STAGED FOR SUCCESS
REOPENING PLAN
A GUIDE FOR THE 2020-21 SCHOOL YEAR
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The COVID-19 pandemic quickly showed us that schools are more than an educational institution. They’re not just for academic learning, but for social-emotional well-being, safety, and nutrition. In the Sumner-Bonney Lake School District, schools are at the center of our community and at the center of who we are and who we strive to be. We will focus on providing an environment that is caring, supportive, and compassionate, with the understanding that the health and well-being of our students, staff, and community is our highest priority.

While I am hopeful by nature, I am intentional by practice. To that end, I firmly believe that any reopening plan should begin with three goals in mind. First, the health and safety of students and staff is our top priority and must be reflected in the physical school environment. We will strictly adhere to the public health guidelines set forth by the Office of Superintendent of Public Instruction and Washington Department of Health to help provide a safe environment for students and staff. Second, the safety plan must produce enough confidence that families, students, and educators feel ready for face-to-face teaching in school. Finally, a focus on academic rigor must be maintained to every extent possible.

We are working amidst a rapidly changing situation. The District is outlining its plan for September based on the current guidance and will stay in close contact with local and state health officials. These plans will remain flexible and allow for changes as new health data and information are released.

Although we are releasing information on August 12, 2020, our work is not done. Our working teams will continue to meet as this plan will change based on new information we receive at the local, state, and national levels. This document will be updated on a regular basis to reflect current information.

The beginning of the school year will look different than what we are used to. As the numbers of positive COVID-19 cases and deaths continue to rise across our state and in our region, it has become clear at this time that our more robust distance learning model will be the safest way to form the foundation for student learning this fall. Therefore, the Sumner-Bonney Lake School District will begin the 2020-21 school year with 100% distance learning through SBLSLD Learns 3.0, using a staged approach to reopening.

The diligent and caring work to create these plans has been the result of numerous staff featuring administrators, teachers, board members, labor unions, and parents. Our committees addressed key areas:

- **Instruction**: Assessment, Social-Emotional Learning and Distance Learning Operations, Special Education, Highly Capable, English Learners
- **Operations**: Human Resources, Finance, Technology, Transportation, Child Nutrition, Maintenance, Safety, Communications

Teams met weekly, or as needed, and included additional stakeholders who brought knowledge and skills for identifying specific issues and generated ideas to address each of the critical actions. Based on the expertise of the group and in light of current circumstances, we have created the best plan option that provides families with options and adheres to state regulations from the [Washington State Department of Health](https://www.doh.wa.gov) and the [Reopening Washington Schools 2020: District Planning Guide](https://www.doh.wa.gov) released on June 22, 2020.

A strong emphasis was placed on transparency and obtaining feedback throughout this process. Prior to the reopening plan, we conducted a survey of parents, teachers and students on ways to improve distance learning. We met with local community officials bi-weekly, local community groups as needed, parent leadership council bi-weekly and administrators bi-weekly. We were continually soliciting feedback from stakeholder groups in March, April, May, June, and in July. We conducted email surveys on reopening, a Town Hall webinar to discuss different reopening scenarios, small group meetings and FAQ input.

We have difficult challenges ahead of us that will involve change. And with those changes we have two choices. We can either dwell in the frustration of “what was” or we can seize the opportunity to discover new possibilities. As for the Sumner-Bonney Lake School District, regardless of our circumstances as to what next school year looks like, we will choose to seize the new opportunities and press forward committed to student learning. We will continue to engage, encourage, and empower our learners and remain dedicated to providing a learning environment that promotes student success.

We will continue to work throughout the summer and into the school year to ensure that we are meeting our priorities of safety, learning, and communication. We are excited to welcome back students to school this September!

Respectfully submitted,

Laurie Dent, Ph.D.
Superintendent
Purpose
The purpose of this document acts to complement the SBLSD Fall 2020 Reopening Plan submitted to OSPI and approved by the Board of Directors. With several scenarios in play, and no exact guidance to follow, developing a solid plan has been tricky. Therefore, a Task Force was formed to develop plans with the expectation that as we learn more and know more, the straw plans will become wood and finally brick. Our plans were based on information provided by the Governor’s Office, Office of the Superintendent of Public Instruction, Washington State Department of Health, Tacoma-Pierce County Department of Health, as well as recommendations from the Center for Disease Control, Vision 2020 and our guiding principles were also two key drivers of this reopening plan.

Vision 2020 Goals
Vision 2020 remains the cornerstone and continual thread that connects all of the work happening in the Sumner-Bonney Lake School District.

- **Safety**: for students, staff, and families - create and maintain physically- and emotionally-safe learning environments that support the social, emotional and academic excellence of every child
- **Equity**: meeting the needs of our underserved and those needing support
- **Academics**: equitable access to a rigorous, standards-based education and eliminate disparities among all groups to ensure each student meets or exceeds state and district standards, graduates on time and is career or college ready
- **Partnerships**: families, municipalities, and support agencies engage parents, community partners and staff to support quality education for all students by motivating and empowering active participation, a spirit of involvement and a culture of mutual respect
- **Resource Management**: responsible stewards of public funds by efficiently and effectively allocating district resources wisely

Guiding Principles
The following principles guide decisions, preparations, and actions as we work to reopen the Sumner-Bonney Lake School District.

- Educate our students by offering as much face-to-face instructional time at school as possible
- Comply with all health and safety requirements to protect the health and well-being of students, staff, and families
- Offer families the option of an improved, full-time distance learning model
- Build in flexibility knowing there might be times we’re required to transition to full-time distance learning for all students
- Regularly engage with families by seeking feedback and communicating often
- Decisions to reopen the District are best made by consulting with those closest to the problem, including school leaders, health officials, and community leaders

What We Know
The Sumner-Bonney Lake School District started planning to reopen school based on the best current understanding of COVID-19 and what was required for continued containment and mitigation. At the same time, the dynamic public health situation required adaptive planning that can evolve as the science and circumstances do. Knowing what we know, a one size plan will not work.

Assumptions
Despite the uncertainty we developed plans based on the following assumptions informed by the most current guidance from public health officials.

- Schools may begin the school year in non-traditional models (distance, a combination of face-to-face and distance, or other options).
- Reopened schools will need modifications based on guidance from national, state, and local health officials, which could include physical distancing, temperature screenings, and frequent disinfecting of classrooms
- The District will review the individual needs related to COVID-19 for staff and students
- A vaccine might not be available for 18 months or more meaning that plans should take into account both the 2020–21 and 2021–22 school years
- Schools may open in a hybrid or distance model
- A hybrid model for the opening and operation of our schools may be provided for adoption, with or without modifications, by the state of Washington or OSPI

Considerations
We identified four main areas to address when planning for reopening: coordination, communication, flexibility, and privacy protections.

- Schools will have to coordinate in new ways with state and local health officials to develop a unified public health strategy
- They will need to communicate with stakeholders so that students, families, educators, and community members are clear on expectations for academics and public health
- They will need to be flexible as they adapt to unprecedented challenges
- And we will need to review privacy policies to ensure that schools can engage with students and families in new ways with an eye to both remote learning and community health
- Under the OSPI requirements, schools are not linked to the phases of Safe Start.
- The requirements will apply regardless of the phase in Pierce County
Reopening scenarios must be bargained with all impacted union groups

Community Coordination: Reopening will require schools to work far more closely with public health authorities and other agencies than is the norm. This will require new routines and partnerships to allow schools to focus on their core competencies.

Communication: Effective school reopening will require diligent efforts to communicate with parents, educators and community members. Careful reopening plans will be for nothing if students, staff, families and community members are not confident about the measures in place. Where schools open with significant modifications to schedules, classes, or logistics, minimizing confusion will depend on clear and consistent communication.

Schools need comprehensive communication plans to reach teachers and parents, text messaging, websites, and email, and directly mailed communication.

Among the most important considerations is the health and safety of students and school personnel. We will provide guidance on steps the school is taking, including protocols for self-isolation.

Flexibility: The events of this spring showed that many familiar rules and regulations—such as those governing attendance, seat time, instructional delivery, testing, procurement, and graduation requirements—were ill-suited for the challenges schools currently face. Given the likelihood that reopened schools will have to incorporate many novel decisions regarding staffing, scheduling, and operations, there will inevitably be any number of incidents in which the usual regulations do not make sense.

Privacy Protections: Schools will also confront new tensions around student privacy that will need clear guidance from federal and state policymakers. One example is privacy issues that may emerge from increased information sharing among schools, local and state health officials, and health care providers. Schools should also review the privacy policies of their online learning providers.

Planning Guidance
On June 23, the Office of the Superintendent of Public Instruction released a document Reopening Washington Schools 2020: District Planning Guide. This document provides guidance on the instructional and operational delivery for the 2020-21 school year and is meant to be used by local school district’s as they develop plans for the reopening of school.

Reopening Schools Planning Process
Alongside numerous stakeholders, including our labor unions, our Task Force members reflect a variety of stakeholders, with the intent of maximizing expertise and experience. Our stakeholders were carefully selected to participate in working groups formed to address key action areas: Instruction/Professional Development/SEL, Safety, Operations, Communication, Athletics, and Resource Management. Each working group was assigned a leader to supervise and support each of these action goals. Working groups met weekly and reported to the Executive Lead who ensured coherence and equity within the plan.

Strengths & Challenges: Spring 2020
Our experiences from remote learning have taught us much about how we can meet the needs of students in the future. In early May, the Sumner-Bonney Lake School District launched a survey on distance learning to engage staff, students, and the community on what matters most as we continue education during this unprecedented time.

The District responded in a remarkable fashion by providing families with a survey which resulted in more than 2200 participants responding. Initial results were shared at the June board meeting and also shared in the June family message.

Some themes expressed throughout the feedback that we received included
- Flexibility (time, place, resources)
- Clear and streamlined communication
- Predictable and consistent structure

Critical Components of Reopening Plan
Our working groups (Instruction/SEL, Safety/Operations, Stakeholders & Communication, Athletics, and Resource Management) have come together to build a comprehensive plan that is coherent, equitable, and, most importantly, inclusive to the public health and safety needs that we face today.
### Design Process

<table>
<thead>
<tr>
<th>April/May</th>
<th>June 11</th>
<th>June 16</th>
<th>June 23</th>
<th>July 1</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form reopening task force; begin research; conduct survey #1 on distance learning (teachers, students, parents)</td>
<td>Guidance from OSPI includes information from Governor, CDC, and health department</td>
<td>Presentation to school board (ongoing updates at study sessions or board meetings)</td>
<td>Survey #2 to families; virtual town hall meeting to gather feedback on reopening logistics</td>
<td>Share survey and town hall feedback with board; present scenarios for reopening</td>
<td>Develop and detail designs in collaboration with task force teams and labor unions (ongoing)</td>
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### Key Timelines

<table>
<thead>
<tr>
<th>Ongoing</th>
<th>July/August</th>
<th>August</th>
<th>August</th>
<th>September 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine plan as new information from local or state authorities becomes available</td>
<td>Present board with design for fall reopening based on collaborative work and stakeholder feedback</td>
<td>Board takes formal action</td>
<td>Notify families</td>
<td>School begins</td>
</tr>
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**STAGED FOR SUCCESS: REOPENING PLAN** A GUIDE FOR THE 2020-21 SCHOOL YEAR

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Instructional Models

The committees have prepared three models for instruction 100% Distance, Hybrid, and 100% In-person that may be implemented during the school year. All three models are described below.

Based on the recommendation of Tacoma-Pierce County Health Medical Director, Dr. Anthony Chen, all public schools in Pierce County including the Sumner-Bonney Lake School District decided to begin the 2020-21 school year with 100% distance learning.

As the public health conditions continue to evolve over the next several months, the Sumner-Bonney Lake School District staged system (shown below) will be a regular part of our guidance as we may have to move back and forth from stage to stage throughout the year. This information will be updated should new data and guidelines become available prior to the start of school.

Get to Know Each Model & Stage

Stages for learning models allow education to pivot at any time between distance, hybrid and in-person instruction. These stages will be determined by the impacts of a changing health situation, available resources, and direction from OSPI, our Governor and our Health Department(s). As the public health situation continues to evolve, the District and the Sumner-Bonney Lake Education Association will continue to work together to refine and implement these models.

Stage 1: 100% Distance Learning

All students participate in distance learning provided by SBLSD District staff. School buildings closed for access.

Stage 2: 100% Distance Learning

All students participate in distance learning provided by SBLSD District staff. Staff will have limited and monitored access to school sites for the purpose of planning and delivering online instruction.

Exception: Schools may provide instruction to students who need additional intensive learning support remotely if possible, or in-person when that is the only effective delivery method as determined by an individualized education plan (OSPI Memo 7/22/20).

Stage 3: Hybrid Learning

Students in greatest need of additional support participate onsite with in-person instruction or support two (2) or more days a week as determined by set criteria. All other students participate in distance learning provided by SBLSD District staff. Staff are able to be onsite for the purpose of planning and delivering instruction.

Stage 4: Hybrid Learning

All students from Stage 3, as well as all K-3 students 2 days per week onsite. All other students participate in distance learning provided by District staff. Staff are able to be onsite for the purpose of planning and delivering instruction.

*K-3 families wishing to remain in the distance learning will have the opportunity to continue using services provided by a 3rd party online provider.

Stage 5: Hybrid Learning

K-3 students onsite at least 2 days per week. Students in grades 4-12 participate onsite with in-person instruction two (2) days a week. Staff able to be onsite for the purpose of planning and delivering instruction.

*4-12 families wanting to remain in the distance learning model will be given the choice to transfer to an online program delivered by an online 3rd party service provider. Admission into the online program can only happen at semester. Before high school students transfer to the online 3rd party service provider program, they will need to meet with their guidance counselor to make sure classes and credits are aligned to the student’s High School and Beyond Plan.

Stage 6: 100% In-Person Learning

All students and staff participate onsite with in-person instruction five (5) days a week.

K-12 students who have previously selected the online 3rd party vendor program must continue in this model through the end of the school year.

Model Descriptions

100% Distance Learning

All students are expected to attend school remotely from home through Google Classroom, the District Learning Management System. Distance Learning at home will be equal to the work students receive over a normal school year in all content areas, with an emphasis on reading and math, and social-emotional learning (SEL) at the elementary level. All students should expect to login daily through the District’s dashboard Hello ID to access Google Classroom. Students learning remotely from home must be engaged in learning demonstrated by any of the following:

- Daily participation in Google Classroom;
- Daily participation in Zoom; or
- Completion or submission of an assignment in Google Classroom from student to teacher

The Sumner-Bonney Lake School District distance learning plan is developed with a combination of synchronous and asynchronous touch points.

- Synchronous online learning provides for live, real time interaction between the student and teacher or student to student. The District’s primary tool for synchronous interactions is Zoom.
- Asynchronous online learning provides for flexibility and opportunity for students to learn independently at their own pace. The District’s primary tools for asynchronous learning are Google Classroom, Screencastify, Nearpod, G-Suite tools, and FlipGrid.

Students will receive continued feedback on their academic progress. Additionally, students will have daily access to their teachers to receive instruction and intervention, submit assignments, ask questions, and receive social and emotional support on Google Classroom or through Zoom.
**Elementary Full-Time Distance Learning**

Students may work on independent student learning for classes at any point. Required Zoom sessions will occur on specific days. Alternate activities to the required Zoom sessions must be provided for students who are unable to attend at that specific time.

<table>
<thead>
<tr>
<th>Monday (50 Min)</th>
<th>Tuesday - Friday (75 min.)</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA</strong>&lt;br&gt;ELA (Priority Standards)&lt;br&gt;Combination of:&lt;br&gt;• Teacher assigned work&lt;br&gt;• Student-directed learning&lt;br&gt;• Online practice&lt;br&gt;• Integrated with Science/SS</td>
<td><strong>ELA</strong> (Instruction based on Priority Standards using district adopted curriculum/programs)&lt;br&gt;<strong>Teacher-Directed Learning</strong>&lt;br&gt;• Asynchronous videos to support new learning&lt;br&gt;• Assigned readings/videos to build understanding&lt;br&gt;• Access CKLA V.2 Readers: K-1 phonetically connected text (code)&lt;br&gt;• Writing Prompts&lt;br&gt;• Exit Tickets/performance tasks to demonstrate mastery&lt;br&gt;<strong>Student-Directed Learning</strong>&lt;br&gt;• Choice Board/Learning Pathways: Menu options&lt;br&gt;• Read to Self-Choice Book/Listen using Storyline&lt;br&gt;• Genius Hour (weekly) for independent research and project-centered learning&lt;br&gt;&lt;br&gt;Includes Online Platforms for Practice 15 mins per day&lt;br&gt;• Lexia Core5&lt;br&gt;• GoFormative Assessments</td>
</tr>
<tr>
<td><strong>Choice Reading (30 min. daily)</strong>&lt;br&gt;• Read to self or someone else&lt;br&gt;• Listen to someone read to you-following along&lt;br&gt;• Listen to books on Storyline</td>
<td></td>
</tr>
<tr>
<td><strong>Regional Librarians:</strong> Support elementary with creating social studies choice boards (K-1, 2-3, 4-5) to integrate into ELA block or for Genius Hour. Creative interactive read-alouds with selections that highlight diversity and culture to connect to equity work and posted in google classroom.</td>
<td></td>
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<thead>
<tr>
<th>15-min. Recess (Brain Break)&lt;br&gt;Choose from menu of activities</th>
<th>15-min. Recess (Brain Break)&lt;br&gt;Choose from menu of activities</th>
<th>15-min. Recess (Brain Break)&lt;br&gt;Choose from menu of activities</th>
<th>15-min. Recess (Brain Break)&lt;br&gt;Choose from menu of activities</th>
<th>15-min. Recess (Brain Break)&lt;br&gt;Choose from menu of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong>&lt;br&gt;Instruction based on Priority standards using district adopted programs(s)&lt;br&gt;*Time should include new learning and independent practice</td>
<td><strong>Math</strong> (Instruction based on Priority Standards using district adopted curriculum/programs)&lt;br&gt;<strong>Teacher-Directed Learning</strong>&lt;br&gt;• Asynchronous videos to support new learning&lt;br&gt;• Zearn or Khan Academy&lt;br&gt;• Exit Tickets/assigned problem sets using workbooks, Google Forms, GoFormative, or Assistments resources&lt;br&gt;<strong>Student-Directed Learning</strong>&lt;br&gt;• Problem Solving/Scenarios Menu: Estimation 180&lt;br&gt;• Math Performance Tasks&lt;br&gt;• 3-Act Tasks&lt;br&gt;&lt;br&gt;Includes Online Platforms for Practice 15 min. per day&lt;br&gt;• Dreambox - computer-adaptive&lt;br&gt;• Xtramath - fluency practice&lt;br&gt;• Zearn - Asynchronous Eureka Math Lessons with independent practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elementary Full-Time Distance Learning (continued)

<table>
<thead>
<tr>
<th>Lunch (30 min.)</th>
<th>Lunch (30 min.)</th>
<th>Lunch (30 min.)</th>
<th>Lunch (30 min.)</th>
<th>Lunch (30 min.)</th>
</tr>
</thead>
</table>
| **30-min. Recess (Brain Break)**  
Choose from menu of activities or engage in free play (off-screen time) | **30-min. Recess (Brain Break)**  
Choose from menu of activities or engage in free play (off-screen time) | **30-min. Recess (Brain Break)**  
Choose from menu of activities or engage in free play (off-screen time) | **30-min. Recess (Brain Break)**  
Choose from menu of activities or engage in free play (off-screen time) | **30-min. Recess (Brain Break)**  
Choose from menu of activities or engage in free play (off-screen time) |

<table>
<thead>
<tr>
<th>Monday (45 min.)</th>
<th>Tuesday - Friday (45 min.)</th>
</tr>
</thead>
</table>
| **Flex Specialist**  
Choose from Menu of activities: STEM, Fitness, Music | Specialist (Fitness, Music, STEM, SEL) (between 9:00 - 11:30 am)  
Each specialist will teach 3 classrooms per day via zoom 30 minutes  
Each specialist will hold 30 minutes of office hours daily for parent/student support  
Choice Menus will be developed for days students don’t have specialist Zoom sessions |

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday - Friday (45 min.)</th>
</tr>
</thead>
</table>
| **No WIN time on Mondays** | WIN Time: (What I Need) 45 min.  
• Small group Zoom Intervention (phonics for Reading, Rewards, Kilpatrick routines, etc.) as needed.  
• SDI-Specialy Designed Instruction for students on IEPs  
• Small Group Zoom: Enrichment as needed  
• Menu of Enrichment Choice Activities  
• Review of essential standards and skills practice as needed |

<table>
<thead>
<tr>
<th>Monday (60 min.)</th>
<th>Tuesday - Friday (60 min.)</th>
</tr>
</thead>
</table>
| **Student Independent Work** | Office hours (60 min., T-F)  
One hour between the hours of 1:00 - 3:00 pm with consistent time block posted on the Google Classroom Calendar  
• Zoom and/or email communication with students and families  
• Share students' progress |
Secondary Full-Distance Learning Model

Students may work on independent student learning for classes at any point. Required Zoom sessions will occur on specific days. Alternate activities to the required Zoom sessions must be provided for students who are unable to attend at that specific time. All times are approximate.

<table>
<thead>
<tr>
<th>Monday* Condensed Periods 1-6 Focus</th>
<th>Tuesday Focus on Periods 1,3,5</th>
<th>Wednesday Focus on Periods 2,4,6</th>
<th>Thursday Focus on Periods 1,3,5</th>
<th>Friday Focus on Periods 2,4,6</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 min. of work per class</td>
<td>120 min. of work per class in periods 1,3,5</td>
<td>120 min. of work per class in periods 2,4,6</td>
<td>120 min. of work per class in periods 1,3,5</td>
<td>120 min. of work per class in periods 2,4,6</td>
</tr>
<tr>
<td>8:00-9:00 PLC Time (Four Questions)</td>
<td>8:30-9:20 Required Zoom Period 1</td>
<td>8:30-9:20 Required Zoom Period 2</td>
<td>8:30-9:20 Required Zoom Period 1</td>
<td>8:30-9:20 Required Zoom Period 2</td>
</tr>
<tr>
<td>9:00-10:00 Collaborative planning (with PLC)</td>
<td>9:30-10:20 Required Zoom Period 3</td>
<td>9:30-10:20 Required Zoom Period 4</td>
<td>9:30-10:20 Required Zoom Period 3</td>
<td>9:30-10:20 Required Zoom Period 4</td>
</tr>
<tr>
<td>10:00-11:00 Individual planning</td>
<td>10:30-11:20 Required Zoom Period 5</td>
<td>10:30-11:20 Required Zoom Period 6</td>
<td>10:30-11:20 Required Zoom Period 5</td>
<td>10:30-11:20 Required Zoom Period 6</td>
</tr>
<tr>
<td>11:00-12:00 Lunch and break</td>
<td>11:30-1:00 Student Lunch Pick-up</td>
<td>11:30-1:00 Student Lunch Pick-up</td>
<td>11:30-1:00 Student Lunch Pick-up</td>
<td>11:30-1:00 Student Lunch Pick-up</td>
</tr>
<tr>
<td>12:00-1:00 Structured building time</td>
<td>60 min. Teacher planning time</td>
<td>60 min. Teacher planning time</td>
<td>60 min. Teacher planning time</td>
<td>60 min. Teacher planning time</td>
</tr>
<tr>
<td>1:00-2:00 Structured District time</td>
<td>60 min. Office hours</td>
<td>60 min. Office hours</td>
<td>60 min. Office hours</td>
<td>60 min. Office hours</td>
</tr>
<tr>
<td>2:00-3:00 Office hours</td>
<td>Independent student learning time includes 60-70 minutes of activities, videos, and practice per class</td>
<td>Independent student learning time includes 70 minutes of activities, videos, and practice per class</td>
<td>Independent student learning time includes 70 minutes of activities, videos, and practice per class</td>
<td>Independent student learning time includes 70 minutes of activities, videos, and practice per class</td>
</tr>
<tr>
<td>3:00-3:45 Individual planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hybrid Learning

The hybrid model combines both in-person learning and distance learning. It consists of a schedule where students attend school in a face-to-face model (2 or more days per week) and learn from home in a combination of synchronous and asynchronous learning modalities the remainder of the week. When students attend class in-person, teachers will provide new instruction, practice opportunities for new skills, and guidance on what is expected of students on their distance learning day. Students are expected to engage in learning each day following the same guidelines listed above in the Distance Learning model. Teachers in the Hybrid Model are available for Zoom office hours and support on Mondays.

<table>
<thead>
<tr>
<th>Content area</th>
<th>In class</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL - Student Connection</td>
<td>Group A - Tuesday, Thursday; Group B - Wednesday, Friday</td>
<td>Classroom teacher plans for distance learning; Group A - Monday, Wednesday, Friday; Group B - Monday, Tuesday, Thursday</td>
</tr>
<tr>
<td>Integrated* ELA (District NGSS units are taught integrating ELA priority standards)</td>
<td>90 min. Teacher-Directed Learning (CKLA/NGSS)</td>
<td>90 min. Teacher-Directed Learning (CKLA/NGSS)</td>
</tr>
<tr>
<td></td>
<td>In-Person Lessons/Modeling</td>
<td>Independent Practice of skills from in-class learning</td>
</tr>
<tr>
<td></td>
<td>May include a flipped classroom model with video lessons</td>
<td>Assigned readings/videos to build understanding.</td>
</tr>
<tr>
<td></td>
<td>Guided Practice of skills</td>
<td>Project-based learning</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Student Reflection</td>
</tr>
<tr>
<td></td>
<td>Guidance for distance goals for the week</td>
<td>Student-Directed Learning</td>
</tr>
<tr>
<td></td>
<td>Review of assignments completed during distance learning days</td>
<td>• Choice Board Menu for Learning Paths (Utecht)</td>
</tr>
<tr>
<td></td>
<td>Student-Directed Learning</td>
<td>• Read to Self-Choice Book/Topics</td>
</tr>
<tr>
<td></td>
<td>• Menu options for Learning Paths (Utecht)</td>
<td>• Genius Hour (weekly) for independent research and project centered learning</td>
</tr>
<tr>
<td></td>
<td>Online Platforms for Practice Lexia Core5 GoFormative Assessments</td>
<td>Online Platforms for Practice Lexia Core5 GoFormative Assessments</td>
</tr>
<tr>
<td>Recess</td>
<td>15-min. Playworks: Maintain Social Distance Guidelines</td>
<td>15-min. Students can select from a menu of recess activities or engage in free play. This should be &quot;off screen time&quot;.</td>
</tr>
<tr>
<td>Math Instruction based on Priority Standards using district adopted programs</td>
<td>90 min. Teacher-Directed Learning: Eureka</td>
<td>90 min. Teacher-Directed Learning</td>
</tr>
<tr>
<td></td>
<td>In-person instruction based on Math Priority Standards</td>
<td>Assigned Lessons (Zearn) or Khan Academy</td>
</tr>
<tr>
<td></td>
<td>Opportunities for in-person assessment and Tier 2 Intervention of essential content</td>
<td>Exit tickets/Assigned problem sets using workbooks or Assistments digital resources or google forms, GoFormative, etc.</td>
</tr>
<tr>
<td></td>
<td>Independent application of new learning: Problem set, exit tickets</td>
<td>Student-Directed Learning</td>
</tr>
<tr>
<td></td>
<td>Student Directed Learning</td>
<td>• Problem Solving/Scenario Menu: Performance tasks, 3-Act Tasks</td>
</tr>
<tr>
<td></td>
<td>• Problem Solving/Scenario Menu</td>
<td>• Review Zearn Lessons</td>
</tr>
<tr>
<td></td>
<td>Online Platforms for Practice</td>
<td>Online Platforms for Practice</td>
</tr>
<tr>
<td></td>
<td>• Dreambox-computer adaptive</td>
<td>• Dreambox-computer adaptive</td>
</tr>
<tr>
<td></td>
<td>• Xtramath - fluency practice</td>
<td>• Zearn-Asynchronous Eureka Math Lessons with independent practice</td>
</tr>
<tr>
<td></td>
<td>Online Platforms for Practice Xtramath - fluency practice</td>
<td>Xtramath - fluency practice</td>
</tr>
</tbody>
</table>
### Elementary Hybrid Learning Model (continued)

<table>
<thead>
<tr>
<th></th>
<th>15-min.</th>
<th>15-min.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Playworks: Maintain Social Distance Guidelines</td>
<td>Students can select from a menu of recess activities or engage in free play. This should be “off screen time”.</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WIN Time</strong> (What I Need)</td>
<td>45 min.</td>
<td>45 min.</td>
</tr>
<tr>
<td></td>
<td>• Small group (phonics for Reading, Rewards, Kilpatrick routines, etc.)</td>
<td>• Individual work on assigned Intervention materials from in-class day (Practice pages from Lexia, Core Enhancement notebooks, Arg, etc.)</td>
</tr>
<tr>
<td></td>
<td>• SDI</td>
<td>• SDI</td>
</tr>
<tr>
<td></td>
<td>• Enrichment Choice Activities</td>
<td>• Enrichment Choice Activities</td>
</tr>
<tr>
<td></td>
<td>• Review of essential standards and skills practice</td>
<td>• Review of essential standards and skills practice</td>
</tr>
<tr>
<td><strong>Specialist</strong> (Directed by PE, Music, STEM)</td>
<td>30 min.</td>
<td>30 min.</td>
</tr>
<tr>
<td></td>
<td>• In-Person activities</td>
<td>Activities and Assignments Related to: Music, PE, STEM. Options may include:</td>
</tr>
<tr>
<td></td>
<td>• Assignments</td>
<td>• Indoor/outdoor fitness activities</td>
</tr>
<tr>
<td></td>
<td>• Assessments</td>
<td>• Choice Board menus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Videos/Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research, Reflection</td>
</tr>
<tr>
<td><strong>Prepare students for Distance Learning Days</strong></td>
<td>20 min.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Ensure students have necessary materials and instructions for distance learning day</td>
<td></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>20 min.</td>
<td>15 min.</td>
</tr>
</tbody>
</table>

### Secondary Hybrid Learning Model

This model would be taught by a classroom teacher with students assigned to A or B days for in-person instruction. All students will be completing remote learning on days when they are not receiving in-person instruction. All times are approximate.

<table>
<thead>
<tr>
<th></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Thursday</strong></th>
<th><strong>Friday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Condensed Periods 1-6 Focus</td>
<td>35 minutes of work per class</td>
<td>Group B learning remotely: 60 minutes of work per class</td>
<td>Group A learning remotely: 60 minutes of work per class</td>
<td>Group B learning remotely: 60 minutes of work per class</td>
<td>Group A learning remotely: 60 minutes of work per class</td>
</tr>
<tr>
<td>8:00-9:00 PLC Time</td>
<td></td>
<td>Full school day is 7:05-2:50</td>
<td>Full school day is 7:05-2:50</td>
<td>Full school day is 7:05-2:50</td>
<td>Full school day is 7:05-2:50</td>
</tr>
<tr>
<td>9:00-10:00 Collaborative planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00 Individual planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:00 Lunch and break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-1:00 Building time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-2:00 District time</td>
<td></td>
<td>Students attend periods 1-6</td>
<td>Students attend periods 1-6</td>
<td>Students attend periods 1-6</td>
<td>Students attend periods 1-6</td>
</tr>
<tr>
<td>2:00-3:00 Office hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00-3:45 Individual planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
100% In-Person Learning

Students in elementary school attend school full-time in-person. Middle school and high school students attend school full-time in person which includes an advisory period (20 sessions per year) and a 6-period day schedule.

Online Program

For parents who would like to opt their student out of hybrid learning, an online program will be provided as an alternate instructional option. All learning will occur remotely and will be facilitated by a 3rd party online provider. Admission into the online program can only happen at semester due to online course configuration.

The online program is designed so students can access their coursework in an asynchronous model, at a time that is most convenient for them. Students are expected to complete coursework in alignment with the online provider guidelines, which includes logging in daily as well as engaging in learning a minimum of 28 hours per week. In order to be eligible for the online program, students must have been making satisfactory progress in distance learning with District staff.

Before high school students transfer to the online program, they will need to meet with their guidance counselor to make sure classes and credits are aligned to the student’s High School and Beyond Plan. Families should note that NOT all courses offered at the middle schools and high schools may be available through the online program.

Students who enter the online program may be subject to following Alternative Learning Experience (ALE) compliance guidelines set forth by OSPI.
Academic Interventions
Student academic interventions are a vital support needed for students to be able to thrive in the educational environment. Regardless if the District is in a Distance Learning, Hybrid, or Full Time In-person model, academic interventions will be provided for students.

Elementary students will receive targeted support during a “What I Need” (WIN) time built into the school schedule 4 days per week. Teachers utilize student data to determine student groups and address areas of greatest need. Every 6 weeks data is analyzed and student instruction is adjusted accordingly. LAP and Title teachers provide support to classroom teachers and paraeducators during WIN time.

At the secondary level, Intensified Algebra, i-Ready, and System 44/Read 180 classes are built into a student’s schedule where appropriate and will continue to be a part of their weekly instruction.

Assessment
The COVID-19 global pandemic caused a significant disruption in the education of all students. We acknowledge that our students will return to learning with varying degrees of mastered skills and learning needs. As a result, all SBLSD students will be assessed at the start of the year, utilizing a combination of assessment tools to fully understand each student’s individualized needs.

Grading & Report Cards
Students will be held accountable for the completion of assignments and assessments. Grading and assessments are meant to provide feedback and communication to students and families, with the focus on learning, growth, and progress. Report cards will be provided for elementary students at each trimester. Secondary students will receive progress reports at quarter 1 and 3, and formal report cards at the end of first semester (quarter 2) and the end of second semester (end of year).

Elementary students will be graded using a standards-based grading system consisting of selected priority standards in ELA and Math. These standards were reviewed in the spring of 2020 by PLC teams to identify which standards had been adequately taught and assessed prior to or during distance learning. They also identified priority standards from spring 2020 that need to be addressed in the fall of the next grade level. Professional Learning Communities (PLCs) have created plans to focus instruction and assessment in 20-21 on “Key” priority standards from their current grade level and review identified key content from the previous year. This will continue to be part of the work PLCs complete before returning to school.

Middle school and high school Professional Learning Communities (PLCs) will utilize Priority Standards to focus their standards-based instruction in conjunction with a percentage scale grading system/gradebook. Grading best practices will continue to be utilized, such as clear learning targets, allowing multiple opportunities for re-assessment and demonstration of standards, weighting demonstration of mastery over practice completion, not entering “zeros” in the gradebook for missing work, etc. PLCs will also utilize, where appropriate, alternative assessments such as portfolios and projects in addition to traditional paper/pencil summative assessments.

Professional Learning
Extensive professional learning will be available to a variety of audience including teachers, paraeducators, administrators, families and childcare providers.

Certificated staff will receive professional learning prior to school opening in the fall on the following topics:

• Zoom
• Screencastify
• Google Classroom
• Learning Pathways
• Best Practices to Support Distance Learning

Over the course of the year, more training on specific tools related to specific content areas and follow up sessions to elevate the quality of distance learning will be offered.

In an effort to support families and childcare providers, we will provide both synchronous and asynchronous training sessions as well as Quick Resource Guides. These will be delivered by both school and district staff.

Para-educators will participate in technology training to support implementation of the Core 4 and specific programs to support students they serve.
Special Services

Special Education Services
SBLSD is committed to ensuring that our students with Individual Education Plans (IEPs) are provided their educational services in compliance with state and federal guidelines. We are committed to providing a free and appropriate public education (FAPE) pursuant to the child’s IEP during the various district stages.

Early Learning
Special considerations are needed when providing inclusionary practices for young children with disabilities, ages 3–5, across the continuum of the District’s reopening stages. A combination of direct instruction with additional time for imaginative play and movement activities each day is recommended with prioritization for face to face delivery. Even though the start of school is always a big transition for young children, this school year raises the need for greater communication with families and attention to the unique needs of young children.

Part C to Part B Transitions
• We remain obligated to complete a timely Part C to Part B transition, (Early Intervention Birth-2 years transitioning to Early Childhood Special Education at 3 years), with an IEP in place by the child’s third birthday if found eligible for special education.
• The District will review existing data from Part C agency providers to assist in decisions regarding eligibility. If the IEP team believes there is enough current information to complete a comprehensive evaluation and determine Part B eligibility, the District could complete their evaluation using the existing data.
• If face-to-face transition planning meetings and assessments are needed, staff should arrange those to be conducted while following health and safety guidelines.
• The District will prioritize the completion of any delayed Part C to Part B transitions that were unable to be completed in spring 2020 as a result of school facility closures, to avoid any further delay in the provision of Part B services. If the child is found eligible for Part B, the IEP team in consultation with the Spec Director, should consider what recovery services might be needed as a result of the delayed transition.
  • Refer to the Evaluations and Eligibility section of this guidance for additional considerations.

Pre-referral Interventions
Protect against exacerbating disproportionality in special education by understanding that some students may have been more significantly impacted by the school facility closure than others, and that this does not constitute a disability. Students should not be falsely identified as having a disability when their needs are only a result of their experiences or lack of instruction and not an actual disability.
  • If a student’s needs are determined to be a result of lack of instruction and not due to disability, the school and district should access other supports to address the needs resulting from lack of instruction and explain those to the family.
    ◦ Plan to follow up after a period of time to confirm that providing access to appropriate instruction resulted in student progress.
    ◦ Prepare to meet students’ needs without special education being the only avenue to high quality intervention. Districts and teams should seek appropriate training to prepare teams to partner with families to discuss and consider complex factors for students experiencing intersectionality, (the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage), in order to better prepare for meeting these students’ needs.
  • Plan for how students will be identified for intervention (e.g., class-wide intervention at tier 1, as well as more traditional tier 2 and 3 interventions), what those interventions will be, and how students will be progress monitored based on predictable needs students will have upon returning to school. This includes areas such as reading, writing, math, social emotional, and behavioral needs.
  • All interventions should include data collection prior to intervention and regular progress monitoring during the intervention to determine if the student is responding to the intervention. If the student is not making sufficient growth, the team should consider an intensification of the intervention, or an alternative intervention.

Child Find
Child Find screening will occur remotely in Stages 1-4. To limit the number of individuals visiting a building, the District encourages Child find evaluations to be held virtually. In person evaluation meetings may be considered in Stages 2-5 practicing the safety measures in place.
  • Schools continue to carry a child find obligation.
  • Teams also have an ethical responsibility to consider referrals carefully in the climate of a global pandemic and the accompanying disruption to general education instructional access for students in the spring of 2020. A lack of instruction is not a disability. However, we must also use caution to avoid or delay initiating comprehensive evaluations based on a lack of instruction. Lack of meaningful instruction can exacerbate the challenges for a student with an underlying disability. Teams should gather information from multiple sources and consider whether an evaluation could help determine whether a disability exists.
  • Consider all the intersecting needs of each student through an equity lens. Teams have an ethical responsibility to ensure students are not being identified as having a disability when the primary reason for identified needs is due to one
of these other intersecting areas, such as learning English or experiencing trauma.
- Prepare and plan for access to available data remotely.
- Progress monitoring from interventions described in the pre-referral recommendations above is one source of data to consider in the referral process.
- As a result of school facility closure, many students will be returning to school with new or exacerbated trauma and adverse childhood experiences. Limited ability to socialize with other children is expected to have an impact on social emotional skills and behavioral regulation. Teams will need to consider what "behind" in these areas actually looks like after these exceptional circumstances and separate school facility closure as a primary reason for the needs.

**Initial Evaluation/Reevaluations**

Teams will prioritize meetings postponed in the Spring of 2020 and complete any extended evaluations and will carefully consider appropriate assessment methods with respect to all safety recommendations, best practice, and normative procedures. Caution is needed in the delivery of standardized normative tests which have not been normed for virtual or remote administration.

- Consider the use of curriculum-based assessments and qualitative assessments, as well as review of existing data such as in program assessments or progress monitoring data.
- Plan for methods of identifying local norms in order to compare student performance in various areas (e.g., reading, writing, math, social/emotional, behavior) to other students who have been through the same unique circumstances.
- When determining eligibility and a need for specially designed instruction, teams will need to link these areas of concern to an adverse educational impact. Refer to the recommendations in the *Reopening Washington Schools 2020: District Planning Guide* District Planning Guide for addressing social emotional needs, including universal screening.
- Other evaluating professionals are recommended to consult with their professional organizations on the ethical and responsible use of virtual and remote assessment at this time.
- Should in-person assessments be needed as part of the comprehensive evaluation, the team should arrange for the assessments to be completed while following health and safety guidelines. Refer to the Evaluation and Eligibility Resources below for additional guidance from professional organization partners.

**Evaluation & Eligibility Resources**

- **WSASP Guidelines for Special Education Evaluations during the COVID-19 School Closure**
- **Response to Intervention Resources**
- **Provision of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure**
- **Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619)**
- **National Center on Intensive Intervention**
- **Norm-Referenced Assessment Tools for Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination**

**Assessments, Evaluation & IEP Meetings**

To limit the number of individuals visiting a building, the District encourages Assessments and IEP & Evaluation meetings to be held virtually. In person Assessments and IEP & Evaluation meetings may be considered in Stages 2-5 practicing the safety measures in place.

**Progress Monitoring & Reporting**

Special Education Case Managers and Related Service providers must continue to document the student’s current level of performance throughout the school reopening process, across the continuum of the District’s reopening stages. Documentation of progress monitoring data is necessary to evaluate student progress across the school reopening models, including Continuous Learning 3.0. It will also be critical information for IEP teams and Special Education Director to determine the need for any individual Recovery Services.

Consider the following for progress monitoring:

- Progress reports should be provided consistent with the way they are specified in the individual student’s IEP and in the method we normally provide progress reports to parents.
- Progress data should include the level of performance for each goal/objective, based on various forms of data collection.
  - Each report requires a summary of the progress towards the goal (or objective).
  - Reports may also note: goal met, minimal or limited progress, or unable to contact student/family or collect data.
  - It is recommended to also include comments in the progress report to note any changes in access to school reopening models, for example: “Due to COVID-19 and state-mandated health directives on Sept __, 2020, data and progress summary information has been collected by the following as available: report card information, informal assessment data, formal assessment data, district or site-based assessments, educator-made assessments, as well as distance learning activities, including both digital and print-based sources.”
- As part of progress monitoring and progress reporting under distance learning frameworks, it is important to:
  - Explore all assessment possibilities recognizing that conducting in-person assessments may be limited during school building closures;
  - Maintain documentation of what services were offered;
  - Maintain documentation of what services were delivered;
Maintain documentation of student “attendance” to the extent possible (if digital learning is being offered, how often did the student log in, what work was produced during that time, etc.);

Determine what aligns to IEP goals and how to gather solid data on IEP progress to support this determination in the best way possible;

Manage the data gathered; and

Analyze the data compared to the student’s progress at the point school building closures took place to ensure the COVID-19 impact is made clear.

IEP Tool
Using the IEP tool, case managers will conduct a review of IEPs at the beginning of the school year in partnership with parents and the student’s school team to verify if the plan is still appropriate to support the student and their needs for the different stages 1-5 and meetings will be held as needed.

Provision of IEP & Related Services
As we move through the reopening stages, considerations must be made for prioritizing in-person services and supports based on student need, including individualized help with paraeducators, for students with vision, deaf hard of hearing (DHH) needs, 1:1 paraeducator services, and across the continuum of district reopening stages.

Strategies for identifying, documenting, and providing coaching/support needs for families who will be supporting with distance learning. Examples might include short how-to videos, infographic materials in multiple languages, and joint zoom sessions with staff and families to practice accessing learning management systems.

Delivery of Special Education Services
Stage 1: 100% Distance Learning
All students participate in distance learning in their qualifying areas of specially designed instruction and related services. These services will be provided per the student’s IEP in a combination of asynchronous (i.e. activities and/or recorded lessons) and synchronous distance learning formats (i.e. live and simultaneous interactive lessons and activities).

Stage 2: 100% Distance Learning
All students participate in distance learning with the exception of students who require intensive learning support where in person is the only effective delivery method such as students in special education DLCs, Links, and Connections. Services will be offered up to two days a week in person in support of the Distance Learning.

Stage 3: Hybrid Learning Model
All students participate in distance learning with the exception of students who require intensive learning support where in person is the only effective delivery method such as students in special education DLCs, Links, and Connections. Staff will have limited and monitored access to school sites for the purpose of planning and delivering online instruction. Services will be offered up to four days per week in person in support of the Distance Learning.

Stage 4: Hybrid Learning Model
All students participate in distance learning with the exception of students who require intensive learning support where in person is the only effective delivery method such as students in special education DLCs, Links, and Connections. Services will be offered up to four days per week in person in support of the Distance Learning.

Stage 5: Hybrid Learning Model
Students in special education DLCs, Links, and Connections will be offered up to 4 days per week in-person in support of the Distance Learning. In addition, All K-12 students in special education and special education who have a high need for in person services will receive services in a combination of in-person (up to two days/week) in support of distance learning.

Section 504
SBLSD is committed to ensuring that our students with 504 Plans are provided their educational services in compliance with state and federal guidelines.

504 Meetings
To limit the number of individuals visiting a building, the District encourages 504 meetings to be held virtually. In person 504 meetings may be considered in Stages 2-5 practicing the safety measures in place.

504 Accommodations
Counselors will conduct a review of 504s accommodations at and disseminate the 504 plan to appropriate staff in the beginning of the school year or semester, to determine if the plan’s accommodation is still appropriate to support the student and their needs for the different stages 1-5 and meetings will be held as needed.

English Language Learners
Students who qualify for EL services will continue to access core instruction. This will include live instruction via Zoom and video-based instruction as well as independent work. Language development services will be embedded in the core instruction or provided through small groups or individual sessions during time allotted for intervention.

Highly Capable
To meet the specific needs of gifted students, staff will be planning extension and enrichment lessons in the area(s) a child qualifies for Highly Capable Services. These lessons may be provided using Zoom, instructional videos or as an extended assignment. Each week, students will be encouraged to complete critical thinking lessons specific to the Highly Capable program.
Student Services

**Attendance**

Daily attendance and engagement of students is expected whether students are participating in classes in-person or remotely through distance learning. If students attend class in the face-to-face model, attendance will be taken by classroom teachers. When students are learning in the distance learning format, students are expected to log into the District dashboard each day through Hello ID to access learning activities in Google Classroom. Student attendance in the distance learning days will be counted if students access Google Classroom, attend a Zoom session, participate in online curriculum programs, or submit assignments/projects/assessments electronically. Building principals will oversee student attendance in their building. Contact will be made with families regarding students who are not attending or engaging in classes, whether the District is in a distance, hybrid, or traditional model. In addition, student and staff attendance patterns will be reviewed by the District Health Manager and/or the Assistant Superintendent of Operations for trends. Should sudden increases in absences be noted, the local Health Department will be contacted for recommendations and guidance.

<table>
<thead>
<tr>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day of Week</strong></td>
</tr>
<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>
Before & After School Activities

Extracurricular Activities & Clubs

On July 28, WIAA announced the scheduling of sports and activities for the upcoming year. A detailed calendar for each sport is below. The dates provided are tentative given the ongoing developments of COVID-19. Staff must review the Staff Health and Safety section for health and safety procedures. Head Coaches and staff will receive information and training from WIAA and/or the SBLSD District Athletic Director.

WIAA Sports Schedule

- 7 competition weeks per sport
- Begins Sept 7, 2020, ends June 26, 2021
- No competition Nov 2 - Dec 27

Reminders

- Schools must comply with all COVID-19 requirements
- Teams/individuals that do not qualify for the culminating event may continue to compete/practice during the culminating event week (also called "WIAA" week)
- This schedule allows for 70% of allowable contest limits (WIAA Handbook)

Season 1: Sept 7 - Oct 31

Cross Country (Boys & Girls) Alternate Season

7-week competition schedule. School/league may only have 7-weeks of competition + 1-week of pre-participation. A school/league may utilize the Season 1 window or Season 3 window as per Rule 17.3.0 in the WIAA Handbook.

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</tr>
<tr>
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<td>7 + jamboree limit</td>
</tr>
<tr>
<td>Oct 31</td>
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</tr>
<tr>
<td>Apr 26 - May 1</td>
<td>WIAA culminating event week</td>
<td>May return in Season 3 for practices</td>
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Slowpitch Softball Alternate Season

7-week competition schedule. School/league may only have 7-weeks of competition + 1-week of pre-participation. A school/league may utilize the Season 1 window or Season 3 window as per Rule 17.3.0 in the WIAA Handbook.

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Golf (Boys & Girls) Alternate Season

7-week competition schedule. School/league may only have 7-weeks of competition + 1-week of pre-participation. A school/league may utilize the Season 1 window or Season 4 window as per Rule 17.3.0 in the WIAA Handbook.

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Tennis (Boys & Girls) Alternate Season

7-week competition schedule. School/league may only have 7-weeks of competition + 1-week of pre-participation. A school/league may utilize the Season 1 window or Season 4 window as per Rule 17.3.0 in the WIAA Handbook.

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</tbody>
</table>
### Season 2: Dec 28 - Feb 27

**Basketball (Boys & Girls)**

7-week competition schedule, one 1-week culminating event

<table>
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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Dec 28</td>
<td>Pre-participation practices may begin</td>
</tr>
<tr>
<td>Jan 4</td>
<td>Competitions may begin if in phase 4</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Last day to qualify for WIAA culminating event</td>
</tr>
<tr>
<td>Feb 22-27</td>
<td>WIAA culminating event week</td>
</tr>
</tbody>
</table>

**Boys Swimming & Diving**

7-week competition schedule, one 1-week culminating event

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<td>WIAA culminating event week</td>
</tr>
</tbody>
</table>

**Gymnastics**

7-week competition schedule, one 1-week culminating event

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</tbody>
</table>

**Girls Bowling**

7-week competition schedule, one 1-week culminating event

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<tr>
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</tr>
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<td>Feb 22-27</td>
<td>WIAA culminating event week</td>
</tr>
</tbody>
</table>

**Wrestling (Boys & Girls)**

7-week competition schedule, one 1-week culminating event

<table>
<thead>
<tr>
<th>Date</th>
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<td>Feb 22-27</td>
<td>WIAA culminating event week</td>
</tr>
</tbody>
</table>
### Season 3: March 1 - May 1

#### Football

7-week competition schedule, 2 weeks culminating events, 2 weeks pre-participation

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 17</td>
<td>Pre-participation practices may begin</td>
<td>Must be in phase 3</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Competitions may begin if in phase 4+</td>
<td>7 + jamboree limit</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Last day to qualify for WIAA culminating event</td>
<td>50% date = March 15</td>
</tr>
<tr>
<td>Apr 19 - May 8</td>
<td>WIAA culminating event week</td>
<td></td>
</tr>
</tbody>
</table>

#### Volleyball

7-week competition schedule, one 1-week culminating event

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 1</td>
<td>Pre-participation practices may begin</td>
<td>Must be in phase 3</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Competitions may begin if in phase 3, must wear a face covering</td>
<td>13 + jamboree limit</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Last day to qualify for WIAA culminating event</td>
<td>50% date = March 22</td>
</tr>
<tr>
<td>Apr 26 - May 1</td>
<td>WIAA culminating event week</td>
<td></td>
</tr>
</tbody>
</table>

#### Girls, 1B/2B Boys Soccer

7-week competition schedule, one 1-week culminating event

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 1</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Apr 26 - May 1</td>
<td>WIAA culminating event week</td>
<td></td>
</tr>
</tbody>
</table>

#### Cheerleading

7-week competition schedule, one 1-week culminating event

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Mar 8</td>
<td>Competitions may begin if in phase 4</td>
<td>7 + jamboree limit</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Last day to qualify for WIAA culminating event</td>
<td>50% date = January 22</td>
</tr>
<tr>
<td>Apr 26 - May 1</td>
<td>WIAA culminating event week</td>
<td></td>
</tr>
</tbody>
</table>

#### Girls Swim & Dive

7-week competition schedule, one 1-week culminating event

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<tr>
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<tbody>
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<td>WIAA culminating event week</td>
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</tr>
</tbody>
</table>
Cross Country (Boys & Girls)
7-week competition schedule, 1-week culminating event

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<tr>
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<tbody>
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Slowpitch Softball
7-week competition schedule, 1-week culminating event

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</table>

Season 4: April 26 - June 26

Golf (Boys & Girls)
7-week competition schedule, 1-week culminating event

<table>
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<tr>
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<tbody>
<tr>
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<td>June 19</td>
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<td>June 21-26</td>
<td>WIAA culminating event week</td>
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Tennis (Boys & Girls)
7-week competition schedule, 1-week culminating event

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Fastpitch Softball
7-week competition schedule, 1-week culminating event

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<td>WIAA culminating event week</td>
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</table>
Track & Field (Boys & Girls)
7-week competition schedule, 1-week culminating event

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<td>7 + jamboree limit</td>
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<tr>
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Baseball
7-week competition schedule, 1-week culminating event

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1A-4A Boys Soccer
7-week competition schedule, 1-week culminating event

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Dance/Drill
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Based upon Washington State Health Department recommendations, seasons for all of specific sports may be adjusted. For the most up to date schedule update, please go to wiaa.com.

Clubs & Activities
Club and activities events will be determined based upon participation numbers allowed for meetings and gatherings, and other related social standards, per the Governor’s most current proclamations and Department of Health Recommendations.
Social Emotional Learning

Elementary students will be provided with social emotional learning (SEL) that will be embedded in each school day either through in-person instruction or synchronously through a Zoom session. The District utilizes the Second Step curriculum along with a variety of other evidence-based resources in an effort to integrate PBIS, SEL, Culturally & Trauma Responsive, and Restorative Practices into classroom instruction.

Second Step has created a COVID-19 Response page which provides resources for teachers and families and a Back to School series which will be released in August to support the transition back to school.

Secondary students will have access to the integration of social-emotional evidence-based practices during academic coursework, including advisory sessions. Additional, social-emotional learning may be accessed through school counseling activities.

Elementary and secondary students will receive school counseling services as needed through synchronous Zoom sessions or phone calls.

Mental Health & Wellness Resources

Staff

The District recognizes that in the spring, staff members were learning how to perform their job remotely, taking care of students, and looking after their families. We anticipate that staff members will be returning in the fall with their own needs. District insurance plans provide staff with counseling services that can be accessed in the community. We plan to use existing structures such as staff meetings and communication of resources on our staff dashboard to address mental wellness.

Students

To support student mental health and wellness, the District provides community resources for students and families. A variety of behavioral and social-emotional help may be accessed by calling 211 for a Behavioral Navigator. The Seattle’s Children Hospital referral line provides individual assistance for resources in King and Pierce County by phone at 833-303-5437 M-F 8am-5pm. School counselors will continue to provide community and school resources for students and families who need additional support in managing mental health or drug/alcohol concerns. In our K-12 schools, we have school-based services provided by Consejo Counseling Services, MultiCare Behavioral Health and Heidi’s Promise Drug and Alcohol Prevention-Intervention Services. Consejo Counseling Services provides mental health and substance abuse services for individuals in our K-12 school that qualify for state insurance. MultiCare Behavioral Health provides services for Middle and High School students that qualify. The Heidi’s Promise Prevention-Intervention Specialists conduct evidence-based prevention and intervention services in each of our Middle and High schools to help youth identify the impact of drug/alcohol (D/A) use and build resilient attributes. A confidential screening can be conducted to help determine D/A impact and to provide recommendations for referrals. This service is also accessed through school discipline situations. These school based services may be provided either through tele-health or site-based appointments that adhere to COVID-19 safeguards.

Staff Supports

The District understands that there are some staff who may feel uncomfortable about returning to work given the many unknowns of the impact of COVID-19. We recognize that staff’s preparedness and comfort levels to return back to school in-person varies. Therefore, we ask that prior to the start of the school year that staff complete two modules in Safe Schools to better educate themselves on COVID-19 awareness and how to manage stress and anxiety related to the pandemic and crisis.

- **Coronavirus Awareness (10 minutes)** - This course is designed to give a brief overview of the rise and nature of this new virus. Topics covered include symptoms and risk factors; what you can do to help reduce your chances of becoming infected; and where to find reliable news and information about the COVID-19 outbreak.

- **Coronavirus: Managing Stress and Anxiety (12 minutes)** - Crises such as the COVID-19 outbreak can certainly induce an incredible amount of worry and stress on anyone. Stress is our body’s way of responding to physical, emotional, or mental demands, such as those imposed by COVID-19 pandemic. This course discusses the signs and symptoms of stress and explains the physical and emotional effects of built-up stress, such as anxiety. This course also discusses stress management techniques, treatment options, and lifestyle changes to help alleviate stress during such difficult times.
## Elementary Social Emotional Guidance

<table>
<thead>
<tr>
<th>Week</th>
<th>Community-building Activities</th>
</tr>
</thead>
</table>
| Sept 14 - Sept 18 | • Explicitly Taught Expectations: Virtual Classroom Procedures  
• SEL: Academic Growth Mindset & Resilience to Thrive  
• SEL: Diversity and We are all responsible for stopping Harassment, Bullying and Intimidation (HIB) Second Step Bullying Prevention (BPU) Lessons |
| Sept 21 - 25 | • Explicitly Taught Expectations: Academic Learner includes Academic Goal setting  
• SEL: Academic Mindset and Resilience  
• SEL: Second Step-BPU Problem solving: how to respond to HIB behavior(Bystander Behavior) |
| Sept 28 - Oct 2 | • Explicitly Taught Expectations: Academic perseverance, Use Diagnostic/Assessment of Academic work  
• SEL Self-Management: Second Step lessons  
• SEL: Every day Anxiety Strategies Activities K-7 |
| Oct 5 - Oct 9 | • Explicitly Taught Expectations: Academic Stamina, Self-monitoring and independence  
• Self-Management: Second Step & Every day Anxiety Strategies Activities K-7  
• Identify Gaps and Needs: Staff/student climate survey |
| Oct 12 - Oct 16 | • Explicitly Taught Expectations: Fall Spirit Week, Schoolwide Expectations Video/Rap/Song  
• Self-Management: Second Step Lessons & Every day Anxiety Strategies Activities K-7  
• Identify Gaps and Needs: Universal Screening & Needs Assessments |

## Secondary Social Emotional Guidance

<table>
<thead>
<tr>
<th>Week</th>
<th>Community-building Activities</th>
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| Sept 8 - Sept 11 | • Explicitly taught Expectation: Online or Classroom Procedures  
• Social Emotional Learning (SEL): Self-Management-Rethinking Stress/ Coping |
| Sept 14 - Sept 18 | • Explicitly taught Expectation: Online or Classroom Procedures  
• Social Emotional Learning (SEL): Self-Management/Resilience to Thrive |
| Sept 21 - 25 | • Explicitly taught Expectation: Online or Classroom Procedures  
• SEL: Diversity/How to solve problems Harassment, Bullying & Intimidation (Upstander) |
| Sept 28 - Oct 2 | • Explicitly taught Expectation: Online or Classroom Procedures  
• SEL: Academic Perseverance/Mindsets/Goal Setting  
• Identify gaps/needs: School Counselors’ Needs Assessment |
| Oct 5 - Oct 9 | • Explicitly taught Expectation: Online or Classroom Procedures  
• SEL: Academic Perseverance review  
• Identify gaps/needs: Staff/Student School Climate Survey |
| Oct 12 - Oct 16 | • Review expectations  
• SEL: Academic Integration of SEL in Academic subjects  
• Identify gaps/needs: Universal Screener |
Staff Health & Safety

The Sumner-Bonne Lake School District is committed to providing staff with information and risk mitigation expectations to help alleviate concerns as people transition back to work. We ask that all employees do their individual part to follow health and safety expectations to keep themselves and others safe. If staff have concerns about the cleanliness of their rooms or school, please contact the building principal in order for them to have the issue addressed by the custodial and maintenance staff. Each building or department will have a designated COVID-19 Supervisor designated. Inquiries or concerns related to COVID-19 can be referred to the COVID-19 Supervisor. The Supervisor will be supported by the Assistant Supt. for Operations (Bill Gaines).

Both DOH and L&I require students and staff to receive a health screening before entering a school or work location. DOH and L&I follow guidance from the U.S. Centers for Disease Control and Prevention (CDC), which allows for health screening to be performed at home before school/work or on-site. Whether screenings occur at home or on-site, school personnel should always be looking for visual signs of illness (flushed cheeks, rapid or difficulty breathing, fatigue, and cough) throughout the school day.

Employees are required to self-monitor at home for symptoms related to COVID-19 before arriving at work:

- Fever of 100.4 or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- The new loss of taste or smell
- Muscle or body aches
- Nausea/vomiting/diarrhea
- Congestion/running nose – not related to Seasonal allergies
- Unusual fatigue

On-site temperature checks will be completed daily for students, staff and guests upon entry into our buildings. Specific building entry points to be utilized will be shared with staff and students.

Staff or students exhibiting symptoms listed above will need to stay home or if at school or work, will be required to leave the building once proper transportation arrangements have been made. If the student or staff member is required to wait for transportation, they will be directed to a designated room. Per L&I, steps will then be taken to air out and then clean and disinfect the areas where the person was after they leave. (For specific steps, see Protocols for Suspected Coronavirus Illness below).

In addition, all staff must self-certify that they are COVID-19 symptom-free each day utilizing the SBLSD COVID-19 Employee Self-Certification Form or online application. Temperature checks when arriving at work are required. If employees exhibit COVID-19 symptoms, they may contact their physician. Employees are required to utilize their regular absence reporting procedures to report their time off and remain at home using sick time or other appropriate leave. Leave questions should be directed to Human Resources.

Staff Illness & Absences

Staff should follow the guidance from the Washington State Department of Health regarding potential exposure to COVID-19. This information is subject to change and will be updated if needed.

Employees must quarantine at home and monitor for symptoms for 14 days per OSPI’s return to school guidance, if they:

- Tested positive for COVID-19
- Had close contact with someone who has tested positive of COVID-19
  - The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.

- In this case, the employee must quarantine for 14 days regardless of whether they are showing symptoms of COVID-19.
- Suspected of having COVID-19 based on symptoms

If employees experience any of the above-described conditions, they need to stay home, not report to work and contact the Health Services Manager or Assistant Superintendent, Bill Gaines, immediately. Employees will need to utilize appropriate leave procedures and can contact the Human Resources Department for assistance. (See Employee Leave and Accommodation section below). Contact tracing will be initiated by Bill Gaines in collaboration with the Tacoma-Pierce County Health Department.

Employee Leave & Accommodation

The blue, underlined text in this section indicates a link to more information that can be accessed by “clicking” on the text. This information is subject to change depending on changes to state mandates, to the Family First Coronavirus Response Act, or to any Memorandums of Understanding reached with an employee group.

Employees have access to leaves as described in their handbooks or collective bargaining agreement. These leaves continue to be available, and in addition there are some temporarily available leaves. Some of the leaves addressed could overlap with another type of leave (or run concurrently).

Typically Accrued Leaves

Typically accrued leaves (such as sick, vacation, personal, etc.) are available and can be used within the parameters established for each employee group in their respective Collective Bargaining Agreement or Handbook. You can also check the HR site through the employee dashboard for any Memorandums of Understanding (MOUs) that may be in place for your employee group. The Washington State Employment
Security Department has issued additional guidance about COVID-19 scenarios and how temporary emergency rules impact the use of specific leaves and other benefits.

**Existing Federal & State Leave Acts**

The Federal Family Medical Leave Act (FMLA) and Washington Paid Family Medical Leave Act (PFML) also remain in place as potential options when an employee or a family member for whom the employee provides care has a serious health condition.

**Temporarily Available Options**

As part of the federal Families First Coronavirus Response Act (FFCRA), as of April 1, 2020, the Emergency Paid Sick Leave Act (EPSLA) requires districts to provide all employees with up to 80 hours of paid or partially paid sick leave for certain reasons related to COVID-19.

An employee can be eligible for EPSLA leave when one or more of six COVID-19 circumstances applies:

1. The employee is subject to a federal, state, or local quarantine/isolation order.
2. The employee has been advised by a healthcare provider to self-quarantine.
3. The employee is experiencing symptoms of COVID-19 and seeking medical diagnosis.
4. The employee is caring for an individual who is subject to a quarantine order or has been advised to self-quarantine.
5. The employee is caring for a son or daughter if the child’s school or place of care has been closed, or the care provider is unavailable, due to COVID-19 precautions.
6. The employee is experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services. (The agency has not specified any other substantially similar condition as of yet).

**Additional EPSLA Details**

- An employee is not required to use other employer-provided paid leave before using EPSLA leave.
- An eligible employee using EPSLA leave will be compensated at the greater of the employee’s regular rate of pay or the applicable minimum wage, subject to certain maximum limits.
- For EPSLA leave due to the employee’s own COVID-19 situation (the first three circumstances listed above), compensation is at 100%, but is capped at $511 per day and $5,110 total.
- For EPSLA leave due to caring for others, including sons or daughters (4th and 5th circumstances listed above), compensation is at 2/3, but is capped at $200 per day and $2,000 total.
- An eligible employee will receive EPSLA leave for the total number of hours the employee would have normally been scheduled to work during the period of leave. For part-time employees, hours are based on an average of the employee’s hours over a two-week period.
- EPSLA leave is scheduled to expire on December 31, 2020.

As of April 1, 2020, the federal Emergency Family and Medical Leave Expansion Act (EFMLA) mandates that districts provide eligible employees whose children’s schools or daycares have closed up to 12 weeks of job-protected leave, the first 10 days of which is unpaid (although the employee may substitute accrued paid leave) and the remainder of which is paid at two-thirds of their regular rate.

The EFMLA expands traditional unpaid FMLA leave by granting eligible employees up to 12 weeks of job-protected leave to care for a son or daughter whose school or childcare is closed due to a declared public health emergency related to COVID-19.

EFMLA leave differs from typical FMLA leave:

- Employee eligibility: An employee must have worked for the District for 30 calendar days, not the traditional FMLA requirement of at least 1,250 hours for that employer over the 12-month period prior to the leave.
- Reason for leave: An employee must be unable to work (or telework) because the employee needs to care for a son or daughter under the age of 18 whose elementary or secondary school or place of care has been closed, or whose childcare provider is unavailable, due to a public health emergency. (Traditional FMLA leave is only available for an employee’s own “serious health condition,” to bond with a newborn or adopted child, or to care for family members with a “serious health condition”).
- Compensation: EFMLA leave is unpaid for the first 10 days. The employee must be allowed to substitute “any accrued vacation leave, personal leave, or medical or sick leave” (including EPSLA leave, if applicable, as discussed above). For the remainder of the leave, the District must pay the employee at 2/3 of the employee’s regular rate, up to $200 a day, not to exceed $10,000 total during the leave. (Traditional FMLA leave is unpaid; however, many employers require an employee to use any available accrued paid leave concurrently).
- If an eligible employee utilizes EFMLA leave, it is not in addition to the 12 weeks of FMLA leave during a 12-month period. For example, if an employee uses 12 weeks of EFMLA leave and then experiences a serious health condition, the employee would not be eligible for additional FMLA leave during the 12-month period. Similarly, if an employee has utilized one or more weeks of FMLA leave during the current 12-month period, the employee does not qualify to use those weeks for childcare under the EFMLA.
- EFMLA leave is scheduled to expire on December 31, 2020.

If the above conditions apply to an employee and such employee would like to request leave under the temporarily available leaves, they should contact the Human Resources Department for a leave request form. Typically available leaves follow the usual procedures outlined for employees on the employee dashboard or in the relevant collective bargaining agreement or handbook.

**Considerations for “High Risk” Employees**

Governor Jay Inslee’s April 13, 2020, proclamation 20-46 has been extended -
Employees may require verification from a medical provider when the employee either falls within the “might be at an increased risk” category or seeks to use any leave where a state or federal law, collective bargaining agreement, or contractual obligation separately requires verification.

Any accommodations will be individualized on a case-by-case basis as appropriate. Some potential options depending on the employee and the essential functions of the individual's job might include, but are not limited to, the following: alternative or remote work locations, alternative shifts, reassignment, enhanced physical distancing, and/or enhanced personal protective equipment.

In alignment with the Governor’s proclamation, if accommodations such as those listed above are not feasible, high-risk employees may use any available accrued employer-granted leave or unemployment insurance in any order the employee chooses. If the high-risk employee needs to enter an unpaid leave status as part of an accommodation during this time period covered by the Governor’s proclamation, any employer-provided health insurance benefits must be maintained.

Returning to Work
The WA Department of Health and OSPI guidance states that 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. They should not go to work, child care, school, or public places for 14 days.

If a staff member is diagnosed with COVID-19, their family should notify the employee’s direct supervisor. The local health authority will advise the District on next steps, and it is likely that many of the other students or staff who were in close contact with the infected individual will need to self-quarantine for 14 days.

The building principal, administrator or director will inform the District’s Health Services Manager and the Director of Facilities and Operations, Dave Coutts. According to OSPI Reopening Guidance, the areas of the school used by a sick person will be closed. These areas will not be used until after proper cleaning and disinfection procedures have been completed. We will wait at least 24 hours before cleaning and disinfecting; and if 24 hours are not possible, we will wait as long as it is possible or per the guidance of the Health Department. Principals will relocate classes during this time period. The area will be opened for use once it has been appropriately cleaned/disinfected.

Both the local superintendent and the local health officer have the authority to close a school, with the local health officer holding ultimate authority to order a closure. The process will depend on the circumstances. It is imperative districts work now with their local health authority, including determining communication protocols, to plan for the possibility of confirmed cases and the need to close one or more schools.

Staff and student absenteeism will be monitored to identify illness patterns. Should abnormal patterns be noted, the District’s Health Services Manager or the Asst. Superintendent of Operations (Bill Gaines) will notify and work with designated staff from the Health Department to investigate the trend(s) and provide proper input to the Superintendent and the appropriate Health Department officials.
Protocols for Suspected Coronavirus Illness

School Health Specialist
Planning & Preparation

Each building will have a designated isolation room to be used if there is a student or staff member suspected of demonstrating COVID-19 symptoms. The room requires high levels of ventilation and must be large enough to allow for appropriate social distancing. If there is confirmation of a COVID-19 case, the room may be closed and secured for 1-3 days. A supply of face coverings should be available for the student or staff member. Appropriate signage will be posted outside the isolation room to inform people that the area is restricted for the purpose of infectious disease control.

School Health Specialists will have a supply of the following PPE onsite:

- Gloves
- Medical grade face face coverings (N95 or similar)
- Face shield
- Disposable gowns
- Sufficient supply of hand soap, access to water, and access to hand sanitizer

Suspected COVID-19 case at school or work:

- If a student or staff member is demonstrating COVID-19 symptoms in the classroom, the School Health Specialist is to be called, informed of the suspected illness, and provided the classroom number.
- If a student or staff member is in a common area, on the playground, or office and they are experiencing COVID-19 symptoms, they should ask a fellow student or a staff member to contact the School Health Specialist and ask them to come to the location of the ill student or staff member.
- The Health Specialist will notify the appropriate member of the building of the Main Office of the situation and the need for coverage, while they deal with the matter.
- The student or staff member is to remain in the classroom or the area they are located for the Health Specialist to provide the person with the face mask and to escort the person to the designated isolation room.
- The Health Specialist will use the proper PPE for possible exposure. The Specialist will take a face mask (medical grade) with them and have the student or staff member replace their face covering with the face mask.

Once in the isolation room, the Health Specialist will take the temperature of the individual, and assess (through questioning) the symptoms listed below:

- 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.

Once the individual's temperature has been taken and the Health Specialist has completed the assessment questions, the Health Specialist will share their observations with the building principal, a Tacoma-Pierce County Health representative and the District's Health Services Manager. School and District staff do not provide a diagnosis (National Association of School Nurses).

If a school has a case of COVID-19, local health officials will identify next steps and lines of communication with the student or staff member’s family.

The local health department officials will provide recommendations on communication, with the family of the impacted student or staff member, with the families of students in the classroom, staff, and the school community at large.

The local health department officials will notify the District and families of needs for quarantining by staff and students. A list of those present in the classroom and/or other areas of a building/site where the impacted staff member or student was present will be provided to the local health department.

If a case is confirmed, the building principal and the District Health Manager will contact the Assistant Superintendent of Operations (Bill Gaines) and the Director for Maintenance and Operations (David Coutts). Quarantining plans for designated rooms and common areas will be established and executed. Per Health Department guidance, the impacted rooms and common areas will be cleaned, sanitized, disinfected, and then remain closed for the duration of time as recommended by the local health department.

The Assistant Superintendent of Operations will notify the Superintendent (Dr. Dent) and the Director of Communications (Elle Warmuth). With input from the local Health Department, a communication plan will be developed and executed.

The Superintendent (Dr. Dent) will notify members of the SBLSD Board of Directors.

The School Health Specialist will debrief the case with the District Health Manager, document the incident, and take proper hygiene steps.

If an employee is experiencing COVID-19 symptoms and is not in a school building, the employee will notify their supervisor, who will contact the District Health Manager or Assistant Superintendent of Operations for guidance. The employee should not drive themselves off-site until the individual communicates they are physically capable of doing so. The District Health Manager will put on the proper PPE and take the employee’s temperature, ask the established questions for the symptoms of COVID-19, record the responses, and provide the information to the local health department contact. Appropriate support will be provided to the employee, per health department guidance, by the District Health Manager.

Staff Start to the Work Day

As previously stated, all staff will complete a health attestation prior to entering their

STAGED FOR SUCCESS: REOPENING PLAN    A GUIDE FOR THE 2020-21 SCHOOL YEAR
worksite and a temperature check will be conducted. Specific building entry points to be utilized will be shared with staff. All staff will need to adhere to physical distancing of six feet and to support students with maintaining six feet of physical distancing from others.

In the event a staff member marks yes to one or more questions on the health attestation, or has a temperature of 100.4 or higher, the instructions for reporting and attendance found under Staff Illness and Absence must be followed.

**Face Coverings**

As indicated by OSPI, 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.

- All employees are required to use at least a cloth face covering that fully covers the mouth and nose. Additional personal protective equipment or other controls are required for workers in medium and higher risk transmission areas.

- **For instructional staff only:** When wearing a face covering reduces the effectiveness of teaching (for example, during speech therapy, demonstrating enunciation, or language instruction), the educator may temporarily remove the face covering for the period of time that the covering interferes with instruction. Physical distancing of at least six feet must be strictly maintained during this time. For staff who determine that this need exists, they may contact the site COVID Supervisor and/or building principal for other potential PPE options.

- All students and other individuals who will be in a school facility for greater than 15 minutes are required to use cloth face coverings that fully cover mouth and nose or higher protection.

- For employees or students who cannot or should not wear face coverings consistent with DOH exemption criteria, the employer must provide additional safeguards to address the additional risk, such as:
  - The employee providing the service remotely or students receiving the service(s) remotely,
  - The use of face shields and other protective equipment combined with additional measures that limit the risk that individuals will not come into contact closer than 6 feet, or
  - Implementing other specific procedures and/or accommodations that mitigate the added COVID-19 risks due to the lack of a cloth face covering.

  The DOH exemption criteria – 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.

  Staff or students who believe they meet the above criteria and cannot wear a face covering can request reasonable accommodations following established procedures.

- Students may use face shields as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead. A drape may offer more protection.

- 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.

- Students may remove cloth face coverings to eat and drink and when they go outdoors for recess, physical education, or other activities assuming that all other mitigation measures and physical distancing are still in place.

- Playground staff must wear face coverings during recess duty.

- Per L&I, employees may remove their face covering while they are eating lunch, but all other mitigation measures and physical distancing must be strictly followed while eating.

For K–12 employees who do not work in the school/classroom environment, SBLSD will implement L&I’s health and safety standards that are best suited for each job class (grounds/landscapers, carpenters, non-school based food service workers, warehouse workers, office staff, etc.).

All employees are required to wear a cloth facial covering except when working alone in an office, vehicle, or at a job site, or when the job has no in-person interaction (see exceptions listed above for instructional staff or for those requesting accommodation). This applies to employees working in separate rooms or cubicles if the walls are below face level when working at their desks.

Examples of working alone include:

- A person by themselves inside an office with four walls and a door.

- A lone worker inside of a cubicle with 4 walls (one with an opening for an entryway) that are high enough to block the breathing zone of anyone walking by, and whose work activity will not require anyone to come inside of the cubicle.

- A worker by themselves in an open area with no anticipated contact with others.

L&I also recommends that workers have to wear cloth face coverings when interacting with clients while they are behind a Plexiglass barrier and are safe-distanced. While the use of barriers is encouraged, it does not remove the requirement that workers have to wear a face covering or face covering. The requirement for workers to wear face coverings or better is based on whether they’re working alone.

Appropriate PPE devices will be provided to employees, based upon their duties and
recommendations provided by the CDC, OSPI, and the local Health Department. However, staff may elect to provide their own face covering if it is a cloth face covering as defined by DOH. It must be fabric that covers the nose and mouth to include the following criteria:

- A sewn face covering secured with ties or straps around the head or behind the ears.
- Multiple layers of fabric tied around a person’s head.
- Made from a variety of materials, such as fleece, cotton, or linen.
- Factory-made or made from household items.

Special Services staff who wish to request additional PPE devices should make their request to their designated Special Services Director or Executive Director. Non-building classified staff should direct their request to their designated Director. Certificated and Classified building staff should direct their requests to their building principal. Administrators will work with the Assistant Superintendent of Operations (Bill Gaines) if there are questions or concerns regarding PPE requested due to the nature/scope of the work being performed. If an employee has a serious health condition or impairment/disability that impacts their ability to safely follow the requirements for PPE, please refer to the section on Employee Leave and Accommodation.

Hygiene

Once an employee enters the building they should wash their hands (either in a bathroom near the entrance or other hand washing station) or use hand sanitizer from one of the stations provided. Please refer to the CDC’s guidance to stop the spread of germs for further information. Employees should schedule regular (hourly) hand washing or sanitizing. Staff should schedule hand washing or sanitizing opportunities for students. Recommendations are for once an hour opportunities. Staff will need to supervise use of alcohol-based hand gel by young children. Coughs and sneezes need to be covered with a tissue that is then immediately thrown in the trash and is followed by hand washing or sanitizing. Staff are reminded not to touch their eyes, nose, or mouth with unwashed hands. Hands should be washed or sanitized again prior to leaving the building.

Employees should declutter their office and workspace to facilitate effective cleaning each day. Employees should not share pens, staplers, and other office supplies. Employees shall refrain from sharing workstations (at the District office) to the greatest extent possible.

Staff Meetings

This section is subject to change in response to the county’s status in the Governor’s phased plan for reopening and the SBSLD learning model stages. Currently, staff meetings for more than five people during the 2020-21 school year will occur only through electronic means (e.g. Zoom, Google chat, etc). In the event staff meet in person, physical distancing and recommended health and safety procedures must be followed.

Student Health & Safety

The Sumner-Bonney Lake School District is committed to providing a safe learning environment for students, therefore, we will follow the OSPI Reopening Guide 2020-2021, and local Health Department recommendations/guidance.

Families and staff are required to self-monitor their child(ren) and themselves prior to getting on the bus or dropping off at school or beginning their work day, for symptoms related to COVID-19 (fever of 100.4 or higher, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, the new loss of taste or smell, muscle or body aches, nausea/vomiting/diarrhea, congestion/running nose – not related to Seasonal allergies, unusual fatigue).

Per Health Department recommendations, all guardians/parents are required to self-certify (which does not include temperature checks) daily for each child that they are COVID-19 symptom-free utilizing the SBLSD COVID-19 Parent Attestation form or online application.

In addition to the mandatory self-monitoring and self-certification, the District will complete symptom checks to include temperature taking when students are suspected of having possible COVID-19 symptoms.

Families should not send a child to school or on the bus in the event a child presents with any of the following:

- Tested positive of COVID-19
- Had close contact with someone who has tested positive of COVID-19
- The guidance defines “close contact” as being within 6 feet of an individual with symptoms for more than 15 minutes.
- Suspected having COVID-19

Parent(s)/guardian(s) must call the school’s health room nurse and/or the principal to inform them. This information will then be reported to Bill Gaines Assistant Superintendent so contact tracing can take place.

Per CDC and WA DOH guidelines, parents of students who were suspected of having COVID-19 must keep a child home, whether they were tested or not, for 72 hours from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared.

Per current Health Department recommendations, students and staff who are sick, including COVID-19 symptoms, should stay home until they feel well. For COVID-19 symptoms, please follow the guidance provided above.

Student Start to the School Day

Appropriate face coverings are to be worn at all times by all students, per OSPI guidelines and per DOH exemptions, and IEP accommodations with consideration for mitigating measures using additional safeguards as mentioned above. This includes entering and exiting buildings and walking in common areas, hallways, and walkways, including bathrooms. The District will supply students with disposable face coverings if needed. Teachers will provide students with mini lessons at the beginning of the school year on the importance of face covering wearing, including how to properly wear a face covering and keep them safe and clean. Parent(s)/guardian(s) will be provided with resources and are
encouraged to work with their child on face covering prior to the start of school.

Students will be directed (and assisted if needed) to sanitize their hands upon entering the building. Teachers will provide times (and instruction/guidance) for students to wash and/or sanitize their hands throughout the school day. Please refer to the CDC’s guidance to stop the spread of germs for further information.

Signage will be posted in multiple places at a site reminding about things such as proper hygiene, how to properly clean and disinfect, staying home when sick, how to safely cough and sneeze, etc.

Learning Environments

We are proposing three learning models that vary in the reduction of shared space at the school building level. Our plans address, to the greatest extent possible, risk mitigation to COVID-19 in each model.

Stages 1-2: 100% Distance Learning

Facilities & Custodial

In a distance learning environment, facilities may open to staff for remote teaching from the classroom and Leadership Support Staff may work in the District but must follow CDC, TPCHD, OSPI, and other local health and safety guidelines. Maintenance staff will continue preventative maintenance and projects to prepare schools for reopening. Custodians will continue to clean high touch areas and bathrooms during the day and maintain ample supplies as needed by staff. High touch points will be cleaned and sanitized throughout the day. All offices, bathrooms, and other areas utilized by staff during the day will be deep cleaned daily. Deep cleaning of other areas used less often will occur on a rotating basis. Bathrooms will be deep cleaned twice daily. Bathroom supplies (soap, paper towels, etc.) will be checked throughout the day. High touch points will be sanitized throughout the day.

All fields, playgrounds and facilities will be closed as well. Fields, playgrounds, and facilities rentals may be reopened when Pierce County is granted Phase 3 status, per the Governor’s Phase system.

Food Service

In the Distance Learning model, meals will be available for those students who qualify for the Free or Reduced Cost Program. The meals will be of the “Grab and Go” variety. Parents/students will be able to pick up both breakfast and lunch on a daily basis. Meal distribution sites will be selected and communicated to our families.

Field Trips

Field trips will not be taken until local and state health guidelines have determined it is safe to do so. Virtual field trips will be utilized as an alternative when appropriate to the learning objective.

Visitors

To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Guest readers, volunteers, and other non-essential visitors will not be permitted until it is determined safe.

Technology

All staff and students will utilize the devices that have been issued to them in a remote learning model. The District will provide devices to incoming kindergarten students and students new to the District. In addition, the District will provide hot spots to families who do not have internet connectivity.

Staff members will utilize their home Internet connection. In the event that a staff member does not have access to reliable Internet at home, the District will provide access in the form of a mobile Wi-Fi.

Stages 3-5: Hybrid Learning

Facilities & Custodial

In the hybrid model (stages 3-5), Custodians will continue to clean high touch areas and bathrooms during the day and maintain ample supplies as needed by staff. High touch points will be cleaned and sanitized throughout the day. Classrooms, common areas, offices, and other used facilities will be cleaned and sanitized on a daily basis. Additionally, high touch points will be sanitized throughout the day.

All offices, bathrooms, and other areas utilized by staff during the day will be deep cleaned daily. Deep cleaning of other areas used less often will occur on a rotating basis. Bathrooms will be deep cleaned twice daily. Bathroom supplies (soap, paper towels, etc.) will be checked throughout the day.

Any unnecessary furniture (communal supply carts, etc.) and other items currently in classrooms will be removed and stored. Rugs/carpets will not be used. Any personal furniture staff may have left in classrooms will need to be taken home (for example, a couch). Please speak directly to your principal about removing items.

Desks and tables will be arranged to allow for a 6-foot distance in all directions, facing the same direction when possible. Students will sit only on one side of tables.

Assigned seating will be used. Students will remain seated as much as possible to limit movement inside the classroom. Mechanical systems will be scheduled to take in more outside air, weather permitting.

Floor markings and directional arrows will be used to guide foot traffic to minimize contact between students. Signage and markings will be posted throughout all buildings in English and Spanish. Transition times for classes will be scheduled to minimize the number of students in common areas at one time.

For all grades, bathroom visits will be scheduled by the classroom teacher to ensure that a limited number of students enter the bathroom at one time. Water fountains will be turned on and bottle fillers will be available. Bottled water will be provided for all students on days with high temperatures, for those who do not bring one from home.

Students will be provided with a safe space to store essential items brought to school.
While entering/exiting the bus, students will be escorted to the designated private vehicle pick-up area by a designated staff member, maintaining the six (6) feet social distancing standard.

Students Leaving by Bus

• Students will be escorted to the designated bus loading area by a designated staff member, maintaining the six (6) feet social distancing standard.
• Students will follow the bus driver's directions for seating, to address social distancing.
• Students and the driver will wear face coverings while on the bus.
• While entering/exiting the bus, students will maintain the six (6) feet social distancing standard.

Students Arriving by Private Vehicle

• Each school will designate a Student Drop-Off by Vehicle zone.
• The driver of the vehicle will remain in the vehicle.
• Drivers and students will be asked to wear masks while on the school property.
• Designated staff will assist the student exit the vehicle.
• Staff will direct/promote the student’s use of the six (6) foot social distancing as they enter the school building.
• Upon entrance to the building, the student will be scanned for temperature and use a hand hygiene station.

Students Leaving by Private Vehicle

• Students will be escorted to the designated private vehicle pick-up area by a designated staff member, maintaining the six (6) feet social distancing standard.
• Parents/escorts will remain in their vehicle as the student enters the vehicle.

• Drivers will wear face coverings while on campus.

Students Arriving on Foot with an Escort
• All students and escorts will wear a face covering on school district property
• Each building will establish and communicate the location of a “student drop-off and pick-up area” outside of the school building and away from the main entrance to the school building. The area will be supervised by a school staff member. Parents/escorts will be asked to honor social distancing standards (6-foot distancing).
• Students will be directed by designated school staff to enter the building via an established pathway, adhering to the six (6) feet social distancing standard.
• Upon entrance to the building, the student will be scanned for temperature and use a hand hygiene station.

Students Leaving on Foot with an Escort
• Parents/escorts will wear face coverings while on the school campus.
• Parents/escorts will wait in the designated area for their student.
• Students will be escorted to the designated parent/escort waiting area by a staff member. Students will maintain the appropriate social distancing spacing (6-feet). The staff escort will release the student per building procedures.

Students Arriving on Foot
• All students will wear face coverings on school property.
• Students will be instructed to adhere to the six (6) foot social distancing standard.
• Students who walk to school unescorted will enter the school building through the designated entrance, be scanned for temperature, and use the hand hygiene station.

Students Leaving on Foot
• Students will continue to wear their face coverings while on school property.
• Students will be instructed to adhere to the six (6) foot social distancing standard.
• Students will be instructed to leave campus immediately.

Hand Hygiene in Schools (CDC)
In schools, students and staff should clean hands upon entry and exit; after breaks; after blowing their nose, sneezing, or coughing; before and after eating; after going to the bathroom.

Handwashing with soap and water are most effective against COVID-19. All types of soap (bar soap, liquid soap, and powder soap) are effective at removing COVID-19. All surfaces of hands (front, back, between fingers, fingernails) should be scrubbed with soap and water for at least 20 seconds and dried. If hands are not visibly dirty, hand rubs with at least 60% alcohol content can be used as an alternative to washing hands with soap and water. To use, dispense enough product to cover all surfaces of both hands; rub hands together until they feel dry, approximately 20 seconds. Portable hand sanitizer stations will be placed in designated entrances and food serving areas. Soap dispensers throughout the buildings will be checked and refilled as needed.

Handwashing lessons will be delivered to age appropriate grades.

Signage promoting/reminding staff and students on hand hygiene will be displayed in buildings.

Technology
In order to facilitate both onsite and remote learning, all staff and students will be provided with the appropriate technology and support.

There will be no shared devices in the classrooms.

Field Trips
Field trips will not be taken until local and state health guidelines have determined it is safe to do so. Virtual field trips will be utilized as an alternative when appropriate to the learning objective.

Visitors
To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Guest readers, volunteers, and other visitors will not be permitted until it is determined safe.

Stage 6: In-Person Learning
The full-day learning model implements all of the risk-mitigation strategies that are included in the hybrid learning model.

Facilities & Custodial
All cleaning and disinfecting included in the hybrid model will continue in the in-person learning model. Any changes will be made in response to state and local Health Department recommendations.

Classroom desks and tables will be arranged to accommodate all classroom enrollment.

If a student or staff member is diagnosed with COVID-19, their family should notify the school. The local health authority will advise the District on next steps, and it is likely that many of the other students or staff who were in close contact with the infected individual will need to self-quarantine for 14 days.

The building principal will inform the District’s Health Services Manager and the Director of Facilities and Operations, Dave Coutts. According to OSPI Reopening Guidance, the areas of the school used by a sick person will be closed. These areas will not be used until after proper cleaning and disinfection procedures have been completed. We will wait at least 24 hours before cleaning and disinfecting, additional ventilation will be directed to these areas; and if 24 hours are not possible, we will wait as long as it is possible or per the guidance of the Health Department. Sanitizing will include the use of electrostatic disinfectant sprayers. Principals will relocate classes during this time period. The area will be opened for use once it has been appropriately cleaned and disinfected.

Food Service
At the elementary grades, students will eat lunch in their classrooms, at their assigned seats to continue physical distancing. Face coverings will be removed during this time. Regular clearing and disinfecting of the used surfaces will take place.
At the secondary level, students will eat lunch in cafeterias and alternate spaces may be designated for eating. Outdoor seating may be utilized as well. Regular cleaning and disinfecting of all surfaces will take place.

PTO lunch sales will not be permitted without local Health Department recommendations.

**Transportation**

In the full-day instructional model, face coverings would be required. Parents will be required to check students' temperatures at home before they board the bus. Drivers and monitors will wear approved PPE and perform regular hand hygiene. Buses will be cleaned and disinfected twice daily, in between routes. Buses will be deep cleaned on a scheduled basis or should a need arise. Schedule changes and riding additional routes outside what is assigned will not be permitted.

Physical distancing standards will be stressed. Students may be assigned seating to accomplish the distancing by the driver, upon entry onto the bus. Students of various grades may be mixed.

Per OSPI recommendations, windows on the bus will be lowered as much as possible, based upon weather conditions, to increase air flow.

**Drop-off & Pick-up Plans**

The purpose of this guidance is to support education, the health of all members of our school’s communities, based upon available evidence and recommendations. Parents and visitors should, in general, be discouraged from entering the school building, unless an emergency exists.

**Students Arriving by Bus**

- Students will be assigned a seat on the bus by the driver as they enter, promoting social distancing.
- The driver and students will appropriately wear face coverings throughout the trip.
- To increase social distancing by students exiting the bus and entering the school buildings, buses will strategically stage in the bus loading zones.
- Students will be escorted to the designated bus loading area by a designated staff member, maintaining the six (6) feet social distancing standard.
- Students will follow the bus driver’s directions for seating, to address social distancing.
- Students and the driver will wear face coverings while on the bus.
- Staff will direct/promote the student’s use of the six (6) feet social distancing as they enter the school building.

**Students Arriving by Private Vehicle**

- Each school will designate a Student Drop-Off by Vehicle zone.
- The driver of the vehicle will remain in the vehicle.
- Parents/escorts will remain in their vehicle as the student enters the vehicle.
- Drivers will wear face coverings while on campus.

**Students Leaving by Bus**

- Students will exit the bus per the driver’s instructions, establishing the six (6) foot distance between individuals.
- Students will enter the building through an identified entrance, be scanned for temperature, and use a hand hygiene station.

**Students Leaving by Bus**

- Students will be escorted to the designated exit the vehicle.
- Parents/escorts will be asked to wear masks while on the school property.
- Designated staff will assist the student exit the vehicle.
- Staff will direct/promote the student’s use of the six (6) feet social distancing as they enter the school building.

**Students Arriving by Private Vehicle**

- Students will be instructed to adhere to the six (6) feet social distancing standard.
- Students who walk to school unescorted will enter the school building through the designated entrance, be scanned for temperature, and use the hand hygiene station.

**Students Leaving by Private Vehicle**

- Students will be instructed to leave campus immediately.

**Hand Hygiene in Schools (CDC)**

In schools, students and staff should clean hands upon entry and exit; after breaks; after blowing their nose, sneezing, or coughing; before and after eating; after going to the bathroom.

Handwashing with soap and water are most effective against COVID-19. All types of soap (bar soap, liquid soap, and
powder soap) are effective at removing COVID-19. All surfaces of hands (front, back, between fingers, fingernails) should be scrubbed with soap and water for at least 20 seconds and dried. If hands are not visibly dirty, hand rubs with at least 60% alcohol content can be used as an alternative to washing hands with soap and water. To use, dispense enough product to cover all surfaces of both hands; rub hands together until they feel dry, approximately 20 seconds. Portable hand sanitizer stations will be placed in designated entrances and food serving areas. Soap dispensers throughout the buildings will be checked and refilled as needed.

Handwashing lessons will be delivered to age appropriate grades.

Signage promoting/reminding staff and students on hand hygiene will be displayed in buildings.

Technology
The full-day learning model implements all of technology devices for students and staff included in the hybrid learning model.

Staff members will utilize their building’s internet connection for instruction. Physical repairs and device collection/distribution will be handled by the building’s Technology Specialist.

Physical repairs and device collection/distribution for students will be handled by the building’s Technology Specialist.

There will be no shared devices in the classrooms.

Field Trips
Field trips will not be taken until local and state health guidelines have determined it is safe to do so. Virtual field trips will be utilized as an alternative when appropriate to the learning objective.

Visitors
To reduce visitors in the buildings, guests will only be permitted with prior approval from the building principal. Guest readers, volunteers, and other visitors will not be permitted until it is determined safe, per recommendation by the local Health Department.

Events
In order to protect our staff and students, we are reducing the number of in-person or large scale meetings and school events. The following list of events or meetings (which is not exhaustive) will occur virtually: parent-teacher conferences, back-to-school events, open houses, fine arts performances, etc. Virtual events opportunities will be communicated in advance to families. A return to in-person events will be guided by local Health Department recommendations.
Reflections & Forecasting

The Coronavirus Aid, Relief and Economic Security (CARES) Act, signed into effect in March 2020, allocated approximately $13.2 billion to K-12 schools in the form of the Elementary and Secondary School Emergency Relief Fund (or ESSER). ESSER funds were made available to states based on their Title I allocations. Sumner-Bonney Lake School District was allocated $729,885 in ESSER funds to address the global COVID-19 pandemic. The District has also applied for Public Assistance under the Federal Emergency Management Agency (FEMA).

The administration presented a balanced tentative budget to the board and community on August 19th, 2020. The $153.7 million annual budget includes $1.28 million of COVID-19 contingency. This constitutes approximately 0.83% of the budget.

The District has approached COVID-19 contingency by allocating in two main expenditure areas:

In budgeting conservatively, we have anticipated no additional revenue or federal reimbursement for the 2020-2021 school year. We anticipate that we will expend all the COVID-19 contingency. If expenditures exceed the $1.28 million COVID-19 contingency, it will result in the District deficit spending in 2020-2021.

Budget Cuts & Increases

We believe there is a need to modify the FY21 budget. At this time, the budgeted staffing level for the 2020-21 year was previously set in March. The District will re-evaluate the staffing needs based on the school reopening model and the actual enrollment.

Facility Rentals

School facility rentals (including fields, PAC’s, classrooms, swim pool, stadiums, and other outdoor/indoor facilities) will be available for rental, per SBLSD Board Policy, when Pierce County has been granted Phase 3 and above status, per Washington’s Phased Approach - Reopening Business and Modified Physical Distancing Measures. The Governor of Washington State’s office provides oversight for the Phased Approach plan.

Staffing/Enrollment

The current enrollment is around 300+ less than projected. Accordingly, the District will review positions as they become available for hiring. The Chief Financial Officer will continue to monitor enrollment and to review hirings using the position control system.

The District also recognizes that there may be a need for some staff to be reassigned, in compliance with collective bargaining agreements, to address positions that may be warranted based on the various learning models.
The Communications and Community Relations Office aims to inform, engage and inspire all stakeholders, no matter the environment. Whether functioning in an in-person school model, or fluctuating between hybrid and distance learning, the District’s Communications Office will continue to keep SBLSD’s staff, families, students and the community informed about the work of the District. Regardless of learning model, we relay critical and necessary information for all audiences, support crisis situations, strengthen the District’s brand, lead community relations, respond to the media and direct many other “business as usual” communications strategies.

Considering the inevitable changing dynamics of the 2020-21 school year and the District’s intention to gradually bring students back for in-person instruction when appropriate, we anticipate increased complexity in our communications efforts. These complexities will also be triggered by potential fluctuations of changing health guidelines, operational modifications, increased needs to generate additional resources, national or local government actions and crisis situations. To succeed we must remain flexible, creative and responsive.

The Sumner-Bonney Lake School District anticipates the need to use a variety of communications tactics to reach multiple audiences and fluctuating conditions simultaneously. When schools open with significant modifications to schedules, classes or logistics, smooth transitions will require clear and consistent communication. When communicating in a stage that supports two learning models simultaneously, here are communication strategies we will include:

- When we are in a stage where both Hybrid and Distance Learning are taking place simultaneously, we will ensure clear and timely communication with all audiences and work to meet any unique needs identified within each.
- Crisis communications for when buildings are occupied requires standard crisis response protocol and additional support related to COVID-19 health and safety management. Additionally, alternate schedules, such A and B, may require a customized response.

External Communications

External communications will be situationally responsive. Major announcements and day-to-day messaging can include emails, newsletters, phone and text messaging, websites and social media. Here are highlights of key communications tools to support Staged for Success, the District’s six-phased reopening approach:

- **External Website**: A new, easily-navigable microsite to be developed to host the myriad information about the District’s staged approach to learning models, detailed Distance Learning 3.0 and Hybrid plans, implementation, and supports for families and students. Content will include these topics: health protocols, schedules, curriculum resources, student expectations, technology support, meal distribution, mental health, special education, FAQs and community resources.
- **Community Newsletter**: The Communications Office will reinstate regular and consistent use of the community e-newsletter to provide critical updates and information, highlighting information for each stage and learning model as needed.

**Media Response**: Reactive and proactive activity with local media to provide timely and accurate responses to media inquiries.

**Social Media**: Maximize the use of our three District social media channels (Facebook, Twitter, Instagram) to provide content that informs and engages. #StagedForSuccess

**Robocalls, Text, Emails**: The District and all schools provide important updates and crisis alerts through the SchoolMessenger broadcast platform. With the potential for fluctuating schedules and plans, these immediate contact tools become increasingly important.

**Internal Communications**

The Communications Office provides regular and urgent updates to staff using multiple channels including the internal website (Staff Dashboard), email, phone, text messaging and virtual meetings in groups.

- **Staff Emails**: Launch of Sumner-Bonney Lake Brief - snackable news for school district staff. Frequent emails with short, bulleted news items for staff.
- **Leadership Team**: Continual communication with Leadership Team via the Leadership Team Comm Memo. Group zoom meetings when appropriate.
- **Staff Dashboard**: Internal employee website built and managed by the Communications Office for all departments. A dedicated, staff-specific section on the Dashboard will be built out to hold information about reopening and a variety of staff resources.

**Community & Staff Engagement Strategies**

The Communications Office recognizes the value of both informing and engaging stakeholders in the planning, implementation and evaluation of reopening our schools. We want to ensure all
stakeholders are well informed and have the opportunity to ask questions, clarify information and offer feedback.

We have and will continue to use a variety of communication activities with engagement elements that support staff, students and families through our start of school in a Distance Learning format and through transition processes as we move stages in gradually bringing students back for in-person instruction. Some of these activities include:

- Staff emails, virtual meetings and training
- Webinar series for families and childcare providers
- Stakeholder opportunities to submit questions
- Social media posts promoting plan details and stage developments with opportunity for comments/questions
Appendix

- Reopening Washington Schools 2020: District Planning Guide
- Board Presentation 7/1/20
- Board Presentation 7/30/20
- WA State Board of Education
- CDC Recommendations
- Pierce County Health Officer Letter Regarding Reopening
- Pierce County Back to Work Resource Guide