



FALL 2020 REOPENING PLAN

1. Local Health Officer

Dr. Christopher Spitters, Snohomish Health Department

2. District-level Point of Contact

Kathy Reeves, Director of Communications

Kreeves@everettsd.org

Cell: 425-319-4143

3. At-Risk Employees

Since March 2020, the District has communicated to all employees the following:

- Employees who are identified to perform essential work to keep district operations going are expected to report to the worksite as directed by their supervisor. Employees who report to a worksite must continue following physical distancing and hygiene guidelines. If an employee declines the essential assignment, they are expected to report leave in the absence reporting system.
- Employees who are not identified to perform essential work to keep district operations going are expected to work from home completing duties related to their work assignment, completing online professional development and/or other duties directed by their supervisor. While working remotely, employees are expected to be available by phone or email during their regular work hours.
- Employees in groups at higher risk of severe illness or death are those over 65 years of age, and people of any age who have certain chronic underlying health conditions (per CDC guidelines) may request alternative work assignments or their choice of access to available leaves and are expected to report appropriate leave in the absence management system.
- Employees who are unable to perform their regular duties, are ill or have planned vacation, are expected to report appropriate leave in the absence management system.

In preparation for fall reopening, the District will send written communication to employees who may fall within the definition of high-risk employees (older workers/employees with underlying medical conditions) outlining specific steps to follow. The District will use the interactive process outlined in the Americans with Disabilities Act in determining reasonable accommodations for employees. Additionally, written communication regarding the types of leave that may be utilized for COVID related issues will be provided to employees prior to the start of school for all staff.

4. Drop-off and Pick-up Plans

VISITORS

To promote health, safety and social distancing, all non-emergency visits to schools by parents and other adults who are not EPS staff members must be scheduled in advance. These scheduled visits may be initiated by the visitors by contacting the school's main office, or they may be initiated directly by a school/district staff member.

- All visitors must sign-in with contact information (phone number/email)
 - Main reception desk
 - Log is shredded after 30 days (one log page per day)
- Visitors must be clear of symptoms (on sign-in form)
- Visitors must wear a mask and maintain social distancing expectations
- In general, delivery personnel don't apply (less than 15 minutes)
- A minimum 6-foot separation will be facilitated by physical barriers and/or markings on floors.

STUDENT PICK-UP/DROP-OFF

- Parents may drop off and/or pick up their student(s) at school while
 - Maintaining social distancing requirements of at least 6 feet from non-household members)
 - Wearing face coverings outside of a vehicle while on school property
- Schools will be responsible for designating and communicating the location of pick-up and drop-off areas.
- Parents will not be allowed to enter the school unless a prior arrangement has been made (see VISITORS).

5. Daily Health Screening

The most significant aspect of maintaining the health and safety of students and staff at school is to educate our greater EPS community about the importance of staying home if they are showing symptoms of COVID-19 or if they have been in close contact with someone who has confirmed or suspected COVID-19 in the last 14 days.

Any student, staff member, or visitor who enters our schools or who utilizes district transportation must attest that they have no symptoms of COVID-19 and/or that they have not been in close contact with someone who has been confirmed or suspected positive with COVID-19 in the last 14 days (health care providers, EMS workers, and educational staff associate who wore proper personal protective equipment (PPE) are OK to attend).

The following plan is intended to maintain the safety and efficiency of students entering the school building each day.

The goal will be for all students and staff to attest at home and confirm at school. Students and staff members will attest using a district-purchased app prior to their arrival to our facilities. This app will be accessible via smart phone

or computer and will be linked directly on the desktop screen of all district-issued student devices.

(TBD) If students are allowed to arrive at school and go directly to their classroom,

- Teachers will ensure social distancing and facial covering requirements are maintained.
- At the start of each class period, teachers will utilize the app report to confirm all students have been “certified” for that day.
- For students who are not yet “certified (i.e. have not yet attested),
 - If they have completed the temperature and symptom check at home, teachers will direct them to complete the attestation.
 - If allowed, teachers will screen remaining “non-certified” students, and
 - Direct non-symptomatic students to complete the electronic attestation
 - Direct symptomatic students to the nurse/isolation area
 - Otherwise, teachers will direct remaining “non-certified” students to the designated area to be screened.

(TBD) If students are required to confirm certification before entering the school building,

- Students will be allowed to enter by showing the “certified” screen to a staff member at a designated entry point from the screening app via phone or other electronic device.
 - Social distancing will be maintained by
 - Ensuring an adequate number of entry points to minimize the length of student lines
 - Students utilizing ground markings while lining up during the entrance process
- Students who are not able to electronically attest will be directed to a designated location where they will be screened by trained staff members.

Staff or students exhibiting symptoms of COVID-19 during the school day, as determined by the school nurse/designee, will be safely isolated under appropriate supervision in a designated isolation area in the school/building until they can leave. Separate areas will be created in each clinic - one area for everyday care and an isolation area for anyone who presents with signs or symptoms of illness.

6. Physical Distancing

Classroom considerations

The average class size (prior to COVID-19) was about 24 students. The current maximum capacities of our classrooms will need to be verified by an in-person classroom-by-classroom assessment of actual conditions, but based on the classroom sizes listed below and 6 feet physical distancing, a rough approximation of the maximum capacities of classrooms would now probably fall within a range of 15 to 20 students per classroom. This range would probably need to be reduced by

2 or 3 students per classroom due to a variety of reasons including the need for circulation, teacher stations and access to cabinets. The resulting working capacities of classrooms, subject to verification, would therefore be roughly around 13 to 17 students or approximately 50% to 70% of their pre-coronavirus capacity

- Student seating 6 feet apart with unobstructed view of teaching station/wall
- Allow space for circulation, doorways, cabinets and teacher stations
- May need to move furniture around from room to room or school to school in order to provide individual seating
- Need to store some furniture on or off site

Classroom furniture

Based on information gathered recently by district staff...

- We have enough student desks levels to operate at about 50% of normal capacity, although we will have to move desks around from school to school and will need to store some furniture either on- or off-site
- A rough estimate of the labor necessary to move this furniture around is two crews of 6 workers each and would require about 3 weeks to accomplish.

Most common classroom sizes

Elementary		
Length	Width	Sq. Feet
33	29	957
32	29	928
31	26	806
30	26	780
29	28	812
28	28	784

Secondary		
Length	Width	Sq. Feet
30	27	810
30	26	780
29	29	841
29	28	812

Everett HS & Sequoia HS classrooms are generally smaller than classrooms at Cascade HS & Jackson HS.

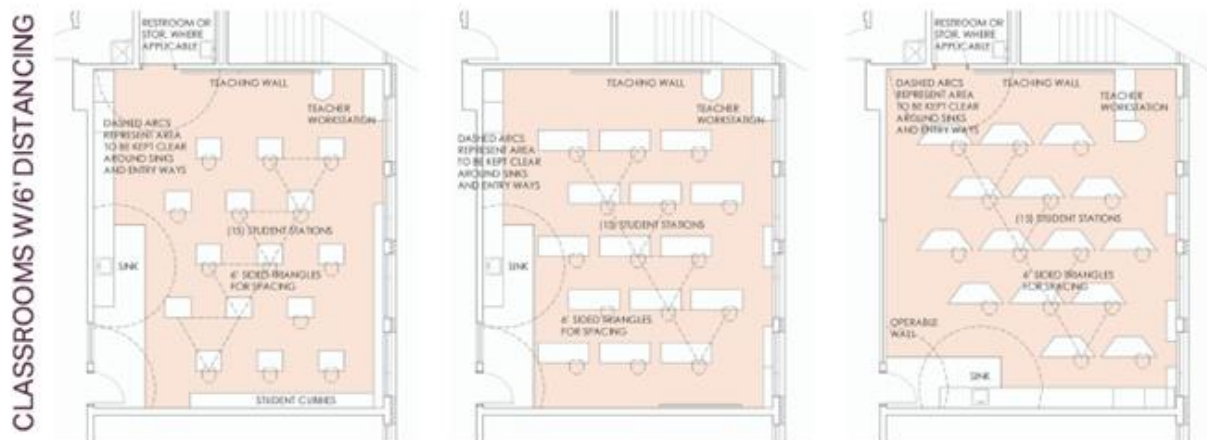
Portables: 28' x 32' is the most common size of portable classrooms in the district, and the most common net inside dimension for these portables is approximately 27' x 31"

(Classroom Layout Options provided by OAC)

CLASSROOM LAYOUT OPTIONS



It will be important to maintain exit egress widths. Minimum 36" clear pathways into the classroom and to all major accessible components of the room including the teaching wall, adjacent spaces accessed from the room. Prioritize keeping the sink area clear, 6' if possible to accommodate this high traffic area. Additional tables may be required.



Other areas and activities requiring physical distancing

- Lunch
- Beginning and end of each regular school day
- Morning on first day of school
- Recess
- Passing times at secondary grade levels
- Restrooms
- Lines at main office
- Assemblies, orientations

Gatherings

- Gatherings larger than those allowed by the Governor's directives will be prevented by taking breaks and lunch in shifts. The number of participants in various activities will be limited based on facility size to allow for 6-foot separation. Interactions will be minimized during activities, and a minimum 6-foot separation will be facilitated by physical barriers and/or markings on floors.
- To facilitate physical distancing, conference/meeting/staff rooms will have reduced capacities, signage will be posted, and chair/table configurations will be rearranged.
- Some open office seating areas will have reduced capacities as well. Installation of plexiglass screens are being evaluated and will be provided for certain locations requiring close interactions.
- Use of "choke points" and "high-risk areas" such as restrooms, elevators, stairways, entryways and hallways will be in conformance with physical distancing requirements.

7. Student Meals

100 percent remote learning

13 school sites will continue to provide meals to our community

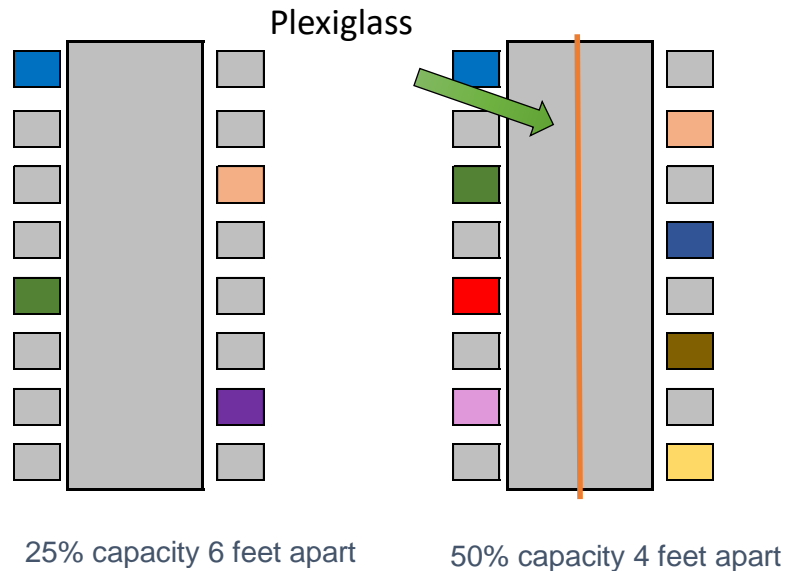
- Free lunch for all Federal waivers are awaiting Congressional vote
- Without waiver, free and reduced breakfasts and lunches will be provided to eligible students and paid meals will be offered
- Breakfast and lunches will be provided to daycare providers
- Home deliveries provided to those who cannot come to a school

50 percent occupancy / hybrid

- Meals require mask removal and significant hand to mouth risks
- Mandatory hand washing prior to meal requires time and washing stations
- Seating capacity at each table and increased spacing between table significantly reduces the cafeteria seating capacity even at 50 percent occupancy
- Elementary schools predominantly have six lunch periods with no transition time to clean tables (15-20 minutes) between meals
- Most classrooms have sink for hand washing and hand washing stations can be added to the cafeteria
- Recommendation is students eat in classrooms
- Classrooms sequentially pick up lunch at kitchen and return to classroom
- Classroom supervision required to support duty free lunches



Each table is 2 ½ feet wide and 12 feet long (each section is 6 feet)



8. Hand Washing

- Students will use hand sanitizer when entering and exiting the classroom and/or will be expected to wash their hands or use hand sanitizer once every hour and before and after eating.
- Handwashing and infection prevention instruction will be required and taught to students.
- Hand sanitizer and disinfectant will be available in every classroom.
- Handwashing signage will be posted in each restroom and sink area in the school.

9. Face Coverings

- In EPS, cloth masks or face coverings will be required for employees and students in pre-Kindergarten through grade 12 while at school and when riding the bus. Employees and students are encouraged to bring their own masks when possible. Masks must be school-appropriate if brought from home. Masks will be provided to students and employees if they do not have their own.
- Some individuals may have medical conditions that prevent them from wearing masks for extended periods of time. With documentation from a medical provider, exceptions may be made. In addition, face coverings/masks are not required while students are eating and drinking, during outdoor play or during physical education class.
- Where available/appropriate, desk partitions will be available for teacher use during small group instruction.
- Protective shields will be installed at all main office locations.
- Gloves and N95 masks will be provided for nurses and other appropriate staff.
- Face shields and clear face masks will also be available for appropriate staff.

9b staff face covering

Staff will be required to follow the CDC guidelines and will wear masks in the buildings unless they are alone in a room or office space.

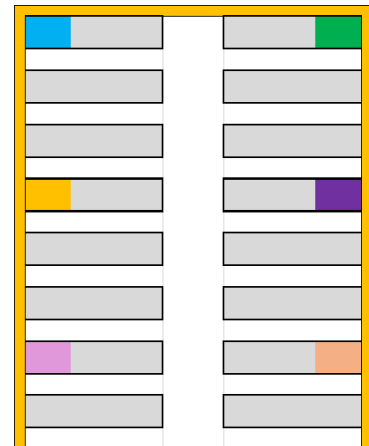
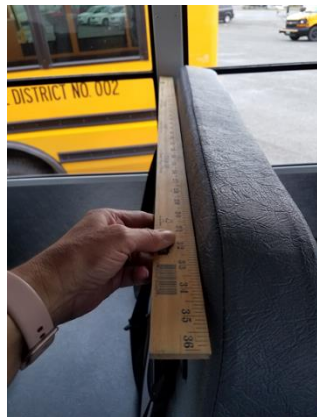
10. Physical Distancing on Buses

100 Percent remote learning

- Student transportation will be provided on an exception basis (special education)
- Physical distancing will be maximized
- Busses will be cleaned after each trip

50 percent occupancy / hybrid

- OSPI has acknowledged physical distancing on busses is extremely problematic
 - School busses are statistically the safest form of transportation by design
 - Seat backs are high for student safety
 - Seats are 36 inches wide and rows are 27-29 inches apart
 - Elementary students often set three per seat, secondary at two per seat
 - 6-foot separation sets elementary capacity to 11.1%, secondary at 16.6%
 - One student on each side sets elementary at 33.3%, secondary at 50%



- School bus stops are not supervised thus physical distancing is unlikely
- Upon arrival, drivers are faced with increased responsibilities
 - Enforce mask requirements, students without masks provided
 - Document mask non-compliance and report to school
 - Require students to sit in assigned seats
 - First goes to back creates safety issues for early grades where they are placed up front for supervision
 - Drivers must accept all students as to turn away creates significant liability
 - Accordingly, temperature screening becomes ineffective
 - All the above adds significant time to each route
- Drivers are trained on bus supervision for student safety and conduct
- Providing mask compliance is very problematic
 - Seat backs block view of students in early grades

- Beyond verbal guidance, enforcement would require bus to stop
 - Significant time need be added to routes
- Additional classified supervision would create significant
 - 130-140 paraeducators needed to cover all routes
 - Routes have three tiers in the morning and three in the afternoon
 - Second adult on all busses and tiers (6 hours) would cost \$35,000 per day or \$735,000 for a 21-day month
 - Use of existing paraeducator staff can mitigate costs
- Changing bell schedules between tiers to add 30 minutes between high school, middle school and elementary school is likely required
 - Current bell schedules have been more challenging each year with congestion, construction, and increased ridership
 - Busses may need to arrive at schools early for required school screening
 - Current schedule provides no time for bus cleaning between tiers
 - COVID protocols alone will delay routes even at 50 percent capacity

11. Cleaning Regimen

Beginning in February 2020, custodial services increased daily emphasis on disinfecting high touch points throughout the district. In February custodial staff were also faced with responding to cases of students and staff being identified COVID-19 positive which required the development of a site-wide disinfection protocol. Since the early onset, protocols were developed and continue to be refined based on guidance from the CDC, Washington State Department of Health and Puget Sound Workers Comp.

During the summer months, custodians have been assigned specific COVID-19 duties. Daily custodians disinfect designated entries, restrooms and common areas such as staff and workrooms, touch points in accessed areas. The frequency depends on the level of site occupancy. Restrooms are sanitized weekly in addition to the regular daily cleaning tasks such as staff restrooms, trash, etc. and planned summer cleaning and maintenance related work.

In preparation for eventual re-opening with either the hybrid instructional model or full on-site learning, custodial duty schedules are being revised to emphasize COVID-19 prevention with increased cleaning, sanitizing and disinfecting. Time spent with these tasks, impacts other duties such as supporting food services staff in the cafeterias during mealtime, general cleaning tasks such as classroom sinks, dusting, window cleaning, and litter collection.

To respond to localized COVID-19 incidences, a standard operating procedure has been developed that outlines the types of incidences and corresponding required response level. Updated response training for custodial staff is

scheduled in August, 2020, which includes safety protocols and the cleaning, sanitizing and disinfecting processes.

Sanitation and Cleanliness

A custodial cleaning schedule has been established that includes frequent cleaning and disinfecting of frequently touched objects and surfaces such as workstations, restrooms, keyboards, telephones, handrails, machines, shared tools, elevator control buttons, doorknobs, and drinking fountains.

- Any areas where an employee with probable or confirmed COVID-19 illness worked, touched surfaces, etc. will be cordoned until the area and equipment is deep cleaned and sanitized according to guidelines set by the Center for Disease Control.
- Disinfectants will be made available to workers throughout the worksite and cleaning supplies will be frequently replenished.
- Tissues and trash cans will be made available throughout the worksite.

Typical custodial cleaning schedule before COVID-19

Daily

- Trash will be removed from buildings
- Sweep and vacuum all classrooms
- Kitchen and lunchrooms areas will be cleaned
- Restrooms will be cleaned and disinfected
- Locker rooms will be cleaned and disinfected
- Buildings will be secured
- Hallways will be swept
- Disinfect light switches and doorknobs
- Disinfect all water bottle filling stations
- Disinfect office counters and attendance counters
- Auto scrub cafeteria floors
- Inspect playground for safety concerns
- Room and gymnasium temperature discrepancies reported to Maintenance
- Generate work orders as needed to for needed repairs

Once per week

- Clean pencil marks off walls in hallways
- Inspect all playground equipment
- Inspect AED equipment
- Inspect fire alarm system
- Inspect basketball equipment in gym
- Inspect and clean grease traps

Twice per week as time allows

- Remove outside trash from cans and pick up litter
- Clean entry windows
- Sweep entryways

- Auto scrub hallway floors

Once per month

- Auto scrub gym floors
- Inspect bleachers in gyms and cafeterias
- Check water in restrooms to verify temperature and minimum faucet run time

Three times per year

- Inspect, change and date all HVAC filters

Once per year

- Clean all carpets
- Scrub and wax all floors
- Deep clean all classrooms
- Deep clean all restrooms
- Clean all outside windows
- Clean all walls
- High dusting
- Change lights as needed

Typical custodial cleaning schedule during COVID-19 (students and staff on site)

- Hourly – Wipe down office counters, doors, screens, attendance windows, and disinfect nurse's office
- Daily – wipe down high touchpoints such as door handles, countertops, handrails, light switches, restroom dispensers, tables, desks, faucets, sinks
- Twice per day – Kaivac (sanitize) restrooms

Plus the highest priority items that can be accomplished from the pre-COVID-19 typical custodial cleaning schedule

Personal Protective Equipment (PPE) status

In February 2020, the district began to respond to the immediate needs that the COVID -19 pandemic presented by increasing PPE supplies of disposable masks, gloves, disinfecting equipment and site disinfecting response procedures. In the spring as the pandemic unfolded, the district began to anticipate the various needs and placed orders recognizing the world-wide demand and supply availability problems. The following highlights the supplies and actions taken to date to prepare our sites for eventual re-opening.

Face coverings

- Cloth face masks
 - 1600 4-ply adult size masks with district logo are on site.

- 25,000 2-ply small, youth and adult sized masks. Delivery expected September 1.
 - 1,000 adult 2-ply cloth masks. Delivery expected September 1.
 - 200 Reusable face shields. Delivery expected September 1. An additional order is under consideration based on new information on the importance of eye protection in preventing COVID-19 transmission.
 - 1000 Transparent masks. Delivery expected September 1.
- Disposable face masks
 - 30,000 adult face masks for each facility to have 1,000 for visitors who do not have a mask. Masks are in district storage holding until school operations resume.
 - 5,000 youth face masks for students who do not bring a mask. Delivery expected September 1.
 - 300 KN95 masks. Delivery expected September 1.
- Gloves
 - 350 boxes nitrile gloves on order through ESD 112 purchasing cooperative. Delivery expected September 1.
- Hand Sanitizer
 - 60 Touchless dispensers were installed in school and support site offices and 70 mobile dispensers were provided to schools in June. 300 refill cartridges are on back order.
 - A semi-truck load of 16 oz pump bottles for classrooms and individual offices along with refill jugs was purchased. Sanitizer is held in district storage until school operations resume.
- Hygiene Shields
 - District carpenters are fabricating and installing plexiglass hygiene shields in public office areas and high traffic locations to reduce COVID-19 exposure risk. Each shield requires customization. At this time about 50% of the district has shields installed.
- Disinfecting wipes
 - 1,000 packages of 100 count tubs. Delivery expected September 1.
- Non-Contact thermometers and AA batteries
 - 115 thermometers purchased. A portion has been distributed to meet the staff safety check in requirements. The remaining thermometers are being held until there is an increased need on site.
 - 20 thermometers will replace damaged thermometers. Delivery expected September 1.
 - A large order of replacement batteries was purchased for the thermometers.
- Re-usable Isolation/Surgical Gowns
 - In the process of ordering 75 gowns for maintenance disinfecting teams.

Disinfecting Solution

With the emphasis on frequent disinfecting of touch points, the district stocked up this spring with Virex, a hospital grade disinfectant cleaner. Very recently, the CDC approved a safer disinfecting product to which we are transitioning. Each classroom and other common areas are supplied spray bottles with disinfectant for staff use.

Disinfecting Equipment

Specialized disinfecting equipment is under evaluation to reduce the labor time needed to disinfect sites when a positive COVID-19 case occurs and when students, and staff re-occupy the facilities to maintain high levels of sanitation. Three Clorox 360 disinfecting machines were ordered in the spring to assist with large scale disinfecting needs. Health care providers are the first priority to receive the machines. The machines have yet to arrive. Expected arrival date is unknown due to the healthcare demand.

Sanitizing Stations

Worksites are equipped with alcohol-based hand sanitizer that can be used at sanitization stations in the main office and at other locations as necessary.

HVAC and plumbing systems

Highly functioning HVAC systems are critical in maintaining healthy school and work environments during the COVID-19 pandemic. During 2019-20 school year, we were able to fill several long-time vacant HVAC positions. Thus, with improved staffing levels, a priority has been placed on servicing and repairing HVAC units throughout all the schools with an emphasis on preventative maintenance. During the summer months, custodians have been changing HVAC filters. The district has a longtime practice of changing filters three times per year rather than twice as is the case in many school districts.

On July 21, 2020 Maintenance leadership met with a team of McKinstry Company HVAC professionals to discuss HVAC and plumbing recommendations for modifying our practices and systems; including increasing air system exchanges and converting to Merv 13 filters. McKinstry is assisting staff in determining appropriate individual site modifications.

The district's three HVAC controls vendors: ATS, Sunbelt and Long Building Controls are preparing estimates regarding program changes that will need to be made for additional air exchanges and to set up building purges as recommended by the CDC.

Water quality and systems

During this extended period of time when students are not in school the domestic water systems in our schools are being used on a regular basis. In response, the

district is developing a water quality plan, which includes purging water lines to reduce the risk of legionella, testing for proper chlorine levels and flushing hot water tanks. In addition, custodians purge building water lines weekly during this extended closure.

Water fountains can be a high source of viral transmissions and thus it is recommended to disable fountains. However, ready access to drinking water for students and staff is also a requirement for schools. Several options are being explored in response to this including installing more water bottle filling stations to address water supply needs. The water bottle filling stations would be a permanent facility enhancement rather than an ongoing consumable expenditure.

Standard Operating Procedure in response to positive COVID-19 test results

Any areas of possible contamination will be closed for 24 hours prior to allowing employees to begin cleaning/disinfecting procedures

Type 1 Incident

Employee or student who has tested COVID-19 positive who works or attends a specific site(s). The exposure level will determine the type of incident response, as follows:

- Level 1: Employee/student was only in a restricted area within a building for a short period of time. A 2 person team will respond with kit to clean and disinfect touchpoints and common areas.
- Level 2: Employee/student was in a small section of building. A 4-5 person team will respond and disinfect all known contact areas.
- Level 3: Employee/student was in multiple locations within a facility. A 6-8 person team will respond and disinfect all surfaces.
- Level 4: Employee/student was in all areas of the facility. Up to 10 persons will respond and disinfect all surfaces and areas.

Type 2 Incident

Employee or student who has known contact with a person who has been identified as a COVID-19 positive. The employee workstation or student area and the general area will be disinfected. This typically can be done by the site custodian.

Custodial crew size necessary for cleaning/disinfecting an entire site

- Elementary
 - Small campus: 4 hours w/5-6 employees
 - Large campus: 6 hours w/8-10 employees
- Middle School
 - Small campus: 6 hours w/6-8 employees
 - Large campus: 8 hours w/ 8-10 employees
- High School
 - Small campus: 12 hours w/10-12 employees
 - Large campus: 16 hours w/15-20 employees
- Support Building

- Small campus: 4 hours w/5-6 employees
- Large campus: 8-10 hours w/8-10 employees

Disinfecting response team

A select group of 15 to 20 trained custodians or other employees which can be divided into smaller teams with multiple group leads, creation of an on-call list and monthly on call calendar

Cleanup kits

- Located in secure storage at maintenance complex.
- Courier/Refuse staff will restock kits after each use and return kits to secure storage at maintenance complex and complete a kit checklist. Supervisor will verify accuracy.
- Utilities team or supervisors will deliver kits to incident location after verifying kit checklist that all kit items are present. Kit tracking sheet filled out.

12. Contact Tracing plan

This procedure has been approved by Snohomish Health District

COVID-19 reporting and communication procedures

Our top priority is to get staff in our buildings and reopen schools in September in a way that protects the health and safety of our students and staff. All Department of Health guidelines and protocols will be followed, but in the event a staff person or student tests positive for COVID-19, the following reporting and communication procedures should be followed.

These procedures were guided by:

- The health and safety (physical, intellectual and emotional) of our staff, students and families is paramount;
- Personal Health Information (PHI) is protected by HIPAA laws and requires the strictest confidentiality;
 - As few people as possible will know the identity of positive staff or student
 - Communications are via phone as much as possible, avoiding information in any print form
 - Regarding COVID-19 positive cases and possible contact, if you need to know who it is or if you have been exposed, you will know.
- We will keep people informed with the intention of minimizing the spread of COVID-19, giving them the information they need to make the best decisions for themselves.

Protocol:

Snohomish Health District has stated they will activate their trained contact tracers to notify those who were in close contact with positive cases. **The school district does not do the notification to those who may have been exposed, the health department does.**

School District main points of notification for cases are as follows, please contact via phone in order to keep personal health information out of the email system:

Kathy Reeves, Communications 425-319-4143

Randi Seaberg, Human Resources 425-385-4104

Kari Johnson, Nursing Supervisor 425-385-5273

Situation	Notification	First Communication	Implications
Student tests positive for COVID-19	<ul style="list-style-type: none">Health District informs KathyIf parent/guardian is first to inform teacher, principal, etc., they call Kathy	<ul style="list-style-type: none">complete information is gathered*superintendent, board, principal, regional are informed of case (not names)Communications implements communication plan	<ul style="list-style-type: none">May result in entire class being quarantined for 14 daysWill require thorough cleaning, including busesSchool closure based on estimated time to clean and number of casesDirect contact tracing conducted by SHDTracking system will help identify students to provide support during quarantine
If student is being tested for COVID-19	<ul style="list-style-type: none">If a student has been tested there is no need for notification unless the test results come back positive	<ul style="list-style-type: none">None required	<ul style="list-style-type: none">SHD requires staying in isolation once tested until test results are communicated.
If student is showing symptoms while at school	<ul style="list-style-type: none">Family member should be notified to pick up studentStudent to stay in area with minimal contact with others or outside while waiting for pick up	<ul style="list-style-type: none">None required	<ul style="list-style-type: none">Separate the person away from others, with supervision at a distance of six feet, until the sick person can leave.While waiting to leave school, the individual with

	<ul style="list-style-type: none"> Schools should keep a log of names of students sent home because of showing symptoms (not public) 		<p>symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.</p>
If staff tests positive for COVID-19	<ul style="list-style-type: none"> Health district will notify Kathy. If staff person reports it, they report to Kathy or Randi. Randi and Kathy confer for communications and COVID site supervisor (no names) 	<ul style="list-style-type: none"> complete information is gathered* superintendent, board, principal, regional are informed of case Communications implements communication plan 	<ul style="list-style-type: none"> May result in entire class or office being quarantined for 14 days Will call for thorough cleaning, Building or school closure based on estimated time to clean Direct contact tracing conducted by SHD Tracking system will help identify staff/students to provide support during quarantine
If staff is being tested for COVID-19	<ul style="list-style-type: none"> If a staff person has been tested there is no need for notification unless the test results come back positive 	<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> SHD requires staying in isolation once tested until test results are communicated.
If staff is exhibiting symptoms while at work	<ul style="list-style-type: none"> The person should inform their supervisor and go home and seek medical attention. If the staff member is unable to drive themselves, they are to stay in an area with minimal contact with others (their personal vehicle) 	<ul style="list-style-type: none"> None required 	<ul style="list-style-type: none"> The person should inform their supervisor and go home and seek medical attention.

*Information gathered in positive cases includes: date of onset of symptoms, date tested, date results were positive, date the student or staff was in the building and where in building(s), any school activities participated in outside of school day.

Return to school or work

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 you have questions about your ability to return, please contact your healthcare provider and then one of the district contacts listed above.

If you believe you had contact with someone with COVID-19

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

13. Instructional Days and Hours Requirement

- No change to requirement for 180 days and a grades 1-12 weighted average of 1027 hours and Kindergarten 1000 hours including WAKIDS hours
- Instructional hours must follow the requirements of the State Board of Education and mirror that of face to face instruction
- Students are not required to be on a live or synchronous learning (Zoom meeting, e.g.) with a teacher to count the instructional minutes
- Directed independent learning is allowable, as this occurs already in the course of a normal face to face day.
- Students must have access to the instructor and are doing directed work.

Related to the calendar. The District has designated COVID related days at the end of the calendar. Days identified during the school year will be negotiated.

EVERETT PUBLIC SCHOOLS — 2020-2021 EEA WORK CALENDAR

2020					2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
JULY					JANUARY				
		1	2	3					1
6	7	8	9	10	4	5	6	7	8 ^A
13	14	15	16	17	11	12	13	14	15 ^E
20	21	22	23	24	18	19	20	21	22 ^A
27	28	29	30	31	25	26	27	28	29 ^E
AUGUST					FEBRUARY				
3	4	5	6	7	1	2	3	4	5 ^A
10	11	12	13	14	8	9	10	11	12 ^E
17	18	19	20	21	15	16	17	18	19 ^A
24	25	26	27	28	22	23	24	25	26 ^E
31									
SEPTEMBER					MARCH				
	1	2	3	4	1	2	3	4	5 ^A
7	8 [*]	9 [*]	10	11 ^E	8	9	10	11	12 ^E
14	15	16	17	18 ^A	15	16	17	18	19 ^A
21	22	23	24	25 ^E	22	23	24	25	26 [*]
28	29	30			29 [*]	30 [*]	31 [*]		
OCTOBER					APRIL				
			1	2 ^A				1 [*]	2 [*]
5	6	7	8	9 ^E	5	6	7	8	9
12	13	14	15	16	12	13	14	15	16 ^A
19	20	21	22	23 ^A	19	20	21	22	23 ^A
26	27	28	29	30 [*]	26	27	28	29	30 ^E
NOVEMBER					MAY				
2 [*]	3 [*]	4 [*]	5 [*]	6 [*]	3	4	5	6	7 ^A
9	10	11	12	13 ^E	10	11	12	13	14 ^E
16	17	18	19	20 ^A	17	18	19	20	21 ^A
23	24	25 [*]	26	27	24	25	26	27	28 ^E
30					31				
DECEMBER					JUNE				
	1	2	3	4 ^E		1	2	3	4 ^A
7	8	9	10	11 ^A	7	8	9	10	11 [*]
14	15	16	17	18 ^E	14	15	16	17	18 ^E
21	22	23	24	25	21 [*]	22 [*]	23 [*]	24 [*]	25 [*]
28	29	30	31		28	29	30		

Sep 2 non-instructional workday (see 8.04.A.2)
 Sep 3 non-instructional workday (see 8.04.A.2)
 Sep 7 Labor Day
 Sep 8 non-instructional workday (see 8.04.A.1)
 Sep 9 first day of school
 Oct 16 non-instructional workday (see 8.04.A.2)
 Oct 30 reduced student day Elem & MS (conference prep, 8.04.A.5)
 Nov 2-6 reduced student day Elem & MS (parent conferences, 8.04.A.5)
 Nov 11 Veterans Day
 Nov 25 student/employee early release (see 8.04.A.3)
 Nov 26-27 Thanksgiving Break
 Dec 21-Jan 1 Winter Break (see 8.04.A.9)
 Jan 18 Martin Luther King Jr. Day
 Feb 1 non-instructional workday (see 8.04.A.1)
 Feb 15-16 Mid-winter Break
 Mar 26 reduced student day Elem (conference prep, 8.04.A.5)
 Mar 29-Apr 2 reduced student day Elem (parent conferences, 8.04.A.5)
 Apr 5-9 Spring Break
 May 31 Memorial Day
 Jun 11 reduced student day (see 8.04.A.7)
 Jun 21 last day of school - student/employee early release (see 8.04.A.3)
 Jun 22+ potential COVID/inclement weather make-up days (see 8.04.A.6)

*see note on right schools closed non-instructional workday (no students)
 A=Administrator-facilitated learning improvement Friday; E=Employee-facilitated learning improvement Friday (8.04.D)

Edited 7/23/2020

14. Weekly Schedule

Elementary: K-5 schedule currently includes full day of synchronous and asynchronous, standards-aligned, teacher designed learning experiences. K-2 includes 30 minutes of synchronous instruction for each core subject; grades 3-5 includes 40 minutes of synchronous instruction for each core subject. K-5 schedules include a morning routine, differentiated student support, computer-adaptive directed independent learning, social emotional learning, and teacher office hours / professional learning.

Middle: Middle school schedule currently includes full instructional day of students attending seven periods in an A/B schedule. Monday/Thursday four 75 min. periods; Tuesday/Friday three 75-minute periods and a teacher-directed independent learning period. Every Wednesday staggered schedule: "A" weeks: periods 1, 3, 5, 7; "B" weeks: periods 2, 4, 6, and a period dedicated to social-emotional learning check-ins.

High: High school schedule currently includes full instructional day of students attending six periods in an A/B schedule. Monday/Thursday three 105 min. periods; Tuesday/Friday three 105-minute periods. Every Wednesday staggered schedule: "A" weeks: 1, 2, 3; "B" weeks: periods 4, 5, 6 a period of teacher-directed independent learning.

Student and teacher schedules continue to be refined in partnership with the Everett Education Association.

Time	Elementary Distance Learning Student View (Mon/Tues; Thurs/Fri)	Elementary Distance Learning Teacher View (Mon/Tues; Thurs/Fri)
8:35-9:00 Morning Routine	<ul style="list-style-type: none"> o Morning Announcements (can also be principal led) o Class Meeting o Focus of the day 	<ul style="list-style-type: none"> o Morning Announcements (can also be principal led) o Class Meeting o Focus of the day o Take attendance
9:00-10:10 Content Learning Zone 1 Directed Independent Learning Zone	<ul style="list-style-type: none"> o Synchronous / real-time instruction (30-40 min.) o Complete Standard-based task (asynchronous/ independent) 	<ul style="list-style-type: none"> o Synchronous / real-time instruction (30-40 min.) o 1:1 or small group support / connections o Feedback on assignments
10:10-10:50	Specialist rotation	
10:50-11:20 Adaptive Learning Technology	<ul style="list-style-type: none"> o iReady Math or Reading o Imagine Language & Literacy 	<ul style="list-style-type: none"> o 1:1 or small group support o Student / family outreach
11:20-12:05	Lunch Break 20 min lunch + 20 min. recess + 5 min passing period	
12:05-1:15 Content Learning Zone 2 Directed Independent Learning Zone	<ul style="list-style-type: none"> o Real-time instruction (30-40 min.) o Complete standard based task 	<ul style="list-style-type: none"> o Real-time instruction (30-40 min.) o 1:1 or small group support
1:15-2:15 Content Learning Zone 3 Social emotional learning /connection	<ul style="list-style-type: none"> o Real-time instruction (30 min.) o Second Step Lesson / SEL check-in 	<ul style="list-style-type: none"> o Real-time instruction (30 min.) o Second Step Lesson
2:15-2:50 Directed Independent Learning	<ul style="list-style-type: none"> o Reading & Journaling 	<ul style="list-style-type: none"> o Student support

MIDDLE SCHOOL

"A" Day Monday, Thursday		"B" Day Tuesday, Friday		"A/B" LIW Day Wednesday "A" Weeks – Periods 1, 3, 5, 7 "B" Weeks – Periods 2, 4, 6, SEL		
Teacher "office hours"	7:30 – 8:00	Teacher "office hours"	7:30 – 8:00	Teacher "office hours"	7:30 – 8:00	
1st	8:00 – 9:15	2nd	8:00 – 9:15	1st	2nd	8:00 – 8:45
Passing Time		Passing Time		Passing Time		
3rd	9:30 – 10:45	4th	9:30 – 10:45	3rd	4th	9:00 – 9:45
Passing Time		Passing Time		Passing Time		
Lunch	11:00 – 11:30	Lunch	11:00 – 11:30	5th	6th	10:00 – 10:45
Passing Time		Passing Time		Passing Time		
5th	11:45 – 1:00	6th	11:45 – 1:00	7th	SEL	11:00 – 11:45
Passing Time		Passing Time		Passing Time		
7th	1:15 – 2:35	Directed Independent Learning	1:15 – 2:35	Lunch	12:00 – 12:30	
Teacher "office hours"	2:35 – 3:00	Teacher "office hours"	2:35 – 3:00	Directed Independent Learning	12:30 – 1:20	
				LIW Time	1:20 – 2:35	
				Teacher "office hours"	2:35 – 3:00	

HIGH SCHOOL

"A" Day Monday, Thursday		"B" Day Tuesday, Friday		"A/B" LIW Day Wednesday "A" Weeks – Periods 1, 2, 3 "B" Weeks – Periods 4, 5, 6		
Teacher "office hours"	7:30 – 8:00	Teacher "office hours"	7:30 – 8:00	Teacher "office hours"	7:30 – 8:00	
1st	8:00 – 9:45	4th	8:00 – 9:45	1st	4th	8:00 – 9:05
Passing Time		Passing Time		Passing Time		
2nd	10:00 – 11:45	5th	10:00 – 11:45	2nd	5th	9:20 – 10:25
Passing Time		Passing Time		Passing Time		
Lunch	12:00 – 12:30	Lunch	12:00 – 12:30	3rd	6th	10:40 – 11:45
Passing Time		Passing Time		Passing Time		
3rd	12:45 – 2:35	6th	12:45 – 2:35	Lunch	12:00 – 12:30	
Teacher "office hours"	2:35 – 3:00	Teacher "office hours"	2:35 – 3:00	Directed Independent Learning	12:30 – 1:20	
				LIW Time	1:20 – 2:35	
				Teacher "office hours"	2:35 – 3:00	

15. Attendance

We will use Gradebook and have teachers log in the attendance for anyone who did not attend. We mark negative attendance. This means we indicate who missed instruction. Last Spring we used weekly attendance using this same method and now we will have teachers do this daily. Gradebook has an attendance feature and teachers will use this as they did during "live" instruction previous to COVID-19 remote learning status. Secondary teachers will take attendance in every period.

16. Learning Standards

- Curriculum content directors are developing the 20-21 Instructional Snapshots (key content for instruction).
- Review the Spring "Priority Snapshots" to identify gaps that may have evolved from the "spring slide"
- Develop instructional supports/resources to include in the Canvas 'Commons' or in the Canvas 'blueprints' for course consistency.



English 6 Unit Framework

Unit 1: Stories of Change (Suggested Time: 9 Weeks)

Unit Overview and Standards

Context (Story of the Unit)

Unit 1 guides students through the art of storytelling while exploring the theme of change. By reading model narratives, students will learn how skilled authors develop their ideas using effective narrative techniques, purposeful sequencing, and detailed language. Students will analyze a variety of narrative texts from diverse authors in order to understand and appreciate the universal nature of storytelling. Through close reading and analyzing narrative elements, students will learn to write both real and imaginative narratives that engage their readers.

Essential Questions

How can change be significant?
What makes a good story?

Focus Content Standards with highlighted Essential Standards

Reading Literature	Reading Informational Text (Literary Nonfiction)	Writing	Speaking and Listening	Language
RL.6.1 , RL.6.2, RL.6.3, RL.6.4 , RL.6.5, RL.6.6, RL.6.9, RL.6.10	RL.6.6, RL.6.9 , RL.6.10	W.6.2a, W.6.2b, W.6.2d, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.9a	SL.6.1c , SL.6.1d , SL.6.2	L.6.1a, L.6.1b, L.6.1e, L.6.2b, L.6.3a, L.6.4d , L.6.5a , L.6.5b , L.6.5c, L.6.6

Evidence of Student Learning

Performance Tasks / Summative Assessments

Embedded Assessment 1: Writing a Personal Narrative
Unit 1 Assessment: Part 1 (Digital)

Embedded Assessment 2: Writing a Short Story
Unit 1 Assessment: Part 2 (Digital)

Formative Assessments

Activity Quizzes 1.2-1.17 (Digital)
Text-dependent questions
Writing Prompts
Check Your Understanding tasks
Language Checkpoint exercises
Language & Writer's Craft Practice
Interim Assessment Blocks

17. Grading Policies

Grading will be more like the conventional way of grading with increased focus on aligning grades to standards at the secondary level and disaggregating grading data to address disproportionalities. Attendance will be closely monitored, but will not be factored into course grades:

- Elementary: Standards-based grading (1-4); progress reporting through online gradebook.
- Middle: A-F grades; use of online gradebook and student/parent portal
- High: A-F grades; use of online gradebook and student/parent portal

18. Incompletes

Incompletes from spring 2020 will be administrator & registrar identified. Priority standards and multiple modalities of demonstrating competency will be offered students who were assigned a semester two (2020) "incomplete. Staff will review individual student plans created in spring 2020, and review and revise plans

based on student needs, ensuring time-bound opportunities for students to demonstrate standards competency during semester 1 2020-21.

19. Students needing additional support

Percentage of students district provided services to:

Overall: 6.5%

- 1,311 student enrolled in summer school (K-12) out of 20,121 (March 2020 enrollment)
- Middle school enrollment 5% (254 summer school students/4,912 middle school students)
- High school enrollment 8.5% (451 summer school students/5,316 high school students)
- K/1 EL students: 129 of 977 EL students – 13%
- 2nd, 3rd, 4th students: 477 of 4,893 students – 9.7%

Services provided

- Elementary and middle school students were invited based on reading, math and/or ELPA scores. Online summer school provided instruction in reading, writing, math, and social/emotional skills. Each day, students had time to connect with their teacher online, engage in online learning, small group online learning, and independent learning experiences. Students participated in a variety of engaging activities to build their vocabulary and improve their skills. Math content focused on number sense, place value, operations, and algebraic thinking. Middle school programs also included focus on advanced math options. High school programs focused on credit recovery, accelerating coursework, internships, EL support, and programming to support students with IEPs

Process for prioritizing students furthest from educational justice

- School administrators and leadership teams reviewed data, including engagement during school closure. School teams invited students based on need as identified by engagement data, previous SBA scores, iReady assessments, classroom based assessments, high school transcripts, and high school and beyond plans.

20. Universal Screening

Current assessments include:

- iReady-Math (1-5)
- iReady-Reading (3-5)
- Developmental Reading Assessment (1-5)
- Panorama Ed Student SEL Survey (3-12)

We will need to adjust EEA CBA language (Appendix 7) and propose i-Ready Math and Reading, and Interim Block Assessments (IABs) for 6-12.

21. Family Engagement

Family surveys were conducted and results posted in [April](#), [June](#) and [July](#). These surveys were conducted in multiple languages and the July one also included 6-12 grade students.

Communications sent to families were sent out in the language of their choice via email and the communications were translated into our top 5 languages and [posted on the web site](#).

Our reopening planning engaged three separate [committees](#) made up of staff, parents and community members. And we held 2 community zoom sessions with each involving over 200 parents. We also engage with community partners like the YMCA, Boys and Girls Clubs, the City of Everett and Mill Creek.

22. Technology

Beginning with the 2020-21 school year we are a fully 1:1 school district.

- Students K-12 will be provided a computer (1 per student) for use at home
- To accommodate students with internet connectivity we will provide Hotspots for families without internet.
- Distribution of hardware will occur at school sites on designated dates as well as on-demand throughout remote learning

23. Professional Learning

Professional learning for educators to prepare for effective instruction in virtual learning environment has been ongoing since March

- Facilitated district staff technical skills professional development to address remote learning.
- Content-specific training on digital resources
- Supported core applications in our district
 - Canvas
 - Digital Video
 - Strategies for Interactive Sessions
 - Google Tools
 - Office 365 for Education
 - Certification options in Microsoft Office
 - Google Education tools

24. LMS – Canvas

Description of Remote Learning Plan

The Virtual Learning Key Four is a model for streamlining delivery to our students and families using a robust learning management system (LMS) with linked core applications as the foundation for instruction in a manner that best suits remote learning. Using a shared platform and a narrowed set of applications that can be fully supported centrally will allow professional development to train on application features that align to best practices that best engage students in a remote learning setting.



Rationale

Families are full partners in learning and particularly in the remote learning environment.

A robust LMS and accompanying core applications needs

- To offer a hub for a variety of content-specific applications alongside instructional information on use of those applications
- Parent access to assignment instructions and feedback provided to their children
- System tools which deliver multi-media and textual content
- Capacity for students to respond utilizing text and multi-media in their own work.

Each user of the LMS needs to be able to have support in utilization of the system and its tools.

- Teacher, student, and parent enrollment should be updated through integration, updating nightly.
- Focus teacher time on instruction, reduce time spent on creating/setting up virtual class pages
- Administrators should have the ability to have oversight opportunities.

In addition, staff ability to share content developed by themselves, their peers, and cross-district teams provides a more equitable foundation for students in all classrooms.

Of the tools currently in use in Everett Public Schools, the Canvas LMS is the only tool that has each of these features and can be fully supported and managed centrally.

Proposal

Adopt Canvas LMS as our K-12 virtual classroom as the hub for all instruction and resources.

- Use the Canvas blueprint
 - Create a common landing page personalized by teachers but including central informational links for teachers and students.

- Include common grade/course links including instructional tools and any district-developed content.
- Add to Canvas Commons
 - Provide templates that teachers can import that contain the central elements to personalize of the virtual classroom
 - Build a bank of centrally developed core tool directions teachers can add to their courses

Coordinate and integrate technology professional learning in Virtual Learning Key Four through a professional support network

- Involve central office and building leadership, facilitators, coaches, and teacher leads in foundational understanding
- Deepen teacher understanding of and ability to effectively use a core set of technology tools in support of effective remote learning

Professional Development Key Dates

- Instructional Leadership: July 24 - Academic Team Introduction – Scheduled dates July – September
- Building Leadership: August 4 – Level Principal Group Introduction – Scheduled dates August –September
 - Include information re: how they can model this, too, and look-fors for virtual observations.
- Building Leadership: August 7-follow up to introduction and more in-depth training on use of Canvas and creating the virtual classroom
- Building Coaches: TBD
- Content, and LID day sessions
- Professional Support Network: August 17 – August 29 – Group introductions
- Teaching Staff: August – September – Various dates for synchronous sessions, self-paced asynchronous offered through Frontline beginning August 11