

**SAFE RETURN TO SCHOOL PLAN**  
**LOPEZ ISLAND SCHOOL DISTRICT**  
**September 2020**



**Presented to the Lopez Island School Board on August 20, 2020**

Created from June 1 - August 17

## COVER PAGE

“It is imperative that students get as much face-to-face time with their educators and peers as possible. Schools should plan to operate in the fall with in-person instruction consistent with health requirements, and meet the 180-day and 1,027 instructional hour requirements. Schools should use the guidance on continuous learning to inform service delivery only if school facilities must close again.”

– Superintendent Chris Reykdal

### **REOPENING WASHINGTON SCHOOLS WORKGROUP -Background Information**

On March 13, 2020, Governor Jay Inslee ordered a six-week closure of school facilities by March 17 as part of Washington’s response to the novel coronavirus (COVID-19) pandemic. Further gubernatorial action required school facilities to remain closed through the end of the 2019–20 school year. School districts were charged with developing continuous learning plans to ensure student learning would persist through the facilities closure.

As the 2019–20 school year draws to a close, school leaders are turning their focus on how to successfully plan for a safe and healthy start to the 2020–21 school year, including summer instructional services. This is coupled with a phased reopening plan for economic and social activities broadly announced by the Governor’s Office in May.

To support school districts’ planning for the next school year, Superintendent Chris Reykdal convened more than 120 representatives from across the state to consider how to reopen schools. He charged the Reopening Washington Schools Workgroup with placing the health and safety of our students, educators, and families first, while prioritizing the social-emotional and academic needs of those students most disproportionately impacted by the school facility closure and the pandemic. The workgroup consisted of demographically and regionally diverse individuals and included educators, education leaders, policymakers, parents, students, and community-based organizations. (For information on Workgroup membership, please see Appendix B.)

While the workgroup met to develop planning considerations for resuming instruction in the fall, the country experienced significant civil unrest in response to overt examples of racial injustice and inequality. The Workgroup’s considerations included in this planning guide reflect the responsibility for schools to act to dismantle systems that drive inequity, including our own educational systems.

This planning guide will support the regulated and complex work associated with preparing to open schools in the fall responsibly, in alignment with public health science, and in a way that will address student needs and close the opportunity gap.

## **SCHEDULING CONCEPTS FOR CONSIDERATION -OSPI**

The priority of this work is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety needs. The Reopening Washington Schools Workgroup identified three concepts from the continuum that made the most sense to use if schools cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity:

1. Split or rotating schedules with continuous remote learning
2. Phased-in opening with continuous remote learning
3. Continuous Learning 2.0 (Virtual)

In partnership with their students, families, staff, and local health authorities, school districts will have the flexibility to choose and adapt a concept and schedule that works best for our school community in the 2020–21 school year. The scheduling concepts from the state will be employed only when schools are unable to meet physical distancing requirements and other in-person health requirements. All districts must be prepared to shift to continuous remote learning, as directed by the state, should there be a need for a short- or -long-term school facility closure.

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## **GUIDANCE**

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

This guidance is specific to K–12 public or private schools regardless of what phase or county they are in, as cited from the OSPI document in June of 2020. Counties in Phase 1 or modified Phase 1 may need to implement additional precautions. The local health department shall determine, in consultation with the state health department, if or how schools in these counties should operate.

### **General Guidance for Schools**

Not allowed on-site: students, staff, vendors, parents/guardians, or guests if they:

- Are showing symptoms of COVID-19.
- Have been in close contact with someone who has confirmed or suspected COVID-19 in the last 14 days.

\*NOTE: Health care providers, EMS workers, and educational staff associate who wore proper personal protective equipment (PPE) are OK to attend. DOH recognizes the need to plan ahead for the upcoming school year and that the science of COVID-19 will evolve over the summer and into the school year. Further, the trajectory of disease in our state and nation may require changes to our state's response and what our return to school looks like. DOH will update this guidance periodically and work with OSPI to ensure districts, schools, and families are aware of updates.

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

Communicate regularly with families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.

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

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

### **People at High Risk for Serious Health Problems from COVID19**

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K–12 activities. Protections for employees at high risk for health problems remain in place under Proclamation 20-46.

### **Watch for symptoms**

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.

Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19 and should be tested:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19. The school district asks that if you have any of these symptoms that you avoid any public contact (ie. school, grocery store, etc.)

## **Reducing Transmission at School**

### **Grouping Students Guidelines at School**

Keep elementary school students in groups with dedicated staff, and maintain consistency from day to day among groups where possible. Multiple groups of students may use the same area/facility as long as they are in limited contact with other groups.

### **Physical Distancing at School**

Practice physical distancing (six feet) within each group of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Our ability to do this will depend on students' ages and developmental and physical abilities. Selected strategies will be used to increase physical distancing that will work for the school environment and the space available. Not all strategies will be feasible for all school paces. Think creatively about all opportunities to increase physical space between students and limit interactions in large group settings.

Our school may consider physical distancing strategies such as:

- Cancel field trips, assemblies, and other large gatherings. Cancel in-person activities and events such as field trips, student assemblies, special performances, school-wide parent meetings, or spirit nights.
- Cancel or modify classes where students are likely to be in very close contact.
- Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19. If these classes or events continue, hold them outdoors or in a large well-ventilated space and with fewer people than usual to allow even greater physical distance between students. Ensure that families understand these activities are high risk.
- Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Reduce the number of students in the halls at one time. Stagger release of classes. Limit activities where multiple classrooms interact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.

- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
- Keep students outside more, as weather and space permits.

### **What to do if Someone Develops Signs of COVID-19**

To prepare for the potential of students or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their local health jurisdiction.

If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. While waiting to leave school, the individual with symptoms should wear a Page | 21 cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.

The person with symptoms should follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19. Ask the employee or student's parent or caregiver to inform the school right away if the person is diagnosed with COVID-19.

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

### **Returning to School After Having Suspected Signs of COVID-19**

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

- At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND

- At least 10 days have passed since signs first showed up. OR
- It has been at least three days (72 hours) since recovery AND a health care provider has certified that the student does not have suspected or confirmed COVID-19.

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19.

## **CLEANING AND DISINFECTING PROTOCOL**

### **Cleaning and Disinfecting Procedures (June 20202)**

Infection control plan: this plan is updated to reflect what is known about COVID19. A good resource is Cleaning for Healthier Schools – Infection Control Handbook 2010 and guidelines from the CDC.

#### **Cleaning**

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

Current guidance for cleaning and disinfection for COVID-19 from the CDC states that disinfectants should be registered by the EPA for use against the COVID-19.

Disinfectants based on hydrogen peroxide or alcohol are safer. The University of Washington has a handout with options for safer cleaning and disinfecting products that work well against COVID-19.

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

More information about cleaning, disinfecting, and choosing safer products is on the DOH COVID-19 website. If your program is in a public school building, coordinate the use of chemical products with the school maintenance staff. Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

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

Always follow the disinfectant instructions on the label:

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

## **Carpets**

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

## **Outdoor Areas**

Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection. New understanding of the coronavirus informs us that the virus lives less than a minute in direct sunlight.

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

## **Ventilation**

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

## **Shared Hands-On Teaching Materials**

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

## **HYGIENE PRACTICES (June 2020)**

Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right.

Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

## **Cloth Face Coverings**

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students. See the Washington State Department of Health Guidance on Cloth Face Coverings and CDC Recommendation Regarding the Use of Cloth Face

Coverings for more information. All students, volunteers, or guests must wear cloth face coverings at school.

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

- Cloth face coverings should not be worn by:
  - Those with a disability that prevents them from comfortably wearing or removing a face covering.
  - Those with certain respiratory conditions or trouble breathing.
  - Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
  - Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
- Students may use face shields as an alternative to a cloth face covering.
- Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them.
- Even when cloth face coverings are worn, continue practicing proper physical distancing.

## **TRANSPORTATION**

Principles for COVID prevention within school transportation while on a bus or in a van are:

- Maximize outside air and keep windows open as often as possible
- Encourage walking, biking, or being driven by caregivers as much as possible
- Riders and staff members must wear a cloth face covering
- Clean and disinfect frequently touched surfaces
- Keep riders as far apart as possible on the bus or van

Buses will possibly run under Phase 3 in San Juan County in conjunction with the phase-in plan and blended learning model. Under the virtual learning model, parents are asked to transport students unless the student is identified with a special plan. We encourage students to ride bicycles, walk or other means of transportation once school resumes.

## **DROP-OFF & PICK-UP PROTOCOL**

### **Drop-Off and Pick-Up**

- Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.
- Monitor student and employee attendance and absences, have flexible leave policies and practices, and have access to trained substitutes to support employee absences.

## **HEALTH SCREENING AT ENTRY**

### **Health Screening at Entry**

Check for signs of illness for all staff and students at entry each day. For more information or options for temperature checking, see the CDC guidance. Staff and students with any illness must stay home. Ask the parents or guardians the following questions:

- Does your child have any of the following symptoms:
  - A cough or shortness of breath or difficulty breathing
  - A fever of 100.4°F or higher or a sense of having a fever
  - A sore throat or chills or new loss of taste or smell
  - Muscle or body aches or nausea/vomiting/diarrhea or congestion/running nose – not related to seasonal allergies or unusual fatigue
- Does anyone in your household have any of the above symptoms?
- Has your child been in close contact with anyone with suspected or confirmed COVID-19?
- Has your child had any medication to reduce a fever before coming to school?

The student must be under quarantine if the answer to any of the above questions is “yes”, as outlined by the County Health Officials. Refer to Returning to school after suspected COVID-19 symptoms below.

**Note:** If the answer to all of the above questions is “no,” check the student for signs of being sick, such as flushed cheeks or tiredness. Keep a distance of at least six feet of space or have a physical barrier between you and the student during assessment.

## **HALLWAY PROTOCOLS**

### **General Protocols:**

- Students and Staff Wear Masks when in the hallways
- Effort to practice Social Distancing when in the hallway
- Directional Arrows with Centerline
- No Hanging-Out in the Hallways

### **Secondary Protocols:**

- Follow Directional Markers
- Stay on the Correct Direction
- Wear a Mask
- Wash Hands Frequently
- Keep hands to yourself

### **Elementary Protocols:**

- Follow Directional Markers
- Stay on the Correct Direction
- Wear a Mask
- Wash Hands Frequently
- Keep hands to yourself

## **OFFICE: DISTRICT, SECONDARY & ELEMENTARY PLAN**

### **1. Split/rotating schedules:**

- Parent communications for office staff through phone or emails.
- Secondary Staff to enter through the Secondary Office to use the copy room and access mailboxes. Elementary Staff enter through the staff room for the copy machine and boxes.
- Parents, visitors, and students use sign in sheets outside of the office.
- Use a plexiglass screen on the main office desk and in the district office desks.

- Place signage to limit the number of guests entering the Office areas to 2 at a time.
- Place signage to limit the number of guests in Principal & Counselor's office to 2 at a time.
- Place signage to limit the number of guests using Copy Rooms to 2 at a time.
- Place signage to limit the number of guests in the District Office to 2 people at a time.
- Tape on the office floors to indicate 6 foot separation from Admin Asst desk.
- Secondary Conference room access to be pre-approved by Superintendent or Admin Asst.

## **2. Phased in opening with distance learning.**

- Parent communications for office staff to phone or emails.
- Staff to enter through the Secondary Office to use the copy room and access mailboxes. Elementary Staff enter through the staff room for the copy machine and boxes.
- Parents, visitors, and students use sign in sheets outside of offices.
- Install plexiglass screen at office desk and District Office.
- Place signage to limit the number of guests entering the offices to 2 at a time.
- Place signage to limit the number of guests in the Principal & Counselor's office to 2 at a time.
- Place signage to limit the number of guests using Copy Room to 2 at a time.
- Place signage to limit the number of guests in the District Office to 2 people at a time.
- Install tape on the floor to indicate 6 foot separation from Admin Asst desk.
- Conference room access to be pre-approved by Superintendent or Admin Asst.

## **3. Virtual Learning**

- School facilities to remain locked, accessible to staff with appropriate keys only. The use of the outside classroom door is encouraged for staff, unless there is no outside door.
- Secondary staff to enter through the Office to use the copy room and access mailboxes. Elementary Staff enter through the staff room for the copy machine and boxes.
- Install plexiglass screen at office desk.
- District Office to be accessed by prior arrangement only, should not be used as a pass through to the copy room.

- Place signage to limit the number of guests entering the Office to 2 at a time.
- Place signage to limit the number of guests in the Principal & Counselor's office to 2 at a time.
- Place signage to limit the number of guests using Copy Room to 2 at a time.
- Place signage to limit the number of guests in the District Office to 2 people at a time.
- Install tape on the floor to indicate 6 foot separation from Admin Asst desk.
- Conference room access to be pre-approved by Superintendent or Admin Asst.

**NOTES:** All proposals assume masks are required for everyone inside the buildings.

Guests include single individuals or single units of individuals that live together.

## **SUBSTITUTE PROTOCOL**

### **General Protocols:**

- Students and Staff Wear Masks when in the hallways and classrooms
- Effort to practice Social Distancing when in the hallway
- Information Guidelines will be handed out to substitutes and updated
- Substitutes must meet the safe age group requirement by health officials.

### **Secondary & Elementary General Protocols:**

- Wear a Mask
- Wash Hands Frequently
- Check-In at the Office

### **Elementary Learning Proposals**

updated 7/20/20

Created by Elementary Team, led by Rachel Post

### **Three Learning Models:**

#### **A. 2 & 2 + 100% Blended Learning Options**

- A Pod: Half the student population comes Mon/Tues. School day is 8:15am (breakfast in classroom/no before school recess) to 2:00pm. No enrichment at school, it will be sent home to do.
- Wednesday is for deep cleaning and checking in online with the entire class. Is this a day that Sped kids come in extra to the sped room and/or outdoors to receive extra support? Possibly time to meet virtually with the entire class and build community.
- B Pod: The other half of the student population comes on Thurs/Frid. 8:15-2:00pm.
- C Pod is 100% Distance supervised by ?

**B. ½ - Distance OR Half Days Learning 2 & 2 + 100% Distance**

- A Pod: half student pop comes on Mon/Tues/Wed. School day is 8:15-Noon. This eliminates any food services problems. Students take home a bag lunch + breakfast for the following day. A bag lunch will be served at school. Teachers can check-in and support online learning components in the PM.
- B Pod: the other half of student pop comes on Thurs/Fri 8:15-Noon.
- Wednesday alternates between Pods or nix Wed. and do online
- C Pod is 100% Distance Only

**C. 1/3 - Distance (This is part of the phase-in plan as Students return to school)**

- Students coming in-person will be in A/B/C Pods of 1/3 of the student population.
- D Pod will be 100% Distance Only

**D. Virtual Learning 100%**

- Streamline virtual platforms: Google Classroom, with some options for Seesaw and Classtag.
- Apps to support learning and student interest
- Training for teachers, parents, and students
- A morning (8:30-12) virtual learning schedule will be posted closer to the start of school. Areas of focus will be: Academic, Social/Emotional, small groups support.
- The schedule will be mindful regarding virtual learning time and recognize that there is a difference between virtual learning and screen time.

- An emphasis will be placed on Social/Emotional support and creating opportunities for students to interact with each other.
- Support and encourage Social/Emotional learning opportunities for kids.
- The first two weeks of school will have more interaction with individual families and making connections.
- Increased online support for students with small groups on a regular schedule.

## **Considerations in Elementary**

### **1. Tech**

- Conductivity/bandwidth lacking in many homes is concerning. How can we help?
- Double check that all students have 1:1 tech. (Especially incoming Kinders/1st)
- Check for summer breakage of tech.
- Teacher training on tech apps
- Parent & student tech training
- Training with SEL (Social Emotional Learning) focus
- Screen time--alternatives: projects, hard-copy options.
- Provide asynchronous teaching for kids who cannot log in at specific times.
- Buy apps that are currently free.
- Microphone or amplification system for teachers/classrooms.
- Doc. Cameras for staff w/o
- Streamline platforms/apps when possible.
- Better communication with parents: weekly, classroom survey, etc.

### **2. Personnel**

- Priority on Podding (consistent cohort) Staffing, grade level assignments, para professional assignments
- Teacher dedicated to 100% distance learning
- Work options for at-risk staff members.
- Subs/quarantine protocols with in-person learning
- Ask PTSA to help coordinate distance volunteers to help support in distance capacities. Remote mentors e.g. classroom parent to be point person for certain difficulties/questions.
- Nurse staffing and hours
- Covid Point Person

### 3. Operations

- Ventilation system
- Window/door screen repair
- Bathroom system for distancing
- Hands-free dryers for bathroom or better paper towel dispensers.
- Use exterior doors whenever possible.
- Cafeteria serving premade bagged lunch/breakfast
- Hallway traffic lanes
- Signage for hallways, all sinks, and other prominent spots to give info/direction for expectations for safety & health.
- Lunch...in half day models students take to-go lunch/breakfast to eliminate MPR and food service potential problems.
- Staggering times for: start/end/recess/lunch
- Recess: one grade level out at a time.
- Pick-ups by parents outdoors and social distancing marks on sidewalks.
- No volunteers in the building.
- Students & Staff in strict pods

### 4. Learning

- Outdoor learning is the least risk: tents, garden, orchard, stumps...
- At risk students--contact with school nurse to create a plan
- Power standards/essential learning targets for each grade level
- Learning loss from last school year...review/consider for learning plan start.
- Buy in, increased expectations, and education for families.
- Recorded (asynchronous) training for parents....online tools/tech AND recorded training for in-person logistical tour e.g. where/how to pick-up and drop off, what classroom looks like, etc.
- Ongoing progress slips, communication and grading.
- Synchronous and Asynchronous learning opportunities
- Have a clear and consistent schedule.
- Enrichment materials sent as homework to help with podding.
- Parent survey, gather feedback
- SPED: teacher support in person (possibly) even when distance for some identified sped students who could not and cannot access distance learning.
- Continuous communication and collaboration between Sped and general ed classroom teachers to support student learning.
- Send home headphones for students, so they can focus online, as requested by parents.
- Expand the Parent Partner Program

- SEL & life skills focus for students
- Support equity for students w/o the leveling field
- Make sure that all siblings come on the same days.

## **5. Health & Safety**

- Health & safety are our number one priority for all students and staff.
- Daily Temperature checks for all staff & students.
- Daily question checklist about recent health and travel.
- First Aid Kits for classrooms to reduce movement through the building.
- Satellite first aid station for non-covid injuries.
- Extra masks/shields for students in each room.
- At risk students--contact with a school nurse to create a plan.
- 6' distance in classrooms.
- Students face the same direction.
- Small pods (cohort groups) that do not shift.
- Subs only sub for one particular pod. Teachers have ready extended sub plans if covid absence occurs.
- Clear barriers for office/areas that are not conducive to distancing.
- Hands-free sanitizer stations at all classrooms and entrances.
- Water fountains turned off or covered. Classroom water available and cleaned daily.
- Clear system for if we have a case of covid in staff/student
- Clear system for travel/quarantine for staff & students
- Covid Point Person and/or team

## Secondary Restart Study Group

### Learning Plan

### Term Blocking Plan

Created by Secondary Team on July 14, 2020, led by Amy S. & Richard T.

After studying the results of the survey of parents and students following the Covid-19 closure, and after discussing the main points of concerns regarding efficient and appropriate delivery of curriculum for the Secondary School at Lopez Island School District, the members of the group have chosen to suggest the following blocking of terms and courses for the School Year 2020-2021.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
From	Tue, Sep 8, 2020	Mon, Oct 12, 2020	Mon, Nov 16, 2020	Tue, Jan 4, 2021	Mon, Feb 22 2021	Mon, Apr 12, 2021	Mon, May 17, 2021
To	Fri, Oct 9, 2020	Wed, Nov 13, 2020	Fri, Dec 18, 2021	Fri, Feb 12, 2021	Fri, Apr 2, 2021	Fri, May 14, 2021	Fri, Jun 18, 2021
	G	A	D	A	D	A	D
		B	E	B	E	B	E
		C	F	C	F	C	F
	Pack	Pack	Pack	Pack	Pack	Pack	Pack

### Rationale

As mentioned in the recommendation document furnished to the Restart Steering Committee, there were a number of issues with the delivery of curriculum between March and the end of the school year.

We believe that the adoption of blocking terms in this manner would help address those issues and have the following advantages:

1. By reducing the class load from seven to one or three courses each term, the number of communications would be reduced for all members of the Lopez Island educational community.
2. Students and parents would be involved in less classes and meetings, and those meetings would relate to much fewer subjects..
3. Since a vast majority of parents do not intend to send children to school full-time, if at all, this system may encourage some to reconsider their decision.
4. Switching between learning options due to changes in social distancing measures would be much less cumbersome .
5. Teachers and staff would have fewer assigned students, improving their ability to communicate and teach.
6. Social-Emotional learning could be integrated in Pack Periods.
7. The workload for teachers should be reduced as they have fewer classes for which they must prepare. Also, beginning the year with one course would allow fine tuning all systems.
8. Training for students, parents, and staff could take place efficiently at the beginning of the first term, as part of that course.
9. Concerns with balancing student numbers would be reduced as the district would deal with three or fewer classes at any one time.
10. As requirements from the State and the CDC arrive, staff would;d have to modify fewer options.
11. Even if there are differences in delivery platforms between teachers, students and parents would deal with three systems or less instead of seven.
12. Curriculum and responsibilities would be more clearly communicated with parents and students as the number of classes is reduced and attention can be focused on the term at hand.
13. Students' study skills, personal productivity skills, and technological skills could be a focus as the first term has only one course.
14. Students would become acquainted with a system that closely matches the systems of higher education institutions such as Colorado College, Cornell (Iowa) and Knox College.
15. Just as our weekly course matrices are adapted to our unique needs while respecting state and federal rules, this block system meets our unique needs and could, on the long term, even transfer in part or in whole to a non-pandemic situation.
16. Unlike older systems of block scheduling, this system allows students who struggle in any course to have interstitial terms to receive remediation. This should improve morale, learning, and confidence. For example, students who struggle in Algebra 1 by the end of Term 2 could receive help during Term 3;

when Term 4 begins, they would potentially be ready to resume the course along with their peers.

17. Part-time positions could be more easily filled as employees could seek other employment. Retire-rehire candidates could also look forward to parietal involvement while still enjoying blocks of time away.
18. Students would be encouraged to take on more responsibility for their learning as the course load is more focused.
19. Experiential learning, learn-at-home, simulations, and other practical pedagogical possibilities would be much easier to schedule with a reduced class load for students and staff.

## **Special Services Plan**

**Unless indicated otherwise, suggestions apply to all options**

**Options:** Sped Services will be contingent on the decisions made by Elementary and Secondary Teams. The Sped Team will connect with individual families and create a learning plan for high-needs students. Each High-Needs plan will be worked out with the individual families in collaboration with the school and learning model.

- Split or rotating schedules with distance learning #1
  - Selected high needs students may need to come more often than 2 days/week (Concern about keeping cohorts separated.)
- Phased in reopening with distance learning #2
  - Prioritize Sped students in phase in model
- Continuous distance learning #3
  - A small number of high needs students may need to come for in-person contact
  - [Options](#) for interaction using distance learning

## **Technology**

1. Consistent platforms for students, but possibly one for elem and another for secondary.
2. Possible options with Presence Learning interface for SLP and OT (Occupational Therapist).

3. Assign devices in elementary to students to avoid sharing devices.

## Learning

1. Some high needs SpEd students come to school more often- #1,2
2. Possibly a few high needs students who meet [criteria](#) on site. #3
3. Shortened school day. #1,2
4. Prioritize any in-person contact to complete eval/re-evals that are pending-may need to assess remotely. Option to use Pearson Learning as a diagnostic tool.
5. Continue remote IEP meetings with families.
6. Prioritize SpEd students when phasing in. #2
7. Keeping in mind inclusion in their IEP.
8. Assign sped staff to connect and support students and parents with special needs #1,2 ,3 (ie. small group sessions.)
9. Prioritize any in-person contact to complete eval/re-evals that are pending.
10. Learning to be entirely online but allow "social hours" to be at school where students can hang out outside together and be supervised by limited staff followed by robust cleaning.#3
11. Possible on-site assessments for Sped students for covering and monitoring IEP goals #3

## Personnel

1. Compromised staff to work remotely
2. Paras available--not sure how many or who are on staff
3. SLP possibly to conduct sessions remotely even if on campus... not going into classrooms or pulling students out.
4. Paras to be assigned to a cohort of students rather than going from class to class.
5. SpEd teachers should also limit cohorts/classes.
6. Divide up student caseloads by grade or by frequency of attendance and health risk
7. Exploring home visits and what would that require (more significant PPE, lower risk category). Info about home visits would be only to stand outside and have check in with family- not enter the house (what state guidelines said...)

## Health and Safety

1. Open classroom spaces used for Face-to-Face learning.

2. Acknowledgement: Some students will not be able to wear masks...special PPE equipment (gowns/face shields, etc.) will be needed for those staff members working with them.
3. Use of Garden Room, larger space for social distancing requirements.
4. Need a satellite nurse station or classroom first aid kits for band-aids and other needs.
5. Limit personnel going from Elementary to Secondary and vice versa.
  - a. maintain that barrier with staffing placement- impacts OT, SLP,
  - b. Sped teachers who do both buildings and paras who we typically assigned to both buildings.
  - c. Possible entry into garden room from outside only to see students in there

**Operations** (many of these items will not be appropriate if we physically separate the buildings)

1. If we are adding students to any "new" bus route, we need to let transportation know.
2. Possible use of other spaces for student in-person learning.

## **SOCIAL & EMOTIONAL SUPPORT PLAN**

Created by K-12 Counselor, Jeanna Carter

School Counseling Program Mission Statement: All Lopez Island School District's students will benefit academically, personally/socially, and vocationally from the comprehensive school counseling program, throughout their k-12 educational career and beyond. Students will be prepared to live and work in a complex, interdependent society and will learn to acknowledge diversity and build community by practicing hospitality, civility and respect. All K-12 Students will be career and college ready.

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

## **MEALS PROTOCOL**

### **Serving Meals**

Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside of the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services. If using the cafeteria, have students sit with their class or group, and ensure physical distance between students and between groups.

Stagger mealtimes in the lunchroom or dining hall. Arrange the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart.

Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs. There may be a “brown bag” option for meals.

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

### **Hygiene Practices for Lunch Room**

Wash hands often with soap and water for at least 20 seconds. Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right.

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

If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

# KITCHEN PLAN

Created by John Shaw

## 1. Considerations for in-person learning in the Kitchen:

Difficult to impossible for students to socially distance in the MPR. OSPI has suggested that students should eat in their classrooms or outside. We realize that this shifts the burden to teachers/para to monitor kids during lunch and this model would need to be clarified. Our two options for serving lunch away from the MPR would be “family style” where bulk food is delivered to the classroom and served to the kids there or to have all lunches be bagged and separate.

Pros of Family style lunches:

- Less single use packaging
- More of a community feel
- More flexibility in what food we offer

Cons of Family Style Lunches:

- Less safe
- Potentially messier
- More trips to the classrooms for kitchen staff

Pros of bagged lunches:

- Safer
- Potentially cleaner
- Fewer trips for kitchen staff/fewer dishes coming back to the kitchen

Cons of bagged lunches:

- More single use waste
- Students have less choice over their food
- Limited menu

Problems to solve: accurate meal counts, waste/compost control, who watches the kids while they eat, is there even room in the classrooms to safely eat?

## 2. Kitchen Considerations for Hybrid Learning:

If the school engages in a hybrid model, the Kitchen staff recommends bagged lunches for all students. This allows us to streamline our workflow and make the most of our work hours. We think that this would be the most logistically complicated model for us to run and would require quite a bit of coordination with other departments to make sure that the lunch orders were accurate and going to all the right places. We would need

significant support from the Transportation dept to deliver meals to students who are not at school on particular days. We think that keeping track of who is where/who wants a meal will be difficult.

The Pros of offering all bagged lunches is that students who are at school for only a half day as has been discussed can easily/safely get a meal as they leave the school.

We are concerned about the amount of single use waste that this model would generate.

### **3. Considerations for distance learning:**

In many ways this would be the easiest program for us to run as we were doing it during the initial shut down and have practiced it. We have similar concerns about this as with the Hybrid model regarding needing significant support for deliveries and about single use waste. Challenges identified: work hours, deliveries, substitutes.

OSPI has indicated that we will be returning to paid lunches for the 20-21 school year. This is a change from the spring, when free meals were provided to all kids 0-18 regardless of their enrollment status. In the 20-21 school year we will only be able to provide lunches to students who are enrolled in the school. They will need to pay for their meals at the standard rate. This means that getting full enrollment in the Free and Reduced meal program will be a critical part of supporting the community. Families can mail their funds to the school, in addition we are working on a remote payment option.

Challenges: Transitioning to paid meals will increase our logistical burden and the kitchen team is working on designing the ordering process. Having a good and consistent method of communicating with families will be essential to the success of the program. We will need to be able communicate the menu every week and handle ordering and modifications. In the spring we were using a google sheet to build a spreadsheet that worked fairly well. However, now that families will be paying for food it will be less of a one size fits all model. We are waiting on guidance from OSPI about whether we have to offer the option of getting just lunch/breakfast or if we will be able to offer a package lunch.

Utilizing our garden produce is important to us and delivery has made it difficult for us to use it effectively. We are looking at moving away from the sack lunches we served in the spring. We are examining alternative packaging to both cut down on our labor needs and to provide more variety of foods to the kids. This will be an ongoing process.

## **ATHLETICS PLAN FOR HS/MS**

### **Student-Athlete Return to Campus**

This document is divided up into a number of areas looking at the Safe Return to School for Athletics.

- Challenges, Costs and Concerns from the Lopez perspective
- WIAA COVID Planning • WIAA Guidance for Opening Up High School Activities and Activities
- WIAA Sport specific guidelines o Soccer o Volleyball o Golf
- Risk Management Pool

#### **Challenges/Costs/Concerns for Lopez Island School District**

- **Transportation**
  - o Six foot spacing for students on buses and vans make it very difficult and costly to transport teams.
  - o Additional cost for precautions and additional transportation would be needed for off island competition.
  - o Winter ferry schedule is in effect until October or longer... long wait times off island between sailings with athletes
  - o The challenge of supervising, monitoring and containing the student/athletes while keeping the correct distance when off island. o According to Risk Management students travel is preferred in school provided vehicles for extracurricular activities.
  - o WIAA suggests private vehicles transporting students which is not an option because of the ferry reservations and liability issues o If private vehicles are being considered to transport athletes, Lopez and Anacortes ferry reservations will be very challenging.
  - o Bus drivers who are willing and able to go off island during COVID situation o Bus drivers will be limited for off island travel due to health concerns.
  - o Bus pick up and drop off at the ferries for other middle school teams may not be possible.

- **Health and Safety (Athletes)**

- o Health checks on athletes
- o Keeping a log for health checks on athletes
- o Health standards for opponents must be consistent with Lopez Island SD
- o Other schools might be in a different phase than what we are currently in  
1,2,3,4
- o Proper masks while participating o Keeping a 6-foot spacing while practicing in earlier phases 1,2,3
- o Set up of gym for proper 6 foot spacing (team benches and bleachers)
- o Cleaning sports equipment (balls, nets, cones, pennies, etc.)
- o Both Lopez and opponent schools need to be in at least phase 4 for any type of competition or receive guidance/recommendation from the County Health Officials.

- **Health and Safety (Fans)**

- o Spacing for fans in gym and outside
- o Checking temperature of fans and visitors
- o Who monitors fans for safety and proper social distancing?

- **Health and Safety (Coach)**

- o What happens to the team if the coach gets sick?

- **Cleaning of facilities**

- o Cleaning of gym daily after each use
- o Cleaning of restrooms
- o Cleaning of sports equipment

- Outside coaches need to be communicated with proper updated protocol.

- The larger the team numbers the more challenging it will be with practice, games and transportation.

- No use of locker rooms during earlier phases

- Officials will be limited (many are in the high risk 60+ age group and might not want to travel to Lopez)

## **WIAA COVID Planning**

The COVID-19 pandemic presents state high school associations with a myriad of challenges. The WIAA in partnership with the NFHS and WIAA Sports Medicine Advisory Committees (SMACs) offers this document as guidance on how WIAA member schools can consider approaching the many components of “opening up” high school athletics and activities across the state of Washington.

The NFHS and WIAA SMACs believe it is essential to the physical and mental well-being of high school students across the nation to return to physical activity and athletic competition. It is not likely that ALL students will be able to return to – and sustain – athletic activity at the same time in all schools and regions in Washington. There will also likely be variation in what sports and activities are allowed to be played and held. While we would typically have reservations regarding such inequities, the NFHS SMAC endorses the idea of returning students to school based athletics and activities in any and all situations where it can be done safely and in alignment with reopening policies set forth by the local school district and OSPI framework.

The recommendations presented in this document were originally developed by the NFHS SMAC as guidelines for state associations to design return-to-activity guidelines that are in accordance with state and local guidelines and restrictions. The WIAA has engaged with the Governor’s Office as well as the State Department of Health and the Office of the Superintendent of Public Instruction to develop guidelines regarding coordinated approaches for return-to-activity for high school and middle schools. This document provides guidelines for school athletics and activities for each of the 4 phases in the Safe Start Washington plan. The WIAA recommends school districts consult with local and state health departments to review if they are using guidance from this approach to verify how the stages in this document correspond to Governor Inslee’s directives for each school and school district’s specific area. Note: when a school, schools, or district are closed due to COVID-19, all training, practice, and contests for the school(s) or district should also be canceled

As we gain more information about the virus and receive continued feedback from healthcare professionals, these documents will be adjusted to adapt to an ever-changing environment. In addition to the health and safety guidelines provided from SMACs, WIAA staff has worked with the membership and affiliate groups to develop activity-specific guidelines beginning with the fall season. These documents have also been attached and will continue to be revised as those committees continue to meet heading into the fall season.

## **WIAA Guidance for Opening Up High School Athletics and Activities (6/22/2020)**

This fifteen-page document details the opening up guidelines for the Safe Start Washington plan. <http://wiaa.com/results/COVIDPlanning/COVID19Guidance.pdf>

- Points of emphasis and Areas to address for Phases 1 through 4
- Appendix 1 Guidelines for seeking medical evaluation prior to returning to sports
- Appendix 2 COVID-19 Athlete/Coach Monitoring Form WIAA Sport Specific Guidelines
- Soccer (6/22/2020) <http://wiaa.com/results/COVIDPlanning/Soccer.pdf>
- Volleyball (6/24/2020) <http://wiaa.com/results/COVIDPlanning/Volleyball.pdf>
- Golf (7/3/2020) <http://wiaa.com/results/COVIDPlanning/Golf.pdf>
- Basketball (TBD later)
- Track (TBD later) Washington State Risk Management Pool Risk Management Update No. 32 (6/22/2020) WSRMP is not advising a specific start date for school athletics, however we recommend that school athletics do not commence until the district has prepared a written athletic plan, which meets the guidance from the WIAA and is prepared to implement it.
- Activity Participation COVID Waiver Form
- Facilities Use Agreement COVID Waiver Form
- Visitors Sign-In COVID Waiver Form
- Sample Screening Form COVID 19 Athletics Form All of these forms will be put on the wsrmp.com website for schools to copy and use.

NFHS COVID Athletic/Coach Monitoring Form

<https://www.ahsaa.com/Portals/0/NFHS%20Screening%20Tool.pdf>

### **Conclusion for Athletics:**

In order to open up sports/athletics Lopez Island School District must follow WIAA's fifteen-page document "Guidance for Opening Up High School Athletics and Activities" (6/22/2020) that details the opening up guidelines for the Safe Start Washington plan. <http://wiaa.com/results/COVIDPlanning/COVID19Guidance.pdf>

In addition, the WIAA sports specific guidelines for soccer, volleyball and golf must be implemented and followed. (links for the sports are above in this document) Other things to consider and take into account:

- Lopez and the other island schools are in a unique situation with the transportation challenges regarding the limited ferry travel and the long travel and wait times.
- WIAA suggests sports teams limit travel, particularly when long trips are required by bus or van.
- Lopez and opponents must be in phase 4 to play games or matches or advised by County Health Officials
  - The potential unavailability of officials and bus drivers.
  - Lopez must have all the recommendations from WIAA in place before practice and games can happen. There are numerous pages of specific guidelines, recommendations and protocols for each phase 1-4 for the individual sports, health and safety monitoring, illness reporting, physical activity and athletic equipment, facilities cleaning and ventilation, hygiene and hydration, and limits on gatherings.
  - Cost increase for sports due to transportation, game and activity setup and teardown, extra-cleaning, proper supervision, monitoring health logs of athletes/coaches/fans, additional administrative paperwork and documentation.
  - If any student/athlete/coach gets sick with COVID, Lopez will have to stop the entire activity/sport/school for the recommended quarantine time.

Athletics are an extremely important part of our students' education. With the COVID situation and its safety protocols and restrictions, athletics will be very challenging, balancing on the side of caution with the freedom to play and compete. The information from WIAA, OSPI, CDC and the different counties health departments will be constantly changing and updated on a regular basis. This updated information will determine the guidelines for extracurricular activities and participation. Safe Return to School (ATHLETICS) July 15, 2020 Submitted by: Larry Berg, Physical Education and Marina Steinbrueck, Athletic Director

**Completion: August 20 2020**