Back to School Task Force
Continuous Remote Learning 2.0
2020-21 Reopening Plan

KENT SCHOOL DISTRICT
EQUITY | EXCELLENCE | COMMUNITY

Successfully preparing all students for their futures.

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.

In alignment with OSPI guidance, the Task Force has planned for three school scenarios in the 2020-21 school year. On August 5, 2020 the Washington State Department of Health (DOH) released the Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic to assist local health officers and school administrators in making decisions around resuming in-person instruction during the COVID-19 pandemic:

1. **All Students Physically in School Buildings**. This scenario requires ensuring all physical distancing, hygiene practices, cleaning, and disinfecting procedures are met. We are prepared to support students and staff for the social-emotional transition back into the building.
   - Below 25 cases per 100,000 in 14 days is considered a low COVID-19 activity level.
   - At this level, DOH recommends full-time in-person learning for all elementary students and hybrid learning for middle and high school, eventually moving to in-person for middle and high school.
   - Staff may work in school at any COVID19 activity level if the school follows DOH and LNI health and safety guidance

2. **Hybrid.** This scenario includes both in-person and remote, online instruction. This scenario also means ensuring all safety and health guidelines are met for in-person instruction in all buildings.
   - 25–75 cases per 100,000 in 14 days is considered a moderate COVID-19 activity level.
   - At this level, DOH recommends distance learning as described above, with gradual expansion to in-person education, beginning with elementary students. Younger students under the age of 10 benefit the most from in-person learning while potentially posing less risk for transmitting COVID-19 than older students. Most sports and extracurricular activities should remain on pause.
   - Staff may work in school at any COVID19 activity level if the school follows DOH and LNI health and safety guidance

3. **Continuous Remote Learning 2.0.** This scenario includes preparing for all students to participate in 100% remote learning.
   - >75 cases per 100,000 in 14 days is considered a high COVID-19 activity level for a community.
   - At this level, DOH recommends distance learning with the option for limited in-person learning for students who need it most – such as children with disabilities. Sports and extracurricular activities should remain on pause.
   - Staff may work in school at any COVID19 activity level if the school follows DOH and LNI health and safety guidance

ROLE OF TASK FORCE MEMBERS
This diverse group of representative stakeholders engaged in meaningful discussions and planning in the development of our back to school plan. Collectively the Back to School Task Force reviewed guidelines from the Department of Health, the Centers for Disease Control and Prevention, and Seattle King County Public Health to prevent, identify, and mitigate the spread of COVID-19 in all schools and buildings and to preserve the continuity of teaching and learning and operations in mind. A crucial role of this Task Force has been to provide clear, frequent, and ongoing communication with all stakeholder groups – especially families – about decisions, rationale, and implementation throughout and after the planning processes.

With their diverse background, knowledge, and expertise, this Task Force has also been able to help ensure robust ensure our plan includes efficient processes and systems for operational needs, especially finance, technology, nutrition, personal protective equipment, and Transportation and that we are prepared for successful implementation.

TASK FORCE OBJECTIVES

Develop a student-centered, equitable, and comprehensive Back to School Plan for Fall 2020, acknowledging that our learning models and mindsets must be adaptable as the global health crisis continues to evolve. Our KSD plan will be presented to the board for approval in August should:

•   Mitigate and minimize the spread of Coronavirus
•   Keep staff and students healthy and safe
•   Be in alignment with our strategic goals and core values
•   Be developed using our racial equity lens
•   Enable staff and students to focus on student learning
•   Support social-emotional well-being and interaction for students and adults
•   Provide families timely information through this transition and a plan for ongoing two-way, meaningful communication throughout the 2020-21 school year

Kent School District has established a web page where families and community members can learn more about the reopening plan, including answers to frequently asked questions.

To access the page, visit www.kent.k12.wa.us/BacktoSchool

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

Student Learning
OVERVIEW

The Student Learning Planning Team carefully considered requirements of the KSD Back to School Task Force, the Department of Health, the Centers for Disease Control and Prevention, and Seattle King County Public Health to prevent, identify, and mitigate the spread of COVID-19 in all schools and buildings while preserving the continuity of teaching and learning and operations. The following information outlines the various decision points and action items required to appropriately reopen schools for all students in the building.

The plan is organized and addresses the following categories in separate sections for Elementary and Secondary schools:

1. Learning Spaces
2. Materials and Resources
3. Instructional Delivery
4. Assessment
5. Special Populations

SCHOOL REOPENING CHECKLIST

- **Preparing Learning Spaces**
- **Plan for Virtual Instruction – Prior to School Starting (ongoing)**
  - Host virtual information meeting for families.
  - **Create a structure including clear routines and procedures in the virtual environment** (i.e. welcome or opening class meeting, SEL lesson, mini-lesson, guided practice, independent work, small group work, play, specials, etc.)
  - **Create classes in Canvas** with predeveloped templates that include the instructional model so students can easily transition from face to face to hybrid (may also support with the expectations for turning in work)
  - Use the assessment data that is already identified in the district to determine gaps that need instruction
  - Identify the learning needs of students to provided smaller group instruction
  - **Develop plans for daily schedule**
  - Identify the different types of learners and how to best meet individual learning needs
  - Determine the support teachers will require in their preparation for a virtual reopening
  - Evaluate technology needs for students and staff
  - Leverage district survey data
  - **Consider how to conduct daily check-ins with students**
  - **Develop a plan for how lessons will be delivered, graded, and reviewed**
  - Lessons/papers turned digitally
  - Plan for the professional learning and other support staff require to deliver and navigate virtual teaching and learning
  - **Identify the expected interactions between teachers and students in a virtual setting**
  - **Identify expected collaborative (PLC) planning processes for grade levels, content areas, and collaborative teaching partnerships.**
  - **Clarify the processes in place related to learning and how will issues be identified, escalated, reviewed, and resolved**
  - Clarify the protocols and expectations for engagement for students, staff, and families

Materials & Resources

District
- Clarify with principals and teachers the expectation of using district-adopted curriculum and instructional materials

Students
- Develop a procedure for assigning and distributing learning materials to students
- Communicate and adjust tech deployment process for start of school year. Ensure that all students have 1:1 access to devices and internet if the instructional delivery method if required.
- Develop a plan to provide individual materials from the school to each student.
  - Determine school-owned instructional resources to be used by students
  - Identify additional, ancillary, content-specific resources that students may need
  - Identify printing needs and process for teachers to order, produce, and distribute
  - Update classroom supply lists for families.

K-12 Materials & Resources
• Teaching & Learning provides a list of approved instructional resources to all teachers • Identify needed instructional materials and create learning kits for students. Include hard copies, consumable books, manipulatives, etc. to support virtual learning. • Ensure all staff and students have reliable accessibility to the internet • Provide a "cheat sheet" for troubleshooting technology • Communicate process for students and staff to swap computers that are not working properly. Technology leads • Develop a process for students/families to pick up materials • Identify Canvas as the districtwide online instructional platform • Consider how to transition new students to virtual classrooms and how to distribute instructional materials and supplies.
Special Considerations

Elementary	Secondary
• Plan for needed and focused professional development to support virtual instruction environment for teaching staff areas of focus to include: ▫ Planning for online classroom management ▫ Organizing Instruction, using curriculum maps, pacing guides, and curriculum center ▫ Delivering explicit instruction ▫ Using data to drive instruction	• Develop materials pick-up guidelines for buildings to use so students can pick up books and other needed resources not provided virtually. • Develop collaborative and team-teaching opportunities for teachers teaching the same subjects

Planning and Priority
- Consider distribution of materials (and paper resources that require submission) at food sites.

- Inventory materials in buildings to inform what materials need to be reordered and/or use historical data from schools including transiency rates to determine enrollment numbers and inform orders and reorders.
- Consider ordering materials by student, not by school in order to facilitate allocation of resources.
- Provide printed materials to all students to steam line remote learning (alignment of materials)
- Develop a rostering process for how students are assigned to classes and how long they stay on a roster when they move to another district.

Instructional Delivery

Professional Development for KSD Staff Key Areas of Focus

1. Social Emotional Learning (SEL), culturally responsive, trauma-informed, and anti-racist practices are foundational needs to support wellness, positive behavior and academics.
2. Universal Design for Learning and Multi-Tiered Systems of Support (MTSS) practices to inform clear understanding of curriculum and instructional priorities and pacing, vertical alignment including identification process for determining needed materials to supplement curriculum.
3. Technology professional development around determined platform for providing instruction virtually, additionally how to access all curriculum resources online as well as hard copies to support connected instruction. Understand online learning pedagogy.
4. Collaborative Teaching to support instructional delivery, as well as scaffolding and differentiation of instruction for all students.
5. **Feedback** as an instructional tool.

Strengthening Instructional Delivery Practices

- Explicit instructional practices and routines with emphasis on instructional delivery expectations shifting based on hybrid model.
- Leverage data to drive instruction and student learning that promotes growth and achievement.
- Formative assessment that promotes quality feedback for students across instructional settings. These processes will inform grades and communicating what students know and can do.
- Determine essential standards, support teachers and students to be metacognitive in their learning.
- Teacher collaboration in planning, delivering, assessing, and engaging students.

Instructional Model (live remote instruction)

- 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
  - Student discourse (needs to be maximized)
  - Partner talk
  - Group talk
  - Independent work
  - SEL and digital citizenship embedded into the instructional lessons
- 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)
  - CTE

- o All secondary electives
- End each day with a structured closing (live virtual instruction, posted lessons, or prerecorded lessons)
  - o Preview for the next day
  - o 30 minutes of independent reading
  - o Journal writing (district will create journal for elementary)
  - o Ensure kids have a good idea of what they need to do from home
  - o Offer reflection of the days learning
  - o Respond to questions about homework

Instructional Expectations and Schedules

Elementary
- The following is a schedule sample and does not reflect the actual set start and stop times.
- Elementary Principals will build a daily schedule to allow time for specials rotations at each school appropriately.
- This sample schedule is used to represent the required structure to meet minimum instructional hours.
- Daily instruction
  - o ELA/SLA, Math daily (not to exceed blocks 50 minutes at a time)
  - o Science / Social Studies may be integrated or use shorter blocks
  - o Principals will build daily school schedule to allow time for specials rotations appropriately
  - o Direct instruction / mini-lesson (15 – 20 minutes) – teacher-led or prerecorded
  - o Guided practice (15 -20 minutes) – teacher/para led
  - o Independent work (20 – 30 minutes) – teacher/para checking in on students
  - o Closing, summary, and review (10 – 15 minutes) – teacher-led
  - o Specials (25 – 30-minute blocks)
  - o Scheduled "brain breaks" integrated throughout the day
  - o Student Self-Paced Academic Work:
    - ▪ Prerecorded lesson / posted lesson (or record the lesson from the morning) to provide support/guide students
    - ▪ 30 minutes of independent reading
    - ▪ 15 – 20 minutes of journal writing (district will create a journal for elementary)
    - ▪ Ongoing practice (possible iReady or other district-approved resources)
    - ▪ Teacher office hours to check in with students and families
  - o Teacher planning provided each day

Monday		Tuesday		Wednesday (Learning First)		Thursday		Friday	
Virtual Interactive Instruction	8:00	Virtual Interactive Instruction	8:00	Virtual Interactive Instruction	8:00	Virtual Interactive Instruction	8:00	Virtual Interactive Instruction	8:00
Break	12:00	Break	12:00	Break	12:00	Break	12:00	Break	12:00
Lunch / Break		Lunch / Break		Lunch / Break	30 mins	Lunch / Break		Lunch / Break	
Student Independent Work Time / Staff Office Hours to Check-in with Students/ Families (Staff will establish timeframe for daily planning time)			12:30	Staff /Principal Directed Time	12:30	Student Independent Work Time / Staff Office Hours to Check-in with Students/ Families (Staff will establish timeframe for daily planning time)			12:30

End of School Day	2:45	End of School Day	2:45			End of School Day	2:45	End of School Day	2:45
Total Hours	6.25	Total Hours	6.25	Total Hours	4	Total Hours	6.25	Total Hours	6.25

Total Hours (M, T, Th, F) – Based on 150 Days	906.25
Total Hours / Learning First (W) – Based on 30 Days	140
Annual Instructional Hours (required 1027)	**1046.3**

Secondary (Middle and High School)

- Daily instruction
    - 70-minute blocks for each period
    - 3 periods a day
    - 15 minute break included between blocks
    - Alternating 3 blocks each Wednesday
    - Direct instruction / mini-lesson (15 – 20 minutes) – teacher-led or pre-recorded
    - Guided practice (15 -20 minutes) and Independent work (20 – 30 minutes) – teacher/para checking in on students
    - Closing, summary, and review (10 – 15 minutes) – teacher-led
    - Student Self-Paced Academic Work:
        - Prerecorded lesson / posted lesson (or record the lesson from the morning) to provide support/guide students
        - 30 minutes of independent reading
        - 15 – 20 minutes of journal writing (district will create a journal for elementary)
        - Ongoing practice (possible iReady or other district-approved resources)
        - Teacher office hours to check in with students and families
    - Teacher planning provided each day

	Monday	Tuesday	Wednesday	Thursday	Friday
	A DAY	A DAY		B DAY	B DAY
	Periods 1	Periods 1	Periods 123/456 alternating each Wednesday	Periods 4	Periods 4
70 minute block periods with 15 minute breaks	Period 2	Period 2		Period 5	Period 5
	Period 3	Period 3		Period 6	Period 6
	Lunch	Lunch	Lunch	Lunch	Lunch
	Office Hours	Office Hours	Professional Development	Office Hours	Office Hours

All KSD Students

- Attendance is taken daily (the process will be provided)
- Daily planning time/Daily Office Hours are used to connect with students and families to provide just-in-time support
- Learning First schedule still applies
- Establish clear learning routines and norms for classroom interactions

- Use curriculum and instructional materials approved by the district (any other materials would need to follow the current district procedure for approval)
- Principals and A.P.'s will have access to teacher Canvas courses and Teams
- Weekly schedules for each student, daily engagement or assigned work for each student, and requirements for daily attendance in the remote learning, hybrid and traditional learning scenarios for the 2020-21 school year meet or exceed the required instructional hours and days subject to the State Board of Education requirements outlined in WAC 180-16-200.

K-12 Instructional Delivery
• Focus on building relationships • Provide exemplars of virtual learning and flipped instruction • Determine and focus on critical content across subject matter • Determine consistent virtual schedule across content areas appropriate to grade levels
Special Considerations

Elementary	Secondary
• Adhere to OSPI guidelines and required minutes in determining K-6 daily schedule. • Consider pre-recording or recording virtually lessons for flexibility and access for students and families. • Prioritize consistent SEL lessons	• Keep the same schedule (i.e. number of class periods) as the hybrid model to be able to pivot between the two models • Three classes per quarter is preferred • Schedule in-person lab/shop time for certain lab or hands on CTE classes

Assessment

K-12 Assessment

• K-8 students are assessed upon the start of the school year on agreed upon academic screener that can be administered virtually. (9-12 does not have a universal screener)
• Assessment calendar is provided and lists available diagnostic, summative, and formative assessments K-12.
• Protocol and expectations for virtual assessments are established and communicated clearly to staff, students, parents.
• Provide professional development that:
   o clearly identifies formative assessment practices
   o demonstrates how to use data to inform instruction based on student needs
   o Supports teachers in providing students feedback in the virtual setting.
• Prioritize standards to determine critical content

Special Considerations

Elementary	Secondary
• Universal Screening assessment to identify student learning support needs at the beginning of the year (to be	• Universal Screening assessment to identify student learning support needs at the beginning of the year (to be

completed no later than the last day of the first month of school)
• Preschool – TSGOLD
• Kinders – WaKIDS
    o Start of the year is later for K / 3 days are used for Family Connections – not assessing students
    o To be completed by November 13.
• Grades 1 – 6
    o iReady Reading and Math
	completed no later than the last day of the first month of school)
	• Grades 7 – 9
	    o iReady Reading and Math
	• Grades 10 – 12
	• District defined common assessment

Grading K-12

Grading	*Follow current grading guidance (detailed directions will be provided)* • Each employee assigned to classroom duties shall keep and maintain accurate timely reports of student progress and daily student attendance. • **Secondary teachers** shall enter grades every two weeks. Special projects may require additional time. • No form of discipline shall be administered in such a manner as to prevent a student from accomplishing specific academic grade, grade level or graduation requirements or adversely affecting a student's academic grade or credit in a subject or course because of tardiness or absences, except to the extent that the student's attendance and/or participation is related to the instructional objectives of the subject or course and such attendance and/or participation has been identified pursuant to the school District policy as a basis for grading. • Secondary teachers shall be given at least four (4) workdays following the end of the quarter to complete student-progress reports. • Teachers will be given one (1) workshop day in January to work on semester report cards. This day (detailed in Section 6.4.I.4) will be scheduled on the certificated teacher's working calendar but the time may be worked at the teacher's discretion any time within the window provided for report card preparation. • Upon request, teachers shall provide, by the last day of each semester, a list of all students who have not successfully completed course requirements. • **Elementary students** shall be dismissed two and one-half hours prior to the end of the regular school day for five days each semester for elementary teachers to conduct regular conferences. If a parent requests, a conference need not be held. Teleconferences may substitute for conferences, upon the parent's request. • **Each elementary school** will have an employee workshop day in October to prepare for student goal setting and in January to prepare for student progress reporting. • These two (2) workshop days (detailed in Section 6.4.I.4) will be scheduled on the certificated employees' working calendar but the time may be worked at the employee's discretion any time within the window provided for goal setting/report card preparation determined by the building. • Elementary Music and P.E. teachers shall not be required to write comments for report cards.

Special Populations K-12

Inclusive Education	• Students receiving Special Education services will be provided services aligned to their IEP. • The IEP Team will make recommendations regarding the instructional setting to best serve each student. (Page 14, added August 13, 2020). • Evaluation protocols are in development and may require an additional discussion with labor partners.

English Language Learners	• 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 district-adopted curriculum and materials
	    ○ Collaborative Teaching practice
	    ○ KSD Collaboration, Scaffolding, and Differentiation Guide in planning and delivering instruction
	    ○ Differentiation template questions
	• ELPA21 screening will require in-person administration within the first 30 days of school. Assessment protocols are in development and may require an additional discussion with labor partners.

RESOURCE LIST

• High-quality CTE, Planning for a Covid-19 Impacted School Year
• Covid-19's Impact on CTE
• Distance Learning Adaptation Document
• Prioritizing standards for 20-21
• Addressing unfinished learning due to COVID 19
• Reopening Guidance for Special Education (July 30, 2020)

Provision of In Person Instruction and Evaluation for Students Receiving Special Education Services

OVERVIEW

While most students can access education virtually in a remote learning environment, some populations require more intensive, in-person service delivery to address their unique needs. This document addresses the specific populations that require in-person services as well as proposed safety and health guidelines to deliver these services. Additional Discussions and recommendations centered around the processes and protocols that need to be developed, actions that need to be implemented with facilities, schedules that will need to be modified, supplies that need to be ordered and the impact to staffing will need to occur with the respective groups.

In addition to instructional services, many students need evaluation services to be conducted by school psychologists, as well as other ESA groups. Consideration for these evaluations to be conducted during remote learning is also included.

Using the district health guidelines and then aligning them with the guidelines set forth from OSPI, DOH, L&I and CDC, recommendations were made based in the following areas:

- Specific services to be delivered in person
- Specific Sites Identified
- The assigning of a COVID Site Coordinator for compliance
- Physical distancing requirements
- Health screening and exposure process
- Alternatives for high risk employees and students
- Additional staffing implications
- PPE and cloth face covering plans
- Hygiene practices
- Safety trainings, orientations and communications for staff, students and families
- In-Person Evaluations

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 for the students specified during the remote learning period at the start of the 2020-21 school year through October 30, 2020.

SPECIFIC SERVICES THAT CAN ONLY BE DELIVERED IN PERSON (DETERMINED BY DECISION MATRIX AND STUDENT IEP TEAM):

- **Adaptive**
- **Social Emotional Learning that require in person delivery**
- **Related Services (SLP, OT, PT)**

- **Academic Services related to Intellectual Deficit or other need that can only be delivered in person**

SCHOOL SITES IDENTIFIED TO DELIVER IN PERSON SERVICES DURING REMOTE LEARNING:

In partnership with the Health and Services Committee, a list of school sites and change to say we have assessed and identified service sites for Elementary, Middle, and High School.

- Schools were selected based on location (equitable access) and existing programs that can serve the areas identified (adequate space, classrooms designed for service delivery in specific areas, access to specific hygiene related equipment).
- Based on guidance from Student Support Services, classrooms would run with no more than 5 students and 4 adults per classroom
- Adjustments to number of sites can be made pending enrollment (e.g. - consolidate locations if enrollment is lower than anticipated)
- An A/B schedule would likely be necessary to accommodate the estimated population receiving services and contingent upon space limitations and student needs. The schedule could be as follows:
  - o A – Monday and Thursday for full day session
  - o B – Tuesday and Friday for full day session

- Wednesday (or Friday) in either scenario would be for planning and cleaning.

SCHOOL REOPENING CHECKLIST

- **School Planning Team/COVID Site Supervisor established prior to the first day of school**
  - o Schools will assign a COVID Site Supervisor (school administrator with training from Student Support Services) with back-up to monitor the health of employees and ensure compliance with COVID job site safety plan (see OSPI Reopening Schools)
  - o A district COVID Site coordinator will be assigned that can assist the building COVID Site Supervisor on specific compliance issues and provide training.
- **Health Screening process to be established for the first day of school**
  - o To provide clarity, guidance and expectations, All KSD Leadership, staff, students and families will be provided "KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases" document translated in multiple languages. This document will be used in training as well as in orientations for families and given to families and staff if exposure has occurred. This document will also provide information regarding free testing facilities in King County www.kingcounty.gov/covid/sites
  - o All students and staff will be required to participate in daily screening regarding symptoms of COVID-19
  - o Screening will include temperature checks
  - o Students/staff with symptoms, as identified by Public Health and/or OSPI, will be sent home
  - o Students/staff sent home related to symptoms will be provided guidelines as to when they may return to school/work (KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases)
  - o Each school will need to designate a separate location as a health isolation room for students to await pick-up and should accommodate 2-3 students with physical distancing

- Health rooms would be used for medication administration, interventions related to IHPs, injuries and non-COVID illness
- If a student screens positive for symptoms upon entry to school or throughout the school day, parent/guardian will be contacted, and student will be sent home
- Students/staff sent home related to symptoms will be provided guidelines as to when they may return to school/work
- Students/Staff that were in close contact (less than six feet in excess of fifteen minutes, with or without a mask) to someone identified as COVID positive, will need to quarantine for 14 days and during that time does not report to school/work
- District to provide form (translated into languages) to staff, students and families with specific steps and checklist items needed to be taken and signed off by a healthcare professional to return to the building.

- **Physical Distancing**
  - Physical distancing of 6 feet is required to the maximum extent possible for all employees, students, and visitors in classrooms and common areas, such as the cafeteria, bathrooms, staff lounge and library.
  - Determine plan for students to maintain physical distancing before the start of school and communicate to families that students are not to be allowed on campus after school. To maintain physical distancing students should not remain after school and time prior to school needs to be minimized. Each building will need to determine where students will congregate before school and how they will maintain physical distancing to the maximum extent possible.
  - Safety Services will work with OSPI for guidance and compliance with regards to safety drills for buildings to ensure physical distancing during drills to the maximum extent possible.
  - Each school site to work with their school planning team to determine creative use of spaces, modify schedules, stagger and limit entry access, drop off and pick-up process, passing times, recesses, and lunches to maintain physical distancing for their building and grade level.
  - Determine physical distancing for offices, cubicle work site and public areas.
  - Plexiglass installed in reception areas where 6ft distancing is not available when working with visitors and/or students.
  - Social distancing markings placed on flooring throughout the building as a reminder for students, visitors and staff in the following areas: office, hallways, bathrooms, and other public areas
  - Visuals – posters throughout the school reminding of social distancing
- **PPE will need to be ordered prior to the first day of school**
  - All employees/students (that are able – this population may not be able to adhere to this requirement)/visitors will be required to wear face coverings (appropriate cloth or face shields).
  - Additional PPE requirements will be required for staff who work health rooms, health isolation rooms, and special needs programs/students (gloves, face shields, additional cleaning materials, disposable gowns as needed)
  - If employees/students/visitors do not have face coverings the building will maintain a supply to provide
  - Nitrile gloves available for staff to use in situations that may pose a health risk
- **Hygiene Practices**
  - Determine cleaning protocols of rooms when a staff/student has either gone home due to symptoms, exposure or a positive test result has been reported

- o Frequent hand washing opportunities will be available throughout the day with expectations of washing before meals, and after recesses.
- o Hand sanitizer with 60% alcohol may be used when hand washing is not available
- o Additional portable hand washing stations and no touch hand sanitizing station are recommended throughout the school grounds – will need to order and have installed prior to the first day of school
- o Limit the sharing of materials and supplies and manipulatives used by specialist/teachers, will need to be cleaned and sanitized if shared on a daily basis
- o Visuals, posters to be posted throughout the school of proper hand washing techniques
- o Trash can liners replaced daily
- o Drinking fountains should be turned off with water bottle refill stations available if possible.
- o Water bottles or paper cups provided to students if needed

- **Staffing Implications**
  - o Survey to be sent to all staff to aid in the planning of schedules and assignments to ensure that there are the needed staff to perform the duties under the IE In Person model
  - o IE Staff will contact families to aid in the planning of classes, program need and staffing needs
  - o Determine a building substitute(s) to accommodate staff absences.
  - o Determine if additional custodial staff is needed for the building due to increase cleaning requirements
  - o Determine additional staffing for health room and health isolation room.
  - o Determine staffing needed if students are to eat lunch in classrooms additional staff may be required to address teacher's 30-minute duty free lunch

- **Safety Training and Implementation prior to the first day of school**
  - o Proper Hand Washing
  - o How to wear and properly remove PPE
  - o How to dispose of disposable PPE
  - o How to clean, sanitize, disinfect PPE
  - o Signs and Symptoms of COVID-19, including what to watch for during the school day
  - o Completing a health screening tool
  - o When and how to send students to health room with symptoms and without symptoms
  - o General guidelines to be aware of such as, health screenings, 6-foot distancing, health isolation rooms, KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases and how to return back to school/work
  - o Role of the COVID Site Supervisor
  - o Expectations and processes for families and students for both

- **Budget Implications**
  - o Budget costs should come from District budget no buildings
  - o Digital app and paper options for health screenings
  - o Significant cost for supplies (cleaning, disinfecting, those things normally shared like scissors, toys etc.)
  - o Additional staff hours to assist with:
    - ▪ Monitoring health isolation room
    - ▪ COVID site supervisor
    - ▪ Custodial Staff
    - ▪ Health Room staff
    - ▪ Substitute staff – Building substitute assigned to each school

- Monitors for lunches in classroom to provide a duty-free lunch for staff
  - PPE - cloth masks, disposable face coverings, N95 masks, surgical masks, face shields, isolation gowns, gloves
  - Plexiglass installment
  - No touch thermometers
  - Possible cost associated with laundering masks and cleaning face shields
  - Handwashing stations and no touch hand sanitizing stations
  - Water bottle filling stations or water bottles or cups if students don't have access.
  - Signage and training materials
  - Medical accommodations
  - Unemployment and the impact of leave options for staff who are high risk
  - Development of training videos and online platforms

- **Alternative Options for High-Risk Employees/Students**
  - Communicate early and often to staff the process for applying for a leave and/or medical accommodation.
  - Have links on stafflink for forms and literature that will educate staff and building leaders on resources and processes needed to accommodate staff who are in a high-risk category and/or need a medical accommodation.
  - While teams may determine the need for in person services, some students and staff may not be able to participate for various reasons. Options for enhanced remote learning should be considered for both.

- **Safety Training and Implementation prior to the first day of school**
  - Trainings to be delivered districtwide for consistency of message
  - To maintain social distancing, trainings will need to be delivered through a variety of online platforms and district website
  - Family and student trainings prior to school need to be widely communicated to reach hard to contact families and will need to be available in different languages

IN-PERSON EVALUATION

As indicated previously, many students need evaluation services to be conducted by school psychologists, as well as other ESA groups (SLP, OT, PT). In addition to the above in-person school sites, District Office can serve as a central location to administer evaluations as needed.

The following considerations for in-person evaluation, in conjunction with those referenced above, are recommended:
- Rooms reserved for evaluations located near the entry and contain space and a table long enough to permit social distance;
- Only the psychologist or other evaluator and the student should be in the room unless additional support is needed;
- A plexiglass screen with a cutaway space for passing materials rests on the table between the evaluator and the student;
- The evaluator will be provided a face shield to be worn while conducting the evaluation; the student will wear a mask or face shield if possible;
- All other employees and visitors wear masks or face shields;

- If the room does not have a sink and soap, hand sanitizer with at least 60% alcohol shall be available in the room and the psychologist will instruct the student in its use as needed;
- Cleaning of the materials used in the evaluation----papers, laminated cards, booklets, writing tools, blocks---is the responsibility of the evaluator who may ask for custodial help and will use district-provided cleaning supplies;
- If a student coughs or sneezes in the room, the psychologist shall notify custodial staff, who will be onsite to clean surfaces and materials;
- At the conclusion of a session the student's parent/guardian will pick him or her up;
- All adults and students who are able to shall wear a mask or face shield during the evaluation and while in the building;
- The room will be cleaned by a trained custodian with appropriate cleaning agents and materials after each session and before the first session each day;
- Scheduling will be done in a manner that ensures minimal contact in the lobby/main office or traffic to the restrooms;
- The restrooms will be cleaned and have adequate soap and paper towels.

RESOURCE LIST

- OSPI - Reopening Washington Schools 2020
- DOH - K-12 Schools - Fall 2020-2021 Guide
- OSPI - Reopening Washington Schools Q&A
- KSD BP3400 Student Welfare and Safety
- KSD BP3410 Student Health
- KSD BP3414 Infectious Diseases
- Paid Leave under the Washington Family Care Act and the Families First Coronavirus Response Act
- L&I COVID 19 Resources
- https://covid.idmod.org/data/WA_Situation_Report_9_COVID-19_transmission_across_Washington_State.pdf

- Resources needed
  - Portable hand washing stations
  - IEP Team Screening Matrix for In-Person Services
  - No-touch hand sanitizer stations
  - PPE to include cloth masks, face shields, gloves, surgical masks, N95 masks (for health room), infection control gowns
  - Increased health staff – nurses, health technicians, COVID site coordinator, custodial, substitutes
  - Separate Room designated for quarantined students/staff
  - Health Screening questionnaire - app, form or paper
  - Signage for hand washing, physical distancing, mask requirement etc.
  - Trained building substitutes
  - Staffing schedules altered to accommodate duty free lunch, if students are eating lunch in classrooms.
  - Designated Building COVID Site Supervisor
  - Designated District COVID Site Supervisor
  - Training videos and classes for staff, students and families

Health and Safety

OVERVIEW

Many factors were considered and discussed to ensure the health and safety of staff, students, and the community. Discussions and recommendations centered around the processes and protocols that need to be developed, actions that need to be implemented with facilities, schedules that will need to be modified, supplies that need to be ordered, and the impact on staffing.

Using the district health guidelines and then aligning them with the guidelines set forth from OSPI, DOH, L&I and CDC, recommendations were made based in the following areas:

- The assigning of a COVID Site Coordinator for compliance
- Physical distancing requirements
- Health screening and exposure process
- Alternatives for high-risk employees and students
- Additional staffing implications
- PPE and cloth face-covering plans,
- Hygiene practices
- Safety training, orientations and communications for staff, students and families

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 remote learning and to accommodate cleaning of the building in between cohorts. However, to maintain the health and safety for staff, students, and the community, the Health and Safety Taskforce recommends the Continuous Remote Learning Model as the only preferred model for KSD schools to open and begin classes in the fall. New report shows schools reopening is closely tied to societal activity July 15, 2020

Situation Report 9: COVID-19 transmission across Washington State

SCHOOL REOPENING CHECKLIST

School Planning Team/COVID Site Supervisor established before the first day of school
- o Schools will assign a COVID Site Supervisor with back-up to monitor the health of employees and ensure compliance with COVID job site safety plan (see OSPI Reopening Schools)
- o The school will create a School Planning Team for site-specific implications/plans/scheduling
- o A district COVID Site coordinator will be assigned that can assist the building COVID Site Supervisor on specific compliance issues and provide training.

Health Screening process to be established for the first day of school
- o To provide clarity, guidance, and expectations, All KSD Leadership, staff, students, and families will be provided "KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases" document translated in multiple languages. This document will be used in training as well as in orientations for families and given to families and staff if exposure has occurred. This document will also provide information regarding free testing facilities in King County www.kingcounty.gov/covid/sites
- o All students and staff will be required to participate in daily screening regarding symptoms of COVID-19

o The screening will include temperature checks
o Students/staff with symptoms, as identified by Public Health and/or OSPI, will be sent home
o Students/staff sent home related to symptoms will be provided guidelines as to when they may return to school/work (KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases)
o Each school will need to designate a separate location as a health isolation room for students to await pick-up and should accommodate 2-3 students with physical distancing
o Health rooms would be used for medication administration, interventions related to IHPs, injuries and non-COVID illness
o District plans need to include how to handle student transport home if parent/guardian is unable to pick-up student and walking home is not an option
o District plans need to include how to track and communicate between schools of siblings when there is exposure or presenting symptoms
o Students/staff sent home related to symptoms will be provided guidelines as to when they may return to school/work
o Students/staff that have been exposed to someone identified as COVID positive will need to quarantine for 14 days and during that time does not report to school/work
o District to provide the form (translated into languages) to staff, students, and families with specific steps and checklist items needed to be taken and signed off by a healthcare professional to return to the building.

Physical Distancing
o The physical distancing of 6 feet is required to the maximum extent possible for all employees, students, and visitors in classrooms and common areas, such as the cafeteria, bathrooms, staff lounge, and library.
o Determine a plan for students to maintain physical distancing before the start of school and communicate to families that students are not to be allowed on campus after school. To sustain physical distancing, students should not remain after school, and time before school needs to be minimized. Each building will need to determine where students will assemble before school and how they will maintain physical distancing to the maximum extent possible.
o Safety Services will work with OSPI for guidance and compliance with regards to safety drills for buildings to ensure physical distancing during exercises to the maximum extent possible.
o Each school site to work with their school planning team to determine creative use of spaces, modify schedules, stagger and limit entry access, drop off and pick-up process, passing times, recesses, and lunches to maintain physical distancing for their building and grade level.
o Determine physical distancing for offices, cubicle worksite, and public areas.
o Plexiglass installed in reception areas where 6ft distancing is not available when working with visitors and/or students.
o Social distancing markings placed on flooring throughout the building as a reminder for students, visitors and staff in the following areas: office, hallways, bathrooms, and other public areas
o Visuals – posters throughout the school reminding of social distancing
o 6th-grade camp needs to be reconsidered. Currently, 2 of the prominently used fields are closed.

PPE will need to be ordered before the first day of school
o All employees/students/visitors will be required to wear face coverings (appropriate cloth or face shields)
o Additional PPE requirements will be required for staff who work health rooms, health isolation rooms, and special needs programs/students

o If employees/students/visitors do not have face coverings, the building will maintain a supply to provide

o Nitrile gloves available for staff to use in situations that may pose a health risk

Hygiene Practices
  o Determine cleaning protocols of rooms when a staff/student has either gone home due to symptoms, exposure or a positive test result has been reported
  o Frequent handwashing opportunities will be available throughout the day with expectations of washing before meals and after recesses.
  o Hand sanitizer with 60% alcohol may be used when hand washing is not available
  o Additional portable hand washing stations and no-touch hand sanitizing station are recommended throughout the school grounds – will need to order and have installed before the first day of school
  o Limit the sharing of materials and supplies and manipulatives used by specialist/teachers, will need to be cleaned and sanitized if shared daily
  o Visuals, posters to be posted throughout the school of proper handwashing techniques
  o Trash can liners be replaced daily
  o Drinking fountains should be turned off with water bottle refill stations available if possible.
  o Water bottles or paper cups provided to students if needed

Staffing Implications
  o Survey to be sent to all staff to aid in the planning of schedules and assignments to ensure that there is the needed staff to perform the duties under the hybrid model
  o Survey sent to families to aid in the preparation of classes, program need, and staffing needs
  o Determine a building substitute to accommodate staff absences.
  o Determine if the additional custodial staff is needed for the building due to increase cleaning requirements
  o Determine additional staffing for the health room and health isolation room.
  o Determine to staff needed if students are to eat lunch in classrooms additional staff may be required to address teacher's 30-minute duty-free lunch

Alternative options for High-Risk Employees and Students
  • [Paid Leave under the Washington Family Care Act and the Families First Coronavirus Response Act](#)
  o Employees who are in a high-risk category will have the option to use accrued leave, FMLA/PFMLA, short/long term disability, if applicable, apply for unemployment, or ask for a medical accommodation for alternative work options if they are available.
  o Staff who have a medical reason not to wear a facial covering will need to go through the district interactive medical accommodation process.

Safety Training and Implementation before the first day of school
  o Effective Remote Learning/Teaching for substitutes and staff
  o Remote learning and laptop use for new and existing students, families and staff
  o Proper Hand Washing
  o How to wear and adequately remove PPE
  o How to dispose of disposable PPE
  o How to clean, sanitize, disinfect PPE
  o Signs and Symptoms of COVID-19, including what to watch for during the school day
  o Completing a health screening tool
  o When and how to send students to the health room with symptoms and without symptoms

- General guidelines to be aware of such as health screenings, 6-foot distancing, health isolation rooms, KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases and how to return to school/work
- Role of the COVID Site Supervisor
- Expectations and processes for families and students for both

Budget Implications
- Budget costs should come from District budget no buildings
- Digital app and paper options for health screenings
- High cost for supplies (cleaning, disinfecting, those things usually shared like scissors, toys, etc.)
- Additional staff hours to assist with:
    - Monitoring health isolation room
    - COVID site supervisor
    - Custodial Staff
    - Health Room staff
    - Substitute staff – Building substitute assigned to each school
    - Monitors for lunches in the classroom to provide a duty-free lunch for staff
- PPE - cloth masks, disposable face coverings, N95 masks, surgical masks, face shields, isolation gowns, gloves
- Plexiglass installment
- No-touch thermometers
- The possible cost associated with laundering masks and cleaning face shields
- Handwashing stations and no-touch hand sanitizing stations
- Water bottle filling stations or water bottles or cups if students don't have access.
- Signage and training materials
- Medical accommodations
- Unemployment and the impact of leave options for staff who are high risk
- Development of training videos and online platforms

BEST PRACTICES

School Planning Team/COVID Site Supervisor OSPI Reopening Washington Schools 2020-2021
- Recommend COVID Site Supervisor is an administrator in the building because it will be responsible for compliance issues, job duties clearly outlined, and who those duties can be delegated to assist in compliance.
- School Planning Team will need to be comprised of key staff that need to decide on school-specific items and should include: Nurse, custodian, teacher, para, office staff, health technician and principal/assistant principal
- District to assign a District COVID Site Coordinator to be a point of contact to deal with compliance questions from building COVID Site Supervisors as well as provide training.

Health Screening Process
- To provide clarity, guidance, and expectations, All KSD Leadership, staff, students, and families will be provided "KSD Protocols for Presumptive, Positive and Negative COVID-19 Cases" document translated in multiple languages. This document will be used in training as well as in orientations for families and given to families and staff if exposure has occurred. This document will also provide information regarding free testing facilities in King County www.kingcounty.gov/covid/sites

- All employees who enter the building will need to complete a health screening on the days that they work, submitted to their supervisor at the start of the day
- Due to the volume of students and encroachment on educational time, school screening does not seem feasible. It is recommended that parents/guardians screen students at home. They will need to attest to the fact the student has no signs or symptoms of COVID, as outlined by the Department of Health. It is recommended that the use of an electronic app or form be used and paper form for those families that do not have access to an electronic version. Translation of these options will be needed for non-English readers. Options on how to track this information will need to be determined but recommended through Skyward.
- It is recommended that the first period teacher or first teacher contact would link receipt of screening questionnaire with attendance and monitor any yes answers requiring further assessment. Recommend connecting with Skyward.
- Recommended that attendance recording be changed for parents to give the reason why the student is absent, possible COVID symptoms and the reason could be recorded in skyward to provide tracking
- Health screenings will be in place daily for students and staff; questions will include:
  - 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 or 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
  - Have you been in close contact with anyone with confirmed COVID-19?
  - Have you had a positive COVID-19 test for active virus in the past 10 days?
  - 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?
- Follow CDC, state or local health guidelines for all schools to follow regarding notifying other schools when students sent home with symptoms as siblings would now be in the household of someone with symptoms and would then also be sent home. Plan for communication between health rooms and COVID site coordinators needs to be in place
- Guidelines need to address notifying siblings' school(s) when students cleared to attend if a sibling was excluded
- Parents will be advised to provide all siblings with a copy of care provider notes if indicating student cleared to return as no symptoms or concern of COVID disease
- The Health isolation room will need to be in addition to the health room and needs to be identified before the start of school. Students in the health isolation room will need to be supervised. Health isolation rooms need to be "aired out" after student leaves. Therefore rooms should have a window. Also, the door needs to have a window to protect staff that will be supervising students.

- Circumstances will arise when a student needs to go home, but the parent/guardian has no way to pick them up. All avenues need to be investigated on ways to get student home: friend, walk, taxi, etc. Students should not ride the bus if exhibiting signs or symptoms of COVID-19, as last resort schools may need to arrange to transport a student home. Specific plans need to be created for a district procedure on how to carry a student's house when the parent/guardian can't pick students up from school. Security Services needs to be involved with the development of the plan.
- Employees/Students that exhibited symptoms must meet the following criteria to return to school, as set forth by the Department of Health and OSPI guidance. At least three days (72 hours) have passed since recovery, which is defined as no fever without the use of fever-reducing medication such as Tylenol or ibuprofen and improvement in respiratory signs like cough and shortness of breath. At least ten days have passed since signs first showed up **OR** it has been at least three days since recovery, **AND** a health care provider has certified that the student does not have suspected or confirmed COVID-19.
- Employees/Students that believe they have had close contact with someone with COVID-19 but are not sick will need to watch their health for signs and symptoms during the next 14 days and should not go to public places, work, or school.
- It is recommended that families that need a thermometer at home look into the Kinsa thermometer program that offers free smart thermostats and sends information to an app.
- The COVID Site Supervisor will need to address families that repeatedly fail to complete the Health Screenings, send students with COVID symptoms, and/or do not follow the stay home guidelines outlined above.
- Staff will need instruction on signs and symptoms of being ill such as flushed cheeks, fatigue, etc.
- Any staff that is assessing students/employees or monitoring health isolation rooms will need to use appropriate PPE and maintain 6-foot distancing. It is recommended that those monitoring the health isolation room wear the following PPE: the mask (preferably N95 and at least surgical), face shield, gown, and nitrile gloves.
- Guidelines regarding symptoms, parent/guardian home assessment, need for accurate contact information, and back-up emergency contacts. Questioning the need for a thermometer will need to be provided to parents/guardians with the recommendation that it be signed and returned to school.

Physical Distancing
- Education Weekly [EDWeek Article](#) 6-foot distancing in the typical classroom will accommodate 11-13 people. Facilities states an average class is 830 square feet, and providing 6-foot distancing will allow 23 desks. However, this does not consider built-in counters, cabinets, drawers or the teacher. It is a measuring wall to wall. Classrooms, common areas, lunch areas will be re-configured before the first day of school to accommodate 6ft distancing requirements.
- Due to the space needed to maintain 6ft physical distancing in classrooms, it is recommended that schools will not be able to open in a traditional model for all students with 6-foot distancing requirements safely or equitably. Best practice from a Health and Safety perspective would be a Continuous Remote Learning Model. However, if a Hybrid Model is the model of choice, then to maintain the health and safety of staff and students, the recommendation would be a hybrid model of cohorts attending full days A/B - Mon-Tues with Wed. used to clean and plan and then a second cohort Thurs.-Fri. Virtual remote learning also available as an option.
- To maintain 6-foot physical distancing during mealtimes and reduce mixing of student groups, each building will create an individual plan to meet their specific requirements of 6-foot physical distancing.

- Classrooms that have tables instead of desks should consider changing to desks if physical distancing requirements with tables cannot be met
- Bathrooms will need to be monitored and scheduled breaks by classes to ensure physical distancing requirements
- Staggered mealtimes and recesses should be utilized to meet physical distancing requirements
- During transition times, gathering in common areas need to be limited.
- Providing physical distancing during drop-off and pick-up will be determined by the building site. It is recommended that students wait outside until time for class rather than gathering in buildings. (Need guidelines and standards for principals)
- Recess (Need guidelines and best practices and guidance from DOH/OSPI)

PPE

- Cloth face coverings need to be made available to employees/visitors or students that do not have the means to obtain them. It is recommended instead of cloth face coverings for P-2, that face shields are provided to those that can't secure their own.
- Employees and families need to be educated in what an appropriate cloth face covering is and how to correctly put it on, wear it, and remove it.
- It is recommended that all teaching and specialty staff be provided a face shield to use when a cloth face covering is not appropriate such as when having a hard of hearing student in the class.
- Face coverings do not need to be worn by those with a disability that prevent them from wearing or removing a face covering, those with certain respiratory conditions or trouble breathing, those who are deaf or hard of hearing and use facial and mouth movements as part of communication and those advised by a medical, legal, or behavioral health professional that wearing a face-covering my pose a risk to that person as stated by Department of Health and OSPI. A face shield can be offered to anyone unable to wear a cloth face-covering due to physical condition or disability.
- Repeatedly not wearing a face covering and not exempt will be addressed by educating the student on safety compliance, implementing positive behavior interventions, recommending alternative face covering, and consulting with parent/guardian. As a last resort, the exclusion would be considered, and an opportunity to receive educational services will be provided.
- Additional PPE needs to be provided for staff to address their comfort level. For example, staff may want to use gloves when handling documents

Hygiene Practices

- Portable handwashing stations are recommended for special need classrooms and portable classrooms that do not have access to water or sinks and possibly on playgrounds, for use before students re-enter buildings
- Using the gel in and gel out a system such as that in hospitals is recommended for classrooms that do not have sinks. The use of no-touch hand sanitizing stations outside each classroom is recommended.
- Department of Health and OSPI recommends students wash hands upon arrival at school, after coming in from outside (recess), before eating, and before departing at the end of the school day. Also, hand washing is recommended after blowing the nose, sneezing, and after using the restroom.
- Options and/or accommodations need to be made for students that can't use hand sanitizer due to a medical condition such as allergy, eczema, etc.
- Due to possible contamination, it is recommended that trash can liners be replaced daily.
- The Health isolation room will need to be cleaned and disinfected and aired out after student leaves per Department of Health and OSPI guidelines.

Staff Implications

- To accommodate staff absences, it is recommended that each school has a trained assigned building substitute.
- To ensure physical distancing, recommended additional staff for monitoring students before the start of school, bathrooms, and recess.
- Recommended that training be developed for substitute staff
- Survey to be sent to substitutes to determine training needs and depth of substitute pool
- Survey to be sent to families to determine staffing and program needs
- With increase cleaning and disinfecting additional custodial staff may be required
- Additional health room staff (nurses, health technician) are needed to assist with health assessment and monitoring of the health isolation room
- If students are to eat lunch in classrooms, additional staff may be required to address teacher's 30-minute duty-free lunch

Alternative Options for High-Risk Employees/Students
- Communicate early and often to staff the process of applying for leave and/or medical accommodation. Have links on Stafflink for forms and literature that will educate staff and building leaders on resources and processes needed to accommodate staff who are in a high-risk category and/or require medical accommodation.

Safety Training and Implementation before the first day of school
- Training to be delivered districtwide for consistency of message
- To maintain social distancing, training will need to be delivered through a variety of online platforms and district website
- Family and student training before school starts to need to be widely communicated to reach hard to contact families and will need to be available in different languages

Budget Implications
- Budget costs should come from District budget no buildings
- High expense for supplies (cleaning, disinfecting, those things commonly shared like scissors, toys, etc.)
- Additional staff hours to assist with:
  - Monitoring health isolation room
  - COVID site supervisor
  - Custodial Staff
  - Health room
  - Substitute Staff – Assigned building substitutes
- PPE - cloth masks, disposable face coverings, N95 masks, surgical masks, face shields, isolation gowns, gloves
- App and paper copies for health screenings
- Plexiglass Installment
- No-touch thermometers
- The possible cost associated with laundering masks and cleaning face shields
- Handwashing stations and no-touch hand sanitizing stations
- Water bottle filling stations or water bottles or cups if students don't have access.
- Signage and training materials
- Medical accommodations
- Unemployment and the impact of leave options for staff who are high risk
- Development of training videos and online platforms

RESOURCE LIST

- [OSPI - Reopening Washington Schools 2020](#)
- [DOH - K-12 Schools - Fall 2020-2021 Guide](#)
- [OSPI - Reopening Washington Schools Q&A](#)
- [KSD BP3400 Student Welfare and Safety](#)
- [KSD BP3410 Student Health](#)
- [KSD BP3414 Infectious Diseases](#)
- [Paid Leave under the Washington Family Care Act and the Families First Coronavirus Response Act](#)
- [L&I COVID 19 Resources](#)
- [Decision Tree for Provision of in-Person Learning among Public and Private K-12 Students during COVID-19](#) (August 5, 2020)
- [K-12 Schools – Fall 2020-2021 Guidance](#) (August 4, 2020)
- [WIAA Clarification on 2020-21 Sport Season Calendar](#) (August 3, 2020)
- [Reopening Guidance for Special Education](#) (July 30, 2020)

Resources needed
- Portable handwashing stations
- No-touch hand sanitizer stations
- PPE to include cloth masks, face shields, gloves, surgical masks, N95 masks (for health room), infection control gowns
- Increased health staff – nurses, health technicians, COVID site coordinator, custodial, substitutes
- Separate Room designated for quarantined students/staff
- Health Screening questionnaire - app, form or paper
- Signage for hand washing, physical distancing, mask requirement, etc.
- Trained building substitutes
- Staffing schedules altered to accommodate duty-free lunch if students are eating lunch in classrooms.
- Designated Building COVID Site Supervisor
- Designated District COVID Site Supervisor
- Training videos and classes for staff, students and families

Social Emotional Wellness

OVERVIEW

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 with a lens of equity, it is important to understand that some students need smaller group/1:1 engagement opportunities. As we conduct a screening for Social Emotional Learning (SEL) needs, some students may require an increased amount of time in schools based on their need for connection. Schools will need to find opportunities for students to connect outside of academic opportunities (ex. Recess channel). All students will face the unique challenge of starting online without having first built a relationship with their classroom teacher. Students in transitional grades (K, 7th, 9th) will be further challenged with possibly not knowing any adults. Finding ways to build these relationships (student-student, student-teacher, teacher-teacher) and sustain continual contact are important focus points as we reopen. Many schools have student to student mentoring programs and attention will need to be given to creating a similar opportunity in the virtual setting. A driving focus embedded in KSD's SEL work needs to be equity and social justice.

The Social Emotional Wellness Team focused on the following buckets of work:
1. Universal screening
2. Tier 1 Social Emotional Curriculum
3. Multi-Tiered Systems of Support
4. Staff Wellness
5. Family Supports

A professional development plan focuses on providing educators with the tools to support social emotional wellness upon the return to school.

SCHOOL REOPENING CHECKLIST

Universal Screener
- All teachers will complete the SRSS (or other similar) universal screener to assess the social and emotional needs of their students. Ensure the screening tool is culturally responsive.
- Schools will have the option to add a student self-reflection survey (TBD). (adding additional safety/ basic needs questions)
- School staff will reach out to the former schools of transitioning students to ensure they know which students might struggle with transition between grades.
- 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.
- Build in weekly check-in (screening) to understand how needs of students are changing.

Tier 1- Social Emotional District Approved Curriculum
- District message that social emotional health is primary focus for start of the year. Academic pacing calendars will be adjusted to allow for this to happen.
- All teachers will use district approved curriculum to address the social and emotional needs of their students. Second Step curriculum with revised scope and sequence will be used PK-8 grade. HS will focus on SEL standards with flexibility on how to teach standards.

- Elementary SEL lessons provided daily could look like a daily class meeting or opening activity; live instruction would be 10 – 20 minutes, for the first weeks of school teachers will provide longer durations to support student needs. These lessons will be teacher-led and may have the support of other staff.
- Middle schools will implement SEL lessons through a morning meeting attached to a class, period 1 and period 4, using Second Step and SEL developed lessons.
- High Schools will develop a school-based schedule for implementation of SEL that meets the needs of unique student populations using the resources at the different schools.
- Additional content will be mapped into the 4-week plan to focus on social justice and equity.
  - Optional choices will be provided in the *Resources List* section.
  - Instruction will be tailored to address the needs identified in the Universal Screener.
  - Supplemental resources will be provided on the website for families.
  - Time created to build into the virtual schedule to do morning meetings/ Second Step.
  - Digital Citizenship is critical at the start of the school year to ensure students understand expectations for digital learning. Common digital learning contract used.

Multi-tiered Systems of Support Committees (MTSS)
- Convene and continue to address building needs through MTSS Committees.
- Review current supports through a trauma-informed lens.
- Review screener results to identify building trends.
- Plan to support students needing tier 2 and tier 3 social and emotional supports.
- Identify which staff need more support and training.
- Decide to implement holistic wellness centers (Ex. Creating a virtual area to support wellness. Dedicated wellness hour). Optional.
- Share wellness center components with parents. Teachers help students create a "Feel Good" plan for both home and in class.
- Work with Community-Based Organizations to provide Tele-Health and other support services for students referred by their schools.
- Develop tiered supports for both remote and virtual based on needs identified through the screeners.
- Ensure there are ways to maintain CICO for students with tier 2/ tier 3 behavioral supports.
- Create common virtual learning expectations for all of the classrooms in each building.
- Create time and space for Daily Class Meetings (see Best Practices).
- Provide building space/ bus for prioritized students to receive 1:1/ small group social emotional tier 3 supports.
- Build additional opportunities for connection for students struggling with behavior in virtual classes (check ins with ISS teacher, para educators, deans, etc.).

Staff Wellness
- Survey staff around wellness to see if there are supports/ connections they seek prior to school.
- Recommend two extra days in August to support team building, staff connection, social justice, and self-care practices for full staff (KAEOP, KAP, KEA, Teamsters, bus drivers). One of the extra days needs to be focused entirely on training around social justice, race, and equity.
- Create a fun "sunshine" committee to ensure there is an opportunity for staff to engage in fun ways (ex. staff challenges/ competitions).
- All staff will be trained in "Feel Good" Plans (plans for managing their stress), a strategy that can be shared with students as well.
- All staff need training in privilege (what is privilege). Understanding privilege as both a systemic issue and individual issue.

- o Training will focus on overcoming the fear of initiating conversations around race with students using a trauma-informed lens to build relationships. Teachers will understand how to respond to situations that may arise when having conversations around race (if-then).
- o Staff of the EAP program plan for needed social emotional supports.
- o Ensure staff have time to plan for both the virtual and classroom learning.
- o Consider the safety needs of staff around teaching in a virtual vs. phasing in of hybrid/legacy teaching.
- o Staff may opt to utilize their classroom as a place to present their virtual material.
- o Ensure there is understanding around staff home environments.
- o Work through systems to ensure staff feel protected with liability around small group/ 1:1 meetings.

Family Supports- in multiple languages
- o Survey (Microsoft Forms) families to ascertain basic needs of families as they return to a school setting. (Universal Survey will be selected).
- o Ask parents to do a screener for their students.
- o Provide Social Emotional Curriculum resources accessible for families. Resources to support families in how to talk about anti-racism.
- o Communication will be sent to families about the districts vision for equity and social justice, emphasizing the urgent need in our community. Families will be informed that they should expect teachers to talk to students about race and equity.
- o Share the virtual school expectations with the home.
- o Provide printed materials of SEL supports (check-in/ check-out sheets, zones) made available to families.
- o Remind families of some of the resources available and volunteer opportunities- clothing and food banks.
- o Work on an order form accessible to parents/ counselors to request basic needs/ school supplies through clothing bank.
- o Create monthly newsletter articles/videos (link to Safety First) to lay out expectations for return to school. Have the articles link to a Microsoft form survey to provide an opportunity for feedback on clarity of plans, and collaboration on safety expectations reinforcement.
- o Explore ways to ensure families maintain connection to school. Survey families on how they would want to be involved in their schools and other families (ex. parent to parent engagement).
- o Schedule time for families to learn the systems students they will be accessing/ expectations.
- o Have virtual open house/curriculum night virtually.
- o Ongoing family connection opportunities. - Menu of options for families to engage. Video trainings available on the district website with translations.

Budget Implications
- o Universal Screener- There are free screeners, but not with the comprehensive input from student, staff, and families.
- o Time for staff to complete universal screening for all students.
- o SEL Curriculum- Possible supplementing curriculum with additional resources for tier 1- high school curriculum.
- o Possible addition of wellness centers in buildings/ classrooms.
- o Additional 2 training days in August for all union groups.

Bargaining Implications
- o Additional 2 training days in August for all union groups.
- o Implementation of daily meetings at all schools.

- o Implementation a staff screener to understand staff wellness upon re-entry.
- o Class meetings built into virtual schedule.
- o Time for Virtual Open House/ Curriculum Night.
- o Allow Opportunities to Social Emotional Check ins- Principal-Directed Time devoted to relationship building.

BEST PRACTICES

Class Meetings (Center for Restorative Justice) (OSPI-Behavior Menu of Best Practices)
- o All classes will have a daily session to address the social emotional needs of their students following a district meeting framework.
- o Sessions will run for approximately four weeks at minimum.
- o Schools will decide on the structure for providing this work, (e.g., morning meetings, advisory class, extended periods).
- o Objectives of meetings will be relationship/community building, student voice/choice, social emotional learning activities and sharing of important information.
- o Templates will be developed; however, teachers will be allowed to individualize within parameters.
- o Class meetings will be built into the virtual schedule- All students can join either virtually or in person.
- o 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.

Use of Multi-Tiered Systems of Support (OSPI-Behavior Menu of Best Practices)
Use of Tier 1 Social Emotional Curriculum (OSPI-Behavior Menu of Best Practices)
Culturally Responsiveness (WA K-12 Social Emotional Learning Standards and Benchmarks)
Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures in KSD.

RESOURCE LIST

- SRSS Screening Tool
- Panorama Screening Tool
- Second Step Curriculum (Elementary and Middle School)
- School Connect
- Character Strong
- Compassionate School Model
- Trauma Informed Curriculum
- IGNITE Curriculum
- PBIS
- RISE Index
- Healthier Generations
- Feel Good Plans
- AWSL Equity Opportunity and Access: Beyond Inclusion

DEFINITIONS

Feel Good Plan - Pre-planned strategies designed to navigate difficult situations

Wellness Center- A safe, supportive environment where students can go to support social emotional well-being.

MTSS- Multi-tiered systems of support is a three tiered system in which students obtain the supports they need. Tier 1 supports are given to all students, tier 2 supports are given to small groups of students, and tier 3 supports are individualized.

School Operations

OVERVIEW

In support of teaching and learning the School Operations plan allows teachers and other staff to access buildings in support of continuous learning 2.0 and to use their classrooms as an instructional stage for online learning. This plan allows special populations to access the building like ASC, link, SC, etc. It emphasizes the need to move fluidly between an online and hybrid model as conditions allow. Based on these ideas we need to address in building operational concerns which focus on the flexibility needed at each building to adapt recommendations to the various brick and mortar structure. Different buildings will have different needs and different solutions. Each COVID site team will support these determinations and focus on limiting the transition and exposure to our students and staff.

CONTINUOUS LEARNING CHECKLIST

Facility Plan

☐ Budget considerations
- o Utilities, maintenance, and operations costs will continue.
- o Impact to CBA.

☐ Schedule considerations
- o Set building schedules to match hybrid and legacy for easy transition to the next model.

☐ Space consideration
- o With only staff in the buildings in their own areas social distancing will be easier to maintain. Continue to follow safety guidelines set by county, state, OSPI, and CDC.
- o If special populations (e.g., ASC, link, SC, etc.) are in the building a quarantine room will need to be identified and set up.

☐ Supplies and ordering
- o Mail and deliveries go to schools

Physical Distancing

☐ Staff in building following safety guidelines set by county, state, OSPI, and CDC.
☐ Main offices, counseling centers, and ASB should have counter shields.

Athletics

☐ Per WIAA and safety guidelines set by county, state, OSPI, and CDC.
☐ Facility use people and organizations outside of the district determined by Athletics.

Schedule

☐ Classroom schedule to match hybrid and legacy schedules for easy transition between models.
☐ Administrative and teaching staff follow normal schedule.
☐ Operations and Maintenance staff continue normal schedule.

Fiscal Implications

☐ Changes to CBA.
☐ Payroll for employees not engaged in work.
☐ PPE.
- o Face masks.

  o Counter shields.
  o HEPA filters for vacuum cleaners.
  o HAVC filter change from MERV 8 to MERV 13.
  o Hand sanitizer.

Alternatives for High Risk Employees

☐ Provide support to students and staff remotely.
☐ Follow state guidelines related to High Risk Employees.

Site Specific COVID-19 Supervisor.

☐ Building administrator.

BEST PRACTICES

☐ Follow health screening process
☐ Follow safety guidelines set by county, state, OSPI, and CDC.

On August 4, 2020, the Washington State Department of Health (DOH) updated their [K-12 Guidance for the Fall 2020-21](#) reopening of schools, including school operations, all schools are required to comply with DOH guidelines including but not limited to:

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.

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)
- >=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.

RESOURCE LIST

- OSPI Opening Schools' Guidelines
- DOH - K-12 Schools - Fall 2020-2021 Guide
- OSPI - Reopening Washington Schools Q&A
- https://www.kingcounty.gov/depts/health/covid-19.aspx
- Washington Interscholastic Activities Association (WIAA) Updates and Guidelines
- Decision Tree for Provision of in-Person Learning among Public and Private K-12 Students during COVID-19
- K-12 Schools – Fall 2020-2021 Guidance
- Reopening Guidance for Special Education

Communications

OVERVIEW

The uncertainty around COVID-19 will require all of us to quickly and safely shift across the three different learning models - remote learning, hybrid learning, and in-person learning.

The KSD remote learning model is defined by teachers and students engaged in instruction through technology-based learning strategies, a Learning Management System, and a virtual meeting platform. Emails, phone conferences, video conferencing, independent learning, and supplemental learning applications can also support remote learning.

To ensure we maintain consistent, high-quality education across each learning model and are successful in shifting between learning models; we will support our students, staff, and families with training, tools, and additional supports.

Kent School District will continue to monitor the situation closely and take guidance from the Washington State Department of Health (DOH), the Office of the Governor, and the Office of Superintendent of Public Instruction (OSPI) and presiding public health authorities. We will continue to update our learning models as the situation changes.

As long as COVID-19 remains a public health threat, we encourage everyone to observe critical preventive measures, including wearing face coverings, washing your hands thoroughly for at least twenty seconds, and staying home when you are sick.

Kent School District has established a web page where families and community members can learn more about the reopening plan, including answers to frequently asked questions. To access the page, visit www.kent.k12.wa.us/BacktoSchool

SCHOOL REOPENING CHECKLIST

☐ **Each School should prepare a comprehensive orientation to set up students for success. Principals and their teacher leaders should plan to spend the entire first week of school with orientation and training activities so students know what to expect and parents are prepared to be at-home Learning Coaches.**

- Principals should host Microsoft Live orientations, with Q&A, to provide families an overview of what to expect for the school year and answer questions week before school starts.
- This can boost parent participation by including matching each new parent with a veteran parent mentor.
- Host parent professional development classes for online learning and communication platforms and applications.
- Leverage the partnership with your PTSA to host virtual learning session and increase parent participation and ongoing learning throughout the school year.
- Provide families a copy of the "how to "guides the students are receiving for accessing the tools they will be using in class to access assignments and resources.

☐ **COVID-19 Symptoms and Resources Campaign**
- Share information and resources about signs and symptoms of COVID-19, where to get tested.
- Prior to the first day of school and throughout the year as needed, we need to have to have a communications campaign running to educate and remind all KSD students, families, and staff and the daily health screening requirements. This should include, but is not limited to:
  o Talking points for students and families, talking points for KSD Leadership to staff.

- o Forms
- o Signage
- o Peachjar flyers
- o Email Templates
- o Newsletter Templates
- o Social Media Graphics and Language
- o Web news stories
- o Resources for Thermometers
- o Resources for community health clinics
- o Posters, infographics about when to stay home or go home when you are sick.
- o Video of how health screenings will work for bus riders, walkers and drop off at school.
- Add information about the quarantine room in schools and what will happen if a student becomes ill in school.

☐ **Meals Campaign**
- Ensure all families know how to access meals when learning remotely part time or full time.
  - o Begin pick up week before school starts for hybrid learners.
  - o Included FRL application.

☐ **Show Your Mask Campaign**
- Prior to the first day of school and throughout the year as needed, we need to have to have a communications campaign running to educate and remind all KSD students, families, and staff and the mask/face covering requirements in school. This should include, but is not limited to:
  - o Talking points for students and families, talking points for KSD Leadership to staff.
  - o Forms or process for non-mask wearing students, talking points
  - o Signage for all KSD buildings as reminders.
  - o Peachjar flyers
  - o Email Templates
  - o Newsletter Templates
  - o Social Media Graphics and Language
  - o Web news stories
  - o Resources for masks
  - o KSD Nurses have produced one video ready to share soon, a second video featuring students.

☐ **Physical Distance Signage**
- Prior to the first day of school, we need to have to purchase and install common, durable signage in all KSD buildings to encourage physical distancing:
  - o Some durable signage for main areas.
  - o Design and print more movable signage at reduced costs in house.
  - o Design and print movable signage in additional language.
- Another consideration is (parenthetical notes for special populations, or levels specific considerations like Elementary Schools only)
- Consider things that are routine: daily, weekly, monthly, etc. vs. those that need to be done only for the first day of school and what it would like in this particular scenario.

BEST PRACTICES

KSD Communications Team will develop a Back to School Handbook for parents that will be available online and can be printed and mailed. This resource will serve as a guide for all KSD Families to navigate the new realities COVID has created for all students and staff for the 2020-21 across all of the learning models.

- This guide will be based on the Back to School Task Force plan.
- It will be easy to read and navigate, short simple sentences in sections that are easy to find.
- It will be written for the specific audience of families, not using any edujargon and minimal acronyms.
- It will be inclusive of all students, and sensitive to the various family needs across our district.
- A rough draft has already begun, and the target for distribution is August 3 or sooner.

School Leaders will set, implement, and maintain the vision of how best to reach students in this nontraditional learning environment to meet our students' needs.

- Teachers can use student data, partner with families, and focus on student growth to see students engaged and excelling in their classroom.

Utilizing school websites and newsletters to share success stories and challenges from the School regularly year, creating opportunities for feedback, providing regular updates and learning opportunities to district approved systems and applications, each school community, can successfully prepare students and families for potential transitions between learning models and support student success.

We recommend that all schools use SchoolMessenger to communicate with families regularly.

- Principals and Assistant Principals can be trained and choose who on their staff be trained by the Communications Team and Customer Service Support on how to use SchoolMessenger to send Automated Phone Calls, Emails that can be translated and Text messages to families in your school.
  - Data is pulled nightly into SchoolMessenger from Skyward.
  - You can send attachments, you can segment your lists, and you get instant analytic reports.
  - While the translate feature is Google Translate, the opportunity to have each message you send home in a family's self-identified home language is one more way to help ensure we are providing equitable access to information and opportunities for engagement.
- Communications will offer multiple trainings on SchoolMesssenger via Microsoft Teams this summer.
- Regular communications and updates from principals to their school community, including reminders about the new health and safety requirements to students and staff in their buildings will be essential to ensure we are doing all we can to minimize the spread of COVID-19.

General Communication Best Practices During a High-Stress Environment:

- People don't expect you to be perfect. They expect you to care. That message should come across every time you communicate, no matter what tool you use.
- Always lead with a message of empathy and what connects us as humans. Begin with a statement of values, purpose, priorities, or intent.
- Keep the message short & simple. It's more challenging than it sounds but aim for a reading level of Grade 5. We know your audience is smart, but they're busy. Don't make them work too hard to understand what you're saying. This will also help with translations.
- In a high-stress environment, you'll want to include the following information, basically in this order. Tell your audience:
  - What you know now.
  - What you don't know yet.
  - How you will find out more.

- o When to expect an update.
- o Then stick to your commitment.
- Take the time to plan. A communications plan helps you know where you're going, why, how, and whether or not you got there — or have more work to do.
- Be inclusive. If you're creating materials for families, translate them, and make them ADA-accessible. Your communications team can help with that.

Expanded partnership with the Kent Area Council PTSA not only to share updates and information but also to provide training opportunities.

- The strength and reach of the KACPTSA will be an asset in sharing training opportunities for the new school year on everything from properly wearing masks and health screenings, to using the user guides and training on navigating the consistent learning platform.
- The training for families from the district could be called Parent Technology Academy. Whether training is offered by the district, by school leaders, by teachers or by leveraging PTSA partners through a train the trainer model, we could reach many more families and offer the training at more times and in more languages by continuing to collaborate and work together, just as we have done in this Back to School Task Force.
- Suggested courses for the KSD Parent Technology Academy or PTA include, but are not limited to, Canvas, Skyward, Microsoft Teams, Completing Free and Reduced Lunch Applications, Edgenuity, Naviance and any other critical supplemental application tools for students.

KSD Communications will work in partnership with Human Resources and Health Services to develop protocols to respond to suspected and positive cases of COVID-19 to maintain the health and safety of the school community.

- In addition to the protocols KSD Communications and Public Affairs Team will develop communication templates to ensure consistent and timely communications, adhering to FERPA and HIPAA laws.
- It is critical that all KSD Leaders maintain student and staff confidentiality when there is a suspected and/or positive case of COVID-19 and use the provided protocols and resources, and work with KSD Health Services for any suspected or positive cases.
- Safe Schools Training on to FERPA and HIPAA for all staff is required each fall and should be done in a timeline matter for the 2020-21 school year due to the COVID-19 pandemic and likelihood of communication of a suspected and/or positive case of COVID-19 within our district.

RESOURCE LIST

- Be in The Know – KSD Communication Tools
- KSD Communications Planning Tool
- KSD Website Guide (StaffLink, internal only)
- School Letterhead (StaffLink, internal only)
- KSD Social Media Support (StaffLink, internal only)
- SchoolMessenger Training (StaffLink, internal only)
- Branding Resources (StaffLink, internal only)
- Crisis Communication Resources (StaffLink, internal only)

Meals

OVERVIEW

Meal service during fall remote learning will be different from spring and summer meal service due to adjustments reflecting federal and state requirements. These requirements were waived or voided during previous periods but are currently required for the fall. Procedures described below will change if requirements are waived. At that time, meal service during fall remote learning will look very similar to spring and summer meal service.

Meals must be tracked and accounted for at the individual student level. To solve this problem EVERY student must have an ID card to receive a meal. Students are not required to be present to pick up their meal, however each student's card must be scanned if they receive a meal. Student ID cards will be mailed home to verified addresses. Parents/Guardians of students who do not have a student ID card will need to pick up their card in person from the closest meal site to their home school during the first two weeks of closure or they can pick them up from Central Admin Campus at certain designated times. Once a student ID card is obtained, meals can be picked up at any site.

Payments in any form (cash, check, or credit card) will not be accepted at meal distribution sites. Payments can be loaded to student accounts electronically, mailed to Nutrition Services, or paid in-person on designated days. The Hunger Free Bill of Rights will remain in effect; students will not be denied a meal if they are unable to pay. This also means that students who pay full price for lunch will receive a lunch even if they do not have money on the account. The account will run negative and families will receive a bill.

Meals will be distributed on a weekly basis only. Meals packages will include five breakfasts and five lunches. There will not be an option to pick up less than the five breakfasts and five lunches for the week. Meals will be picked up on Wednesday afternoons from 2-4. This would assume KSD is operating the same bell schedule as a typical school year with Learning First Wednesdays.

Sites have not been determined but expect that they will include school sites and bus stops throughout the district.

SCHOOL REOPENING CHECKLIST

☐ **School-based Activities**
- Encourage families to complete the Free/Reduced Lunch application. Some families may have been impacted by COVID-19 and now qualify when they did not before.
- Encourage families to update physical mailing and email addresses in Skyward and opt-in to reeve email and text messages.
- Encourage families who do not qualify to load money onto their child's account through the online service, mail in payments to Nutrition Services directly, or make payments in-person at Nutrition Service on designated days.
- Be knowledgeable about the closest meal sites to your campus and inform families of those sites.
- Leverage community and school partnerships to communicate about fall meal service

☐ **Nutrition Services Activities**
- Will need to train and practice mobile scanning of ID cards
- Staff will need to inform district of PPE needs for all participating in meal prep and distribution.
- Monitor state and federal requirements that impact the NSLP and meal service
- Identify the staff needed to support an expanded fall meal service
- Develop a process for accepting in-person payments
  - Equity-based schedule
  - COVID-19 safety measures supported
- Monitor all federal and state requirements that impact fall meal service
- Monitor meal sites and participation

☐ **Central Admin Activities**
- Continue to monitor and order PPE equipment needs for meal service
- Support strategic communication around meal service sites and requirements

BEST PRACTICES

For fall meal distribution
- Families in a vehicle:
  - Please have student's ID ready, barcode facing window
  - Please reduce the amount of discussion with staff
- Walking families:
  - Please wait six feet apart if there is a line
  - Please have mask on
  - Please have student ID ready
  - Please bring bookbag, tote bag, or cart to carry meals
  - Please do not remain on-site after meals have been distributed
  - Do not show up if your household is under quarantine or has exhibited symptoms in the last 48 hours.
- Staff participating in meal distribution:
  - You must wear a mask to participate; masks will be provided if needed
  - Gloves should be worn during meal preparation and distribution
  - Do not show up if your household is under quarantine or has exhibited symptoms in the last 48 hours

FIANACIAL RESOURCE NEEDS
- Scanners to scan student barcodes at meal sites
- Hotspots and laptops/tablets for tracking meals served at sites
- ID cards
- Postage for delivering applications or new ID cards
- Meal packaging

INFORMATIONAL RESOURCE LIST
- Online application for Free/Reduced meals. Families must reapply each year. ALL families should apply if they were impacted by COVID-19. Only one application is needed per family.
- Add money to your student's meal account here: https://www.lunchmoneynow.com/lmn001/splash.php

- For more Information about meal service requirements in Washington during the COVID-19 pandemic, see the "Important Updates" section on the OSPI website.
- More information about Washington Department of Health Guidance for schools: https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf

TRANSPORTATION

OVERVIEW

In a remote learning setting, Transportation can assist with meal delivery, device delivery and swap outs, delivering instructional materials to students, and transporting school staff to neighborhoods. Transportation can combine these services to create a "Mobile School Delivery Unit."

REMOTE LEARNING CHECKLIST

☐ **Meal Delivery**
  - o Transportation will work with Nutrition Services to deliver food daily or weekly at bus stops and/or site locations in the KSD community.

☐ **WIFI Hubs in School Buses**
  - o It is possible to equip school buses with WIFI hubs to allow for students to access the internet on their laptops while receiving services at the school bus.

☐ **Laptop and Internet Hotspot Delivery**
  - o Transportation can deliver laptops and hotspots to students and swap out devices needing service.

☐ **Connecting School Staff to Students in Neighborhoods**
  - o Buses assigned to schools for a rotating delivery schedule within school service boundaries.
  - o School staff may need to visit students in the community to deliver instructional materials and make welfare checks.

☐ **Specialized Transportation**
  - o Supporting students with IEPs, Homeless and Foster Care.
  - o Connecting with neighboring school districts.
  - o Some students may continue to attend specialized programs that require transportation.

PREPARING FOR THE FIRST DAY OF SCHOOL

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 school and into the 2020-2021 school year.

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 Back to School plans. 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 so 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.

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