Vancouver Public Schools Re-Entry Guidelines 2020-2021 School Year

Continuously Updated to Meet Washington Department of Health Guidance
08/04/2020

Our mission

Vancouver Public Schools

Mission

Excellence in Education

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible and compassionate citizen.

Instructional Quality

Creating the context and conditions to personalize learning

Flexible Learning Environments

Integrating digital technology tools and modernizing facilities to ensure all students are prepared to thrive in the globally interdependent economy and community

Programs of Choice

Helping students discover and develop their abilities, talents, and interests

Early Learning

Collaborating with parents and partners to promote readiness to learn

Family Engagement/Family-Community Resource Centers

Building a culture that welcomes and supports parents' participation in their children's education, and forging community partnerships focused on student success

Safe and Supportive Schools

Creating more inviting, culturally respectful, and emotionally safe places for students to learn

Acknowledgments

Many members of the VPS staff served as facilitators and contributors to the development of the VPS Re-entry Guidelines for the 2020-2021 School Year. The current list of Re-entry Guidelines Planning Participants is comprised of teachers, TOSAs, labor leaders, building administrators and district administrators.

Additionally, dozens of elementary, middle and high school teachers, building administrators and district administrators participated in 2020-2021 school start-up curriculum and unit development work throughout the spring. This work comprised the initial fall 2020 re-entry guideline development, prior to the forming of the other sub-committees, and was conducted in school building level PLCs and curriculum meetings.

Additional ad hoc committees, comprised of teachers, principals, TOSA's, and district staff, will continue to be formed as needed in order to inform specific re-entry guideline development.

Re-Entry Guidelines - Planning Task Force Members and Contributors *Updated - August 4, 2020*	
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Joe Siler	Maintenance Supervisor (incoming)
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June 17, 2020: Remote Learning 2 Discussion; Platforms to Communicate Instructional Components	
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July 16, 2020: Canvas Landing Page Development (Workshop)	
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Monica Hughley	Teachers, McLoughlin
Lance Smith	Teacher, Thomas Jefferson
Rob Russell	Teacher, Columbia River
Julie Nygaard	Teacher, Columbia River
Amanda Clow	Teacher Librarian, Minnehaha
Erik Smith (joined after July 16)	Teacher, Lincoln
Curriculum and Instruction (Resources and Support)	
Darci Fronk (Co-Lead)	Director, Curriculum and Instruction (incoming)
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June 5- Fishbowl Discussion- Identify successes/challenges for students and educators during remote learning	
Janis Cloakley	Teacher, Salmon Creek
Heather DeGrande	Jason Lee
Enid Axtell	Teacher, VSAA
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Erik Smith	Teacher, Lincoln
Bethany Rivard	Teacher, Fort
Keith Lloyd	Teacher, Alki
Tiffany Frahm	Teacher, Chinook

Kristen Humber	Teacher, Sacajawea
Sally Kroon	Teacher, Harney
Monica Hughley	McLoughlin
Katie Dunfield	TOSA (DLC)
June 18- Ad Hoc Visual and Performing Arts (VaPA) and Elementary Fitness- Review of OSPI Guidance for the Start of the 20/21 School Year	
Erik Smith	Teacher, Elementary Music and Visual Art
Brie Schneider	Teacher, Elementary Music and Creative Movement
Linda Wear	Teacher, Elementary Music
Kareah Nicoson	Teacher, Elementary Music
Wendy Thompson	Teacher, Elementary physical Educaion and Creative Movement
Sheyla Mattos	Teacher, Elementary Creative Movement and Secondary Dance
Katrina Hoover	Teacher, Elementary Physical Education
Janelle Wildeman	Teacher, Elementary Physical Education
Cam Swarts	Teacher, Elementary Visual Art
Kat Hardy	Teacher, Secondary Visual Art
Sarah O'Marah	Teacher, Secondary Orchestra
Salena Walker	Teacher, Secondary Orchestra
Ann Medellin	Teacher, Secondary Orchestra and 5th Grade Instrumental Programs
Philip Denton	Teacher, Secondary Choral Music
Jackie Sacks	Teacher, Secondary Dance
Craig Bunch	Teacher, Secondary Band
July 29- Ad Hoc meeting with kindergarten teachers to discuss thoughts/ideas around re-entry plan for Kindergarten	
Jennifer Gay	Kindergarten Teacher- King
Kelsey Day	Kindergarten Teacher- Sacajawea
	Communications
Tom Hagley (Lead)	Chief of Staff

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* Correction made from July 27, 2020 posted list

Preparing VPS for Health and Safety in 2020-2021

VPS is committed to creating and supporting learning environments that protect student and staff health and safety. To this end, VPS has followed guidance and direction from the Washington State Department of Health, the Office of the Governor, the Office of the Superintendent of Public Instruction (OSPI), and the Department of Labor and Industries. VPS has been directed by OSPI to establish plans for rapid transitions between face-to-face and continuous distance learning. VPS may be required to close based on decisions and guidance of the local and state health authority.

To prepare for these 2020-2021 school year, VPS will need to do the following:

- Establish plans for rapid transitions between face-to-face and continuous remote learning, which may be required based on health authority decisions.

- Create a flexible school calendar with additional days included to address emergency short-term school closures and the need to transition learning environments.

- Build a more effective and sustainable continuous distance learning model that will be ready to be deployed if schools are required to be closed for long periods of time.

The VPS Re-Entry Plan is organized into seven areas:

- Operations - Facilities/Transportation/Food Service

- Operations – Student/Staff Health and Safety

- Student/Staff Social and Emotional Well-Being

- Activities/Events/Attendance and Enrollment

- Information and Instructional Technology

- Curriculum and Instruction (Resources and Support)

- Communications

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Operations - Facilities/ Transportation/ Food Service

Facilities

General Building Emergency Response

- All existing procedures outlined to respond to building emergencies remain unchanged. Physical distancing requirements may not be feasible while responding to these events. Any immediate threat takes precedent over physical distancing requirements.

    - Examples of building evacuation

        - Fire alarms – actual or false

        - Gas leaks

        - Other natural disaster

    - Examples of situations that may cause students and staff to be in close proximity to one another

        - Modified lockdown

        - Full lockdown

        - Active shooter protocol

Healthy Workplace Standards

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

    - Worksite Employee Safety & Health Requirements (p 26)

- Washington State Department of Labor & Industries – Coronavirus (COVID-19) Prevention: General Requirements and Prevention Ideas for Workplaces (April 2020)

    - Employee education is required (third page, column 1)

Guidelines

- For employees who cannot or should not wear masks consistent with DOH exemption criteria

    - Supply face shields

    - Implement other specific procedures and/or accommodations that mitigate the added COVID-10 risks due to the lack of covering

- All employees will successfully complete the Safe Schools Module – COVID-19 Workplace Awareness Training

- Workplace safety concerns, comments, and suggestions are to be submitted to the employee's direct supervisor and/or the district's environmental safety coordinator.

- Human Resources will provide guidance regarding utilization of leave to address illness, child care, etc. as it relates to COVID.

Custodial Cleaning & Disinfecting Standards

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

- o Cleaning & disinfecting procedures (p 7)

- o Outdoor areas (p 8)

- Cleaning for Healthier Schools – Infection Control Handbook (2010)

  - o Chapter 3: Development of protocols

    - ▪ Surface management based on type of surface and extent of skin contact (p 24)

- Centers for Disease Control & Prevention – Cleaning and disinfecting your facility

- OSPI Re-Opening Washington Schools 2020 – District Planning Guide

Guidelines

- Common Contact and other hard non-porous surfaces

  - o This cleaning and disinfecting process will take place each night after occupants have vacated.

  - o Step 1: Clean any surface with visible dirt, grime, and debris utilizing a microfiber cloth and soapy water or Suprox

  - o Step 2: Utilize an EPA approved disinfectant effective against SARS-CoV-2 (COVID-19)

  - o Step 3: Follow disinfectant instructions on label and refer to the safety data sheet as necessary

  - o Step 4: Place disinfectant in backpack sprayer or hand-held unit

  - o Step 5: Leave product to dry

  - o Step 6: Repeat process for all non-porous common contact surfaces

  - o Step 7: Routine disinfection of floors is not recommended; it offers no advantage over regular cleaning and has minimal or no impact on the occurrence of infections.

- Soft Surfaces

  - o Carpet

    - ▪ Routine vacuuming schedule or as needed

  - o Rugs, upholstery, curtains

    - ▪ Responsibility of the owner of personal item to clean the item(s)

  - o Floor mops, microfiber and cotton towels

    - ▪ To minimize cross-contamination concerns items need to be laundered after each use

- Electronics

  - o Make effort to limit shared computer stations, copy machines, phones, etc.

- o Utilize 70% isopropyl alcohol as needed

    - Step 1: Obtain isopropyl alcohol spray bottle from FSSC

    - Step 2: Spray isopropyl alcohol on a microfiber cloth

    - Step 3: Wipe electronics

- Whiteboard markers, erasers, and other related office-items

    - o Make effort to limit shared teaching/office materials/items

    - o Items needed in each classroom

        - Box of gloves

        - Container of sanitizing wipes

    - o Optional procedure for staff concerns during the school day

        - Step 1: Teacher/Staff don gloves

        - Step 2: Teacher/Staff wipes shared classroom items.

- Vehicles and other shared equipment

    - o Vehicles

        - One-person per district vehicle

        - Operator is responsible for end of day/shift cleaning and disinfection of interior

    - o Operator of hand-tools and equipment are responsible for end of day/shift cleaning

- Buses – See Transportation

- Outdoor Areas

    - o Do not spray disinfectant on outdoor playgrounds

    - o Cleaning and disinfection of wood surfaces is not recommended

    - o Although disinfectant is not recommended, periodic cleaning of high contact surfaces shall be performed using various district equipment including, but not limited to, pressure washers and GRE Foamstream.

- Class/Group Changes – Traditional Classroom

    - o Suggested Procedures

        - Secondary students leaving a class, last three minutes-wipe desks

        - Secondary student entering class sanitize hands and use sanitizing wipes on desks if they believe it is necessary

    - o Items needed in each classroom

- Box of gloves

- Container of sanitizing wipes

o Optional procedure for staff transition concerns during the day

- Step 1: Teacher/Staff don gloves

- Step 2: Teacher/Staff wipe common contact classroom surfaces including desks, tables, door handles, shared writing utensils (i.e. whiteboard markers), etc.

- Weight Rooms, Dance Rooms, and other Activity Spaces

o Items needed in each room

- Box of gloves

- Sanitizing wipes

- Shared Offices

o User is responsible for sanitizing all common contact surfaces after each use

- Soft surfaces do not require sanitizing

o Items needed in each shared office

- Box of gloves

- Container of sanitizing wipes

Recommendations

- The use of bleach solution is discouraged due to the safety implications of serious contact injury. An eye wash station is required where bleach is mixed from concentrate.

o Purchase product vital oxide

- Building staff should not bring in soft surface items, such as rugs, upholstery, and curtains. If they are brought in, they are the responsibility of the staff to clean

- Use of ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 is not known.

Integrated Pest Management – Pest Increase Potential

Standards

- Washington State Department of Health – Health and safety guide for K-12 schools in Washington (January 2003)

o 296-366-050 (5) WAC

Guidelines

- When breakfast and lunch consumption take place in classrooms

- o All buildings and premises shall be free of insects, rodents, and conditions which attract, provide harborage, and promote their propagation

    - Addressing solid spills

        - Cleaning supplies will be available

    - Addressing liquid spills

        - Step 1: Communicate with the Building Operator

        - Step 2: Building Operator evaluates the spill

        - Step 3: Building Operator will complete clean-up

    - Food disposal

        - Installation of additional refuse containers in co-op spaces throughout each building

Recommendations

- Green Schools – save our scraps programs; consider the effect of any procedure/process on this program

- Schools may develop additional steps to address eating within the classrooms

Indoor Air Quality

Standards

- [Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance](#) (June 23, 2020)

    - o Ventilation (p 8)

- [ASHRAE Guidance for building operations during the COVID-19 pandemic (May 2020)](#)

Guidelines

- No special cleaning or disinfection for HVAC systems

- Allow the maximum amount of outside air to enter the program space

- Open windows often, if able

- Basic principles of physical distancing, surface cleaning and disinfection, handwashing and other strategies of good hygiene are far more important than anything related to HVAC

- VPS will implement the following strategies:

    - o Increase outdoor air ventilation

        - Further open outdoor air dampers as high as 100% in mild weather season

    - o Keep systems running extended hours; 24/7 if possible

Social Distancing & Hygiene – Student Pick-up, Handwashing, Classrooms

Standards

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

  - Drop-Off and Pick-Up (p 2)

  - Physical Distancing (p 3)

  - Hygiene Practices (p 4)

- Washington State Department of Labor & Industries – Coronavirus (COVID-19) Prevention: General Requirements and Prevention Ideas for Workplaces (April 2020)

  - Frequent and adequate handwashing is required (second page, column 2, bullet 2)

  - Routine and frequent cleaning is required (second page, column 2, bullet 6)

- Washington OSPI – Reopening Washington Schools: Questions & Answers for school districts

  - Physical distancing (p 3)
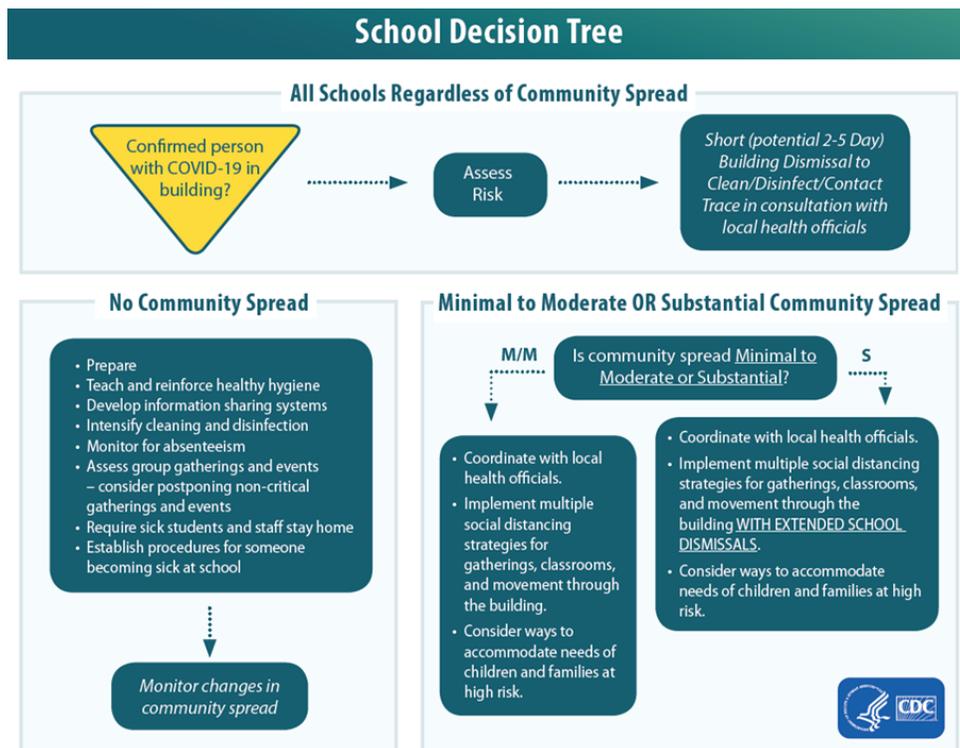
Guidelines

- Handwashing

  - All sinks will be made available for handwashing per increased handwashing recommendations.

  - Contact time around another person utilizing a handwashing station will be minimal.

- Hand Sanitizer

  - Sanitizing dispensing stations will be placed in all classrooms and common areas. Sanitizer will be at least 60% alcohol.

- Physical Barriers

  - Acrylic barriers at reception areas and where general public has direct access to district staff

  - Six feet of physical distance is still a requirement

    - May be achieved by marking indicators on floors (i.e. a taped 'x' every 6-ft.)

- Meal Programs, Commons, Classrooms, Student Drop-Off and Pick-Up

  - Building Operators will work closely with building administrators to determine the need for marking furniture signage, physical distancing markings, etc.

- Face Masks

  - May be brought by students and staff. The district will also provide if necessary.

  - While donning face coverings six feet of physical distancing remains a DOH requirement.

- Classrooms

  o Physical spaces must accommodate six feet of distance when all students and staff are seated.

Moving to Distance Learning: Guidelines

Response to School Outbreak

- Centers for Disease Control & Prevention – Interim guidance for administrators of US K-12 and child care programs to plan, prepare, and respond to Coronavirus Disease 2019 (COVID-19)

Guidelines

- All decisions shall be made in collaboration with local health officials who will help determine the level of transmission in the school

- When a confirmed case has entered a school, regardless of community transmission:

  o Step 1: Verify that the school administrator has immediately notified the respective director for teaching and learning

    ▪ The district COVID-19 coordinator, in coordination with, local health officials will help determine a course of action

  o Step 2: Students and staff may be dismissed for 2-5 days as they assess the situation impacting the school.

- This may include custodial staff at the school

- Utilization of the custodial support team and/or substitute custodians may be required to complete cleaning/disinfection

o Step 3: Close off areas used by the individual(s) with COVID-19 and wait as long as practical before beginning cleaning and disinfection

- If possible…

    - Open outside doors and windows to increase natural air circulation in the area

    - Increase outside air dampers 100%

    - Wait up to 24 hours before beginning to clean and disinfect

o Step 4: Follow cleaning and disinfecting guidelines outlined in the Facilities Cleaning & Disinfecting section.

o Step 5: If it is determined that school is dismissed for an extended period of time, cleaning and disinfecting will continue to take place to account for entrants (i.e. staff, teachers, etc.) to the building.

Recommendations

- Create a communications flowchart between Facilities, Operations, and PIO outlining the steps a building would take to re-open following an outbreak, to an extent allowed by public health guidelines.

Transportation

Staffing

Guidelines

- Enough drivers to cover every route whether on full-track or two-track

    o Same number of drivers required for either track

- Human Resources will provide guidance regarding utilization of leave to address illness, child care, etc. as it relates to COVID.

Cleaning and Disinfection

Standards

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

    o Bus Transportation (p 20)

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

    o Cleaning & disinfecting procedures (p 7)

- Cleaning for Healthier Schools – Infection Control Handbook (2010)

    o Chapter 3: Development of protocols

- Centers for Disease Control & Prevention – Cleaning and disinfecting your facility

Guidelines

- This cleaning and disinfecting process will take place each night after the bus has completed its run.

- Cleaning and disinfecting will be completed by the COVID cleaning crew

Passenger and Driver Procedures

Standards

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

    o Bus Transportation (p 5)

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

    o Bus Transportation (p 20)

- Reopening Washington schools: Questions & Answers for school districts

- Health protections on school buses (p 4)

- Washington OSPI – Reopening Washington Schools: Questions & Answers for school districts

  - Health protections on school buses (p 4)

Guidelines

- General

  - Maximize outside air and keep windows open as much as possible

  - Encourage walking, biking, or being driven, by caregivers as much as possible

  - Riders and staff members must wear a face covering

    - Exemptions / SPED students

  - Clean and disinfect frequently touched surface

    - COVID-19 cleaning and disinfecting crew

    - Cleaning and disinfecting daily

    - Higher priority for cleaning due to the confined space nature of a bus

- Face Masks

  - The following process for elementary student's only

    - Step 1: Student will sanitize hands; hand sanitizer will be available on each bus

    - Step 2: Distribute masks at bus pick-up

      - Clean masks will be in a marked container on the bus

    - Step 3: Student retains mask throughout day

    - Step 4: Discard mask in appropriate container (on bus) at drop-off

      *Note: Students not riding bus home will deposit mask in a bin upon existing school

    - Step 5: Used masks destined for laundering will be placed in storage compartment of large bus

  - Drivers will carry an extra box of disposal masks in the event a secondary student is not in possession of a cloth mask

  - If students are wearing face coverings on buses and have sanitized hands upon entry, buses may operate at normal capacity as bus rides are deemed short in duration.

- Laundering

  - Primarily for elementary; secondary as necessary

  - Used mask containers/bags unloaded from bus and place in designated collection area

- District laundering personnel will launder and sort masks according to bus number and route/complex

Recommendations

- Per email from Rodney McKnight, OSPI Regional Transportation Coordinator:

  o "OSPI and RTCs have met with WSP and have discussed insight particular to and in concert with the OSPI guidance provided last week (attached). The general consensus is, prevention protocols and symptomatic assessments should be the responsibility of the parent/guardian and district school personnel and not school bus drivers. School districts should educate parents/guardians regarding all COVID-19 safety and prevention protocols related to on-site school attendance as well as getting to-from school protocols.

  Any sanitizing product, not to exceed 16 oz., should not be mounted and should be stored in a secure location when not in use. If parents/guardians and school personnel are educated in all the proper safeguard techniques and measures, school bus driver protocols related to COVID-19 should be minimal. Mounting or storing "wipes", which are probably flammable and because of the added weight would not be acceptable."

- Buses can be occupied at normal capacity, but must have clear protocols for students to maximize physical distance on bus as long as possible until it is necessary to fill in the last of any available seats.

Special Education Students

- All state requirements regarding securing a student within a bus remain in effect.

Nutrition Services

Physical Distancing – Commons, Kitchen, Meal Distribution

Standards

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

Guidelines

- All kitchens follow HACCP procedures

- All staff will follow district requirements for screening

- PPE provided will include disposable face masks and gloves

- Plexiglass barriers (if applicable), such as at point of sales cashier stations

- Physical distancing protocols will be utilized where and when feasible

- No currency/coin collection – online deposits only

- Self-contained meals; self-serve items will not be available

Procurement

Standards

- USDA Child Nutrition Waivers

Guidelines

- Menu Versatility

    o Considerations for staffing, dining areas, food delivery schedules, cooler and freezer space, and USDA requirements

    o Special diet accommodations

- Communication with vendors

    o Know minimum lead time required by manufacturers and distributors

    o Prepare a safety net for potential supply chain disruptions

Meal Distribution – Breakfast - Elementary

Standards

- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

    o Meals (p 4)

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

- USDA Child Nutrition Waivers

Guidelines
- Procedure

    o Step 1: Student arrives to school and is screened

    o Step 2: Student proceeds to commons/cafeteria to obtain their breakfast

    o Step 3: Students will be monitored by assigned staff who will ensure physical distancing

    o Step 4: Student enters food service PIN in the computerized point of sale (POS) system at the cashier station. Key pad will be sanitized periodically per guidance from Clark County Public Health.

    o Step 5: Student obtains meal and proceeds to home room classroom to eat

    o Step 6: Once student has finished meal, dispose of bag in trash can located in designated area.

Meal Distribution – Lunch – Elementary

Standards
- Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance (June 23, 2020)

    o Meals (p 4)

- OSPI Re-Opening Washington Schools 2020 District Planning Guide

- USDA Child Nutrition Waivers

Guidelines
- Classroom service / classroom dining

    o Procedure

        ▪ Step 1: Meals are delivered to the classroom while students are on recess

        ▪ Step 2: Students eat in home room classroom

        ▪ Step 3: Class rosters are used to record student meals; given to kitchen staff after meal service to be entered into computerized POS system.

        ▪ Step 4: Once student has finished meal, dispose of bag in trash can located in designated area.

- Proximity Service (i.e. commons, hall, co-op, etc.) / classroom dining

    o Procedure

        ▪ Step 1: Meals are served in designated area while students are on recess

        ▪ Step 2: Students will be monitored by assigned staff who will ensure physical distancing

- Step 3: Student enters food service PIN in computerized POS system at cashier station. Key pads will be sanitized periodically, per guidance from Clark County Public Health.

- Step 4: Service line will be sanitized between class groups

- Step 5: Student obtains meal and proceeds back to classroom

- Step 6: Once student has finished meal, dispose of bag in trash can located in designated area.

Recommendations

- Kitchen managers, building operators, and school administration should meet to determine which option will work best for their student population

  - Once they have determined which method works best, determine if the bell schedule with staggered and/or extended meal periods need to be revised.

Meal Distribution – Breakfast – Secondary

Standards

- [Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance](#) (June 23, 2020)

  - Meal (p 4)

- [OSPI Re-Opening Washington Schools 2020 District Planning Guide](#)

- [USDA Child Nutrition Waivers](#)

Guidelines

- Procedure

  - Step 1: Student arrives to school and is screened

  - Step 2: Student proceeds to commons to obtain breakfast

  - Step 3: Student will be monitored by assigned staff who will ensure physical distancing

  - Step 4: Student enters food service PIN in computerized POS system at the cashier station. Key pads will be sanitized periodically, per guidance from Clark County Public Health.

  - Step 5: Students may consume meals in the commons. All cafeteria tables will be equipped with plexiglass safety barriers allowing students to eat safely.

  - Step 6: Once student has finished meal, dispose of trash.-

  - Step 7: Tables and chairs will be cleaned and sanitized.

Recommendations

- Secondary schools have the option to have some tables set-up for consumption in the commons.

o   Ensure to maintain a 6-ft physical distancing

Meal Distribution – Lunch – Secondary

Standards

- [Washington Department of Health – K-12 Schools – Fall 2020-2021 Guidance](#) (June 23, 2020)

    o   Meal (p 4)

- [OSPI Re-Opening Washington Schools 2020 District Planning Guide](#)

- [USDA Child Nutrition Waivers](#)

Guidelines

- Procedure

    o   Step 1: Students, by classroom, proceed to commons to obtain lunch

    o   Step 2: Students will be monitored by assigned staff who will ensure physical distancing

    o   Step 3: Student enters food service PIN in the computerized POS system at the cashier station. Key pads will be sanitized periodically, per guidance from Clark County Public Health

    o   Step 4: Students will consume meals in the commons. All cafeteria tables will be equipped with plexiglass safety barriers allowing students to eat safely.

    o   Step 5: Once student has finished meal, dispose of trash

    o   Step 6: Tables and chairs will be cleaned and sanitized after each class group.

Meal Distribution – SPED

Guidelines

- Procedure needs to be identified within the building

- Commons may be utilized at secondary locations; All cafeteria tables will be equipped with plexiglass safety barriers allowing students to eat safely.

Take Home Meals / Meal Kits – Remote Learning & School Closure Schedules

Guidelines

- Procedures

    o   Step 1: Identify site location

    o   Step 2: Consider and determine staffing and facility for in-school and take-home meals running simultaneously

    o   Step 3: Determine pick-up times for drive-up services per location

    o   Step 4: Ensure PPE is worn (i.e. face masks) and maintain physical distancing

Drive-Up Meal Distribution – A/B track, Remote Learning, School Closure

Standards

- USDA meal pattern followed for Federal/State reimbursement

Guidelines

- Individually wrapped Grab & Go meals (both breakfast and lunch) provided

- HACCP SOP 26 Drive-Up Service Food Safety Procedures

- Students/Parents provide PINs for staff to record meals (NSLP) or meal counts taken by staff to record meals (SFSP) whichever USDA allows districts to implement

- If school is in session, pick-up time is 9:00 am – 10:00 am

- If total school closure, pick-up time is 10:00 am – 12:00 pm

Aquatics

General Operations

Standards

- Washington State Department of Health – Water recreation occupancy in Phase 3 and 4 (supplemental guidance)

- Washington State Department of Health – COVID-19 prevention guidance and reopening of water recreation facilities in phases

- American Heart Association – Interim FAQs for communities: COVID-19 and CPR training

Guidelines

- Facility safety meets all requirements in Chapter 246-260 WAC and 246-262 WAC

- Physical Distancing

  o Maintain six-foot physical distancing for employees and patrons through all phases

    ▪ Applies to water, decks, bathrooms, shower rooms, locker rooms, and other communal area.

  o Acrylic barriers will be placed at the reception area

- Personal Hygiene

  o Handwashing facilities are available in the locker rooms

  o Alcohol-based sanitizers will be mounted in the facilities

  o Using masks while in the water or shower is not recommended, but are highly recommended while not in the water or shower

- Cleaning and Disinfecting

  o Lifeguards will be responsible for sanitizing shared lifeguarding equipment including lifeguard towers and offices.

  o For building cleaning and disinfection, please see Facilities section on cleaning and disinfecting.

    ▪ Cleaning and disinfecting will occur on a daily basis by district custodial staff

- Phase 3

  o Limit staff and patrons to 50% of normal capacity or less while abiding the minimum six-foot physical distancing requirement within the facility

  o One person per lane for lap swimming

  o Lifeguarding

- o User rotation may be implemented to ensure physical distancing is maintained

- Phase 4

  - o All facilities allowed to open

  - o Number of staff/patrons may be above 50% within the facility

  - o Six-foot physical distancing

  - o People from the same household can be together but there should be plenty of space to allow for physical distancing between people from different households

  - o One person per lane for lap swimming

  - o Lifeguarding

  - o User rotation may be necessary to ensure physical distancing.

- Aquatics will need to develop a written lifeguarding plan to address the following:

  - o Provide education and training to lifeguards about COVID-19, transmissions, and how to protect themselves and others.

  - o Include lifeguard training plans at the facility to protect lifeguard instructors and trainees from potential COVID-10 transmission during training.

  - o Develop a strategy to effectively lifeguard the facility while practicing physical distancing as much as possible

  - o Provide PPE to lifeguards. Appropriate types of PPE would depend on the type of rescuing activities necessary and whether the victim is a suspected or confirmed COVID-19 case. Refer to [American Heart Association's recommendations.](#)

  - o Lifeguards need to stay focused on monitoring patrons for water-safety-related risks. They should not be asked to enforce physical distancing or any other COVID-19 related rules to patrons as that would distract them from lifesaving duties.

Recommendations
- Refer to Ellis & Associates guidelines for lifeguarding during COVID-19 outbreak.

Moving to Distance Learning: Guidelines
Aquatic facilities will follow all closure guidelines implemented by local or state health authorities or governor's office.

Operations – Student/ Staff Health and Safety

Operations – Student/Staff Health and Safety

Hygiene Practices, Reducing Transmission

Standards

Explain and demonstrate respiratory hygiene:

- Avoid touching the eyes, nose and mouth

- Cover the mouth when coughing

- Cover the nose when sneezing and safely discard tissues;

- wash hands or use hand sanitizer after coughing or sneezing

Explain and demonstrate how to clean hands:

- Use soap and water, scrub for 20 seconds, rinse

- Use paper towels to dry hands, turn sink handles, and open doors, then safely discard

- When hand washing is not available, use alcohol-based hand sanitizer and wash hands as soon after as practical.

Explain and demonstrate how to wear face masks or other face coverings to cover nose and mouth

Limit contact among and between students and staff by promoting social distancing

Recommendations

- Every Staff member watch the selected videos and review the procedural checklists for respiratory hygiene, clean hands, face coverings and social distancing.
- Wipes and/or spray and paper towels available in various locations in the school for teachers and staff to use.
- Each building develop a process to escort students with fevers to isolation areas to wait for parents to pick up limiting exposure to other people.

Resources

WA Department of Health-Reopening Washington Schools 2020 District Planning Guide
(pages 18-20)

Personal Protective Equipment (PPE)

Standards

- Have available in every school office:
    a. Disposable gowns, as necessary
    b. Face Shields
    c. Disposable masks
    d. Disposable gloves
- Wash cloth masks DAILY

Recommendations

- Face shields available for all staff and students who cannot or will not wear a mask.
- Gowns, gloves, and face shields available for all staff who provide toileting services to students.
- Disposable procedure masks available to staff and students who find cloth masks restrictive.

Resources

- WA Department of Health-Reopening Washington Schools 2020 District Planning Guide

Immunizations and Health Records

Requirements

Students must have all immunizations required for their age prior to starting school. There is no longer a grace period allowed as of August 1 for all required immunizations, students will need to have record of immunization prior to their first day of attendance Students who qualify as homeless will still be admitted with immunization records to follow when available.

Recommendations

If community partnerships available then schedule several in - district/school immunization clinics prior to and during the first week of school for students who do not have up-to-date medically verified immunizations.

Resources

Changes to State Immunization Rules for Schools and Childcares 2019

Changes to State Immunization Rules for Schools and Child Cares Effective August 1, 2020

The State Board of Health (SBOH) has approved changes to Chapter 246-105 of the Washington Administrative Code (WAC) concerning school and child care immunization policy. These rules apply to all public and private schools and licensed child care centers in Washington State.

The update to Chapter 246-105 WAC has three major focuses:

- It now requires medically verified immunization records for school and child care entry.
- It clarifies conditional status in regards to school and child care immunization requirements and implementation.
- It changes the Tdap immunization requirement to 7th through 12th grades.
  There are other small changes to the rule. Read the full rule

Medically Verified Records
Starting on August 1, 2020, the revised rule requires medically verified immunization records for school and child care entry. Medically verified record includes one or more of the following:

- A Certificate of Immunization Status (CIS) printed from the Immunization Information System (IIS)
- A physical copy of the CIS form with a healthcare provider signature
- A physical copy of the CIS with accompanying medical immunization records from a healthcare provider verified and signed by school staff
- A CIS printed from MyIR

Clark County as of June 2020
- Free Clinic is not providing immunizations.
- SeaMar is not providing an immunization clinic, but will provide immunization for insured or uninsured in their clinic.
- Walgreens is unable to commit to host an immunization clinic.

Community Partnerships & Returning to School

Standards

Work with Clark County Public Health to identify contact tracing protocols

Guidelines

Returning to School After Having Suspected Signs of COVID-19 A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:

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

- At least 10 days have passed since signs first showed up. OR

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

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

Recommendations

Continue partnership with Clark County Public Health to coordinate supplies, services as needed

Resources

WA Department of Health-Reopening Washington Schools 2020 District Planning Guide page 21

Health Screening at Entry

Standards

Schools will set up a separate entrance for staff to use to avoid crowding at the main entrance. This is the entrance that will have the staff sign-in forms.

Health Screening:

Daily:

All staff and students will be required to:

- Complete an attestation using VPS online application/form, by parents of students that temperature is 100.4 degrees or less, and no other symptoms exist as outlined in the DOH guidelines.

- Complete an attestation using VPS online application/form, by teacher, administrator and staff members, that temperature is 100.4 degrees or less and no other symptoms exist as outlined in DOH guidelines.

- Enter through the designated school building or district facility entrance where a thermal temperature scanner is located.

- Use a forehead thermometer, in the event the thermal temperature scan detects an increased temperature reading.

- School personnel should always be looking for visual signs of illness (Flushed cheeks, rapid or difficulty breathing, fatigue, and cough).

  (For more information or options for temperature checking, see the CDC guidance).

*Staff and students with any illness must stay home.

Resources

WA Department of Health-Reopening Washington Schools 2020 District Planning Guide: Pages 17-21

What to do if you have signs and symptoms of COVID-19 https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/COVIDconcerned.pdf

What to do if you are potentially exposed to someone diagnosed with COVID-19

https://www.clark.wa.gov/sites/default/files/dept/files/public-health/novel_coronavirus/CCPH_COVID-19_Exposed_%28English%29.pdf

What to do if you have a confirmed or suspected case of COVID-19

https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/COVIDcasepositive.pdf

CDC - Symptoms of Coronavirus

Signs, Symptoms, Exposure and Return from COVID-19

Standards

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

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

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

WA Department of Health-Reopening Washington Schools 2020 District Planning Guide page 20-21

Returning to School After Having Suspected Signs of COVID-19:
A staff member or student who had signs of suspected or confirmed COVID-19 can return to the program when:
        • At least three days (72 hours) have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; **AND**
        • At least 10 days have passed since signs first showed up. **OR**
        • 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.**

WA Department of Health-Reopening Washington Schools 2020 District Planning Guide page 20-21

Recommendations

- Remote learning opportunities available for students who are unable to return to school for 10-14 days due to fever, or other COVID-19 symptoms.

- Attendance clerks add absence dates to Skyward for 10 days, email nurse and teachers.

Resources

- WA Department of Health-Reopening Washington Schools 2020 District Planning Guide: Page 20-21

Communications within VPS:

- If staff, student or a family member reports that there is a diagnosis of COVID-19, notify the assigned school nurse. If the nurse is not in the district, call Paige Wilson to contact Hilary Snitker.

- Clark County Public Health (CCPH) will notify the Deputy Superintendent, Hilary Snitker and Pat Nuzzo of positive cases in our school district. Hilary Snitker will notify the assigned school nurse.

Requirements

- Contact Tracing: School nurse and office staff will assist as directed by Clark County Public Health

Guidelines. Illness tracking log (see resources)

- Follow directions of Clark County Public Health

Recommendations

- Develop district communication flow-chart for positive COVID-19 cases.

- Audience: Nurses, Administrators, Office staff

- Heath Room COVID-19 Flow Sheet: https://docs.google.com/document/d/1Nh9mb6EqrxraplI9JAT9aEbUMQ3d-Llyl0VOyWM1Xas/edit?usp=sharing

Resources

- Clark County Public Health - Illness Tracking Log

    VPS Illness Tracking Log

Isolation Room and Satellite Location for First Aid and Medication Distribution

Standards

- Separate space for students/staff with COVID-19 symptoms for isolation i.e. screens, curtain, plexiglass, door, 6-foot minimum from others.

- **Important Note - schools are not expected to screen students or staff to identify cases of COVID-19. We are not diagnosing.**

- CDC Provides Guidance on an isolation plan if someone arrives or becomes ill at school. The definition of Isolation "separates sick people with a contagious disease from people who are not sick" (CDC, 2017).

- Cleaning and disinfecting isolation spaces after every use:
  A Department of Health - Reopening Washington Schools 2020 District Planning Guide: pages 21-23

Recommendations:

- Separate space for first aid (not infectious)

- Move medication and supplies out of isolation space

- Band-Aids and infrared thermometers provided to teachers for classroom use

Resources

- WA Department of Health-Reopening Washington Schools 2020 District Planning Guide: Page 20-22, 25

Student/ Staff Social and Emotional Well-Being

Key Themes for Student/Staff Social Emotional Well-Being
Vancouver Public Schools

Safety Training and Orientation

Considerations

- Beginning week one, teach consistent safety protocols and procedures in a way that normalizes new expectations (P.34, Reopening Washington Schools 2020 District Planning Guide)
- When schools reopen, plans should be in place for outreach to students who do not return (American Association of Pediatrics COVID-19 Planning Considerations Guidance for School Re-Entry)

Recommendations

- Dry run returning to school for staff (P. 3, School Reentry Considerations)
- During orientation – (1) Provide question and answer sessions, (2) Make mental health staff available, (3) Make note of students at higher risk for stress or trauma

- Establish systems for PPE use if needed. This may include having a classroom entry routine that checks for proper PPE application, and/or having a designated space in the classroom where students can keep extra PPE. As educators, model responsible use of PPE (P. 9, Special Education Guidance for Reopening Washington Schools 2020 DRAFT)

- Acknowledge SEL and safety must be a priority and academics cannot be immediate focus. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to

even return to baseline rates (American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-Entry).

- Implement an attendance team connected to MTSS team to look at reengagement.

Considerations for Distance Learning

- Proactive asynchronous video demonstrating social distancing (e.g. desks spaced apart, standing in line six feet apart, not touching, etc.), wearing of masks, and other safety protocols
- Proactive asynchronous video orientation for students that may have missed the live orientation or are returning after a closure

Resources

- [Addressing Change & Loss for Grades PreK-2](#)
- [Social Stories for COVID-19](#)

Supporting Transitions for Students

Considerations

- Plan for consistency in schedule and routine for students who struggle with change; provide opportunities to practice (P.34, Reopening Washington Schools 2020 District Planning Guide)
- Implement week one [class circles](#) to validate/process feelings/experiences (P.14, [Planning for the next normal at school](#))
- Support staff roaming halls/classrooms to identify students who are struggling during the first week of school

Recommendations

- Consider a [school-based mentor program](#)
- Consider [closure activities](#) to wrap up the previous school year
- During transitioning, special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers (American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-Entry)
- Beyond academic and social impact of school closures, consider impact of family food security, physical activity (American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-Entry)

Considerations for Distance Learning

- Proactive asynchronous video introducing new teachers and staff
- Proactive video introducing ALL staff and their roles. (Teachers will be new for almost all students even if not at school. Admin, Counselor, School Psych, and other support roles introduced.)
- Proactive asynchronous video by older students welcoming new, younger students

Resources

- [Create a School-Based Mentor Program](#)

Universal Screening

Considerations

- Identify a universal screening process and who will screen/collect the data. (P.35, Reopening Washington Schools 2020 District Planning Guide)
  - Follow privacy requirements. (P.35, Reopening Washington Schools 2020 District Planning Guide)
  - Discuss implications for families, such as training, confidentiality, communication, and follow-up on the results. (P.35, Reopening Washington Schools 2020 District Planning Guide)
  - A Needs Assessment should be implemented as a short term (e.g., week one) solution
- Create or activate a multidisciplinary team (P. 3, School Reentry Considerations)
  - Create a process to identify those at higher risk for stress or trauma
  - Create a referral system for students to MTSS team
  - Monitor engagement and determine supports
- Make sure that staff know how to identify and respond to students at risk of suicide
- Make sure that staff understand district procedures for reporting child abuse and neglect
- All secondary schools should implement suicide prevention lessons within the first four weeks of school

Guidelines

- [VPS Suicide Intervention Checklist](#)

- [2145P Suicide Prevention](#)

- 3421P Child Abuse, Neglect and Exploitation Prevention

  - Elementary [form](#) goes to Tracy Boal and secondary [form](#) goes to Nancy Gifford

Recommendations

- Train front office staff to identify and refer students who may be at-risk or experiencing distress
- Form district committee to identify and lead implementation of a district-wide universal screener
- Form district committee to support and oversee the implementation of multi-tier system of supports (MTSS) in all buildings

- Pay particular attention during screening to vulnerable populations and communities of color (P. 11, [Planning for the next normal at school](#))

- Prepare to invest additional resources in Tier 1 support if more than 20% of students need it
- Use universal screening data to inform intervention and planning for Tiers 2 and 3

- Consider [resilience surveys](#) and/or Posttraumatic Growth Inventories

Considerations for Distance Learning

- Identify assessments/screeners that can be given remotely or face-to-face to help teachers meet students' social-emotional and academic needs (P.39, Reopening Washington Schools 2020 District Planning Guide)

- Needs Assessment to identify best supports for students and families and assets and gaps with regard to Tier 2/3 interventions

- Continue with Multidisciplinary team even remotely

- Provide staff with Admin and counselor phone numbers in case of Suicide Ideation or CPS report.

- CPS forms made available to all staff electronically, as well as CPS phone number

Resources

- [Best Practices in Universal Social, Emotional, and Behavioral Screening](#)

- [Systematic Screening Tools: Universal Behavior Screeners](#)
- UCLA COVID-19 Screener (https://istss.org/getattachment/Clinical-Resources/Assessing-Trauma/UCLA-Posttraumatic-Stress-Disorder-Reaction-Index/UCLA-Brief-COVID-19-Screening-Form-English-4-13-20.pdf

- [Tumwater Universal Screener for Social Emotional Learning](#)

- [SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)](#)

    o [Research Support](#)

- [School Refusal: Information for Educators](#)

- [Universal Screener List](#), [Part 2](#), [Part 3](#)

    o [Detailed information on 5 Screeners](#)

    o [FAQ about Universal Screeners](#)

- [Best Practices in Universal Screeners](#)

- [Guidance for Trauma Screening in Schools](#)

Leading with Social/Emotional Needs

Considerations

- Develop culturally responsive social and emotional (SEL) content to be used (P.35, Reopening Washington Schools 2020 District Planning Guide). Emphasize self-management ([Standard 2](#)), responsible decision making ([Standard 2](#)), connection([Standard 6](#)), and engagement ([Standard 6](#)). (P.12, [Planning for the next normal at school](#))

- Focus first on student engagement and relationships (P.38, Reopening Washington Schools 2020 District Planning Guide) (P.12, [Planning for the next normal at school](#))
- Build in social time and peer learning for students (P.15, [Planning for the next normal at school](#))
- Complete asset map to identify existing foundational assets within the school and in the community
- Implement informal mental health check ins (P.15, [Planning for the next normal at school](#))
- Provide regulation room for students for mental health (P.18, [Planning for the next normal at school](#))
- Make concerted efforts to build school community and morale (P.12, [Planning for the next normal at school](#))
- Ensure that trauma responsiveness practices are used within all content areas (including racialized trauma) (P.16, [Planning for the next normal at school](#))
- Provide student voice to raise concerns, challenges, and needs (P.38, Reopening Washington Schools 2020 District Planning Guide)

Guidelines

- Zones of Regulation
- MindUP
- [The Compassion Project](#)
- VPS guidelines for remote counseling

Recommendations

- Plan for referrals and mental health support during class circles
- Encourage students to identify sources of support (assets) in their family/community
- Anticipate student fatigue and plan accordingly
- Create a district social emotional wellness HUB or web page
- Principals should examine how mental health staff time is allocated at the beginning of the school year and allocate additional resources where necessary

- Establish clear roles for School Counselors, School Psychologists, Safe and Supportive Coaches, PBIS Coaches, and Behavior Specialists

Considerations for Distance Learning

- [Zones of Regulation Distance Learning Resources](#)
- [MindUP at Home](#)
- [Lists of Publishers and Their Imprints That Have Temporarily Altered Their Copyright Policies](#)
- [Creating a Break Space at Home](#)
- [Creating a Visual Schedule at Home](#)
- [Reminding, Reinforcing and Redirecting (Positive Behavior recommendations)](#)
- Building Positive Conditions for Learning at Home: [In English](#), [In Spanish](#)
- [Helping Children with Traumatic Grief](#)

Resources

- Free SEL curriculum - [Social and Emotional Learning Activities for Families and Educators](#)
- [SEL through Distance Learning: Teacher Self-Assessment](#)

- [Identifying Community Assets and Resources](#) (Reopening Washington Schools 2020 District Planning Guide)

- [For Educators: Resource Mapping Strategy](#)

- [Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)

- [Addressing Race and Trauma in the Classroom](#)

- [Teacher 'do's and don'ts' When Addressing Feelings](#)

- Free Sample Lesson (In-person or Remote): [Pre-K to 2nd](#), [3rd to 5th](#), [Middle to High](#)

Community Partners and Communication

Standards

- Use asset mapping to identify how community-based organizations can partner with the district to address student and family needs.
- Districts should partner with parent-teacher organizations, after-school, and community-based organizations to provide training to families to support distance education (P. 14 OSPI Special Education Guidance for Reopening Washington Schools 2020 DRAFT)
- Identify and re-establish access to VPS approved mental health providers
- Identify and address gaps in services, resources, or supports (e.g., not having access to translation, remote hot spots, masks, food)

Guidelines

- VPS Approved Mental Health Providers
- National Resources (Hotlines, Emergency support)
    - [MindRight- Young Adult](#) (Age 13-24)
    - [The Trevor Project LGBTQ](#)

Considerations for Distance Learning

- Clarify the role of VPS approved mental health providers during distance learning (e.g. can and will a therapist be meeting with students remotely and accepting new referrals)
- When applicable, hold wraparound meetings remotely

Family Voice

Considerations

- Ensure accurate contact information for families
- Regular and consistent communication with families from the building administrator
- Teachers communicate to families regularly about student well-being

- Provide interpretation and translation services; address language and disability access for Limited English Proficiency (LEP), English learner, and migrant families, and/or families with disabilities.
- Utilize student and family voice when planning for fall, and provide multiple engagement opportunities to evaluate evolving needs.

Guidelines

- [VPS interpreters and translators](#)

Considerations for Distance Learning

- IEP teams should screen for access to required technology and create a plan to close technology gaps to ensure provision of FAPE (P. 14 OSPI Special Education Guidance for Reopening Washington Schools 2020 DRAFT)
- [Device support](#)

Resources

- [Guides and Resources for Family Engagement](#) (Reopening Washington Schools 2020 District Planning Guide)
- [Vancouver Community Resources](#)

Classroom and School Wide Behavior Supports

Considerations

- Establish school-wide management expectations and behavior routines consistent with additional health and safety requirements, and adjust classroom management plans accordingly
- Build staff capacity to provide discipline with positive behavior supports and respond to the need to address racially disproportionate discipline
- Implement restorative practices where appropriate
- Ensure families have a single/primary contact point (advisor, counselor, etc.)
- Ensure staff are available and accessible to support just-in-time intervention supports

Guidelines

- Vancouver Public Schools – 3241/3241P Student Discipline

Resources

- [Restorative School Practices in Action](#)

- [Behavior Menu of Best Practices and Strategies](#) (Reopening Washington Schools 2020 District Planning Guide)

Staff Social Emotional Well-Being

Considerations

- Provide access to resources for staff who may need additional support with mental health, physical health, or remote teaching
- Make self-care a regular part of the school culture and provide avenues for wellness activities (e.g., wellness walks, movement breaks, saying no, accepting oneself and others and taking personal days to rest and reset) (P.11 Special Education Guidance for Reopening Washington Schools 2020 DRAFT)
- Establish system-wide approaches to address secondary traumatic stress and compassion fatigue (School Reentry Considerations)

Guidelines

- VPS Employee Assistance Program

Recommendations

- Administrator staff wellness training - Ensure those in leadership roles have capacity to support the mental health and social emotional well-being of staff who are also experiencing crisis in stressed communities and/or personal lives (P.39, Reopening Washington Schools 2020 District Planning Guide)
- Building administrators are encouraged to reach out to each staff member or to contact each chair who would in turn contact each staff member
- Minimize and simplify all meetings/communications to those that are "mission critical"
- Emphasize collegial support through the PLC process for learning and intervention
- Weekly staff session for self-care/calming (e.g. "Tranquil Thursday" at Ogden, "Mindful Moment" at Fruit Valley)
- Form staff wellness/social committee (e.g., prizes for relaxation bingo)
- Acknowledge and process concerns regarding uncertainty about the future, school funding, difficulty navigating distance learning, and academic progress of students (P.8, Planning for the next normal at school)
- Implement PD classes for staff wellness and mindfulness for clock hours at the district level

Resources

- Implement boundaries/working hours to decrease burn out
- Mindful Teachers (Reopening Washington Schools 2020 District Planning Guide)
- Developing your self-care plan (Reopening Washington Schools 2020 District Planning Guide)
- The Importance of Care for Caregivers Tips for Administrators and Crisis Teams
- Support for Teachers Affected by Trauma

- Tips for Practicing Self Care

- Teachers need opportunities to heal before the school year begins

- Coping in Hard Times: Fact Sheet for School Staff Teachers, Counselors, Administration, Support Staff

References

- WA State Health Department - Reopening Washington Schools 2020 District Planning Guide
- School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19

- OSPI Special Education Guidance for Reopening Washington Schools 2020 DRAFT

- Planning for the next normal at school: Keeping students, staff, teachers, and families safe and healthy

- American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-Entry

Activities/Events/ Attendance and Enrollment

Athletics

Standards

Athletics may resume in smaller pods/groups upon reaching Phase 3 in Clark County. The amount of students allowed will depend on which phase of reopening we are in. Adequate cleaning schedules will be created and implemented for athletic facilities. Coaches must take attendance and screen student athletes for COVID symptoms, including a temperature check, prior to each practice/competition. Students will wear masks and maintain social distancing when not engaged in physical activity or competition.

Recommendations

The recommendation for participation in athletics is that we will follow the recommendations of the WA Department of Health, the Governor's Office, OSPI and WIAA in determining how and when to begin athletics, continue with athletics, or cancel athletics if necessary.

Considerations for Distance Learning

In the event school is closed due to COVID, athletics would also halt until the school restarted. If a school is on a hybrid model of physical attendance, WIAA has stated that athletics may continue operating as normal.

Resources

- VPS Reopening Sports Summer Guidance
- WIAA Guidance for Opening Up High School Athletics and Activities
- NFHS Guidance for Opening Up High School Athletics and Activities
- WA State Health Department - Reopening Washington Schools 2020 District Planning Guide
- Safe Start Washington Phased Reopening

Activities

Standards
- All social distancing, sanitation, PPE and congregating guidelines are in place.
- Cancel field trips, assemblies and other large gatherings. Cancel in-person events such as field trips, student assemblies, special performances, school-wide parent meetings and spirit nights.

Guidelines
- Suspend or make significant modifications to activities that are considered high risk such as choir or other classes or activities that require student to remove face coverings.

- Limit non-essential visitors. This would include guest speakers.
- Limit cross-school transfer for special programs.
- Keep students outside more, as weather and space permits.

Recommendations
- Hold high risk activities such as choir outside or in well ventilated spaces and with fewer people
- Use remote learning for speakers
- Use online auditions and/or events when possible
- Use straight rows in music class instead of arcs
- Do not share instruments or music
- Invest in additional music sheets
- 2 seats available per student for parents at performances and should be distanced.

Considerations for Distance Learning

- How do we meet the needs of all learners in activity based classes or events?
- What if the standards addressed include performances?

Resources

- WA State Health Department - [Reopening Washington Schools 2020 District Planning Guide](#)
- Fall 2020 Guidance for Music Education

Attendance

Standards

OSPI is developing guidance (July) and will provide direction to school districts (August) about taking attendance and truancy.
- "In the 2020–21 school year, districts will be required to take attendance." (Reopening p. 28)

Recommendations
- Use the same attendance processes across grade bands so there is continuity in data. Define attendance (present), engagement (barriers removed, active participation in learning, access to instruction, reciprocal learning);
- Use Skyward to record attendance since it will need to be reported to the state as well as be information that is accessible to parents, students, teachers and building staff. Skyward has a feature that can enable teachers' ability to edit attendance for up to 15 days
- Truancy guidance will be directed by the state and courts; no action can be taken until this guidance is provided in (August).

Guidelines

"If a student or staff member tests positive for COVID-19, the local health jurisdiction will advise, but it is likely that many of the student's classmates will be considered close contacts and need to be quarantined for 14 days" (Reopening p.21).

Considerations for Distance Learning

"Establish plans for rapid transitions between face-to-face and continuous remote learning" (Reopening p. 8).

- Attendance is based on student bell schedules. Each schedule has to be built manually by the school and cannot be easily changed. Creating one schedule to be used to take attendance under all scenarios would be best and provide the most consistent data.

Resources

- OSPI Reopening Washington Schools 2020: District Planning Guide
- Consultation with SIS department regarding Skyward use and limitations
- OSPI-District Attendance & Truancy Learning Network

Discipline

Standards

Comply with guidance being developed by OSPI in (July) and provided to school districts in(August).

Considerations

If operating on an A/B track, days of instruction include in-person and virtual learning. If a student's conduct results in a determination that exclusion is necessary, we need to decide and communicate whether in-person and virtual learning are considered equally as a day of exclusion.

- Will students be excluded from the building or from instruction?
- Consider how interventions can be used in place of exclusion: Prevention-Intervention, counseling, SEL, restorative practices offered remotely to support students and aid their return to the school building following exclusion.

Guidelines

Pending guidance from OSPI.

- "Establish school-wide management expectations and behavior routines consistent with additional health and safety requirements, and adjust classroom management plans accordingly. Communicate and calibrate expectations for staff responses to student behavior associated with health and safety requirements, such as the use of personal protective equipment (PPE). Seek feedback from students and families on student behavior expectations,

and communicate regularly and consistently. Dedicate staff collaboration and professional development to student discipline practices through hybrid and continuous remote learning, and respond to racially disproportionate outcomes for students of color." (Reopening p. 37)

Considerations for Distance Learning

- Shift mindset - exclusion from learning vs. exclusion from the building/classroom.
- How discipline records align with attendance tracking (awaiting OSPI guidance).

Resources

- OSPI Reopening Washington Schools 2020: District Planning Guide

Enrollment

Requirements

Districts are required to enroll students who live within our district boundaries. Districts are also required to accept students on an out-of-district boundary exception if enrollment space is available. (WAC)

Recommendations

- Continue using online student enrollment through the SIS.
- Transfer online enrollment. Configure and turn on in the Skyward system for students who want to transfer schools within the district or to re-enroll.
- Students will need to be manually placed into cohort groups as they enroll. This can be done centrally to ensure families stay together.
- Students who do not have up-to-date immunizations cannot enroll, even if we are in remote learning.(DOH)

Guidelines

OPSI Guidance: All students in a family (household) have to go to school on the same day.

Considerations for Distance Learning

- Use the online enrollment and transfer option in Skyward. This will enable us to more easily move between in-person and remote learning.
- Use the electronic boundary exception process will allow us to easily move between in-person and remote learning. (Currently in place)

Resources
- OSPI Reopening Washington Schools 2020: District Planning Guide
- VPS- SIS Department-Skyward use and limitations,
- OSPI-Director of Alternative Learning

Information and Instructional Technology

Information and Instructional Technology

Standards

- All students Pre-K – 2 have a device to take home and 3-12 have a device processed and checked out under their name.
    - Pre-K – 2 must put a tag with student name on them so only that student uses the device.

- Ability for parents to electronically sign RUP at start of school year using Skyward Forms.

- All pre-K-12 teachers will be mandatory to use Canvas as their communication platform for student lessons, work, etc. Common landing page required (under development). OSPI Reopening Washington Schools 2020, District Planning Guide: page 33
    - Teachers provide lesson plan on landing page even if they use other platforms and applications with students for learning (such as Seesaw or Google Classroom).
    - Seesaw licenses provided for all elementary teachers.
    - Canvas licenses provided for all Pre-K-12 teachers.
    - Training for Canvas Landing Page (1 hour online) provided for all teachers.
    - Creation of additional Canvas PD accessible to all teachers.
    - Parent video tutorials created as a "go to first" support on the WeLearn website.
    - Genius bar established at schools (Building Tech Support Specialists) to support technology questions for families.
    - Determine where Interpreters/interpretation is needed for families.
    - Develop systems to support parents in acquiring a "parent" Canvas account in order to access instructional information.

- Zoom for all staff (pro-licenses purchase).
    - Require Zoom links to only be published in Canvas
    - Use for instructional purposes-time to be determined
    - Consider how we can schedule Zoom meetings/instruction as a district. Building level determines hours when parents feel they can make the online time
    - Set protocol for pre-recording lessons. Determine tools teachers could use to do this.

- ClassLink Launchpad is the required single-sign-on access point to VPS online environment
- Develop online protocols for teachers and students
- Wellness, Safety, Social Emotional, pulse checks
    - Counselors, nurses, teachers during Zoom meetings,
    - Qualtrics surveys and,
    - Easy daily check-in during instruction (ex. Elementary uses an emoji)

- Monitor meaningful student engagement (how many 2-way communications per week)
    - ClassLink Parent Dashboard
    - ClassLink Administrative Dashboard
- Use data to monitor student progress and assess the impact of the interventions and support services used to address gaps and issues. AASA Covid-19 Task Force Guidelines for Reopening Schools: Page 11, and OSPI Reopening Washington Schools 2020, District Planning Guide: page 28

- Attestation - Self-screening for coronavirus symptoms before going to school (Qualtrics Symptom Surveillance Survey Tool)

Guidelines

- Application Use
    - Minimize online learning applications available to students to between 4 -6. Reduce parent concerns regarding the ability to navigate learning applications to support their child.
    - Organization of apps and learning tools by grade-level in ClassLink.
    - Strengthen Librarian's Corner. Review catalog and cull duplicates, lesser quality apps/ games, reduce the percentage of drill and practice apps.
    - Deter use of unapproved learning, grading, communication tools and digital resources (iDoceo, remind, teachers-pay-teachers)
    - DLC support for app monitoring and support to ensure high quality learning
    - Routinely survey staff on professional learning needs associated with technology and online pedagogy. OSPI Reopening Washington Schools 2020, District Planning Guide: page 33

Recommendations

- Professional Learning
    - On-going professional learning (ClassLink, Canvas, Zoom, G-Suite tools, Video-casting, Standards Based Grade Book, Seesaw)
        - Focus on ensuring that all staff members are technically proficient and comfortable with instructional design within the virtual context, including making online learning engaging, student-centered and interactive
        - Expand the range of professional learning opportunities available to staff, including highlighting best practices and strategies used by exemplary teachers and administrators. AASA Covid-19 Task Force Guidelines for Reopening Schools: Page 32
    - Innovative Learning line support by the Digital Learning Coaches that helps to develop a learning environment that promotes active, collaborative, constructive, authentic, and goal-directed learning. Technology Integration Matrix

Considerations for Distance Learning

- **Regular (in person) to Distance Learning Considerations**
    - Determine methods to provide access to Canvas and other classroom management systems to support specialists and teachers who don't have "classes" rostered in SIS under their name: Title, ELL, LAP, SpEd, VAPA, literacy and math coaches, etc.
    - Integrate synchronous and asynchronous virtual learning experiences, ensuring that individuals unable to attend school in person have access to lessons in real time or archived for continuous learning. OSPI Reopening Washington Schools 2020, District Planning Guide: page 32

- Define with Special Services the assistive technology tools necessary for remote learning.

- 100% connectivity. OSPI Reopening Washington Schools 2020, District Planning Guide: page 8
  - Work with FCRCs to get grants for paying for internet service for families that need connectivity.

Resources

- Washington Office of Superintendent of Public Instruction, Reopening Washington Schools 2020, District Planning Guide. https://www.k12.wa.us/sites/default/files/public/workgroups/Reopening%20Washington%20Schools%202020%20Planning%20Guide.pdf

- Broward County Public Schools Distance Learning Teacher Guidelines: http://www.btuonline.com/pdf/BCPS_DistanceLearningTeacherGuide0417.pdf

- Dublin Unified: https://www.pleasantonweekly.com/news/2020/06/17/the-choice-model-dublin-unified-advances-plan-for-reopening-schools

- "AASA Covid-19 and Schools: Detailing the Continued Impact" survey of 501 superintendents from 48 states.https://aasa.org/uploadedFiles/AASA_Blog(1)/COVID-19%20and%20Schools%20Detailing%20the%20Continued%20Impact_Intial%20Findings_6_16_2020_FN.pdf

- EdSource: California schools must provide daily live interaction, access to technology this fall (June 25, 2020) (call for baseline requirement of at least 3 hours a day of live face-to-face instruction in person or online, along with the mechanism to identify and "correct egregious LEA underperformance in distance learning." Clear avenues for parents and students to seek help if they are receiving subpar education, strengthen funding to support low-income students, English learners, and Black and Latino students.

- Aurora Institute: "Equity must be baked into the recipe for effective reopening--into the culture, structure, into the daily practices." Susan Patrick.

- Educating ALL Learners Alliance www.educatingalllearners.org curates best-in-class tools for instruction and support practices to meet the needs of complex learners.

- Technology Integration Matrix: https://fcit.usf.edu/matrix/matrix/

Curriculum and Instruction (Resources and Support)

Curriculum and Instruction (Resources and Support)

Teaching and Learning

Requirements

- District identifies Core 4 platforms with expectations of required use in classroom and remote instruction- as well as a visual for supporting apps that can be shared with parents and students.
- Adapt and use 4 week unit plans for re-entry that identify grade level essential standards based on teacher input and formative assessment of students
- Zoom meetings 3-5 times per week (for SEL support, check-in, discussion/questions of previous content/learning) when in remote instruction (differentiated by level for length/frequency/content) PD on how to use, best practices, setting expectations, enhanced features
- Incorporate SEL supports for re-entry and classroom community- utilize SEL HUB, counselor supports- resources included in 4-week plan

Guidelines

- Use diagnostics and/or screening tools to determine students' academic and social/emotional needs

- Routine use of formative assessment: required a minimum of every two weeks in ELA/math

- Schools monitor engagement and determine needed supports to ensure continuous learning

- Instruct and assess using culturally responsive practices and integrated learning

- K-2 students will be screened using DIBELS for ELA and iReady for math, 3-8 students use iReady for math and ELA

- Use SEL screeners to provide sufficient supports for students (explore free SEL curriculum)

- Clearly communicate teacher availability to parents and students (i.e.: daily/weekly office hours)

- Provide virtual tools for teachers to provide ongoing, specific feedback to students

Recommendations

- Provide remote orientation for parents in the fall (in lieu of curriculum night), that includes training on the CORE 4

- Consider flexible teaching and learning options (i.e.: team teaching, teachers looping with previous students)

- Engage and teach students by rotating or blending subjects and make delivery responsive and engaging

- Incorporate routine use of video to introduce new content (may be teacher created or come from external source)

- Encourage student reflection and self-assessments; provide supports through student friendly rubrics
- Convene principals and teacher representatives (identify with VEA input) to determine grading practices by mid-August- Discuss Standards Based Grading
- Continue to survey staff on professional development needs as we move through the re-opening of school
- Identify professional development supports around remote learning, lesson design, synchronous and asynchronous learning, grading, etc.
- Develop best practices recommendation for remote/blended learning for fall implementation – Distance Learning Model
- Provide as much PLC time as possible for teachers to collaborate around lesson planning and assessment
- Move iReady Diagnostic window up as early as possible to gather information around academic needs after SEL is incorporated

Considerations for Distance Learning

- Employ blended learning model as standard practice to facilitate transition to remote instruction when needed

Resources

- OSPI Reopening Washington Schools 2020: District Planning Guide

- Attachments: 4 Week Unit Plans for Re-Entry

Communications

Communications

Requirements

OSPI expects districts to provide information and updates to students, families, staff, partners/vendors and community on:

- Current state of public health
- District and school efforts to keep students safe
- Preventive measures stakeholders can take
- Current effects on district and school operations
- Anticipated timeline(s) for district and school reopening
- Key changes in district and school policies and practices
- Where to find services and supports in the community to meet basic needs
- Respond to questions and other inquiries

Ensure communications to families are translated

Guidelines

How we will manage volunteers and PTA activities in schools to be consistent with state health and safety guidelines:

- Inform volunteers that VPS will be unable to accommodate volunteers in schools until further notice due to state health and safety requirements
- Inform PTA leaders that all PTA activities must adhere to state health and safety requirements; encourage the continuation of virtual events and meetings

Recommendations

What will be communicated from the district and what will be communicated by schools (with communications staff available to support as needed):

Schools:
- Regular communication from schools about child health, hygiene reminders
- Regular reminders: when to keep your child home, face masks, devices, meals
- Learning and mental health issues and supports; nurse; FCRCs; counseling; specialists for reading, math, etc.
- Health rooms: sick vs. injured
- Schedules, PPE supplies, transportation, drop-off, check-in procedures
- Visitors, deliveries
- Meals
- After school activities
- Athletics
- Universal screening

- Field trips
- Music programs
- Other

District:
- Positive cases reported in VPS
- Cleaning procedures
- Emergency closures/reopening
- Districtwide adopted schedule
- Child care
- WIAA guidelines
- Partnerships
- Internal communication
- Safety training and orientation
- Universal screening
- Grading/testing/academics/attendance
- SPED, ELL, LAP
- Early learning
- Flex/COVID/snow closure days built in to calendar
- Playgrounds
- Other

How we will communicate information to parents and students including who to contact or where to find information:

- E-newsletter for weekly updates to staff and families; intake form for departments needing to include information in the e-newsletter
- Contact information on every news post and article in e-newsletters, directing people who need more detail
- FAQs on website, also with contact information
- Contact form on district website (pull-down menu with required subject) to route inquiries/comments to the appropriate person/department
- Template/consistent format for school messages
- Talking points for staff (e.g., responses to questions/concerns about health guidelines, etc.)