

**Back to School Task Force  
Hybrid 2020-21 Reopening Plan  
Revised for Publication February 1, 2021**



**KENT SCHOOL DISTRICT**  
EQUITY | EXCELLENCE | COMMUNITY

*Successfully preparing all students for their futures.*

# TABLE OF CONTENTS

|  |    |
|--|----|
| <b>TASK FORCE AND WORKGROUP MEMBERS</b> .....                                  | 3  |
| Information, Resources, and Answers to Frequently Asked Questions .....        | 4  |
| Back to School Task Force Members .....  | 5  |
| <b>PUBLIC HEALTH PROTOCOLS</b> .....   | 6  |
| Key Principles for Reducing Potential Exposures .....                          | 6  |
| General Guidance from Washington State Department of Health .....              | 6  |
| People at High Risk for Serious Health Problems from COVID-19 .....            | 7  |
| Cloth Face Coverings .....   | 7  |
| Health Screening at Entry .....  | 8  |
| Physical Distancing .....  | 8  |
| <b>INSTRUCTION</b> .....   | 10 |
| Schedule .....   | 10 |
| Learning in a Hybrid Schedule .....  | 11 |
| General Performing Arts Recommendations .....                                  | 13 |
| Grouping Students (Cohorting) .....  | 14 |
| Attendance .....   | 14 |
| Shared Hands-On Teaching Materials .....                                       | 15 |
| Staffing.....  | 15 |
| Assessments .....  | 15 |
| Social Emotional Learning .....  | 15 |
| <b>FACILITIES AND SCHOOL OPERATIONS</b> .....                                  | 16 |
| Hygiene Practices .....  | 16 |
| Drop-Off and Pick-Up .....   | 16 |
| Transportation .....   | 17 |
| Meals .....  | 17 |
| Technology .....   | 18 |
| Events .....   | 18 |
| Athletics, Activities, and Facility Use Rentals .....                          | 18 |
| Cleaning and disinfecting procedures .....                                     | 18 |
| Ventilation .....  | 19 |
| Safety.....  | 19 |
| <b>RESPONSE TO OUTBREAK</b> .....  | 20 |
| COVID-19 Outbreaks In School.....  | 21 |
| What To Do If Someone Develops Signs Of COVID-19 .....                         | 21 |
| Returning To School After Having Suspected Or Confirmed Case Of COVID-19 ..... | 22 |
| Returning To School After Testing Positive For COVID-19 .....                  | 23 |
| Returning To School After Being In Close Contact To Someone With COVID-19..... | 24 |
| <b>FAMILY AND COMMUNITY ENGAGEMENT</b> .....                                   | 24 |
| Transitions Between Remote, Hybrid, and Full-Time In Person.....               | 24 |
| Communication .....  | 24 |
| Visitors During Hybrid Learning.....   | 25 |
| Preparing for the First Day of In-Person Learning During Hybrid .....          | 26 |

## TASK FORCE AND WORKGROUP MEMBERS

The Kent School District Back to School Task Force includes labor partners, PTSA members, students, community members, and district staff. This group of dedicated individuals volunteered to commit their time, energy, and expertise in providing plans for reopening our schools in support of the continuing education of our students amidst the COVID-19 pandemic.

Our strategic plan, our core values of equity, excellence, and community, the Reopening Washington Schools 2020: District Planning Guide from the office of the State Superintendent (OSPI) and local, state, and federal health and safety requirements, guided the work of this Task Force.

The Department of Health (DOH) revised the metrics to inform local decisions around the provision of in-person learning and the risk of transmission of COVID-19 in school environments on [December 16, 2020](#). In the subsequent weeks, this plan was updated to align with the most up to date state and federal guidelines as the COVID-19 pandemic continues to evolve.

### Summary of Changes to the KSD Hybrid Plan:

- [Washington State Department of Health Changes](#)
  - December 16, 2020 DOH changes include revisions to the COVID-19 incidence rates to consider when deciding who to prioritize in-person learning for and further clarification that local leaders should consider test positivity and trends in cases and hospitalizations to inform decisions around in-person learning.
  - DOH defined a maximum 'small group' size of 15 for learning when disease activity is high and defined our 'youngest learners.'
  - DOH moved away from a 'decision tree.'
  - The decision to resume or expand in-person learning is complex. It requires weighing both risks and benefits to children, staff, their families, and the broader community. With regards to COVID-19, DOH recommends that local leaders consider COVID-19 activity level (i.e., case rates, percent test positivity, trends, etc.) as well as the educational, social, and emotional benefits of in-person learning for students.
- KSD created a checklist for reopening aligned to the CDC to incorporate all required [DOH Health and Safety Measures](#) and [LNI requirements](#) and a matrix that summarizes our recommendations for the provision of in-person learning based on the community's metrics. These checklists are also included in the DOH [Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic](#).
- These changes were made over the course of winter break, and January was then shared with COVID-19 Site Supervisors, KSD Leadership, and Back to School Taskforce in late January for their review before publishing for the KSD staff and community.
- On the afternoon of Thursday, January 28, 2021, Governor Inslee revised the [Healthy Washington – Roadmap to Recovery plan](#), and the Department of Health (DOH) also revised their guidance for school districts to reflect these changes.
- Due to the frequency with which the DOH and the Centers for Disease Control and Prevention (CDC) continue to update COVID-19 guidance, much of this plan has been taken from identified documents so that when changes occur, we can quickly and easily update our guidance for staff, especially COVID-19 Site Supervisors, and ensure we are remaining in compliance with state and public health expectations to keep students and staff in our buildings safe.

KSD is continued to the continuous monitoring of state and federal guidelines to protect students, staff, and community as we work to reopen schools and buildings and mitigate the spread of COVID-19. The details in this document are subject to change as directives from governing authorities, health officials, public health conditions, or bargaining agreements determine.

"The decision to resume or expand in-person learning is complex and requires weighing both risks and benefits to children, staff, their families, and the broader community. With regards to COVID-19, DOH recommends that local leaders consider COVID-19 activity level (i.e., case rates, percent test positivity, trends, etc.) as well as the educational, social, and emotional benefits of in-person learning for students. When recommending guiding metrics to resume 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. **These metrics are not intended to serve as a hard threshold but as a primary consideration in determining for whom to provide in-person learning.**" (page 8, [K-12 In-Person Learning Provisions Toolkit](#))

1. **High COVID-19 activity:** At this level, DOH recommends in-person learning for pre-K through grade 5. Schools should prioritize the youngest learners—pre-K, Kindergarten, and grades 1-3—and those with the highest needs (from any grade), such as students with disabilities, students living homeless, or those farthest from educational justice, using small group instruction of 15 or fewer students and strict cohorting due to the level of community transmission. Then phase in grades 4-5, similarly in small groups.
2. **Moderate COVID-19 activity:** At this activity level, DOH recommends careful phasing in of in-person learning starting with any elementary students not already in-person and middle school students. Then over time, adding high school after middle school and when rates drop below 200 cases per 100,000 over 14 days.
3. **Low COVID-19 activity:** At this activity level, DOH recommends the provision of in-person learning for all students, prioritizing full-time in-person learning for elementary students. If space allows, full-time in-person learning can be added for middle and high school students.

## Information, Resources, and Answers to Frequently Asked Questions

Kent School District has established a web page, [www.kent.k12.wa.us/BacktoSchool](http://www.kent.k12.wa.us/BacktoSchool), where families and community members can learn more about the reopening plan, including answers to frequently asked questions.

## Back to School Task Force Members

On behalf of the KSD Community, we want to express our sincere appreciation and gratitude for the countless hours of hard work and dedication to the volunteer members of our Back to School Task Force. Thank you for your expertise, your time, and your commitment to ensuring our students and staff were safely prepared for the 2020-21 school year.

### Student Learning Workgroup

- DeNelle West
- Andrew Mackend
- Rochelle Greenwell
- Robin Groves
- Wayne Jensen
- Christie Padilla
- Pam Pogson
- Sarah Shaw
- Joshua Eidson
- Cynthia Green
- Christine Corbley
- Spencer Pan
- Lori Paxton
- Will Williams
- Patty Drobny
- Jennifer Ritchie
- Ayelet Barsotti
- Sirajummuneer Ahmad
- Joan Gonda
- Denisha Saucedo
- Shukri Olow

### Health and Safety Workgroup

- Joyce Wilson
- Tim Reynolds
- Michael Bush
- Jenny Pigott
- Cathy Blackston
- Donna Nobuyama
- Cherilyn Williams
- Alicia Gray
- Layla Jones
- Jim Schiechl
- Trish Stallard
- Tim Kovich
- Lyndy Baron
- Samantha Maffei
- Christopher White
- Tom Metcalf
- Jackie Cavins
- Megan Carter
- Lakenya Moss

### Social-Emotional Workgroup

- DeNelle West
- Becky Kinney
- Nicole Strome
- Darryn Hewson
- Michael Lawrence Wilson
- Paul Tytler
- Katharine Geiss
- Scott Haines
- Randy Heath
- Cheri Simpson
- Beth Stoughton
- Karen Stevens
- Jennifer Bossom

### School Operations Workgroup

- Brian Smith
- Lorena Long
- Tomara Lucrisia
- Christina McDade
- Lynsey Carlson
- Eric Andersen
- Heidi Maurer
- Dr. Rosa M. Villarreal
- Gordon Cook
- Faith Sisley
- Jonathan Robinson
- Cynthia Green
- Lori Paxton
- Christine Avery
- Jennifer Idzi
- Stacy Miller
- Tracie Watson

### Communications Workgroup

- Melissa Laramie
- Scott Gibb
- Leilani Oshiro
- Karmin Wood (Peterson)
- Gabrielle Blakemore
- Erica Aulava
- Stephanie Barringer
- Stephanie Murphy
- Samantha Maffei
- Amy Abrams
- Kim Wells
- Vanessa Smith

### School Meals Workgroup

- Jewelle Harmon
- Ben Rarick
- Hollan Nichols
- Teresa Sherren
- Manuel Cadenas
- Brooke Sabye
- Amelia Yonan
- Mike Albrecht
- Pam Hawley
- Teresa Fields
- Melissa Erwin
- Krista Haskins
- Jenny Shaw
- Yusuf Bashir

### Transportation Workgroup

- Justin Dennison
- Doreen Gundlach
- Dinah Ladd
- Brian Gauthier
- Lori Madeo
- Doreen Stewart
- Michael Williams
- Michelle Chin
- Wendy Atkinson
- Erika Bilyard
- Jackie Mann

### A considerable amount of feedback was drawn to develop this plan from these sources:

- Students, Families, Staff and Community members via Thoughtexchange
- 2,500 KSD Staff responses to the Return to Work Survey
- 7,000 KSD Family responses representing 12,000 students to the Fall Reopening Survey in July 2020.
- 8,640 family responses and 2,768 student response to the Hybrid readiness survey in September 2020.
- 12,814 family In-Person Learning Preference Survey responses and 2,581 staff responses in January 2021 .

## PUBLIC HEALTH PROTOCOLS

During remote learning, KSD staff have been working to implement these measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.

### Key Principles for Reducing Potential Exposures

The [Washington State Department of Health](#) has identified these main ways of reducing exposure to the coronavirus and other respiratory pathogens in K12 settings:

- **Keeping ill persons out of school.** Educate students, families, and staff to stayhome when sick and use screening methods.
- **Using cohorts.** Conduct all activities in small groups that remain together over time with minimal mixing of groups.
- **Physical distancing.** Minimize close contact (less than six feet) with other people.
- **Hand hygiene.** Frequently wash with soap and water or use alcohol-based hand gel.
- **Protective equipment.** Use face coverings or shields and other barriers between people. For employees, follow all Labor and Industries (L&I) and [Employer Health & Safety Requirements for School Scenarios](#) guidance.
- **Environmental cleaning and disinfection.** Prioritize the cleaning of high-touch surfaces.
- **Improve indoor ventilation.** Open windows when possible.
- **Isolation.** Isolate sick people and exclude exposed people.
- **Low-risk spaces.** Outdoor spaces are safer than indoor spaces. Consider moving activities outdoors when possible.

Based on these principles, increased interaction, close contact, and longer activities between people increase the risk of spreading COVID-19.

### General Guidance from [Washington State Department of Health](#)

Do not allow students, staff, vendors, parents, guardians, or guests onsite if they:

1. Are showing [symptoms of COVID-19](#).
2. Have been in close contact (within 6 feet for 15 cumulative minutes over a 24-hour period) with someone who has confirmed COVID-19 in the last 14 days.
3. Have tested positive for COVID-19 in the past 10 days.

Staff who wore proper personal protective equipment (PPE) during potential COVID-19 exposure are permitted to be on site.

Ensure staff working in buildings are trained in health and safety protocols for your site. This includes:

- How to screen for symptoms
- How to maintain physical distance
- The use of appropriate personal protective equipment (PPE)
- Understanding and practicing frequent cleaning and handwashing
- How to handle situations when someone develops signs of COVID-19

Communicate regularly with students, families, and staff. **Emphasize the importance of staying home when sick, maintaining six feet of physical distance, and hand hygiene.** Kent School District (KSD) believes communication with our families, staff, and community is critical to student success. KSD uses a [wide variety of tools](#) to distribute information to our diverse community. It is critical that every KSD family keeps their [contact](#)

[information up to date](#), including phone number, email address, and home language, to receive translated phone messages and emails.

## 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 the risks and benefits of sending their student to school in person.

## Cloth Face Coverings

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students in all indoor public spaces. There are specific exceptions 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 age 5 years and older, staff, volunteers, and guests must wear cloth face coverings or acceptable alternatives in K-12 settings. Babies and toddlers under age 2 should never wear cloth face coverings. Children ages 2-4 are strongly encouraged to wear a face covering. KSD schools and facilities will provide face coverings for staff and students who do not have them.

For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location. Certain situations may require a higher level of protection under L&I safety and health rules and guidance. Refer to [Employer Health & Safety Requirements for School Scenarios](#) and [Coronavirus Facial Covering and Mask Requirements](#) for additional details.

1. Cloth face coverings should not be worn by:
  - a. Those under 2 years of age.
  - b. Those with a disability that prevents them from comfortably wearing or removing a face covering.
  - c. Those with certain respiratory conditions or trouble breathing.
  - d. 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.
  - e. 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 or wrap 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. These students may need help with their masks and getting used to wearing them.
4. Continue practicing physical distancing while wearing cloth face coverings.
5. Students may remove face coverings to eat and drink and when they can be physically distanced outside. If students need a "mask break," staff are trained to 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. Students need to request a mask break from a classroom teacher or adult.
6. KSD is providing appropriate PPE for all staff, including those who provide assistance to students who have special needs.

## Health Screening at Entry

Students and staff entering KSD facilities must complete a health screening before arrival at school or work to reduce the risk for transmission of COVID-19. Students and staff with any illness must stay home or return home.

### Screening questions are the same for students and adults entering the building:

1. Do you have any of the following symptoms within the last day that are not caused by another condition?
  - Fever (100.4F) or chills.
  - Cough
  - Shortness of breath or difficulty breathing
  - 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, or are you awaiting results of a COVID-19 test?
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 COVID19 infection?

Staff or students who answer 'yes' to any questions should stay home or will be sent home immediately.

### KSD Student Health Screen Method:

- Parents/caregivers will answer these questions daily before sending children to school and complete the provided paper health screener form and send the signed form to school with the child to signal the screening has been complete, and the answer to all questions is 'no' for that day
- If a student forgets their form, the student will be isolated and screened on site. The school must ensure that physical distancing can be maintained as students wait to be screened and have their temperature taken.
- Students who answer yes to any question on site will be sent home.
- Students who stay home or are sent home due to symptoms should refer to "Returning to school after suspected COVID-19 symptoms" to understand when they can return to in-person learning.

### KSD Staff Health Screen Method:

- Staff will answer these questions daily and take their temperature, responding to the screener online via StaffLink before arriving at work or within 10 minutes of entering the building each day.
- Staff who answer yes to any question on the form will not report to work and will be contacted by their COVID-19 Site supervisor.
- Staff who stay home or are sent home due to symptoms should refer to "Returning to school after suspected COVID-19 symptoms" to understand when they can return to in-person learning.

## Physical Distancing

All KSD facilities will practice physical distancing of six feet or more between staff, groups, or classrooms as

much as possible. In the classroom, space between students will be created, and instruction introduced will reduce the amount of time they are close with each other to the best of every educator's ability. This will vary depending on the ages and developmental and physical abilities of the student groups. Building leaders will select strategies to increase physical distancing that will work for their 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, especially 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 six 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.

At a minimum, each KSD facility will implement the following physical distancing strategies when students and staff return to the building:

- **Turn desks to face in the same direction** (rather than facing each other) to reduce transmission caused by 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 the release of classes, restroom breaks, recess, and other common travel times. Consider allowing students to bring belongings to the classroom and store them in a personal cubby or container to reduce the use of lockers.
- **Cancel activities where multiple classrooms interact.**
- **Mark traffic flow and designate entrances and exits** to minimize face to face contact.
- **Place tape, spots, cones, paint, or other markers to signal six feet distance in areas where students may be waiting in line.** This could include symptom screening points, restrooms, hand washing or sanitizing stations, the main classroom door, and the cafeteria.
- **Modify classes where students are likely to be in very close contact.** Physical Education should be held outside whenever possible. PE activities that focus on individual skills or activities that can be done while maintaining 6 feet of distance and wearing a face covering are generally the lowest risk. Schools may also phase in PE activities as that are described in or similar to those described in the Sporting Activities guidance and in accordance with the region's phase. Refer to Employer Health & Safety Requirements for School Scenarios for additional details on PPE use among PE staff.
- **Limit the use of locker rooms to handwashing and restroom use only. Showers should not be used** due to the potential spread of aerosolized droplets. Consider eliminating requirements to change clothes for PE. If the use of locker rooms for changing is necessary, maximize ventilation and use tape, spots, or cones to signal 6 feet of distance for students who need to change. Stagger entry to the changing area and use these facilities as appropriate with members of the same group/cohort. Make sure to limit occupancy of the locker rooms to avoid crowding.
- **Take extra precautions for activities considered high risk.** These activities include choir, playing of instruments involving breath, contact sports (other than as allowed under Sporting Activities Guidance), or other activities that require students to remove face coverings and/or be in close contact with one another. These activities may contribute to the transmission of COVID-19.
- **Do not schedule in-person field trips, assemblies, and other large gatherings.** Do not schedule in-person activities and events such as field trips, student assemblies, special performances, STEAM fairs, school-wide parent meetings, or spirit nights.
- **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.

Each KSD facility will consider the following physical distancing strategies and employ those that work best in their building:

- **Increase the space between desks and assign seating in all classes.** Rearrange student desks or workstations to provide six feet of distance between students.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations.
- **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.
- **Keep students outside more, as weather and space permit. Outdoor** spaces decrease the transmission risk of COVID-19.
- **Limit cross-school transfer for special programs.**
- Schools and facilities may also employ their own strategies for physical distancing to support mitigation that works best for their environment.

## INSTRUCTION

### Schedule

**The final hybrid schedule for students learning in-person and those in remote learning is currently still being bargained with our labor partners.** A great deal of time these last eleven months has been listening and collaborating with our public health officials, our district leaders, educators, union leaders, and staff. We continue to make updates to our plans and bargaining efforts each time state and federal guidance changes. While we all recognize the impact this has on students, families, and staff; our ultimate priority continues to remain the health and safety of all students and staff in our buildings when we do return to in-person learning.

The recommendations and best practices for Health and Safety protocols for this plan are from the perspective that the opening of KSD schools would be the Hybrid Model A/B full days with Wednesday for independent/asynchronous remote learning for all students to accommodate cleaning the buildings between cohorts. This schedule would also maximize in-person learning time for those students ready to return to the building.

A [sample hybrid schedule](#) is available on our website from the previous board approved Back to School plan. To meet OSPI and State Board of Education requirements, our Back to School Task Force decided on the schedule included in our [2020-2021 Back to School Plan](#) approved by the KSD Board on August 12, 2020, implemented as needed. The blended learning model will consist of:

- Two (2) in-person school days with
- Three (3) days of independent/asynchronous remote learning

In this model, approximately 50 percent of students would attend school in-person Monday and Tuesday, the other roughly 50 percent Thursday and Friday. Wednesdays would be a day for teacher collaboration and planning and for thorough cleaning to disinfect schools between student groups.

Students would do asynchronous or "Work You do on Your Own" on the three days they are not in school buildings learning.

For students that are not participating in any in-person learning in the hybrid model, the remote learning schedule when we begin in-person learning will likely be similar to our current remote learning schedule. There may be adjustments to when specific content areas are taught during the day and when synchronous or asynchronous time is scheduled based on our change to a new semester or teacher assignment.

## Learning in a Hybrid Schedule

The KSD adopted instructional framework, CEL5D+ 5 Dimensions of Teaching and Learning, continues to provide the foundation for research-based instructional best practices. In the proposed hybrid and/or continuous learning 2.0 proposals, instructional delivery shifts from onsite to hybrid and virtual settings.

Applying the CEL guiding questions in planning for, assessment of, and reflection on instruction and learning will continue to guide our practice in the hybrid learning model.

- Purpose: Essential standards, learning targets, and success criteria
- Student Engagement: Intellectual work, Engagement strategies, Talk
- Curriculum and Pedagogy: Curriculum, Teaching approaches and/or strategies, Scaffolds for learning
- Assessment for Student Learning: Assessment, Adjustments
- Classroom Environment and Culture: Use of physical space, classroom routines, and rituals
- Professional Collaboration and Communication: Professional learning and collaboration, communication and collaboration, and professional responsibilities

To ensure smoother transitions for students if there is an unexpected school closure or need to transition to remote learning due to a COVID-19 outbreak, the proposed instructional delivery model will allow for consistent structures to be in place to support students and families in knowing what to expect. To answer "what the instructional day will look like for students" and "what should every student experience as a part of their instructional day," the team has identified the following expectations:

- Open each day with a class meeting or opening activity
- Provide a Social-Emotional Support lesson or activity
- Review or offer a "Technology Check-in" or instructional support using the digital resources
  - Consistent passwords
  - Access to the different programs (single sign-on options)
- Provide Direct instruction / mini-lesson each day for students
  - Apply appropriate social distancing during planning to allow for:
    - Student discourse (needs to be maximized)
    - Partner talk
    - Group talk
    - Independent work
    - SEL and digital citizenship embedded into the instructional lessons
  - Address the following subjects
    - Reading instruction (ELA / SLA)
    - Writing Instruction (ELA / SLA)
    - Math (leverage opportunities to embed math practice to real-life scenarios related to social distancing, etc.)
    - Science
    - Social Studies
    - Health
- Develop a plan for intervention groups

- Ensure all staff members who support intervention are a part of the planning and instructional process
- Implement and offer Specials (develop a schedule that allows)
  - Art
  - PE
  - Library
  - Music
  - CTE
  - All secondary electives
- Build-in time for play/movement (elementary only)
  - Have a schedule that allows for recess
  - Where are the options for flexibility?
  - Ensuring safety protocols
  - Maybe increase recess more frequently and not as long
  - Opportunities to support play/movement if workstations are not available
  - Combination of music
- Create a schedule that has flexibility for a meal set up and clean up (and transitions) for both breakfast and lunch
- Plan for transitions
  - Map on the floor (with removable tape) lines and hang signs indicating how to move in and around the classroom
- End each day with a structured closing
  - Preview for the next day
  - Ensure kids have a good idea of what they need to do from home
  - Offer reflection of the days learning
  - Respond to questions about homework
- To effectively address the language development needs of students who are acquiring English as an additional language, all K-12 teachers must use these existing resources in conjunction with the district-adopted curriculum and materials
  - Collaborative Teaching practice
  - KSD Collaboration, Scaffolding, and Differentiation Guide in planning and delivering instruction
  - Differentiation template questions

## Physical Education

Modify classes where students are likely to be in very close contact. Physical Education should be held outside whenever possible. PE activities that focus on individual skills or activities that can be done while maintaining 6 feet of distance and wearing a face covering are generally the lowest risk. Schools may also phase in PE activities as that are described in or similar to those described in the Sporting Activities guidance and in accordance with the region's phase. Refer to Employer Health & Safety Requirements for School Scenarios for additional details on PPE use among PE staff.

## General Performing Arts Recommendations

Requirements concerning masks and face coverings, physical distancing, grouping students and staff, ventilation, cleaning and disinfection, and hygiene practices still apply to performing arts activities and other substantially similar activities.

### **Additional requirements that apply to all K-12 performing arts activities:**

- Limit the duration of activity to 30 minutes. Allow time for a minimum of 1 air exchange rate (ACH) between different groups using a space; 3 ACH is preferred.
- Physical distancing of a minimum of 9 feet between and in front of students; and between students and instructor, conductor, or accompanist.
- Groups must not exceed 15 students.
- Live performances, assemblies, and other large gatherings of students and staff are prohibited at this time.

### **Band/orchestra/instrumental Considerations:**

- Follow all general performing arts recommendations listed above.
- Modified face coverings should be worn by students while playing instruments. A surgical-style mask with an opening or slit cut for the instrument mouthpiece should be used. Other styles of face coverings can have tightly woven, stretchy overlapping fabric that allows access for the instrument mouthpiece and recloses over the outside of the mouthpiece. Students should switch to regular, unmodified face coverings without openings as soon as they are done rehearsing.
- Instruments should have specially designed bell covers (brass and woodwind instruments) or bags with hand openings (woodwind instruments) to limit the spread of droplets and aerosols.
- Brass and woodwind instrument bell covers should be multiple layers of tightly-woven fabric, ideally with the middle layer being MERV-13 filter material, which securely covers the entire bell of the instrument.
- Flutes and recorders should use a tightly woven cloth material over the end of the barrel. o Bags with hand openings are another option for woodwind instruments.
- Instruments and equipment should be cleaned according to the manufacturer's recommendation. COVID-19 Instrument Cleaning Guidelines may be referenced as well. Avoid shared music, instruments, or other supplies, and perform safe storage options for equipment.
- Instrumentalists must control spit valve releases in a manner that prevents spread and wash hands immediately after.

### **Choir/singing Considerations:**

- Follow all general performing arts recommendations listed above.
- A 3-layer surgical style, well-fitting mask is required while singing.

### **Theatre/drama Considerations:**

- Follow all general performing arts recommendations listed above.
- If singing, shouting, or cheering, 3-layer surgical style, well-fitting mask is required.

### **Dance/movement Considerations:**

- Follow all general performing arts recommendations listed above.
- No contact is allowed between students.

#### Speech/debate Considerations:

- Follow all general performing arts recommendations listed above.

## Grouping Students (Cohorting)

For hybrid learning, elementary schools will create cohorts or groups of students with dedicated staff who remain together throughout the day, at recess and lunchtime. These groups will remain consistent from day to day and will not be combined or mixed. Staying in small groups limits the amount of contact between individuals. Students will have assigned seating in classrooms so those in close contact with COVID-19 cases can be quickly identified. Reducing the mixing of students, teachers, and staff through groups:

- Decreases the opportunities for exposure or transmission of COVID at school.
- Makes contact tracing easier in the event of a positive case.
- Simplifies the testing, quarantine, and isolation to a single cohort.

Secondary schools will create block schedules to minimize mixing among students for students attending in-person during hybrid learning. Students will have assigned seating in classrooms so those in close contact with COVID-19 cases can be quickly identified.

For all grade levels, multiple groups of students may use the same facility as long as they are in limited contact with and physically distanced from other groups. When needed, large spaces like full-size gyms, playgrounds, or sports fields will be divided into separate areas for different cohorts or small groups. To support physical distancing and keep cohorts together in these instances, schools will create a barrier with equipment such as cones, chairs, or tables to maintain separation between groups.

## Attendance

Our schools follow Kent School District (KSD) policies and procedures Washington State Law to ensure every student is successful.

- [Kent School Board Policy 3121 Compulsory Attendance](#)
- [Kent School Board Procedure 3121P Compulsory Attendance](#)
- [Kent School Board Policy 3122 Excused & Unexcused Absences](#)
- [Washington State Legislature Compulsory School Attendance & Admission \(28A.225 RCW\)](#)

We all have a role to play in student attendance.

- **Students** are expected to attend all assigned classes each school day on time.
- **School staff** is required to take daily attendance, maintain a record of absences and tardiness, and notify parents/guardians of unexcused absences.
- **Parents/guardians** (or students in exceptional circumstances) are expected to report student absences to the school and provide excusal information.

Learn how to [report absences and discover how schools track attendance](#). Learn [why attendance is important and find tips/resources](#) to help your student(s) with good attendance.

## Shared Hands-On Teaching Materials

To reduce shared materials, teachers should work to increase exchanging resources and assignments electronically or with limited interaction.

Teachers will clean and disinfect hands-on materials often and after each use and limit shared teaching materials, including PE equipment, to those that can be easily cleaned and disinfected.

Students will be encouraged to keep their belongings separate and in individually labeled containers, cubbies, or areas as space allows.

## Staffing

Sustaining and nurturing the student-staff relationships is KSD's priority when making staffing decisions. Our intent is classroom cohorts will stay intact, regardless of modality (remote, hybrid, or full-time in-person).

## Assessments

As of January 2021, KSD is awaiting guidance from OSPI and the Department of Education for how assessments will be administered remotely or in-person and meet safety protocols.

## Social Emotional Learning

During this time of school closure, transition, instability, and change, there is a heightened need to focus on Social Emotional Wellness. Creating a feeling of belonging is not only important to one's self-esteem but also increases the desire for participation. As humans, we are hard-wired for connection.

When looking at social emotional wellness through a lens of equity, it is essential to understand that some students need more face-to-face social-emotional engagement opportunities. As we conduct screening for Social-Emotional Learning (SEL) needs, some students may require an increased amount of time in schools based on their need for connection. A driving focus embedded in KSD's SEL work needs to be equity and social justice.

### Universal Screener

- Schools will be provided with a culturally responsive screening tool for their teachers to complete to support internalizing and externalizing needs, self-reflection survey (Tell Me Tuesday)
- Results will be used to help teachers plan for tier 1 instruction and tier 2 small group instruction.
- Provide an avenue for parents to conduct student screening to support social-emotional needs

### Daily Class Meetings ([Center for Restorative Justice](#)) ([OSPI-Behavior Menu of Best Practices](#))

- All classes will have a daily session to address their students' social-emotional needs following a district meeting framework.

- Sessions will run for approximately four weeks.
- Schools will decide on the structure for providing this work (e.g., morning meetings, advisory class, extended periods).
- Objectives of meetings will be relationship/community building, student voice/choice, social-emotional learning activities, and sharing of important information.
- Templates will be developed; however, teachers will be allowed to individualize with parameters.
- Class meetings will be built into the virtual schedule- All students can join either virtually or in person.
- Daily assessment of how they are doing (ex. Emoji to depict their feeling). Reminding students daily if they are in an unsafe situation, how to reach out.

## FACILITIES AND SCHOOL OPERATIONS

### Hygiene Practices

Students and staff should wash their hands in the following situations:

- Arriving at school
- Before meals or snacks
- After outside activities
- After going to the bathroom
- After sneezing or blowing their nose
- Before leaving school
- Before and after wearing gloves (must wash hands if they are visibly dirty)
- After changing diapers or helping others with toileting

The hybrid schedule for in-person learning needs to reflect enough time to ensure hygiene practices are being maintained by students and staff while in the building each day.

Help students and staff to make sure they wash their hands correctly. The best option is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, people should use an alcohol-based hand gel with at least 60 percent alcohol. Supervise the use of alcohol-based hand sanitizer by young children.

Teach students and staff not to touch their eyes, nose, and mouth with unwashed hands.

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

Students and staff should sanitize their hands in the following situations:

- Changing rooms (example: upon entering 2nd room)
- Between touching different student items.
- Encourage students to move and touch their own items as much as possible.
- Before and after wearing gloves (may use hand sanitizer if hands are not visibly dirty).

### Drop-Off and Pick-Up

Each KSD School will communicate their system for dropping off and picking up students that keep families at least six feet from each other and reduces their need to enter the school prior to the school building reopening. Because each school entrance and the parking lot is different, this plan will vary. 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.

Dropping off and picking up students will look different at each school, the process will be communicated with families in advance, and areas will be clearly marked and staffed each morning and afternoon.

**Safety is paramount.** Families can support this by ensuring they have provided up to date contact information to their school, are reading all communication about hybrid learning from the district and school leaders, and arrive at drop off and pick up at the scheduled time.

Family members should not be dropping students off or picking them up if they are ill, have any COVID-19 symptoms, and should be wearing a face-covering if they are within six feet of any KSD staff member or another KSD student or family while on the school campus.

## Transportation

There are several guidelines riders can follow to prevent COVID transmission during school transportation.

- KSD Transportation will be working to keep riders as far apart as possible on the bus, to reduce occupancy, and increase space on the bus through scheduling and using additional busses.
- Riders will be asked to stay in assigned seating.
- When possible, students will be seated with household members or members of their school group/cohort.
- As weather permits, drivers will maximize outside airflow and keep windows open as much as possible.
- All bus riders and staff members must wear cloth face coverings or acceptable alternatives the entire time they are on the bus.
- Riders must show their completed signed health screener form each day before getting on to the bus.
- Encourage students to wash or sanitize their hands when they leave their home or classroom immediately before boarding the bus. If a student forgets their form, the student will be isolated and screened onsite at school and have their temperature taken. Students who answer yes to any question at school will be sent home. Bus transportation may not be provided home for students in the isolation room.
- Bus drivers will clean and disinfect frequently touched surfaces, including the tops and backs of seats.

## Meals

Families will be able to pick up meal boxes on Wednesdays at any designated locations, regardless of where their child attends or which learning model they are attending.

During hybrid learning, free meals will be available to students at school during their in-person learning days (either Monday/Tuesday or Thursday/Friday). The onsite meals are limited to students attending school in person that day. They will be served via meal delivery to classes or through grab-and-go services.

Free meals will be available to students until the end of the 2020-2021 school year. Students still have the option of bringing their lunches from home on their in-person learning days.

If students use a cafeteria or multi-purpose room instead of their classroom for lunch, building leaders will keep cohorts together. To ensure student safety and maximize mitigation strategies, buildings will also need to:

- monitor the physical distance between students in a cohort and between other groups during lunch

- stagger mealtimes to avoid crowding
- arrange and direct the flow of students for handwashing sinks, food vending areas, and other areas where students may congregate
- space students as far apart as possible at tables
- make sure tables are at least six feet apart in the room
- clean and sanitize tables before and after each group eats or use a washable plastic tablecloth for wooden tables.

## Technology

Students should plan to bring their KSD devices to school on in-person learning days; this will allow for improved transition to remote learning during their non-school day schedules for the remainder of the week.

- Laptop bags will be available for safe transportation of devices for those students needing one
- Surge protectors and additional power sources will be available in classroom workspaces.

Customer Support Center hours may shift due to the support needed in-person when students return on-campus. Information will be shared on our website and via email with students and staff prior to the start of in-person learning.

## Events

During hybrid learning, in alignment with [DOH guidance](#), all large in-person gatherings are prohibited. Schools will not schedule any in-person group activities or events such as field trips, student assemblies, special performances, STEAM fairs, school-wide parent meetings, spirit nights, etc.

## Athletics, Activities, and Facility Use Rentals

KSD recognizes the important role extra-curricular activities like athletics have in students' growth and development and is continuing to prepare for the safe and healthy implementation of activities in alignment with public health guidelines to mitigate the spread of COVID-19.

All coaches and student-athletes will follow health and safety guidelines set by Kent School District, the WIAA, and Public Health Seattle King County.

All school building activities, enrichment programs, facility rentals, hourly rentals, etc., are canceled until further notice.

## Cleaning and disinfecting procedures

All KSD schools and buildings have implemented COVID-19 cleaning and disinfecting plans and regularly update their plans as needed with new or revised [Centers for Disease Control and Prevention](#) (CDC) and Washington Department of Health guidance.

- 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. Disinfectants based on hydrogen peroxide or alcohol are safer.
- Upgrading or improving ventilation increases the delivery of clean air and dilutes potential

contaminants.

- 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.

### **Carpets**

If possible, vacuum carpets every day. Vacuum when children are not present in the space. Use a vacuum with a HEPA (high-efficiency particulate air) filter – or use HEPA vacuum bags. Having both is even better.

### **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 are not necessary.

### **Outdoor Areas**

Outdoor areas, like playgrounds in schools and parks, require 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 the 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 such as play structures, benches, or tables, is not recommended.
- Cleaning and disinfection of groundcovers such as mulch or sand are 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. The 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. For more information and options related to ventilation, see DOH's recommendations for [Ventilation and Air Quality for Reducing Transmission of COVID-19](#) or [CDC's guidance for improving ventilation and increasing filtration in schools](#).

## **Safety**

Each school in our district is required to conduct at least one safety-related drill per calendar month while school is in session (including summer school) and/or while the building is occupied. The required drills are:

- 3 fire drills per school year (1 must be completed in the first 10 days of school once buildings are occupied)
- 3 lockdown drills per school year (1 must be completed in the first 90 days of school once buildings are occupied, and one must be with School Safety Services present)

- 2 earthquake drills, the fall State-sponsored earthquake drill, and one school directed drill
- One shelter-in-place drill per school year
- One drill, to be determined by School Safety Services using the school mapping system, may be used in any of the drill listed above

School Emergency Procedures found in each school's Emergency Operations Plan (EOP) and [KSD Policy and Procedure 3432P](#) remain in effect and apply to employees at each school during in-person and/or hybrid learning and/or when the building is occupied

In order to facilitate a more streamlined and equitable process for access to and/or engagement in drills, the Safety Services Team will determine which drill will be conducted each month by each school once buildings are occupied and/or during remote learning.

Each school will be able to choose the date and time of the specified drill each month to accommodate differences in scheduling requirements, provided the drill date occurs at least one week prior to the end of the month (given potential unforeseen circumstances with school closure, such as weather, mechanical, etc.).

Safety Services will send instructions and recommendations on how to properly conduct the drill with physical distancing considerations, as well as training resources for use during the drill to help train students and staff in emergency protocols at least one week prior to the drill.

In a hybrid learning model, schools must ensure that the specified drill is conducted with each group/cohort of students to ensure every student receives the appropriate training in the protocols for the related emergency. For example, if a school is operating in an A/B hybrid model, the drill would need to be conducted twice during the month – once with the A group and once with the B group, or the drill could be conducted on Wednesday, similar to an assembly schedule.

Safety Services will also develop training content to be provided to our 100% remote learning students and their families with recommendations for drills and emergency procedures that can be practiced in a home environment.

## RESPONSE TO OUTBREAK

Managing COVID-19 within schools to help reduce transmission and keep students, staff, and families healthy and safe requires a coordinated team response. In preparing for students and staff to return to in-person learning while the COVID-19 pandemic continues, KSD leaders, with the support of the Back to School Task Force, have worked to identify staff to play specific roles within to ensure a coordinated response. These roles within the school and district are designed to facilitate a coordinated response to COVID-19 related illness events and to mitigate the spread of COVID-19 in our facilities in alignment with the King County, DOH, and CDC guidelines:

- **District COVID-19 Coordinator:** Monitoring and managing outbreaks among schools requires the partnership between the Washington State Office of Superintendent of Public Instruction (OSPI), Washington State Department of Health (DOH), local health jurisdictions, school district leaders, and school administrators.
- **COVID-19 Site Coordinator(s):** Designated administrator at each school and other worksites to monitor the health of employees and enforce the COVID-19 safety plan, including disseminating COVID-19 procedures, protocols, and information to all staff, students, and families, works with

the District COVID coordinator regarding the name of each child, teacher, or staff who is a confirmed case and close contacts when we know they have been present in school during a potentially contagious period and manages all related communication for confirmed cases at the school level. Assures that there is staff designated and available daily to fulfill COVID-19 Response Team roles within the school.

- **COVID-19 Health Isolation Room Supervisor:** Supervises area where students/staff who develop COVID-19 symptoms while at school are kept until they can leave school and assures student is released to parent/guardian or designee. Supports COVID-19 Supervisor with training and contact tracing of confirmed cases.
- **Infection Control Lead:** Prepares COVID-19 cleaning and disinfecting plans and regularly updates plans with new or revised CDC and WA DOH guidance, facilitates initiation of cleaning and disinfecting protocols of all affected areas, assures custodial staff is trained, notifies custodial staff that affected area(s) must be cleaned and disinfected in accordance with CDC COVID-19 cleaning/disinfection protocols, assures that COVID isolation area is disinfected daily.

## COVID-19 Outbreaks In School

A COVID-19 outbreak is considered when the following have been met:

- There are two or more laboratory-positive (PCR or antigen) COVID-19 cases among students or staff.
- The cases have a symptom onset within a 14-day period of each other.
- The cases are epidemiologically linked.
- The cases do not share a household.
- The cases are not identified as close contacts of each other in another setting during the investigation.

If two or more laboratory positive (PCR or antigen) COVID-19 cases occur within the group or cohort within a 14-day period during hybrid learning, and this is confirmed by Public Health Seattle King County, we will dismiss the entire classroom for home quarantine for 14 days. Families will be notified via phone, email, text, and website the day of confirmation from public health when reminded the day before the quarantine ends.

At the direction of Public Health Seattle King County, during hybrid learning, KSD will 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.
- 10% or more of classrooms are dismissed due to outbreaks in schools with greater than 10 classrooms.
- School cannot function due to insufficient teaching or support staff.

## What To Do If Someone Develops Signs Of COVID-19

To prepare for the potential of student or staff showing symptoms while at school, all KSD schools and buildings have a response and communication plan in place that includes communication with staff, families, and our [local health jurisdiction](#). Schools will instruct students who are excluded from school due to illness or quarantine how to engage in learning when they are able to return to school.

Every school and facility has an identified space for isolating ill persons until they can be sent home.

If a student or staff member develops signs of COVID-19, they will be separated and supervised from a safe distance until they are able to be picked up or can leave the building. Staff caring for ill persons will use appropriate medical grade PPE and have been properly trained to be in the health isolation room. While waiting

to leave school or building, the individual with symptoms should wear a cloth face covering or mask if tolerated. The isolation room will be cleaned, disinfected and if possible, the area will also be aired out after the ill person leaves.

## Returning To School After Having Suspected Or Confirmed Case Of COVID-19

### Return to school after quarantine for a suspected or confirmed case of COVID-19

The date when a student or staff can return to school in-person is determined by:

- If they are confirmed or suspected to have COVID-19 or are a close contact of someone with confirmed COVID-19 AND
- If they have or do not have symptoms AND
- If their symptoms have improved, if they do have symptoms
- Definitions of confirmed COVID-19 suspected COVID-19, and close contact is included below.

**Confirmed COVID-19:** a person (with or without symptoms) who received a positive result from a COVID-19 laboratory test.

Anyone who has symptoms and is confirmed to have COVID-19 should remain at home and away from others for:

- At least 10 days from when symptoms began
- AND 24 hours after the fever has resolved (without fever-reducing medication)
- AND symptoms have improved.

People who test positive for COVID-19 but never develop symptoms should remain at home and away from others for at least 10 days after the date of their first positive COVID-19 test.

**Suspected COVID-19:** a person who shows symptoms of COVID-19 and has not been tested or is waiting for test results.

Anyone who has symptoms\* and has not been tested should remain at home and away from others for:

- At least 10 days from when symptoms began
- AND 24 hours after the fever has resolved (without fever-reducing medication)
- AND symptoms have improved.

Anyone who has symptoms and has been tested for COVID-19 and received a negative result can return after:

- 24 hours after the fever has resolved (without fever-reducing medication)
- AND other symptoms have improved.

**Close contact:** includes anyone in one or more of the following categories:

- Been within 6 feet (2 meters) of a person confirmed to have COVID-19 for a combined total of 15 minutes or more within a 24-hour period.
- Live in the same household as a person with COVID-19
- Cared for a person with COVID-19
- Been in direct contact with saliva or other body secretions from a person with COVID-19 (for example: been coughed on, kissed, shared utensils, etc.)

**Close contact definition still applies when cloth face coverings or masks are worn by the person with COVID-19 or the other person.**

**Anyone who has been in close contact with someone with confirmed COVID-19 should remain home and away from others for:**

- 14 days from the last day, they had close contact with the person with COVID-19
- Monitor for fever, cough, shortness of breath, and other COVID-19 symptoms

Close contacts should be tested for COVID-19 no sooner than 48 hours from the date of exposure. It is best to wait 5 – 7 days since the last exposure to be tested unless symptoms appear. If a close contact develops symptoms, they should be tested as soon as possible.

There are no medications specifically approved for COVID-19. Most people with mild COVID-19 will get better on their own. Drink plenty of fluids, rest, and take pain and fever-reducing medications. Stay apart from others in the home as much as possible. Some people may need medical care or hospitalization for severe COVID-19 illness. Learn more about how to care for yourself or others with COVID-19 at [www.kingcounty.gov/covid/self-care](http://www.kingcounty.gov/covid/self-care).

Talk with your medical provider for more information or call the King County COVID-19 Call Center between 8 AM – 7 PM at 206-477-3977. Interpreters are available.

For a list of locations that provide free COVID-19 testing, regardless of immigration or insurance status, visit [www.kingcounty.gov/covid/testing](http://www.kingcounty.gov/covid/testing). Call the King County COVID-19 Call Center for help finding testing sites between 8 AM – 7 PM at 206-477-3977. Interpreters are available.

NOTE\*: If a person has only one short-term symptom, as defined below, they may return to school the next day. A COVID-19 test is not required. A person with a short-term symptom has:

- ONE of the following symptoms: fatigue; headache; muscle pain or body aches; sore throat; congestion or runny nose; nausea or vomiting; or diarrhea
- AND the symptom begins and resolves in less than 24 hours
- AND no known COVID-19 exposure (a close contact).

### **COVID Testing**

Call your medical provider to be tested or go to a free testing site: [www.kingcounty.gov/covid/testing](http://www.kingcounty.gov/covid/testing). If a close contact begins to show symptoms or tests positive for COVID-19 during the 14-day quarantine period, they must follow a new period of isolation based on the CONFIRMED or SUSPECTED guidelines above.

**Tell your school if you or someone in your household tests positive for COVID-19 as soon as possible.** If the test result is negative, the close contact still must quarantine for 14 days from exposure.

**A negative test does not necessarily mean the person does not have COVID-19.** The test result only means that they did not have COVID-19 at the time of testing, and they should continue to monitor for symptoms.

For more information about what to do if you have been a close contact, visit: [www.kingcounty.gov/covid](http://www.kingcounty.gov/covid).

## **Returning To School After Testing Positive For COVID-19**

A staff member or student who had confirmed COVID-19 can return to the program after at least 24 hours have passed since recovery. A person is recovered when they have no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath. Additionally, at least:

- 10 days since symptom onset, AND

- 24 hours after fever resolves without the use of fever-reducing medications, AND
- Symptoms have improved

For more information, review DOH's [symptom evaluation management flow chart](#), which outlines recommendations following a positive COVID-19 symptom screen.

## Returning To School After Being In Close Contact To Someone With COVID-19

If a person believes they have had close contact with someone with COVID-19, but they are not sick, they should still quarantine and monitor their health for [COVID-19 symptoms](#). They should not go to work, childcare, school, or public places while in quarantine.

If 14 days is not possible, stay in quarantine for 10 days after your last close contact, without additional testing. If you have any COVID-19 symptoms during the 10 days, remain in quarantine the full 14 days and get tested. Keep watching for symptoms until day 14.

Under special circumstances, it may be possible to end quarantine after 7 full days beginning after your last contact **and** after receiving a negative result from a test (get tested no sooner than 48 hours before ending quarantine.)

*This will depend on the availability of testing resources. Keep watching for symptoms until day 14. Rapid test results are not valid for this circumstance. Consult with your local health jurisdiction to determine the best option for your circumstances.*

## FAMILY AND COMMUNITY ENGAGEMENT

### Transitions Between Remote, Hybrid, and Full-Time In Person

If the COVID-19 infection rate increases and remains in the high range as defined by the [State of Washington Department of Health \(DOH\) Guidelines](#), we will pause the expansion of additional in-person learning after in-person learning begins and maintain access to in-person learning for those who have it.

The Washington State Department of Health does not require schools to reduce in-person learning or revert to remote learning based on metrics **if** schools can demonstrate the ability to limit transmission in their environment. However, based on outbreaks within our classrooms and cohorts, KSD will close schools and classrooms following public health guidelines outlined in the [RESPONSE TO OUTBREAK](#) section of this document.

### Communication

KSD is committed to breaking down boundaries between school and home, building strong relationships, collaborating with families in new ways, and communicating with families in a caring, thorough, coordinated, and predictable manner.

Specific activities to support all families in the transition to and success of the hybrid learning model include:

- **Family Resource Guide: (To be posted in early February).**
- [Family Tech Academy](#): Discover resources, information, and free Microsoft virtual training for families.
- [Website and Email updates](#): Back to School information, updates, FAQs, COVID-19 resources, and more.
- [Hotspots & Home Internet Access](#): Discover free and low-cost home internet options.
- [Digital Learning Toolkit](#): Learn about different digital tools students use from the classroom and home.

- Services for Families of Students with IEPs
- [Community Resources](#): Find community resources to help families with mental health, food, housing, and more.
- [School-Based Virtual Meetings](#): Check your school's calendar for virtual meetings and school events.

## Visitors During Hybrid Learning

KSD recognizes the valuable contributions that parents, families, and school volunteers make to the district's educational goals while assisting district personnel in schools, programs, and activities. However, to ensure that once our schools return to a limited open status in hybrid learning and to ensure the safety of our students and staff, in our hybrid learning model during the school day, visitors will be limited to only emergency need or contracted agency staff that works directly with students for educational purposes.

- No volunteer/PTSA/mentors, tutors, etc., will be allowed to visit the campus.
- Certificated interns (i.e., teaching, counseling, administrator) will need to be approved by HR and assigned to the school. Interns will be limited to one cohort.
- Parent conferences/referral team meetings/IEP team meetings, etc., will be facilitated remotely. For families with barriers to technology/access, the school administration will make necessary accommodations to facilitate access, engagement, and inclusion with safety and physical distancing in place.
- Parent(s)/Guardian(s) needing to discuss and/or problem-solve a situation and/or need information should email relevant school personnel. Should a meeting be warranted, that remote meeting should be prearranged by emailing relevant school personnel and/or making a phone call, versus coming to the campus, limiting contact with students and staff on campus. For those rare occasions when an in-person meeting is necessary, a meeting time will be arranged and take place with proper PPE, physical distance, and minimal face to face time.
- Parent/guardian drop off of items during the school day (to include half an hour before and half an hour after) is limited to emergency items only (medication, food due to dietary restrictions, personal hygiene needs, etc.); Drop-off of non-emergent needs will be prohibited. This includes, though is not limited to, items such as homework left at home, musical instruments, PE attire, and after-school activity equipment.
- Delivery of emergent items (see above) will be facilitated by office staff only. This may include requiring the student to pick up the item in an office (nurse's office, main office, attendance office).
- Physical barriers at main office areas will be utilized to reduce exposure to the COVID-19 virus, such as glass or plastic clear partitions (see facilitates plan). This approach can be implemented in triage areas, such as the registration and/or attendance offices.
- If a student needs to be picked up during the school day before normal release time, the Parent/guardian will call the attendance office upon arrival to pick up, and the student will be escorted out to the parent/guardian by a staff member.
- While operating in the hybrid model and during the pandemic, KSD has suspended Policy 4260 Community Use Of School Buildings, Equipment And Grounds, Procedure 4260P Community Use Of School Buildings, Equipment And Grounds; Policy 4311 Visitors, Procedure 4311P Visitors, and 5630 Volunteers in Public Schools, 5630P Volunteers in Public Schools.
- Deliveries must happen either 60 minutes before school or after school when students are present. UPS, FedEx, USPS, etc., must call into the office and place outside the main entrance.
- Visitors outside the school day approved by Administration must wait three hours after school ends for ample time to disinfect.
- Bus drivers who need to use the restroom facilities before returning to base must complete a Staff

Health Screener form via StaffLink or the building's kiosk before entering the building. Use the closest restroom in the office area. They will leave the building after the use of the bathroom.

## Preparing for the First Day of In-Person Learning During Hybrid

We would like to thank everyone who played a role in informing and developing this plan. Implementation will be an ongoing process in the weeks leading up to the first day of limited in-person instruction.

At the time this plan is being published, our legal and labor team continues to meet with our labor partners to bargain the impacts of operationalizing our revised hybrid Back to School plans with all represented employee groups. Wages, hours, and working conditions are generally matters that require bargaining.

During this entire COVID-19 pandemic, the hours of collaboration it has taken and will take to ensure our entire staff, especially our eight labor partners, to first respond to and now implement a change of this magnitude cannot be understated. We cannot understate how much we appreciate our staff and their commitment to our students, our mission, and preserving the health and safety of our entire KSD community. Respecting our staff means respecting the bargaining process; this means all bargaining must be done at the bargaining table.

For the latest updates about our 2020-21 Back to School Plan, please visit [www.kent.k12.wa.us/BacktoSchool](http://www.kent.k12.wa.us/BacktoSchool).

**PLEASE NOTE: The details in this document and appendices are subject to change as directives from governing authorities, health officials, public health conditions, or bargaining agreements determine.**