to day. We remain steadfast in our commitment to educate, prepare and inspire each Arlington student in any learning mode and keep the health and safety of our staff and students as a top priority.

On July 30, the Reopening Arlington Schools 2020 (RAS20) district committee comprised of students, staff, parents and community members finalized [a recommendation proposing a six step reopening plan for reopening Arlington Public Schools for the 2020-21 school year. The recommendation includes beginning the school year on step three with enhanced distance learning 2.0 for all students.](#)

The six step reopening plan is a progressive continuum where the ultimate goal is five days of in-person instruction - step 6 - when the COVID-19 transmission rates in our community and county show sustained improvement. Movement from step to step will be determined by the impacts of the changing health situation, available resources, and direction from the Office of the Superintendent of Public Instruction (OSPI), Governor and our Health Department(s).

The RAS20 Committee considered the recent strong recommendations and warnings from the Governor, OSPI and the Snohomish County Health District stating that beginning school with in-person instruction presents a significant risk to the health of students, staff, and our community. On Aug. 5, the Governor identified Snohomish County as a county at high risk for in-person instruction due to the COVID-19 infection rate and strongly recommended instruction take place at a distance.

It is our greatest desire to have school return to five days of in-person instruction as soon as possible. We understand that our decisions have impacts on families, students and staff. Our Strategic Plan calls us to not only increase student learning but to do so in a safe and caring environment.

Thank you for your patience and support in this time when choices are hard and less than ideal. Your partnership is valued and appreciated.

Passionate for Student Learning,



Dr. Chrys Sweeting
Superintendent

Arlington Public Schools Strategic Plan, Mission, Values & Goals

It is an intentional effort to align our decisions and actions to support the Arlington Strategic Plan and meet our Mission regardless of the learning mode. Our Mission states:

“Arlington Public Schools educates all students, preparing and inspiring them to graduate and seek their full potential as lifelong learners.”

Reinventing how we deliver instruction and engaging/motivating students in learning during a global pandemic has caused us to rethink how traditional instruction and learning can be maximized in a distance learning environment.

We will continue to work together with our staff, students, parents and community to meet this challenge by fostering these VALUES:

- Culture of Equitable Practices
- Collective Responsibility
- Continuous Improvement
- Collaborative Culture

Educating our students requires a comprehensive approach with intentional effort in the following four goal areas:

- ✓ **Student Learning and Achievement**
- ✓ **Safe and Caring Environment**
- ✓ **Good Stewardship**
- ✓ **Parent and Community Partnerships**



Reopening Arlington Schools 2020 (RAS20) Committee Roster

Facilitator:

Dr. Chrys Sweeting, Superintendent

District Administration:

Eric DeJong (Human Resources)
Kari Henderson-Burke (Teaching & Learning)
Gina Zeutenhorst (Finance)
Brian Lewis (Operations)
Gary Sabol (Communications)

Building Administration:

Duane Fish (AHS)
Karl Olson (Kent Prairie)
Trever Summers (Haller)
Leslie Tuomisto (Post)

District Support:

Julie Davis (Superintendent's Office)

Program Supervisors:

Krissa Cramer (District Nurse)
Ed Aylesworth (Nutrition)
Dave McKellar (Special Education)
Mark Ehrhardt (Technology)
Will Nelson (Equity & Student Success)

Certificated Staff:

Kristen Bass (Eagle Creek)
Anne Beckley (Presidents)
Sarah Cofer (Pioneer)
Shanna Crookes (AHS)
Nathan Davis (AHS)
Natalie Hollifield (Haller)
Jason Klein (AHS, AEA President)
Tamatha Moseley (Kent Prairie)
Pam Moser (Music Specialist)
Megan O'Brien (Post)
Terri Stanton (Haller)
Kristen Sutton (Pioneer)

Classified Staff:

Laura Bailey (Office Staff & PSE AP)
Jade Boykin (Sub -Para)
Anne McAlvey (School Nurse, Kent Prairie)
Jennifer White (Office Staff & PSE President)

Parents:

Terrie Bertrand (Kent Prairie)
Sarah Blake (Eagle Creek)
Jordan Bluford (Pioneer)
Erika Coghill (Post)
Mileesha Crews (Pioneer)
Angie Donaldson (SVLC/AHS)
Stacy Jacobs (Haller)
Ryan and Joy Johnson (Eagle Creek)
Sheri Kelly (AHS)
Brittany Kleinman (Pioneer)
Kimberly Meno (AHS)
Trent Olson (AHS/Haller)

Students:

Ali Amezcua-Toscano (AHS)
Montan Copenhaver (AHS)
Autumn Engels (AHS)
Sophie Willis (AHS)

Community Members:

Judy Fay (Board)
Mary Levesque (Board and Parent)
Jordan Grant (Stillaguamish Tribe)
Lauren Hunter (Alumni)
Sam LaBrun (Stillaguamish Tribe)
Anna Soltero (Alumni)
Lyanne Garka (Boys and Girls Club)

Technical Work Groups

Facilitators will engage staff and others with specific expertise on an ongoing basis in to design, plan, implement, monitor/assess and answer specific questions in the following areas:

Special Education - Dave McKellar, Director of Special Education

Operations (Facilities & Transportation) - Brian Lewis. Executive Director of Operations

Operations (Meals) - Ed Aylesworth, Director of Nutrition

Instructional Services including Technology - Kari Henderson-Burke, Executive Director of Teaching and Learning

Labor Impacts - Eric DeJong, Executive Director of Human Resources

Health Services - Krissa Cramer, District Nurse

Communication & Community Engagement - Gary Sabol, Director of Communication

Building and Site Teams to plan specific logistics for their work locations

Overview of Our Plan & Process

In June, The Office of Superintendent of Public Instruction (OSPI) published the Reopening Washington Schools 2020 District Planning Guide. This comprehensive guide is available in the Reopening Arlington Schools section of our district website. The OSPI guidance is specific to K-12 public and private education.

Arlington Public Schools must adopt a reopening plan and approve a Board Resolution for the 2020-21 school year prior to the opening of school. The district's reopening plan must also be submitted to OSPI and posted on the district website prior to the opening of school.

OSPI developed a Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE). There are three major sections of the template with attestations or descriptions required for the components of each major section. The three major sections include:

- Mandatory Health Requirements
- Statutory Education Requirements
- Additional Expectations

Developing the Reopening Arlington Schools Plan has been a joint effort. In June, we implemented the Reopening Arlington Schools 2020 (RAS20) Committee comprised of teachers, parents, community members, teachers, classified staff, students and administrators. This committee met through the summer to develop a recommendation for the School Board to consider for reopening Arlington Schools.

The RAS20 Committee met throughout the summer beginning in June. During their meetings, the group engaged in large and small break out room discussions focused on how we can reopen our schools safely and in compliance with the requirements set forth by OSPI, Department of Health and Labor and Industry. The committee of more than 50 individuals reviewed research, numerous guidance documents, articles, survey comments and feedback from multiple staff, parent and student surveys in order to develop a recommendation for the School Board to consider.

Board updates and discussion regarding the process, efforts and work toward reopening Arlington schools took place at the June 8, June 22, and July 13 board meetings as well as at a special study session dedicated to reopening schools on August 3.

Staff, Students and Parents completed a Reopening Arlington Schools Survey in June. Staff and Parents also completed a Calendar Survey in July. All feedback was reviewed and analyzed by the RAS20 Committee. We value all input. More surveys will take place.

The Reopening Arlington Schools 2020 (RAS20) District Committee finalized a recommendation proposing a Six Step Reopening Plan for reopening Arlington Public Schools for the 20/21 school year. [The recommendation includes beginning the school year on step three with enhanced distance learning 2.0 for all students](#) with consideration of the recent strong recommendation and warning from the Snohomish County Health District stating that beginning school with in-person instruction presents a significant risk to the health of students, staff, and our community.

On August 5, the Governor identified Snohomish County as a county at high risk for in-person instruction due to the COVID-19 infection rate and strongly recommended instruction take place at a distance at this time aligning with the RAS20 recommendation.

The Six Step Reopening Plan is a progressive continuum where the ultimate goal is five days of in-person instruction, step 6 when the coronavirus transmission rates in our community and county show sustained improvement. The plan provides for multiple learning modes including:

- Distance Learning 2.0
- Hybrid Learning

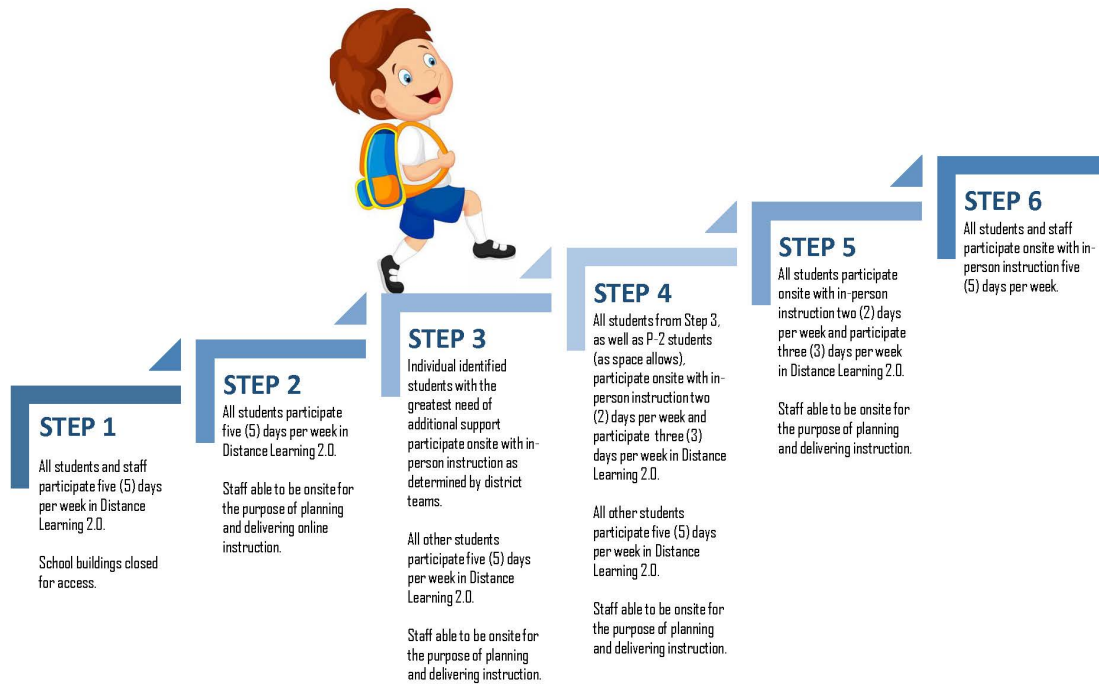
Other Learning Choices available include:

- Committed Distance Learning 2.0 for a semester or for the year for grades K-12
- Stillaguamish Valley Learning Center district/homeschool partnership for grades K-8
- Arlington Online Program for grades 9-12, but exploring adding grades 2-8

Movement from step to step will be evaluated on a regular basis with Board approval required for the starting step, step 5 and step 6. Criteria for movement will include consideration of impacts of the changing health situation, available resources, and direction from the Office of the Superintendent of Public Instruction (OSPI), Governor and our Health Department/s. You can review the most recent guidance from the Department of Health on August 5 in Appendix B. We will use the Decision Tree published on August 5 by the Department of Health. You can view the Decision Tree in Appendix C. Ample time to prepare and communicate a transition from step to step must be provided and include conversations with our local labor groups.

Arlington Public Schools will monitor the reopening plan and will revise and update it as needed. Parents, families, students, staff, and community partners will continue to be engaged in the process.

Reopening Arlington Public Schools Six Step Plan



The six step reopening plan is a progressive continuum where the ultimate goal is five days of in-person instruction when the COVID-19 transmission rates in our community and county show sustained improvement. Movement from step to step will include consideration of health metrics and other criteria.

FULL DISTANCE LEARNING

MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY



***Individual indentified students with the greatest need for additional support participate onsite with in-person instruction as determined by district teams.**

Distance Learning 2.0:

The Six Step Reopening Plan includes a learning mode of full 100% distance learning. This is part of steps 1-5. Distance Learning 2.0 will be improved from the Distance Learning 1.0 in the spring. The differences include:

- Clear expectations for staff, students and parents
- Better access to connectivity
- Professional development and training for teachers and support staff
- Training for parents on supporting learning at home
- Common platforms
- Attendance will be taken daily
- Resources to support distance learning will be available on the district website
- Tech Helpline will be available for staff, students and parents
- More teacher led “live” instruction

FULL DISTANCE LEARNING

MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY



HYBRID MODEL

MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY



STUDENT
GROUP A



STUDENT
GROUP B



IN-PERSON INSTRUCTION



DISTANCE LEARNING

***Individual indentified students with the greatest need for additional support participate onsite with in-person instruction as determined by district teams.**

Hybrid Model:

The Six Step Reopening Plan includes a Hybrid learning mode with a combination of in person instruction and distance learning 2.0. This is step 5 of the six step reopening plan. Students will attend two (2) consecutive days onsite followed by three (3) consecutive distance learning days. Each student will be assigned to either Group A (Monday and Tuesday) or Group B (Wednesday and Thursday). On Fridays, both Group A and B will participate in distance learning 2.0.

Other Learning Choices Available Include:

Committed Distance Learning 2.0

We will work with individual families who may choose to remain on 100% distance learning for their child long-term.

Stillaguamish Valley Learning Center (SVLC) District/Homeschool Partnership (Grades K-8)

The Stillaguamish Valley Learning Center is a public school offering K-8 Alternative Learning Experience with online, onsite learning (when appropriate) and **parent led home based instruction**. The instructional design engages students in project and problem-based learning opportunities to promote deep understanding and learning through rich tasks and by fostering strong partnerships between school and home. Families can call SVLC for more information at 360-618-6440. New student registration begins August 14.

Arlington Online Program Grades 9-12 (*We are exploring adding grades 2-8*)

The Online Program enables students in grades 9-12 to learn entirely online using the APEX with support from APS teachers. The Online Program accommodates more schedule flexibility, particularly for those students who work during the day, have family obligations, are trying to recover credit, or who are re-engaging into school.

Mandatory Health Requirements

1) Our primary local health officer(s):

Dr. Chris Spitters
Local Health Officer
cspitters@snod.org

Heather Thomas
Public & Gov't Affairs Manager
hthomas@snod.org

Michelle Rolfson, RN
Public School Health Nurse
mrolfson@snod.org

2) The district primary district-level-point of contact for our reopening efforts is:

Dr. Chrys Sweeting
Superintendent
csweeting@asd.wednet.edu or 360-618-6202

3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of high-risk employees and we have clearly communicated with staff their opportunity to identify themselves as high-risk.

Staff will be given the opportunity to identify themselves as high risk. According to Proclamation 20-46 and the Centers for Disease Control, individuals who fall into one or more of the following categories are at greater risk of serious illness or death from COVID-19:

I. Anyone over the age of 65

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

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

III. Anyone with the following conditions might be at an increased risk for severe illness from COVID-19:

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

- a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

We will provide the following protections for staff in high-risk categories:

- *Allow employees to work in an alternative work environment when feasible.*
- *Allow employees to access and exhaust all available leave including sick leave, vacation, personal days, federal and state allowable leave, and unemployment benefits.*
- *Continue employee benefits when employees run out of leave.*

Action Plan: Engaging self-identified high-risk employees

- *Accommodations based on L&I Requirements and the Governor's Proclamation. Staff will be given the opportunity to self-identify as a high-risk according to the above categories. The District will ask the employee to identify if the condition is from the list in II or III above. If the condition is in list III, the District may ask for medical documentation. Information will be given to staff regarding the conditions that are covered and the allowable options.*
- *Staff who have these conditions and choose to exercise their options for an alternative work assignment will fill out a form requesting such. HR will compile this information and determine alternative assignments available to high-risk staff.*

- *The Human Resources Department will first offer staff the option to voluntarily use their leave or take a voluntary furlough and apply for unemployment benefits. Human Resources will then break staff into two groups.*

Group 1: Staff members who have one or more these conditions

Group 2: Staff members who live with family members who have one or more of these conditions

- *Alternative work assignments will be prioritized to staff in group 1 first and offered in order of seniority.*
- *If there are remaining positions available, staff in group 2 will be given the same opportunity.*
- *Any remaining staff in these categories will have to use available leave options, file for unemployment, or take a temporary leave of absence or a combination of the above.*

- 4) We have reviewed our drop-off and pick-up plans to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.

We are starting the school year with remote learning. When students are back on campus, pick-up and drop-off plans will be in place to ensure that all requirements for physical distancing and access to buildings will be in place. No parents will be allowed in school buildings until step 5 on our district model, unless an exception has been granted.

Elementary plans (when we return to hybrid model or full time on site):

Drop off: parents remain in vehicles, separate drop off location for walkers, riders, and bus riders; buses will unload one at a time to minimize student group size; outdoor supervisors will oversee physical distancing and masks.

Pick up: Same as above but classrooms or grade levels will release one at a time to minimize student groups exiting the building. Parents walking to pick up children will be directed to physically-distanced intervals for waiting (markers).

Secondary (when we return to hybrid model or full time on site):

Drop off: parents remain in vehicles; separate entrances will be designated for walkers, drop offs, student drivers, and bus riders as needed; buses will unload one at a time to minimize student group size; outdoor supervisors will oversee physical distancing and masks.

Pick up: Students will be released in a manner to minimize student group size.

- 5) We have daily health screening protocols in place for students and staff.
Our plan will rely primarily on a screening process conducted at school or the work site.

Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

EMPLOYEE SCREENING PROTOCOLS

All employees, upon entering the instructional or support building, will perform a health self-screening consisting of the following:

- *Check their own temperature.*
- *Answer the self-screening questions: Any new fever, chills, cough, shortness of breath, or loss of taste or smell?*
- *If the employee has a temperature above 100.3 degrees Fahrenheit and/or answers “Yes” to the screening question they are to immediately notify their supervisor and go home.*
- *If the employee does not have a temperature above 100.3 degree and/or answers “No” to the screening question, then sign the daily health log and proceed to work.*
- *The employee screening log will be maintained with the screening kit for review by district health and administrative staff.*
- *Employees must inform their supervisors if they have a family member at home diagnosed with COVID-19. If an employee/student has a family member diagnosed with COVID-19, that employee/student must follow the isolation/quarantine requirements as established by the State Department of Health.*

STUDENT SCREENING PROTOCOLS

- *Each student’s parent/guardian will complete the student health attestation form prior to the start of the school day.*
- *The attestation form must be reviewed by a designated staff member prior to the start of the school day.*
- *All students, upon entering the instructional or support building, will be subjected to a health self-screening consisting of the following:*
 - *Temperature check with handheld infrared thermometer or thermal camera.*
 - *Answer the self-screening questions: Any new fever, chills, cough, shortness of breath, or loss of taste or smell?*
 - *Does the student have a household member diagnosed with COVID or been exposed to someone confirmed with COVID in the past 14 days?*
- *If the student has a temperature above 100.3 degrees Fahrenheit and/or answers “Yes” to the screening question or the parent/guardian answers yes to any of the screening questions on the attestation form, they are not allowed to participate in face to face instruction that day.*

- *If the student does not have a temperature above 100.3 degree and answers “No” to the screening question or the parent/guardian answers “No” to the screening questions on the attestation form, then a designated staff member records the response on the Student Screening log and is allowed to participate in instruction that day.*
- *Students must inform their instructors if they have a family member at home diagnosed with COVID-19. If a student has a family member at home diagnosed with COVID-19, that student must follow the isolation/quarantine requirements as established by the State Department of Health.*

- 6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure six feet of physical space between persons in our school facilities.

Tables will be swapped out for individual student desks as needed and excess furniture will be removed to allow for six feet of distance between students. We are making arrangements to use local warehouse space to store extra furniture.

Students will be assigned to a cohort group whenever possible to minimize exposure.

Floor stickers or other indicators will be used throughout the buildings to remind students of spacing.

- a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

During on-site instruction, students will use pod areas, conference rooms, and other spaces to minimize numbers of students in classrooms.

- b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Not at this time, however, we may explore community-based spaces in the future.

- c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

Yes.

- d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.

Yes.

- 7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide meals to students that ensure six feet of physical distance between all persons.

Meals will be provided in individual classrooms or common areas which are set up for physical distancing.

- 8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.

Handwashing posters will be displayed throughout all buildings and a video demonstrating proper handwashing has been developed. Students and staff will be provided standards for how often to wash hands.

Classrooms without sinks will be provided with portable sinks. We will provide hand sanitizer in each classroom and office.

- 9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **facial coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I guidance.

Common expectations for face coverings are in place and will be frequently communicated.

- a. We have adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.

We have an adequate supply of face coverings and face shields to supply students and staff as needed. So far, we have ordered 216,000 disposable facial coverings and 2,000 face shields. These will arrive before school starts. Supplies will be replenished as needed.

- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or work site consistent with the law and L&I guidance.

We have an adequate supply of face coverings and face shields to supply staff as needed. So far, we have ordered 284,000 adult disposable facial coverings, 1,000 face shields, and 2,600 cloth facial coverings and 100 clear masks for staff. We also ordered 4,500 KN95 masks for staff who may work with students in our health rooms.

- 10) We have developed busing plans to maximize **physical distancing on our buses** as much as possible on a given bus route.

- a. We recognize that busing is an exception to the six-foot rule, as long as much as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

Bus routes will be designed to minimize the density of students on board the bus, the length of time students ride the bus, and provide at least six feet of distance between students and driver. Windows in the bus will be open during transportation to provide

ventilation. All bus drivers and students will wear facial coverings while on the bus. Facial coverings and shields will be provided by the district for bus drivers; disposable masks will be provided for students who do not have facial coverings when they board the bus. Buses will be disinfected following the end of each pickup or drop-off route.

- 11) We will develop a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

CLEANING AND DISINFECTING FACILITY PLAN & BEST PRACTICES

In the practice of reducing disease transmission, an on-going cleaning program is the best strategy. Disinfecting and sanitizing play a smaller role in specific situations. Disinfectants and sanitizers are not cleaners and not effective on soiled surfaces.

THERE ARE THREE STEPS IN THE STRATEGY TO REDUCE THE TRANSMISSION OF COVID 19 AND OTHER VIRUSES:

- 1). *Hygiene control (the most effective)*
 - a. *Hand washing*
 - b. *Sneeze covering*
 - c. *Facial coverings*
- 2). *Cleaning*
 - a. *Use of approved all-purpose detergent*
 - b. *Microfiber cloth*
- 3). *Disinfecting and Sanitizing*
 - a. *Disinfect-kill and eliminate bacteria and viruses*
 - b. *Sanitize-reduce bacteria to acceptable levels on food contact surfaces*

High-touch surfaces will be cleaned more often. High-touch surfaces include:

- *Shared learning materials/equipment*
- *Doorknobs, light switches, door crash-bars, handrails*
- *Faucet handles, toilet handles*
- *Condiment containers, vending machines*

CLASSROOMS

Each classroom will be supplied with a labeled spray bottle of soap and water and microfiber cloths. The soap and water are to be used to clean surfaces and teaching aids in the classroom. Desks will be cleaned frequently.

DISINFECTING

The CDC indicates that most surfaces only require normal routine cleaning. Only some, like high-touch surfaces, will need to be cleaned and then disinfected. Disinfectants should not be

used on items used by children: especially items that may be put in their mouths. Cleaning with soap and water is generally sufficient.

High-touch areas that may need routine disinfection following reopening:

- *Tables*
- *Doorknobs*
- *Light switches*
- *Countertops*
- *Handles*
- *Desks*
- *Phones*
- *Keyboards*
- *Toilets*
- *Faucets and sinks*
- *Touch screens*

DO DAILY

- *Disinfect desks*
- *Clean and sanitize cafeteria tables (if used)*
- *Vacuum*
- *Clean and disinfect bathrooms*

DO ON FRIDAYS

- *Kaivac bathrooms*
- *Disinfect library tables*
- *Deep clean kitchens*
- *Deep clean cafeteria tables (if used)*

- 12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19.**

Reporting procedure for a student or staff member diagnosed with COVID-19:

- *We will report any COVID-19 positive cases to the local health department.*
- *Staff or Student/Family will fill out Arlington Public Schools attestation form.*
- *Known positive cases in the school will be reported to the District Nurse via email.*
- *The District Nurse will track COVID-19 positive cases and report to the Snohomish County Health Department (SCHD).*
 - *The District Nurse will notify the Snohomish County Health Department using their provided COVID NOTIFICATION FORM, following their reporting protocol.*
 - *School District COVID-19 positive cases will be reported daily/weekly per Snohomish County Health Department protocol.*

- *Form will be faxed to the Snohomish County Health Department: Attention Michelle Rolfson, RN – Public Health Nurse*

Reporting Procedure for a student or staff member with a suspected case of COVID-19:

- *Students and staff displaying COVID-19 symptoms during the school day will be assessed and tracked by the building nurse.*
 - *The building nurse will track suspected cases on a shared COVID-19 document.*
- *The District Nurse will track suspected COVID-19 cases.*
 - *The District Nurse will notify the Snohomish County Health Department using their provided COVID-19 Suspected Cases Form, following their reporting protocol.*
 - *School District suspected cases will be reported daily/weekly per Snohomish County Health Department protocol.*
 - *Form will be faxed to the Snohomish County Health Department: Attention Michelle Rolfson, RN – Public Health Nurse*
- *Staff or Student/Family to fill out Arlington Public Schools attestation form (if prior to the school day).*

Statutory Education Requirements

- 13) We have established a school calendar to accommodate **180 Instructional Days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in WAC 180-16-200.

We have developed a calendar that identifies all 180 learning days with guided learning planned by and under the direction of the certificated teacher to meet the required instructional hours using a variety of modes.

- a. We have created a flexible calendar with additional days that may be needed to address short-term school closures in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

Our school calendar includes five additional days at the end of the year in the event that we need to make-up any days lost for short-term closures.

See Appendix A: 2020-21 District Calendar

- 14) We have developed **weekly schedules** for students and professional collaboration to accommodate for the instructional hours requirements.

- 1) Elementary - *see Appendix B*
- 2) Middle School - *see Appendix C*
- 3) High School - *see Appendix D & E*

The middle school and elementary schedules for Stillaguamish Valley Learning Center (Alternative Learning Experience) – Appendix F & G - are also attached for informational purposes.

- 15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to OSPI attendance rules.

All teachers will take attendance in Skyward each day. Teachers will record attendance at the end of the day in order to allow evening participation. We will adjust our attendance methods within Skyward to match the phases we are in - Distance Learning (plus in-person with intentional populations), Hybrid (plus in-person with intentional populations), and fully in-person.

- a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

Intervention efforts for students who are not participating progresses as follows:

- *Teacher contacts student/parent(s)*
- *Principal/assistant principal contacts parent(s)*
- *Counselor intervention*
- *Home visits*
- *Attendance conferences/contracts*
- *Community Truancy Board*

There are many methods we have utilized and will continue to utilize to provide ongoing communication with students, families, staff and community members:

School Messenger (Broadcast, Email, Text) - School Messenger is the primary way we send out important information to our families and staff both at the school and district levels. We can send the information out as an email, broadcast or text or any combination of the three. We have utilized School Messenger as a communications tool for years as a district. However, when COVID-19 started impacting schools, this method proved invaluable in getting important information out in a timely manner to our families and staff. Community members can also sign up to receive School Messenger communications from the district.

District Website - When COVID-19 hit, we developed a “COVID-19” landing page. This page includes:

- *Information about COVID-19 (Links to COVID-19 information)*
- *COVID-19 Questions and Answers (that were asked by our families and staff)*
- *Community Resources*
- *Learning Opportunities*
- *Student Meal Distribution*
- *Chromebook Check-out Plan*
- *Childcare information*

Reopening Arlington Schools Landing Page. Information about our reopening plans for school including:

- *Updates about the Reopening Arlington Schools 2020 (RAS20) Committee and their efforts to review different reopening options to recommend to the Board of Directors*
- *A timeline for reopening schools*
- *Distance Learning Frequently Asked Questions*
- *Student Meal Distribution*
- *Chromebook Check-out*

Videoconferencing - School and district staff utilized various videoconferencing methods (Zoom, GoogleMeets, etc.) to communicate with families. District administration has also used videoconferencing tools to communicate with the Reopening Arlington Schools 2020 committee throughout the summer.

Social Media - The district and schools have been using social media platforms such as Facebook and Twitter to communicate important COVID-19 information to families and community members. Facebook is particularly effective because it allows users to provide comments. The district has used these comments to answer questions about COVID-19 and to address any concerns that may arise.

District and School Newsletters - District and school newsletters are another important method to provide ongoing communications with families. Most schools send out a monthly newsletter to families. The district sends out a quarterly newsletter to all families and community members. The most current district newsletter focused solely on our effort this spring to provide distance learning to students. The fall 2020 newsletter will focus on our reopening plans.

Family Access and other Platforms - Teachers use Family Access (Skyward) and other teaching platforms to communicate with families.

- 16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Elementary and secondary math and ELA standards will be drawn from Achieve the Core Essential Standards.

Narrowing standards in all subject areas will be completed at our District Day on Wednesday, August 26th. Processing and applying the standards will be managed via planning, PLC and professional development opportunities over the course of the year.

- 17) We have determined our 2020-21 **grading policies**.

- a. We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

Elementary:

Elementary report cards will be in narrative form. The following practices will be included in determining report card comments:

- *Narratives will be connected directly to narrowed standards*
- *Teachers will emphasize verbal and written feedback through formative and diagnostic assessment*
- *Teachers will use Skyward for required assignments so there is evidence to back grades.*
- *Student will be encouraged to set goals and self-assess.*

Middle School:

Middle School report cards will rely on an A-F marking system. The following practices will be included in determining report card grades:

- *Grades will be connected directly to narrowed standards*
- *Teachers will emphasize verbal and written feedback through formative and diagnostic assessment*
- *Students will have repeated opportunities to show growth and improve grades while enrolled in a class*
- *Students will be given opportunities to set goals and self-assess*
- *Equity and compassion continue to infuse grading practices*
- *Teachers will use Skyward for required assignments so there is evidence to back grades*

High School:

High School report cards will rely on an A-F marking system. The following practices will be included in determining report card grades:

- *Grades will be connected directly to narrowed standards*
- *Teachers will emphasize verbal and written feedback through formative and diagnostic assessment*
- *Students will have repeated opportunities to show growth and improve grades while enrolled in a class*
- *Students will be given opportunities to set goals and self-assess*
- *Incompletes are an option and will be carefully considered*
- *Equity and compassion continue to infuse grading practices*
- *Teachers will use Skyward for required assignments so there is evidence to back grades*

Additional Expectations

18) We have a plan to support students who received “incompletes” in the spring of 2020.

Incomplete grades for high school students will be addressed in the following manner:

- *Competency-based credit opportunities*
- *Course completion during summer school or the next school year (20-21)*
- *Next-level course completion (i.e., student earns and “I” in 9th grade English, then successfully completes 10th grade English)*

19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall.

- a. What percentage of our students did we provide services for?
- b. What services, programs and targeted support did we provide?
- c. How did we prioritize our students furthest from educational justice?

APS Special Education teachers identified nine students for Extended School Year (ESY) services between December 2019 and January 2020. This is an annual identification for students with disabilities (SWD) to measure the amount of regression and recoupment needed when long periods of time away from school are measured. Five families representing six students agreed to attend ESY for the summer of 2020. The case managers for these students wrote ESY IEPs. These identifications and services were established prior to the COVID 19 pandemic. In total, seven students participated in ESY, which is less than 1% of our students served in K-12 Special Education.

We had three programs for our elementary students:

- *Lit2Go - where district staff developed packages of literacy learning materials and activities and distributed them directly to registered families throughout our district.*
- *The Bookmobile had planned stops and provided students and families access to books.*
- *The Mathmobile had planned stops and provided students and families with math learning materials and activities.*

Participation in Lit2Go was based on participation in LAP programming during the school year, and a projected score of “below standard” or lower on state SBAC testing.

In total, the elementary summer support programs served 66 students, which is just over 2% of our elementary population.

Secondary support included an on-line summer school designed to retrieve credit(s) in math, science, English, and history. A certificated teacher oversaw all credit advancement courses. A para educator was also available to support students that

needed paper/pencil. A counselor was also available. The summer school administrator and counselor visited approximately 40 homes to encourage student engagement. 156 students were served, which is nearly 3% of the district's students.

- 20) We have a plan to perform a **universal screening** of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

We will assess Kindergarten students using WAKIDS assessment. We are exploring using STAR testing for literacy and math for grades 1-12. A survey to assess social-emotional needs will be given to students during the first week of school or soon thereafter.

- 21) We have developed a family and community engagement process that includes strategies to reach non-English speaking families to inform our reopening plan.

Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort:

We have been intentional about recruiting community members to serve on our Reopening Arlington Public Schools committee who represent the demographic make-up of the students attending the schools in Arlington Public Schools.

Additionally, we will translate all documents into Spanish and Russian to ensure that our families stay informed about our reopening plan.

- 22) We have invested in additional technology, hardware, or connectivity for students and educators to prepare for the fall opening.

Arlington Public Schools has invested in new Chromebooks to bring us to a true 1:1 ratio for K-12 distance learning. In order to support the use of these tools, we have also purchased hot spots for students in need, and will continue to do so as enrollment numbers change or new needs emerge.

For staff: Each teacher in our district is provided with the technology required to instruct using a distance learning model. Several teachers struggle with reliable Internet access while working from home. To address this need, we have provided hot spots and building access to Internet services.

- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.

0 – 30%

31 – 40%

41 – 50%

51 – 60%

61 – 70%

71 – 80%

81 – 90%

91 – 100%

- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely:

Each building will distribute learning devices and hotspots at the start of the school year. Because we have purchased enough Chromebooks to reach a 1:1 ratio across our system, each child will have a learning device.

While we have plenty of hot spots to distribute, there are outlying areas in our community that still cannot connect to our learning opportunities. In order to address this, we have installed antennas at easy-to-access points in the district (at Haller Middle School and Presidents Elementary). In addition, we have worked with the City of Arlington and community centers to offer free wi-fi zones for students and families to utilize. We are also exploring other options such as hotspots on food delivery busses and expanding wifi access to other parking lots and common areas.

- 23) We are providing professional learning for our educators to prepare them for effective instruction during the 2020-21 school year.

Arlington Public Schools has an annual Summer Academy for educators in our school district. This year it will be a virtual academy with recorded content that can be accessed throughout the school year. Additionally, we are planning for required training that addresses gaps in knowledge as well as enhances the use of the learning platforms and technology adopted as core platforms, including Google Classroom, Zoom, and SeeSaw.

We are reserving time for teachers to access the professional development during contracted time to gain deeper capability across our system, which translates to more successful strategies and more student engagement.

Additional content will include, equity, antiracism and project-based learning.

- 24) Our district has selected a primary learning management system for consistent use with students across the district during the 2020-21 school year.

Yes.

- a. If yes: Please select or write-in the primary learning management system the district is using with students:

✓ *Google Classroom for grades 3-12*

✓ *SeeSaw for grades K-2*

Because of the unique learning and reading needs of our primary grade students, we elected to use SeeSaw as an early learning platform. Our learners in grades 3-12 are already used to Google Classroom and we found it to be a highly usable teaching platform for distance learning last spring, therefore we are continuing its use with older students.

indicating Student Learning Days

Various factors will determine the mode in which students receive instruction (in person or distance learning)

July 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY/AUGUST

- Jul 3 Independence Day Holiday (observed)
- Aug 25 Staff Inservice Day
Aug 26 Staff Inservice Day
Aug 27 Staff Inservice Day

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					20/20	

October 2020						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					22/42	

SEPTEMBER/OCTOBER

- Sep 1 First Day of School
Sept 1, 2, 3 Reopening Schools Phase-In Days - All Students
Sept 8, 9, 10 Additional Reopening Schools Phase-In Days for Elementary
- Sep 4 No School
Sep 7 Labor Day Holiday - No School
Sep 18 3-Hr Early Release for All Students
Oct 16 3-Hr Early Release for All Students
Oct 19-23 Elem Conferences - 3-Hr Early Release **ELEM ONLY**
Oct 30 End of HS/MS Qtr 1 (42)

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					18/60

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			14/74

NOVEMBER/DECEMBER

- Nov 10 MS Conferences - Early Release **MS Only**
Nov 11 Veterans' Day Holiday - No School
Nov 12 HS Conferences - Early Release **HS Only**
Nov 25 3-Hr Early Release (Staff & Students)
Nov 25 End of Elem Trimester 1 (59)
- Nov 26-27 Thanksgiving Holidays - No School
Dec 4 3-Hr Early Release for All Students
Dec 21-Jan 1 Winter Break - No School

January 2021						
Su	M	Tu	W	Th	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18/92

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				19/111

JANUARY/FEBRUARY

- Jan 1 Winter Break (cont.)**
Jan 18 ML King Jr. Day Holiday - No School
Jan 22 End of HS/MS Qtr 2 (46)/Sem 1 (88)
- Jan 25 Inservice Day - No School
Feb 12 3-Hr Early Release for All Students
Feb 15 Presidents' Day Holiday - No School

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			23/134

April 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17/151

MARCH/APRIL


- Mar 10 End of Elem Trimester 2 (60)*
Mar 19 3-Hr Early Release for All Students
Mar 31-Apr 2 Elem Conferences - Early Release **Elem Only**
Apr 2 End of HS/MS Qtr 3 (48)
- Apr 5-9 Spring Break - No School**

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						20/171

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						9/180

MAY/JUNE

- May 14 3-Hr Early Release for All Students
May 31 Memorial Day - No School
Jun 11 Last Day (tentative) - 3-Hr Early Release for All Students
Jun 11 End of Elem Trimester 3 (61)
Jun 11 End of HS/MS Qtr 4 (44)/Sem 2 (92)
- Jun 14-18 Make Up Days, if needed*

 Student Learning Days - Mode may vary (in-person or distance learning)

 Early Release - all students

 Early Release - Conferences for certain grades - see notes to side of calendar

Elementary Schedule (Eagle Creek, Kent Prairie, Pioneer, Presidents)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-9:30	Class Check-in	Class Check-in	Class Check-in	Class Check-in	Class Check-in
9:30-10:15	Literacy Instruction (Group A*)	Literacy Instruction (Group A*)	Literacy Instruction (Group A*)	Literacy Instruction (Group A*)	Small Group Instruction*
10:15-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:15	Math Instruction (Group A*)	Math Instruction (Group A*)	Math Instruction (Group A*)	Math Instruction (Group A*)	SEL Check-in
11:15-11:45	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention	Family and Student Support*
11:45-12:30	Specialist	Specialist	Specialist	Specialist	Specialist
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Math Intervention	Math Intervention	Math Intervention	Math Intervention	Independent, directed learning
1:30-2:15	Literacy Instruction (Group B*)	Literacy Instruction (Group B*)	Literacy Instruction (Group B*)	Literacy Instruction (Group B*)	
2:15-2:30	Recess	Recess	Recess	Recess	Recess
2:30-3:15	Math Instruction (Group B*)	Math Instruction (Group B*)	Math Instruction (Group B*)	Math Instruction (Group B*)	Independent, directed learning
3:15-3:40	Family and Student Support*	Family and Student Support*	Family and Student Support*	Family and Student Support*	
*During times that students are not involved in direct instruction, they will work on independent directed learning.					

Middle School Distance Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:10	1st Period*	2nd Period*	1st Period*	2nd Period*	SEL check ins
9:10-9:25	Transition	Transition	Transition	Transition	HS & Beyond Plan
9:25-10:35	3rd Period*	4th Period*	3rd Period*	4th Period*	Independent, directed learning, small groups
10:35-11:05	Lunch	Lunch	Lunch	Lunch	Lunch
11:05-11:35	Student contact*	Student contact*	Student contact*	Student contact*	Student contact*
11:35-12:45	5th Period*	6th Period*	5th Period*	6th Period*	Independent, directed learning, remediation
12:45-1:00	Transition	Transition	Transition	Transition	Transition
1:00-2:30	7th Period*	Intervention block*	7th Period*	Intervention Block*	Independent, directed learning

**During times that students are not involved in direct instruction, they will work on independent directed learning.*

Arlington High School Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Student and family support*	Student and family support*	Student and family support*	Student and family support*	Student and family support*
9:00 - 10:20	1st Period*	2nd Period*	1st Period*	2nd Period*	Independent, directed learning
10:20-10:30	Transition	Transition	Transition	Transition	10:00 to 10:30 Advisory*
10:30 - 11:50	3rd Period*	4th Period*	3rd Period*	4th Period*	Independent, directed learning
11:50 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:00	SEL student check in*	SEL student check in*	SEL student check in*	SEL student check in*	SEL student check in*
1:00-1:10	Transition	Transition	Transition	Transition	Transition
1:10 - 2:30	5th Period*	6th Period*	5th Period*	6th Period*	Independent, directed learning

**During times that students are not involved in direct instruction, they will work on independent directed learning.*

After School Support 2:40 - 3:30	Intervention & Student Support	Intervention & Student Support	Intervention & Student Support	Intervention & Student Support	Student Support
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Weston High School Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:20	1st Period*	2nd Period*	1st Period*	2nd Period*	Small group review/preview*
10:20-10:30	Transition	Transition	Transition	Transition	Transition
10:30 - 11:50	3rd Period*	4th Period*	3rd Period*	4th Period*	Independent, directed learning
11:50 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 12:50	SEL student check in*	SEL student check in*	SEL student check in*	SEL student check in*	SEL student check in*
12:50-1:00	Transition	Transition	Transition	Transition	Transition
1:00 - 2:20	5th Period*	6th Period*	5th Period*	6th Period*	Independent, directed learning
2:20-2:30	Transition	Transition	Transition	Transition	Transition
2:30 - 3:30	Panther (Period 7)	Panther (Period 7)	Panther (Period 7)	Panther (Period 7)	Independent, directed learning

**During times that students are not involved in direct instruction, they will work on independent directed learning.*

Appendix F

Stillaguamish Valley Learning Center - Middle School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Office Hours/Meetings	Office Hours/Meetings	Office Hours/Meetings	Office Hours/Meetings	Students: Home Learning
8:00 - 9:00	Consulting -	Plan Time	Plan Time	Plan Time	
9:00 - 10:15	*Student/Parent Meetings	Period 1	Period 1	Period 1	
10:15 - 10:30	*Document Progress on WSLP	Break	Break	Break	
10:30-11:45		Period 2	Period 2	Period 2	
11:45 - 12:15	Students: Home Learning	Lunch	Lunch	Lunch	
12:15 - 12:45		Attendance/Connections	Attendance/Connections	Attendance/Connections	
12:45-2:00		Period 3	Period 3	Period 3	
2:00 - 3:00		Professional Learning/Video Creating Editing/Meetings			

Notes:

Each period is 75 Minutes

Teachers get one hour plan time, and an hour of professional development for each work day

8-11:30 on Mondays for Consulting

All teachers are 0.7 FTE (Mon AM/Tues/Wed/Thurs)

Appendix G

Stillaguamish Valley Learning Center - Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Students:	Office Hours/Meetings	Office Hours/Meetings	Office Hours/Meetings	Students:
8:00 - 9:00	Home Learning	Plan Time	Plan Time	Plan Time	Home Learning
9:00 - 10:15		Literacy Instruction	Literacy Instruction	Literacy Instruction	
10:15 - 10:30		Recess	Recess	Recess	
10:30-11:45		Math Instruction	Math Instruction	Math Instruction	
11:45 - 12:15		Lunch	Lunch	Lunch	
12:15 - 12:45		Attendance/SEL Check-in	Attendance/SEL Check-in	Attendance/SEL Check-in	
12:45-2:00		Intervention/Student Support	Intervention/Student Support	Intervention/Student Support	
2:00 - 3:00		Professional Learning/Video Creating Editing/Meetings			

Notes:

Each period is 75 Minutes

Teachers get one hour plan time, and an hour of professional development for each work day

8-11:30 on Mondays for Consulting

All teachers are 0.7 FTE (Mon AM/Tues/Wed/Thurs)

K-12 Schools – Fall 2020-2021 Guidance

Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. This guidance strives to provide feasible actions schools can take to mitigate risks to student and staff from COVID-19 and allow schools to resume in-person instruction whether full time for all students, phased, or hybrid models of partial online and partial in-person instruction.

This guidance is specific to K-12 public or private schools regardless of what phase or county they are in. Use this guidance to inform **how** to resume in person school and the accompanying document, “K-12 School Decision Tree” for decisions about **when/if** to resume in person school. All decisions should be made in coordination with the local school board and the local health department.

The following guidance incorporates information from [CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs--Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\)](#), [K-12 Schools and Child Care Programs](#) and [CDC COVID-19 Considerations for Schools](#). It is intended to assist schools in complying with Governor and Office of Superintendent of Public Instruction (OSPI) requirements to help ensure employee and student safety during the COVID-19 pandemic.

Promoting health and safety in schools relies on communication between schools and local public health authorities. FERPA allows schools to share personally identifiable information with local public health authorities without consent, including parental consent, when needed to respond to a health emergency

(https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions_0.pdf).

If the school buildings have been shuttered, please follow CDC guidance on safely reopening the buildings: [Reopening Buildings after Shutdown](#).

This guidance is based on existing science, expert public health opinion, current policies, and stakeholder input.

This guidance does not address extracurricular activities, such as youth sports. When in person learning resumes, refer to Washington Interscholastic Activities Association (WIAA) for specific guidance for sport (<https://www.wiaa.com/default.aspx?SecID=46>).

DOH recognizes the need to plan ahead while the science of COVID-19 evolves. Further, the trajectory of disease in our state and nation may require changes to our state's response including in schools. DOH will update this guidance and the K-12 decision tree periodically and work with OSPI to ensure districts, schools, and families are aware of updates.

Key Principles for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- **Keep ill persons out of school** — educating students, families and staff to stay home when sick, and using screening
- **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
- **Physical distancing** — minimizing close contact (less than six feet) with other people.
- **Hand hygiene** — frequent washing with soap and water or using alcohol-based hand gel.
- **Protective equipment** — use of face coverings or shields, and barriers.
- **Environmental cleaning and disinfection** — especially of high-touch surfaces.
- **Improve indoor ventilation**
- **Isolation** of sick people and exclude exposed people.
- With the above considerations foremost, outdoor activities are safer than indoor activities.

Based on these principles, everyone should understand that more, closer, and longer interactions between people is associated with more risk of COVID-19. Risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least six feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

General Guidance

Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:

1. Are showing [symptoms of COVID-19](#).
2. Have been in close contact* (within 6 feet for at least 15 minutes) with someone who has confirmed COVID-19 in the last 14 days.
3. Have tested positive for COVID-19 in the past 10 days

*Health care providers, EMS workers, and staff who wore proper personal protective equipment (PPE) during potential COVID-19 exposure are permitted to be in site.

Ensure staff are trained in health and safety protocols for your site, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, importance of frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19.

Communicate regularly with students, families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene. Communication should be provided using multiple modalities (posters, written hard copy, email, text message, phone, video conferencing) and in languages that parents best understand.

All students age 5 years and older, staff, volunteers, and guests must wear cloth face coverings (or other acceptable alternative) in K-12 settings. See below for more information about cloth face coverings guidance. In addition, schools have a general obligation to provide employees a safe and healthy work site in accordance with state and federal law and safety and health rules, including addressing hazards associated with COVID-19. Refer to the Department of Labor & Industries' [COVID-19 Workplace Safety and Health Requirements](#) for more information.

Monitor student and employee attendance and absences, have flexible locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.

People at High Risk for Serious Health Problems from COVID-19

Those at [high risk](#) for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. Protections for employees at high risk for health problems remain in place under [Proclamation 20-46](#). Families with a member who is at high risk from COVID-19 should carefully consider risks and benefits of sending their student to in person school.

Drop-Off and Pick-Up

Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

Health Screening at Entry

Staff and students with any illness must stay home. Students and staff should be assessed for illness before attending school each day. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Screen children upon arrival, if possible.

There are several methods that facilities can use to protect students and staff while conducting temperature and symptom screenings. The most protective methods incorporate social distancing (maintaining a distance of six feet from others) or physical barriers to eliminate or minimize exposures due to close contact. Schools should decide how to enact daily health screening, whether by active onsite screening, assessment at home by parents/guardians with daily attestation, or other method.

For more information on screening, see the [CDC guidance](#).

Every day, ask staff, parents, guardians, and students (grades 6-12) to review the following questions and stay home if the answer is yes.

1. Do you have any of the following [symptoms](#) that are not caused by another condition? [On the first day after a break or for a new student, please ask about the past 3 days 72 hours).]
 - Fever (100.4°F) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Unusual fatigue
 - Muscle or body aches
 - Headache
 - Recent loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
2. Have you been in close contact with anyone with confirmed COVID-19?
3. Have you had a positive COVID-19 test for active virus in the past 10 days?
4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID-19 infection?

For those who answer yes, refer to “Returning to school after suspected COVID-19 symptoms” below.

Reducing Transmission

Grouping Students

Create cohorts or groups of students with dedicated staff who remain together throughout the day, at recess and lunch time, and remain consistent from day to day. Groups should not be combined (e.g. for lunch or recess). If possible, rotate teachers rather than students to avoid mixing of students in the hallways. Consider block schedules to minimize mixing among

students or combining of groups. For all students, assign seating in classrooms to be able to more quickly identify close contacts of COVID-19 cases when they occur. Multiple groups of students may use the same facility as long as they are in limited contact with other groups.

Physical Distancing

Practice physical distancing of six feet within each group or classroom of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students' ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than feet apart from each other. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students during all scheduled activities and limit interactions in large group settings.

Schools may consider physical distancing strategies such as:

- **Increase the space between desks and assign seating in all grade levels and classes.** Rearrange student desks or workstations to provide six feet of distance between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Reduce the number of students at tables, lab benches, or other workstations to increase physical distance.**
- **Reduce the number of students in the halls and restrooms at one time.** Stagger release of classes, restroom breaks, recess, etc. Cancel activities where multiple classrooms interact.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Mark traffic flow and designate entrances and exits to minimize face to face contact.**
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Place tape, spots, cones, paint or other markers to signal six feet in areas where students may be waiting in line.** This could include symptom screening points, restrooms, water fountains, hand washing or sanitizing stations, the main classroom door, the cafeteria, etc.
- **Limit the presence of volunteers** for classroom activities, mystery readers, cafeteria support, and other activities.
- **Cancel or modify classes where students are likely to be in very close contact.**
- **Cancel in person activities that are considered high risk.** These include choir, playing of wind instruments (band), contact sports, or other activities that require students to remove face coverings and/or be in close contact with one another as these may contribute to transmission of COVID-19.

- **Cancel in person field trips, assemblies, and other large gatherings.** Cancel in-person activities and events such as field trips, student assemblies, special performances, STEAM fairs, school-wide parent meetings, or spirit nights.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, and academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Keep students outside more, as weather and space permit.**

Meals

Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside or in the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services.

If using the cafeteria, have students sit with their class or group, and ensure physical distance between students in a group or cohort and between groups. Stagger meal times in lunchroom or dining hall. Arrange and direct the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart.

Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs.

Clean and sanitize tables before and after each group eats. Use a washable plastic table cloth for wooden tables.

Hygiene Practices

Children and adults should clean hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after blowing nose or sneezing, and before leaving to go home. Help young children to make sure they are doing it right. The best option is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children.

Teach children and adults not to touch their eyes, nose, and mouth with unwashed hands.

Cover coughs or sneezes with a tissue, throw the tissue in the trash, then clean hands with soap and water or hand gel.

Cloth Face Coverings

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students in all public spaces, except where specific exceptions are made based on age, development, or disability. See the [Washington State Department of Health Guidance on Cloth Face Coverings](#) and [CDC Recommendation Regarding the Use of Cloth Face Coverings](#) for more information. All students, volunteers, or guests must wear cloth face coverings or acceptable alternative at school when indoors. Schools should provide face coverings for staff and students if they do not have their own.

For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance. Refer to [Coronavirus Facial Covering and Mask Requirements](#) for additional details.

1. Cloth face coverings should not be worn by:
 - Those with a disability that prevents them from comfortably wearing or removing a face covering.
 - Those with certain respiratory conditions or trouble breathing.
 - Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as part of communication.
 - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
2. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
3. Younger students must be supervised when wearing a face covering or face shield and may need help putting them on, taking them off, and getting used to wearing them.
4. Even when cloth face coverings are worn, continue practicing physical distancing.
5. Students may remove face coverings to eat and drink and when they go outdoors for recess, physical education, or other outside activities when they can be physically distanced. If students need a “mask break” take them outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.
6. As for all assistance provided by staff to students who have special needs, the school is responsible for providing appropriate PPE available.

Bus Transportation

Principles for COVID prevention within school transportation are:

- Keep riders as far apart as possible on the bus. Consider how to reduce occupancy and increase space on the bus through scheduling (e.g., through staggered arrivals/departures, A/B scheduling) or add buses where possible
- Require assigned seating
- If possible, seat with household members or members of their school group/cohort

- Maximize outside air and keep windows open as much as possible
- Encourage walking or biking where safe, or being driven by caregivers as feasible
- Riders and staff members must wear a cloth face covering or acceptable alternative
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats, using an EPA registered product and use manufacturers' instructions for use.

Cleaning and disinfecting procedures

Schools should have infection control plans, updated to reflect what is known about COVID-19. A good resource is [Cleaning for Healthier Schools – Infection Control Handbook 2010](#)

Increase how often you clean.

- *Cleaning* removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- *Sanitizing* reduces germs on surfaces to levels that are safe.
- *Disinfecting* kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

Current [guidance for cleaning and disinfection for COVID-19](#) from the CDC states that disinfectants should be registered by the EPA for use against the COVID-19. See [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#). Disinfectants based on hydrogen peroxide or alcohol are safer. The University of Washington has a handout with options for [safer cleaning and disinfecting products](#) that work well against COVID-19.

If you use a bleach and water mixture for disinfection, mix it at a concentration of four teaspoons of 6 percent bleach per quart of cool water or five tablespoons of 6 percent bleach (one-third cup) per gallon of cool water (1,000 parts per million). Thoroughly clean surfaces with soap and water and remove the soap with water before applying the bleach solution. Keep the surface wet for at least one minute. An emergency eye wash station is required where bleach is mixed from concentrate.

More information about cleaning, disinfecting, and choosing safer products is on the [DOH COVID-19 website](#). Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

If groups of students are moving from one area to another in shifts, finish cleaning and disinfecting before the new group enters the area. Clean and disinfect high-touch surfaces each night after students leave.

Always follow the disinfectant instructions on the label:

- **Use disinfectants in a ventilated space. *Heavy use of disinfectant products should be done when children are not present and the facility should air out before children return.***
- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

Carpets

If possible, vacuum daily (when children are not present). Use a vacuum with a HEPA (high efficiency particulate air) filter – or use HEPA vacuum bags. Having both is even better.

Outdoor Areas

Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

Ventilation

Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems.

Shared Hands-On Teaching Materials

Clean and disinfect hands-on materials often and after each use. Limit shared teaching materials to those you can easily clean and sanitize or disinfect. Children's books and other paper-based materials are not high risk for spreading the virus.

What to do if someone develops signs of COVID-19

To prepare for the potential of student or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their [local health jurisdiction](#). Schools should prepare for providing instruction to students who are excluded from school due to illness, and to quarantine after exposure to COVID-19.

Every school should have an identified space for isolating ill persons until they can be sent home. This space would ideally have several rooms with doors that can close and windows that vent to the outside to improve ventilation. Alternatively, a room with several cots spaced at least six feet apart with privacy curtains between cots could be used. Ideally, the isolation unit would have a private bathroom for use only by persons being evaluated for COVID. If private bathroom for ill persons is not available, the ill person should wear a face mask when traveling to and from the communal bathroom. Clean all high touch areas between patient room and bathroom as well as in the bathroom. Thoroughly clean and disinfect the communal bathroom immediately after use. Increase ventilation in the bathroom by keeping a window open and/or turning on a fan that vents to the outside.

If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. Staff caring for ill persons should use appropriate medical grade PPE. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.

Returning to school after having suspected signs of COVID-19

For ill persons without known exposure to a confirmed COVID-19 cases, follow [DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19](#).

- If PCR testing for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)
- If PCR testing for COVID-19 is negative, stay home until 72 hours after fever resolves and symptoms are improving.

People who are ill **and** had known exposure to a person with confirmed COVID-19 should be encouraged to be tested for COVID-19 and should stay out of school until at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)

Ask staff and students' parents or caregivers to inform the school right away if the ill person

is diagnosed with COVID-19.

If a student or staff member tests positive for COVID-19, the local health jurisdiction will provide advice, but it is possible that many of the student's classmates and teachers will be considered close contacts and need to be quarantined for 14 days. Refer them to [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID- 19\)?](#)

Returning to school after testing positive for COVID-19

A staff member or student who had confirmed COVID-19 can return to the program when:

- At least 24 hours have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath;

AND

- At least 10 days have passed since signs first showed up.

Returning to school after being in close contact to someone with COVID-19

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 [symptoms](#) during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days. If a person develops symptoms of COVID-19 during their quarantine, they should seek testing for COVID-19, and follow guidance above for confirmed COVID-19 cases. Consider testing at day 10 even if no symptoms are present. However, a negative test after exposure does not shorten the 14 day quarantine period.

Environmental cleaning after a suspected or confirmed case is identified

When a school sends a person with COVID-19 [symptoms](#) home, or learns a confirmed case of COVID-19 has been on the premises, clean and disinfect the areas where the ill person spent time.

- Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours, or as long as practical, before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

Contact investigation, contact tracing, and quarantine of close contacts of confirmed COVID-19 cases

Schools can play an important role to quickly identify close contacts and communicate with parents and guardians. When a school learns of a confirmed case of COVID-19 who was on the school premises,

- Immediately notify the local health jurisdiction of the case.
- Identify and provide to local public health all likely school-based close contacts of the COVID-19 case from 2 days before symptoms started (or date of positive test if asymptomatic) until the time the case was no longer in school. Close contacts are defined as persons who were within six feet of the confirmed cases for approximately 15 minutes and would include
 - Siblings who attend the same school
 - Some or all of the students and teachers in the infected person's group (classroom, cohort)
 - Others sitting close to the student on the school bus
- Public health will advise close contacts, but the school may help quickly communicate important information to exposed students and staff who should be advised to self-monitor and quarantine for 14 days from the last exposure. Schools may use DOH guidance: [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID- 19\)?](#)

COVID-19 outbreaks in school

Definition: Two or more* laboratory-confirmed† COVID-19 cases among students or staff with onsets‡ within a 14-day period, who are epidemiologically linked§, do not share a household**, and were not identified as close contacts†† of each other in another setting during standard case investigation or contact tracing.

If the school is grouping or cohorting students

Dismiss the entire classroom for home quarantine for 14 days if two or more confirmed cases of COVID-19 occur within the group or cohort within a 14 day period.

Close a school and switch to remote learning for 14 days when

- 2 or more classrooms are dismissed due to outbreaks (in schools with 10 or fewer classrooms)
- $\geq 10\%$ of classrooms are dismissed due to outbreaks (in schools with > 10 classrooms)
- School cannot function due to insufficient teaching or support staff.

If the school is not grouping or cohorting students

Quarantine close contacts and notify families if two or more confirmed cases are reported in a 14 day period. Evaluate to determine if transmission is occurring in the school.

Consider the following to determine the need to close a school and switch to remote learning for 14 days when:

- Rapid increase in cases
- Prolonged chain of transmission (2 or more generations) believed to occur in the school.
- School cannot function due to insufficient teaching or support staff.

More COVID-19 Information and Resources

Stay up-to-date on the [current COVID-19 situation in Washington](#), [Governor Inslee's proclamations](#), [symptoms](#), [how it spreads](#), and [how and when people should get tested](#). See our [Frequently Asked Questions](#) for more information.

A person's race/ethnicity or nationality does not, itself, put them at greater risk of COVID-19. However, data are revealing that communities of color are being disproportionately impacted by COVID-19- this is due to the effects of racism, and in particular, structural racism, that leaves some groups with fewer opportunities to protect themselves and their communities. [Stigma will not help to fight the illness](#). Share accurate information with others to keep rumors and misinformation from spreading.

- [WA State Department of Health 2019 Novel Coronavirus Outbreak \(COVID-19\)](#)
- [WA State Coronavirus Response \(COVID-19\)](#)
- [Find Your Local Health Department or District](#)
- [CDC Coronavirus \(COVID-19\)](#)
- [Stigma Reduction Resources](#)

Have more questions about COVID-19? Call our hotline: **1-800-525-0127**, Monday – Friday, 6 a.m. to 10 p.m., Weekends: 8 a.m. to 6 p.m. For interpretative services, **press #** when they answer and **say your language**. For questions about your own health, COVID-19 testing, or testing results, please contact a health care provider.

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 ([Washington Relay](#)) or email civil.rights@doh.wa.gov.

Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic

Introduction

The purpose of this decision framework is to assist local health officers and school administrators in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic. This decision making tool is added to the Department of Health's (DOHs) [K-12 Fall Health and Safety Guidance](#) and both will be updated as the pandemic evolves and additional science becomes available.

School administrators are currently faced with challenging decisions around how to operate their schools this year in the midst of the pandemic. It is important for school administrators to consult with their local health officer, local elected leaders, teachers and other school staff, families and other stakeholders when considering the risks and benefits of different locations and modes of education in the context of COVID-19 activity in the community. In particular, health officers and school administrators should engage staff and families of students at risk for severe COVID-19. In addition, they should engage the families of students with disabilities, English language learners, students living in poverty, students of color and young students to determine how to best meet the health and education needs of these students and the community.

While DOH encourages local health officers and school administrators to work together to determine the best setting or mix of settings for their students, school administrators remain ultimately responsible for establishing the education services appropriate for their students. The local health officer should advise the school administrator and the school community regarding the level of COVID-19 activity, as well as the local community's access to testing, and the health department's capacity to respond to potential cases or outbreaks in schools with time investigations and contact tracing.

Local health officers remain responsible for controlling the spread of communicable disease. Toward that end, the local health officer will monitor COVID-19 activity in the community as measured by the number of cases per 100,000 population over 14 days for the county in combination with other key health indicators (such as the percentage of positive tests and the trend in cases or hospitalizations) and proactively inform the school administrator when there are significant changes. These indicators are available at the statewide and county level on [Washington's Risk Assessment Dashboard](#) (cases per 100K over 14 days and percentage of positive tests) and [Department of Health's COVID-19 Dashboard](#) (epidemiologic curves for cases and hospitalizations). The local health jurisdiction may further disaggregate these indicators or have other data that inform their recommendations for schools and in-person learning during the pandemic.

All parties should remain aware that if a school's opening to or continued operation of in-person learning poses an imminent public health threat to the community in the estimation of the local health officer, then that local health officer has the legal power and duty to direct or order an interruption of

in-person learning ([WAC 246-110-020](#)). School administrators are obligated to cooperate with investigations, directives, and orders of the local health officer ([WAC 246-101-420](#)).

Background

In developing this guidance, DOH reviewed the experiences of other countries that resumed some degree of in-person educational instruction earlier this year. The countries that resumed in-person instruction generally had low and decreasing rates of COVID-19 cases in the community. Table 1 shows that the incidence rates in several countries that resumed in-person educational instruction were below 35 cases / 1,000,000 population / day. As of July 23, 2020, Washington State had an incidence rate that was almost three times higher at 92 cases / 1,000,000 population / day. In addition, the rate of COVID-19 in Washington slightly increased during the prior 20 days whereas the trend in the rate of COVID-19 was decreasing in most other countries in the 20 days before reopening schools.

Table 1: School Re-Openings: Country Comparisons on Key Metrics Compared to Current U.S. Data

	Date of Reopening	Daily Cases (7-day average)	Daily Cases Per Million Population	Test Positive Rate (%) (7-day average)	Estimated Cases Per 100,000 Population Per 14 days
United States	—	65,750.4	198.6	8.3	278.0
Washington	—	711	92.9	5.6	130.1
Belgium	5/18/2020	291.3	25.1	2.1	35.1
Denmark	4/15/2020	205.7	35.5	6.2	49.7
France	5/11/2020	1,110.9	17.0	1.1	23.8
Germany	5/4/2020	1,140.3	13.6	2.4	19.0
Greece	6/1/2020	5.6	0.5	0.1	0.7
Israel	5/3/2020	126.7	14.6	1.4	20.4
Japan	4/24/2020	439	3.5	8.7	4.9
South Korea	6/8/2020	44.4	0.9	0.3	1.3
New Zealand	5/14/2020	1.1	0.2	0	0.3
Norway	4/20/2020	93.3	17.2	3.8	24.1
Switzerland	5/11/2020	57.1	6.6	1.3	9.2
Taiwan	2/25/2020	1.1	0.0	0.2	0
Vietnam	5/18/2020	4.6	0.0	0	0

This table was adapted from the Kaiser Family Foundation “What Do We Know About Children and Coronavirus Transmission?” website accessed on August 2, 2020 at: <https://www.kff.org/coronavirus-covid-19/issue-brief/what-do-we-know-about-children-and-coronavirus-transmission/>

NOTES: U.S. estimates calculated based on most recent data. France positivity rate from May 24. Vietnam positivity rate from April 29. Data represent 7-day average, as of re-opening date (unless other date noted).

SOURCES: COVID-19 data from: Department of Health [COVID-19 Data Dashboard](#) retrieved August for data through July 23, 2020 and “Coronavirus Pandemic (COVID-19)”. Published online at [OurWorldInData.org](#). Retrieved on July 28, 2020. School reopening dates from: University of Washington, [Summary of School Re-Opening Models and Implementation Approaches During the COVID 19 Pandemic](#), July 6, 2020.

In addition to experiencing lower and decreasing community rates of disease, other countries took a very cautious approach to resuming in-person instruction. Most countries initially only resumed in-person learning for a portion of their students, and many implemented a variety of health and safety measures like physical distancing, frequent hand washing, use of face coverings, and frequent environmental cleaning to reduce the spread of COVID-19 in schools if introduced.¹

Little data are available on the health impacts of resuming in-person learning when community incidence rates are as high as the current rates in the United States. With limited data, states are taking a wide range of approaches to resuming in-person learning. The Oregon Health Authority recommends in-person instruction for K-3 students if rates are less than 60 cases per 100,000 over 14 days and test positivity is <5%² while the Minnesota Department of Health recommends in-person instruction for elementary students if rates are less than 500 cases / 100,000 population over 14 days³.

The decision to resume in-person learning is a complex decision that requires weighing both risks and benefits. When considering thresholds for resuming in-person learning, DOH considered both the health risks of COVID-19 to students, school staff and the surrounding community, as well as the benefits of in-person school to children and their families.

Health risks of COVID-19 to students, school staff and the community

The risk of COVID-19 being introduced into the school environment depends on the level of COVID-19 spread in the community. At this time, any degree of in-person instruction will present some risk of infection to students and school staff. It is difficult to predict the number of infections that might occur under different in-person models and levels of transmission in the community.

The full spectrum of illness due to COVID-19 is not completely understood currently. While children generally have mild COVID-19 disease, serious infections have occurred⁴. Teachers and other school staff are at risk for more serious disease, particularly older adults and those with [certain underlying health conditions](#). Students and staff that acquire COVID-19 in the school setting can lead to transmission in the school setting as well as in households and the community. DOH is recommending comprehensive and strict [health and safety measures](#) to minimize the risk of transmission within the school setting.

Benefits of school for children

In-person learning provides a broad range of benefits to our children. In addition to providing educational instruction, schools support the development of social and emotional skills; create a safe

¹ Summary of School Re-Opening Models and Implementation Approaches During the COVID 19 Pandemic. July 6, 2020. Available at: <https://globalhealth.washington.edu/sites/default/files/COVID-19%20Schools%20Summary%20%28updated%29.pdf>

² Ready schools, safe learners: Guidance for school year. Version 3.0.1 July 29, 2020. Available at: https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf?utm_medium=email&utm_source=govdelivery

³ Safe Learning Plan for 2020-2021: A Localized Data-Driven Approach. Accessed August 1, 2020 at: https://mn.gov/covid19/assets/safe-learning-plan_tcm1148-442202.pdf

⁴ Götzinger F, Santiago-García B, Noguera-Julián A, et al. COVID-19 in children and adolescents in Europe: a multinational, multicentre cohort study. *Lancet Child Adolesc Health* 2020. Available at: <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930177-2>.

environment for learning; address nutritional, behavioral health and other special needs; and facilitate physical activity⁵. The absence of in-person learning may be particularly harmful for children living in poverty, children of color, English language learners, children with diagnosed disabilities, and young children and can further widen inequities in our society⁶.

The decision tree on the following page is designed to assist local health officials and school administrators in determining the degree of in-person learning that is advisable in their school and ensuring that the school is able to implement comprehensive health and safety measures and is ready to respond swiftly if a person with confirmed COVID-19 is identified in the school environment. The Department of Health favors a slow, cautious, phased-in approach to resuming in-person instruction beginning with staff, small groups of our youngest learners, and students who are unable to learn or receive critical services asynchronously. Over time, schools can add additional students to in-person models. In-person learning should be prioritized for elementary school students because they may be less likely to spread COVID-19 than older children⁷, have more difficulty learning asynchronously and may otherwise need to be in a childcare setting if their parent(s) are working. While important to a child's growth and development, the Department also prioritizes educational opportunities over extra-curricular activities in the school setting and other discretionary activities in the surrounding community.

More COVID-19 Information and Resources

Stay up-to-date on the [current COVID-19 situation in Washington](#), [Governor Inslee's proclamations](#), [symptoms](#), [how it spreads](#), and [how and when people should get tested](#). See our [Frequently Asked Questions](#) for more information.

A person's race/ethnicity or nationality does not, itself, put them at greater risk of COVID-19. However, data are revealing that communities of color are being disproportionately impacted by COVID-19- this is due to the effects of racism, and in particular, structural racism, that leaves some groups with fewer opportunities to protect themselves and their communities. [Stigma will not help to fight the illness](#). Share accurate information with others to keep rumors and misinformation from spreading.

- [WA State Department of Health 2019 Novel Coronavirus Outbreak \(COVID-19\)](#)
- [WA State Coronavirus Response \(COVID-19\)](#)
- [Find Your Local Health Department or District](#)
- [CDC Coronavirus \(COVID-19\)](#)
- [Stigma Reduction Resources](#)

Have more questions about COVID-19? Call our hotline: **1-800-525-0127**, Monday – Friday, 6 a.m. to 10 p.m., Weekends: 8 a.m. to 6 p.m. For interpretative services, **press #** when they answer and **say your language**. For questions about your own health, COVID-19 testing, or testing results, please contact a health care provider.

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 ([Washington Relay](#)) or email civil.rights@doh.wa.gov.

⁵ CDC. The Importance of Reopening America's Schools this Fall. Accessed August 1, 2020 at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

⁶ Levinson M, Phil D, Cevik M, Lipsitch M. Reopening Primary Schools during the Pandemic. *New Eng J Med* 2020.

⁷ Park YJ, Choe YJ, Park O, Park SY, Kim YM, Kim J, et al. Contact tracing during coronavirus disease outbreak, South Korea, 2020. *Emerg Infect Dis* 2020. Available at: <https://doi.org/10.3201/eid2610.201315>

Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19

Should your community provide in person learning and for whom?

For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity Level	Education Modality*	Extracurricular
HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Increasing trend in cases or hospitalizations Test positivity >5% Other health and education risks and benefits to children and their families 	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing all in person extra-curricular activities, including sports, performances, clubs, events, etc.
MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Increasing trend in cases or hospitalizations Test positivity >5% Other health and education risks and benefits to children and their families 	Recommend distance learning as described above. In addition, consider expanding in person learning to elementary students. Over time, consider adding hybrid in person learning for middle or high school students if limited COVID transmission occurs in schools.	Strongly recommend canceling or postponing all in-person extra-curricular activities. Consider low risk activities when all students have some level of in person learning.
LOW <25 cases/100K/14 days	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time and if physical space allows, consider full-time in person learning for middle and high school.	Consider low and moderate risk in person extra-curricular activities.

When any in-person



Can the school(s) implement recommended COVID-19 health and safety measures?

For School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement [DOH's K-12 health and safety measures](#).

Does the school have the plans, staff, space, and supplies to do the following?

✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation

Are all staff trained on health and safety practices?

When all YES



Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?

For Schools and Local Public Health

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

✓	Can <u>the school</u> ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
✓	Is <u>the school</u> prepared to manage students and/or staff who get sick onsite?
✓	Does <u>the school</u> have letters drafted to inform families and staff about confirmed cases or outbreaks?
✓	Is there adequate access to testing in the community <u>health</u> system for ill students and staff?
✓	Is there capacity in your <u>local health department</u> to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
✓	Can <u>local public health</u> monitor the level of community spread to determine when a change in education modality is needed?



When all YES

Begin in Person Learning Model and Monitor

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance