Port Angeles School District

2020-2021 Academic Year

Reopening and Response Plan

DRAFT B - AUGUST 2020
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Introduction

We are committed to our mission – “The Port Angeles School District creates learning communities that prepare each student to live, work, and learn successfully in a changing world.” This mission statement is very appropriate at this time.

Our reopening plan represents our best efforts to prioritize student, staff, and community safety while continuing to provide a quality education in a new and fluid environment. We learned a lot in the spring when the pandemic began, and we received a great amount of useful feedback from staff, students, and parents. Our comprehensive back-to-school plan includes options that allow families to choose what best fits their particular situation, while also preparing us to respond quickly to the many and varied pandemic phases Port Angeles may encounter. We have planned for many scenarios, as well as the transitions between them. Our goal is to return to in-person instruction as soon as possible based on the guidance of public health officials. Starting the year at a distance (for the majority) is not how we hoped to begin the 2020-21 school year, but we are determined to provide the best learning experience possible. Our teachers and staff are eager to connect with students and families and begin providing support.
Our instructional delivery model includes three stages for the 2020-21 school year:

- Stage 1 Online Learning 2.0
- Stage 2 Hybrid
- Stage 3 Traditional Brick and Mortar

Our plan will allow our district to move through the stages in either direction based on community rates per 100,000 over the last 14 days and success rate of implementing safety protocols in our schools. Simply put, if we all work together, we can return to more normal circumstances in our schools. We as a community can lower our rate per 100,000, which means more students returning to school buildings, by practicing social distancing of 6 feet, consistently wearing masks, and practicing good hygiene.

Department of Health (DOH) guidance regarding cases per 100,000:

- High Level: More than 75 cases per 100,000 in 14 days is considered a high COVID-19 activity level for a community. At this level, DOH recommends distance learning with the option for limited in-person learning who need it most – such as students with disabilities. Sports and extracurricular activities should remain on pause.
- Moderate Level: 25–75 cases per 100,000 in 14 days is considered a moderate COVID-19 activity level. At this level, DOH recommends distance learning as described above, with gradual expansion of in-person education, beginning with elementary students. Younger students under the age of 10 benefit the most from in-person learning while also posing less risk for transmitting COVID-19 than older students. Most sports and extracurricular activities should remain on pause. This is our current level.
- Low Level: Below 25 cases per 100,000 in 14 days is considered a low COVID-19 activity level. At this level, DOH recommends in-person learning for all elementary students (must follow social distance requirements) and hybrid learning for middle and high school, eventually moving to in-person for middle and high school.

This guidance will provide direction as it relates to opening additional stages of the Port Angeles School District plan. Current state guidelines require school districts to plan for 6-foot social distancing of students and staff. This means we are unable to have all students in our schools at the same time. Washington State Department of Health has developed a framework for public health decision-making for reopening schools. These frameworks include metrics for safe reopening. Currently, the COVID-19 case count for Clallam County is 53 per 100,000 residents in a 14-day period. This puts us in the “moderate” level per our State’s guidelines and means we will start the year at 2.1 hybrid, see the entire reopening plan in this document. This is our starting point and together we can build from there.

Please remember, we are determined to get this right! Thank you for your continued partnership and engagement. Together, we can have a safe and successful school year.
Sincerely, Martin Brewer

Superintendent
Guiding Principles

Lead with care and compassion

Focus on Students

Ensure equity for ALL students, families, and staff

Create safe and healthy environments for students and staff

Maximize student learning time in the buildings
OSPI Commitments/PASD Priorities

Four commitments that are to be priorities in district work for the 2020-2021 school year.

1. **Support Students Furthest from Educational Justice**

The impacts of fear, hatred, and systemic and structural racism within institutions cannot be ignored, and they yield tragic outcomes. Washington’s public education system must engage in anti-racist capacity building, leadership, and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty, and students who identify as LGBTQ+.

The work of Washington public schools is to prepare students for postsecondary pathways, careers, and civic engagement. Washington must create the conditions for each student to be educated in racially literate, culturally sustaining, positive, and predictable environments that intentionally prioritize the instruction and development of social-emotional skills, and mental health in addition to our primary focus on academic content.

2. **Prepare for Health and Safety in 2020–21**

OSPI is committed to supporting learning environments that protect student and staff health and safety. To do this, OSPI will partner with the Department of Health, the Office of the Governor, and the Department of Labor and Industries and will communicate any changing requirements for reopening schools. OSPI recognizes that school districts will continue working in partnership with local health authorities. Districts should establish plans for rapid transitions between face-to-face and continuous remote learning. Districts may be required to close based on decisions by a health authority.

To prepare for the 2020–21 school year, school districts 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 remote learning model that will be ready to be deployed if schools are required to be closed for long periods of time.

3. **Invest in Connectivity and Hardware**

We must invest in digital access for all as a matter of educational justice. When access is available to all, schools can then focus on accelerating progress for each learner. It is an example of inequity that not every student, educator, or instructional staff member has access to reliable connectivity or hardware to maintain continuous remote learning. Without
access to reliable connectivity and hardware, students do not have the opportunity to engage in asynchronous remote learning.

4. Leverage Local Expertise and Provide Training

Washington’s public education system is responsible for responding to the impacts of our decisions on individual student groups. Powerful instruction requires high-quality professional development and the resources necessary to support it.

Building anti-racist school cultures requires educators to shift the way they plan, instruct, and assess student learning; build the climate to accelerate student progress rather than remediate; utilize authentic, productive diagnostic assessments to guide and engage learners; and employ Universal Design for Learning (UDL), which embeds Social and Emotional Learning (SEL) and Culturally Responsive (CRE) practices to support students both virtually and in person. Educators must prioritize enduring concepts of content by narrowing standards to those most critical for student success in the next skill, course, or grade.

Subject to approval of Federal Elementary and Secondary School Emergency Relief funds (ESSER funds), OSPI will also support professional learning in select online learning management systems to more effectively deliver learning remotely if closures are ordered locally or statewide. Districts need to narrow their learning platforms substantially to help families navigate fewer platforms. One platform for an entire school district is ideal.
Our Timeline

PASD Fall Delivery Model Work Group meets to determine initial delivery model

June 3

Parent Survey

June 4-29

OSPI Guidance is released for 2020-2021 school year

June 11

Certified Staff Survey

June 16

Work Group recommendation goes to school board in the form of a PASD 2020-21 Reopening and Response Plan draft

June 24

Community Forum

July 2

PASD 2020-21 Reopening and Response Plan published and shared with families

July / August

August 17
Our Plan

The recommendation of a hybrid model for the Port Angeles School District to implement is **ABwAB Model**. The recommendation to our school board on August 13, 2020 is to start our school year at stage 2.1.

### Stage 1: 100% Online (high level)
All students participate in distance learning.

### Stage 2: Hybrid (moderate and low levels)
The hybrid model will be implemented in a staged approach. This will be a rolling re-entry that will hopefully see a quicker return of students to learning inside the classroom.

In our A/B hybrid model, students will return to in-person learning two days each week and will have distance learning three days a week when they are not in the building. In this model, students at each school will be divided into two groups - Group A and Group B.
Group A will attend school every Monday and Thursday for in-person instruction and will do distance learning Tuesday, Wednesday, and Friday. Group B will do distance learning Monday, Wednesday, and Thursday and will attend school every Tuesday and Friday for in-person instruction. Wednesdays will be reserved as an additional cleaning/disinfecting day, as well as staff planning, training and family/student check-in.

During distance learning days, students and families can expect a robust distance learning system. This is being developed by a team of district educators, leaders, and staff. They are outlining the systems, processes, and professional development teachers will use to ensure that students and families have a streamlined experience while distance learning.

**Stage 2.1: Hybrid Step 1 (low level)**

Our youngest learners (K-2) will participate onsite with in-person instruction two days per week (A/B Schedule). There will be a staggered start between grade levels when beginning the A/B Schedule. Port Angeles School District provides a continuum of service options for students with an IEP. Through the IEP team process, services will be prioritized for students at the highest level of that continuum. This includes students in the Resource 2 and Extended Resource classrooms, Developmental Kindergarten and Developmental Preschool. All other students participate in distance learning.

**Stage 2.2: Hybrid Step 2**

All students from Step 1, as well as students in grades 3-6 participate onsite with in-person instruction two days per week (A/B Schedule). There will be a staggered start between grade levels when beginning the A/B Schedule. All other students participate in distance learning.

**Stage 2.3: Hybrid Step 3**

All students from Step 2, as well as students in grades 7 and 9 participate onsite with in-person instruction two days per week (A/B Schedule). All other students participate in distance learning.

**Stage 2.4: Hybrid Step 4**

All students participate onsite with in-person instruction two days per week (A/B Schedule).

**Stage 3: Traditional Learning**

All students participate onsite with in-person instruction five days per week.

Our district will move through the stages in either direction based on community COVID-19 rates per 100K over the last 14 days and the success rate of implementing safety protocols in our schools. Department of Health (DOH) guidance regarding COVID-19 cases per 100K:

- **High Level:** More than 75 cases per 100,000 in 14 days is considered a high COVID-19 activity level for a community. At this level, DOH recommends distance learning with the
option for limited in-person learning for those students who need it most—such as students with disabilities. Sports and extracurricular activities should remain on pause.

- Moderate Level: 25–75 cases per 100,000 in 14 days is considered a moderate COVID-19 activity level. At this level, DOH recommends distance learning as described above, with gradual expansion of in-person education, beginning with elementary students. Younger students under the age of 10 benefit the most from in-person learning while also posing less risk for transmitting COVID-19 than older students. Most sports and extracurricular activities should remain on pause. This is our current level.

- Low Level: Below 25 cases per 100,000 in 14 days is considered a low COVID-19 activity level. At this level, DOH recommends in-person learning for all elementary students (must follow social distance requirements) and hybrid learning for middle and high school, eventually moving to in-person for middle and high school.

Clallam County Health Officer Allison Unthank, MD MPH stated “I believe that the Port Angeles School District return to school plan is sound in its synthesis of currently available public health guidance and evidence in how COVID-19 is transmitted. Our best available evidence is that this virus is spread when people are in close contact (within 6 feet) for a prolonged period of time (>15 minutes). That is why physical distancing of 6 feet, mask wearing, and cohorting of students, are such critical pillars of a safe reopening plan. It is appropriate to begin resuming in-person learning first with our youngest learners, not just because they are some of the most poorly served by distance learning, but also because our most current evidence is that children under 10 are both less likely to suffer the severe complications from this virus and less likely to spread it to others.”

Port Angeles School District will also provide a choice for families seeking a 100% online option. Seaview Academy is an online, State approved ALE model. Benefits of Seaview Academy include having a single Port Angeles School District Teacher, individualized curriculum, and the ability to return to your regular school should you decide to do so.

School Operations

**Elementary Schedule**

The elementary weekly schedule is based on two core lessons a day (one math and one ELA) each engaging the student in one hour of instruction in an asynchronous lesson. These lessons will be used in either the remote or hybrid setting. These lessons are supported with additional teacher connections in a synchronous format that addresses individual students’ needs to differentiate instruction and provide individual as well as small group time.

Every student will begin each day in a synchronous morning meeting connected to all of their classmates. This time will build community and have lessons to support the child’s social and emotional development. It can also be a time to review key academic concepts with the whole group. Additionally, students will have opportunities to participate in daily physical activity and have specialist lessons provided in an asynchronous format in the areas of both PE and music.
Every child will also be able to be self directed in their choice of good fit books as they become independent learners participating in daily reading.

The schedule is designed to be fluid to meet the needs of all scenarios; in person, remote, or hybrid. It provides many opportunities for teachers to connect to students in multiple formats and individualize the learning. It gives teachers time to prepare asynchronous lessons for distance learning days.

**Elementary Student Sample Schedules**

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten – 2nd grade</th>
<th>3rd – 6th grade</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>A/B Days (in school)</td>
<td>Remote Learning 2.0</td>
</tr>
<tr>
<td></td>
<td>(M, T, TH, F)</td>
<td>(M, T, TH, F)</td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td></td>
<td>• Class Meeting</td>
<td>• Class Meeting</td>
</tr>
<tr>
<td></td>
<td>• SEL Lesson</td>
<td>• SEL Lesson</td>
</tr>
<tr>
<td></td>
<td>• Discussion/Review</td>
<td>• Discussion/Review</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>ELA Block</td>
<td>ELA Block</td>
</tr>
<tr>
<td></td>
<td>• Individual work</td>
<td>• Individual work</td>
</tr>
<tr>
<td></td>
<td>• Small Groups</td>
<td>• Small Groups</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>RTI</td>
<td>Independent Reading and Skills Review</td>
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<tr>
<td></td>
<td>• Remediation</td>
<td></td>
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<tr>
<td></td>
<td>• Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extension</td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Lunch (25 min) and</td>
<td>Lunch (25 min) and</td>
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<tr>
<td></td>
<td>Physical Activity (35)</td>
<td>Physical Activity (35)</td>
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<tr>
<td>12:00-1:00</td>
<td>Math Block</td>
<td>Math Block</td>
</tr>
<tr>
<td></td>
<td>• Individual work</td>
<td>• Individual work</td>
</tr>
<tr>
<td></td>
<td>• Small Groups</td>
<td>• Small Groups</td>
</tr>
<tr>
<td>1:00-1:40</td>
<td>Specialist (in person)</td>
<td>Specialist (asynchronous)</td>
</tr>
<tr>
<td></td>
<td>• PE</td>
<td>• PE</td>
</tr>
<tr>
<td></td>
<td>• Music</td>
<td>• Music</td>
</tr>
<tr>
<td></td>
<td>• Library</td>
<td>• Library</td>
</tr>
<tr>
<td>1:40-2:15</td>
<td>Extension Activities</td>
<td>Extension Activities</td>
</tr>
<tr>
<td></td>
<td>• Science</td>
<td>• Science</td>
</tr>
<tr>
<td></td>
<td>• Social Studies</td>
<td>• Social Studies</td>
</tr>
<tr>
<td></td>
<td>• Art</td>
<td>• Art</td>
</tr>
<tr>
<td></td>
<td>• Etc.</td>
<td>• Etc.</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td></td>
<td>Independent Reading</td>
</tr>
</tbody>
</table>

*Content block times can be flexible based on building schedules

*K-2: 5.58 hours of daily engagement – 2 hours asynchronous learning, 1 hour support for individual or small groups, 45 minutes MM and SEL, 35 minutes extension activities, 40 minutes specialists, 35 minutes physical activity.

*3-6: 6 hours of daily engagement - 2 hours asynchronous learning, 1 hour support for individual or small groups, 45 minutes MM and SEL, 35 minutes extension activities, 40 minutes specialists, 30 minutes physical activity, 30 minutes independent reading.
Middle-School Schedule

The hybrid schedule (ABwAB) schedule is designed to reduce the amount of students on campus daily. We have further reduced student contact by splitting the semester in half and having students take only three classes at a time instead of six, which simplifies a student’s schedule and minimizes student contact. Advisory will be at the beginning of each day which allows students to check-in with one teacher all year. The advisor teacher will help students understand academic expectations, policies/procedures, and build social emotional support.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
<td>7:40-10:10-Staff Meeting/PD</td>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
</tr>
<tr>
<td>Advisory</td>
<td>Advisory</td>
<td>10:10-11:15-Student Support</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 1/4</td>
<td>Period 1/4</td>
<td>10:15-12:45-Lunch</td>
<td>Period 1/4</td>
<td>Period 1/4</td>
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<tr>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 2/5</td>
<td>Period 2/5</td>
<td>12:45-3:30-Teacher Planning</td>
<td>Period 2/5</td>
<td>Period 2/5</td>
</tr>
<tr>
<td>Period 3/6 SEL</td>
<td>Period 3/6 SEL</td>
<td>(Video Prep) and Google Classroom Work</td>
<td>Period 3/6 SEL</td>
<td>Period 3/6 SEL</td>
</tr>
<tr>
<td>SEL</td>
<td>SEL</td>
<td></td>
<td>SEL</td>
<td>SEL</td>
</tr>
<tr>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
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<td>Communications/Planning</td>
<td>Communications/Planning</td>
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<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
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</tr>
<tr>
<td>7:50-8:20</td>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
<td>7:40-10:10-Staff Meeting/PD</td>
<td>Communications/Planning</td>
</tr>
</tbody>
</table>
| 8:20-9:20 | **Advisory**
Synchronous Learning | **Advisory**
Synchronous Learning | 10:10-11:15-Student Support      | **Advisory**
Synchronous Learning | **Advisory**
Synchronous Learning |
| 10:55-11:15| **Movement Break**              | **Movement Break**               | **Movement Break**                   | **Movement Break**                | **Movement Break**               |
| 11:15-11:45| Lunch                          | Lunch                            | Lunch                                | Lunch                             | Lunch                            |
| 11:50-1:20| Period 2/5 Asynchronous Video and Synchronous Support | Period 2/5 Asynchronous Video and Synchronous Support | *12:45-3:30*
Teacher Planning (Video Prep) and Google Classroom Work | Period 2/5 Asynchronous Video and Synchronous Support | Period 2/5 Asynchronous Video and Synchronous Support |
| 2:50-3:10 | **SEL Asynchronous and Synchronous Learning** | **SEL Asynchronous and Synchronous Learning** | **SEL Asynchronous and Synchronous Learning** | **SEL Asynchronous and Synchronous Learning** | **SEL Asynchronous and Synchronous Learning** |
| 3:10-3:20 | Communications/Planning         | Communications/Planning          | Communications/Planning               | Communications/Planning           | Communications/Planning          |
Port Angeles High School Schedule

The ABwAB schedule is designed to reduce the risk of possible virus transmissions by reducing by half the total number of students who are on campus during the day. We have further reduced student contact by splitting the semester in half and having students take only four classes at a time instead of seven, which reduces the passing periods from seven to three, thereby reducing student mixing in our two hallways.

Our remote learning schedule for 2021 reduces the number of classes students are taking during a term from seven to four or less. This is a response to feedback from this past spring that students often found keeping track of seven classes online to be confusing and overwhelming. Additionally, we are incorporating best practices for online instructional delivery by providing teachers with guidelines limiting the length of asynchronous videos and limiting the number of synchronous video meetings students will be asked to participate in to two per day.
Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 async videos/class period. Students should attend no more than 2 synchronous video meetings/day. Synchronous video meetings may be scheduled during the designated periods as needed.

Lincoln High School Schedule

Lincoln is intending to follow suit with PAHS and divide the year into four 9 week terms, opposed to 2 - 18 week terms. First and third term will have periods 1-3 and advisory, and second and fourth term will have periods 4-6 and advisory.
Lincoln students will receive primary instruction asynchronously through a combination of Edgenuity and teacher created materials for academics and credit retrieval for the 2020 – 21 school year. Teachers will supplement with their own curricula when appropriate. But, given the wide spectrum of individual needs at Lincoln, the Edgenuity platform seems appropriate given the distance learning model and possible transition between distance learning and hybrid model instruction. If possible, Lincoln will offer individual and small-group academic support on campus with instructors and paraeducators.

Lincoln’s advisory will provide the social emotional component, distance learning support component, and outreach times for students in either model.

When distance learning is implemented, the intent is for asynchronous learning (student self-scheduled learning) to be the primary mode of instruction, with ample time for 1-on-1 or small-group work with subject-matter teachers supporting the assigned tasks. Synchronous learning (whole group instruction via teleconferencing) will be minimal given the obstacles inherent in that method of delivery. At the teacher’s discretion, however, office hours and class periods could have open lines of communication through videoconferencing for students to seek help and communicate with teachers.

**Distance Learning Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
<td>8:00-9:45 Planning/PD/Staff Collaboration</td>
<td>Communications/Planning</td>
<td>Communications/Planning</td>
</tr>
<tr>
<td>9:00-10:35</td>
<td>Asynchronous Learning /Edgenuity synchronous video-Google Meet**</td>
<td>Asynchronous Learning /Edgenuity</td>
<td>9:45-11:10 Learning Support /Office Hours</td>
<td>Asynchronous Learning /Edgenuity Synchronous video-Google Meet</td>
<td>Asynchronous Learning /Edgenuity</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 2/5</td>
<td>12:10-1:40 Period 2/5</td>
<td>12:10-1:40 Period 2/5</td>
<td>Asynchronous Learning /Edgenuity</td>
<td>12:10-1:40 Period 2/5 /Office Hours</td>
<td>Asynchronous Learning /Edgenuity</td>
</tr>
</tbody>
</table>

*Asynchronous videos for content delivery (new instruction) should be no longer than 5 minutes each and no more than 3 async videos/class period.**Students should attend no more than 2 synchronous video meetings/day. Synchronous video meetings may be scheduled during the designated periods as needed.
Drop-Off and Pick-Up

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

Health Screening at Entry

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

- Does your student have any of the following symptoms [on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours)]:
  - A cough
  - Shortness of breath or difficulty breathing
  - A fever of 100.4°F or higher or a sense of having a fever
  - A sore throat
  - Chills
  - New loss of taste or smell
  - Muscle or body aches
  - Nausea/vomiting/diarrhea
  - Congestion/running nose – not related to seasonal allergies
  - Unusual fatigue

- Does anyone in your household have any of the above symptoms?
• Has your student been in close contact with anyone with suspected or confirmed COVID-19?

• Has your student had any medication to reduce a fever before coming to school?

The student must be excluded from school if the answer to any of the above questions is “yes.” Refer to Returning to school after suspected COVID-19 symptoms below.

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

Reducing Transmission Grouping Students

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

Physical Distancing

Our building teams will be ensuring that all classroom and instructional spaces support the six feet of physical distancing required by the DOH. We will be creating lunch eating spaces that support six feet of distancing and will try to have students eat outside or in larger spaces whenever possible. We will also work with our PE teachers to have as much instructional time as possible outside.

We will be partnering with several community groups to support our students during remote learning days such as locations on the LEKT (Lower Elwha Klallam Tribe) and at locations supported by Serenity House of Port Angeles.

Schools may consider physical distancing strategies like:

• **Cancel field trips, assemblies, and other large gatherings.** Cancel in-person activities and events such as field trips, student assemblies, special performances, school-wide parent meetings, or spirit nights.

• **Cancel or modify classes where students are likely to be in very close contact.**

• **Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19.** If these classes or events continue, hold them outdoors or in a large well-ventilated space and with fewer people than usual to allow even greater physical distance between students. Ensure that families understand these activities are high risk.

• **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than
facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

- **Reduce the number of students in the halls at one time.** Stagger release of classes. Limit activities where multiple classrooms interact.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teaching staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Keep students outside more, as weather and space permits.**

**Meals**

Our building teams will be creating lunch eating spaces that support six feet of distancing and will try to have students eat outside or in larger spaces whenever possible. This also means that building teams will create lunch schedules to provide for distancing and good hygiene practices (hand washing and sanitizing stations). The lunch schedules will include at least 10-15 minutes of time for the custodial staff to sanitize the eating area before the next group arrives. Our food service department will be following DOH guidelines to provide breakfast and lunch to our students.

**Hygiene Practices**

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

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

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

Face coverings for staff will be required: Face coverings appropriate for the risk of exposure, per health agency guidance will be provided for all instructional staff. Non-instructional staff may provide their own appropriate face coverings as long as they comply with health agency guidance.

Face coverings for students will be required: The district will provide various sizes of face coverings for students. Students may provide their own appropriate face coverings as long as they comply with health agency guidance.

**Bus Transportation**

Principles for COVID prevention within school bus transportation are:

- At home, check to make sure your child does not have a fever, shortness of breath, a cough, sore throat or chills.
- Riders and staff members must wear a face covering.
- Maximize outside air and windows will be kept open as much as possible on the bus.
- The first row of seats will be kept empty.
- Riders are to keep as far apart as possible on the bus -
  - One student per seat, siblings shall sit together. (two students only in one seat)
  - Students will **load** from the back of the bus forward, so as to minimize students passing one another.
  - Students will **unload** from the front of the bus to the back of the bus in an orderly fashion, so as to minimize students passing one another.
- Buses will be cleaned and disinfected after every route.

**Cleaning and Disinfecting Procedures**

Current guidance for cleaning and disinfection for Covid-19 from the CDC states that disinfectants should be registered by the EPA for use against Covid-19. Disinfectants based on hydrogen peroxide or alcohol are more safe.

The custodians are highly trained on the use of chemicals, their applications and the use of personal protective equipment (PPE’S). We will be cleaning equipment and surfaces in program space, high-touch surfaces in commons space, such as door knobs, push plates and countertops, and eating spaces in the buildings. Our daily cleaning will consist of cleaning restrooms, classrooms, gym spaces, libraries, commons spaces, offices and other areas of the buildings.

We will be cleaning between class changes and lunch room shifts, and we will finish cleaning
before the next group arrives. We have no-rinse food grade disinfectants for this purpose. More emphasis will be on high-touch surfaces in the commons areas and office countertops.

Ventilation is important to have good indoor air quality. While some of our buildings are newer and have air conditioning, others are older and don’t. We need to make sure all ventilating systems are on and working, and open doors and windows where appropriate.

Below are the procedures and chemicals we use to clean, sanitize and disinfect areas of the buildings.

Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing and disinfection

Sanitizing reduces germs on surfaces of a clean object

Disinfecting kills germs on surfaces of a clean object

Restrooms

1. Pick up garbage on floor
2. Sweep the floor
3. Apply restroom cleaner (NABC) to toilets, urinals and sinks
4. Spray a mist of restroom cleaner (NABC) on toilet paper dispenser, paper towel dispenser, soap dispenser, partitions and other washable surfaces
5. With a Johnny Mop, clean off restroom cleaner in the toilet and urinal
6. With a towel, wipe off restroom cleaner from restroom fixtures
7. Refill paper products and soap dispensers
8. Remove any graffiti in the restroom
9. Clean mirror
10. Mop the floor with a disinfectant. Put out wet-floor signs

Classrooms, Gyms, Commons and other areas

1. Hard Surfaces (desks, counters, tables, etc.):
   a. Spray a mist of disinfectant (Alpha HP) and let sit
   b. Spray multiple areas at once for efficiency
   c. Wipe off all surfaces with a rag
   d. Use Bioesque on lunch table and food areas
   e. Empty garbage daily
2. Door Handles and Doors:
   a. Spray a mist of a no-rinse disinfectant (Alpha HP) and let sit
   b. Do this at the same time you are spraying the hard surfaces
   c. Very lightly mist the door. Wipe off wood doors immediately
   d. Use glass cleaner and a microfiber towel to clean glass
3. Countertops and Sinks:
a. Clean sinks and counters with a general purpose cleaner and wipe dry
b. Spray a mist of a no-rinse disinfectant (Alpha HP or Bioesque) and let sit

4. Carpets:
   a. Pick up anything bigger than a quarter
   b. Vacuum daily with a Windsor or ProTeam vacuum. Use HEPA filter bags and change when 70% full.
   c. Remove spots and food waste with a Prizza spotter

Showers and Locker Rooms

1. Pick up garbage on floor
2. Sweep the floor
3. Apply restroom cleaner (NABC) to toilets, urinals and sinks
4. Spray a mist of restroom cleaner (NABC) on toilet paper dispenser, paper towel dispenser, soap dispenser, partitions and other washable surfaces
5. With a Johnny Mop, clean off restroom cleaner in the toilet and urinal
6. With a towel, wipe off restroom cleaner from restroom fixtures
7. Refill paper products and soap dispensers
8. Spray showers with disinfectant (Super HDQ-L) and let dry
9. Remove any graffiti in the restroom
10. Clean mirror
11. Mop the floor with a disinfectant. Put out wet-floor signs

Cleaning and disinfecting between groups of students using the same space

1. Disinfect high-touch surfaces (Bioesque or Alpha HP) and let dry
2. Make sure room ventilation is on
3. The room should be un-occupied when using an electrostatic sprayer (Bioesque)

Playground Equipment

1. Do not spray disinfectant on outdoor playground wood structures or fall protection as it is not proven to reduce the risk of Covid-19
2. High-touch metal or plastic surfaces should be disinfected regularly

Chemicals and their uses

- **NABC** - Restroom cleaner, not to be used around food
- **Tribase** - Neutral cleaner for floors, lunch tables and food areas, degreaser for any area, glass cleaner
- **Clean by Peroxy** - Peroxide general purpose cleaner

**Disinfectants**

- **Super HDQ-L** - Neutral cleaner with disinfectant, not to be used regularly on floors, will remove wax. Ten minute dwell time and PPE’s required.
• **Alpha HP**—Multi-surface green seal cleaner and disinfectant. Five minute dwell time and no PPE’s required in the diluted form.

• **Bioesque**—Multi-purpose heavy-duty cleaner and disinfectant. No rinse required on food surfaces. Two minute dwell time on both hard and soft surfaces. No PPE’s required in the diluted form.

**Instruction**

We are committed to maximizing in-person learning, improving the quality of remote learning, and providing for the health and safety of our school community. Implementing the Reopening and Response Plan requires extensive preparation and modification of practices and procedures across our district. The following are details of the beginning work in the many areas connected to instruction.

**Essential Standards**

**Elementary:** Grade level teams made up of 2-3 district staff who met for two or more days to identify the essential standards for the year and for the first trimester in the areas of ELA and math.

ELA teams then unpacked the standards to determine learning targets and assessments to create a scope and sequence by week/day using the district adopted curriculum of Houghton Mifflin. If additional materials were needed to supplement, then those materials were called out and will be provided to staff and students. (i.e. Scholastic News, Step Up to Writing, etc) Social studies and science curriculum will be integrated as well. Teams will continue to meet to create a set lesson framework that all teachers will use to provide consistency across our district for students and families. Each of the daily lessons will be one hour. The goal being to have at least three weeks of lessons done prior to school starting.

This will also allow for optimal teacher collaboration and efficiency. These plans and strategies will be shared out with the entire district team during the four building collaborative days prior to the first day of school. Adjustments if needed will be talked about and agreed to by the majority of the team. All of the work will be accessible via Google Drive. Donette Hope, our district literacy coach will be the lead facilitator and will be supported in the work by the elementary principal team.

Math teams reviewed the Eureka pacing guide and the pacing guide put out by Zearn based on our spring remote learning. It should be noted that the Eureka curriculum is fully aligned to the CCSS. The teams then reviewed lessons to determine what components of each lesson would be a best match to the 60 minutes of daily instruction. Teachers then began using the Google Slides to create a structure to be used for all lessons. K-3 will be using the Seesaw platform and will have a set structure to be used for all lessons. Teacher teams are beginning to create
lessons with videos and other components. The goal being to have at least three weeks of lessons done prior to school starting.

The plans and strategies will be shared with the entire district grade level during the four building collaborative days prior to the first day of school. Adjustments if needed will be talked about and agreed to by the majority of the team. All of the work will be accessible via Google Drive. Morgan Worthington, our district math instructional coach will be the lead facilitator and will be supported in the work by the elementary principal team.

**Secondary 7th-12th:** Each grade level/subject team was asked by the secondary principals to identify the essential standards for the year and for the first quarter of our school year. It should be noted that teachers this year will be teaching three periods each quarter at the middle school and four periods at the high school which include an advisory period. Teachers are being asked to teach longer periods, 80 minutes, and to teach a semester worth of lessons within a quarter. We know and understand that we can’t teach a remote class like we do a remote learning time, so staff will need to use the Google Platform and a consistent lesson structure.

Grade level/subject teams began this work the week of August 10th to identify the essential standards. The work will continue to then identify the assessments, curriculum/materials to be used and then scope/sequence for the first nine weeks of school by week. Additionally, it should be noted that teachers who teach a singleton class will engage in the same process. The plans and strategies will be reviewed and adjusted during the four building collaborative days prior to the first day of school. Secondary administrators will provide the leadership to ensure these tasks are completed and implemented.

**Grading Practices**

**Elementary**

Elementary will continue with standards-based grading that they already use. However, teachers will score only essential standards on the report card. Teachers will address social and emotional skills with narrative feedback in the comment section of the report card.

**Middle School**

Middle School students will earn a letter grade A,B,C,D,F based on their mastery of essential standards. Pass/Fail grades will be an option for certain students based on their educational plans.

**High School and Lincoln**

Secondary students will earn a letter grade A,B,C,D,F based on their mastery of essential standards. Pass/Fail grades will be an option for certain students based on their educational plans.

**Plan to Support Students Who Received “Incompletes” in the spring of 2020:**
Students may recover high school credits and earn grades for any high school credit-bearing course where they earned an incomplete “I” grade for spring semester of the 2019-20 school year by:

● retaking the course(s) onsite or online.
● working with the teacher(s) of record to complete work and/or demonstrate mastery with the teacher adjusting “I” to a letter grade.
● completing the next course in sequence or course in a similar content area with the grade being earned in the course replacing the incomplete “I” grade earned.

Attendance Practice

Elementary Attendance Plan

● How will you take daily attendance for all students regardless of A/B or remote?
  ○ Teachers will be taking attendance daily during the Google Meet each morning. Attendance will be documented using the same attendance procedures in Skyward. Attendance on the asynchronous days will be documented using evidence of student work (exit tickets, products, assignment completion, etc).

● How will you be communicating with families regarding attendance?
  ○ Tier 1: Teacher will reach out to engage with student and family
  ○ Tier 2: Admin-Parent Conference
  ○ Tier 3: Create a plan to support regular attendance

● What tiered supports will you provide students who are not participating?
  ○ Tier 1: Phone call home by teacher
  ○ Tier 2: Phone call from counselor or other member of interventionist team
  ○ Tier 3: Phone call home by administrator
  ○ Tier 4: Home visit
  ○ Tier 5: Create a plan to support regular attendance

Stevens Middle School Plan

● How will you take daily attendance for all students regardless of A/B or remote?
  ○ Teachers will use Google Meet (synchronous) at the beginning of each period to explain daily tasks, learning objectives and to take attendance electronically in Skyward. On Wednesday attendance will be tracked using evidence of student work (exit tickets, products, assignment completion, etc.)

● How will you be communicating with families regarding attendance?
  ○ Tier 1: Advisory teacher will reach out to engage with student and family
- Tier 2: Admin-Parent Conference
- Tier 3: Create a plan to support regular attendance

● **What tiered supports will you provide students who are not attending or participating?**
  - Tier 1: Phone call home by teacher and advisor.
  - Tier 2: Phone call from counselor or other member of interventionist team
  - Tier 3: Phone call home by administrator
  - Tier 4: Home visit
  - Tier 5: Create a plan to support regular attendance

**PAHS and Lincoln Attendance Plan**

- **How will you take daily attendance for all students regardless of A/B or remote?**
  - Teachers will be electronically monitoring daily/period attendance (participation) in synchronous and/or asynchronous learning. Attendance will be documented using the same attendance procedures in Skyward. Attendance on the asynchronous days will be documented using evidence of student work (exit tickets, products, assignment completion, etc.).

- **How will you be communicating with families regarding attendance?**
  - Tier 1: Advisory teacher will reach out to engage with student and family
  - Tier 2: Admin-Parent Conference
  - Tier 3: Create a plan to support regular attendance

- **What tiered supports will you provide students who are not attending or participating?**
  - Tier 1: Phone call home by teacher and advisor.
  - Tier 2: Phone call from counselor or other member of interventionist team
  - Tier 3: Phone call home by administrator
  - Tier 4: Home visit
  - Tier 5: Create a plan to support regular attendance

**Special Education Services**

PASD recognizes the importance of students having access to equitable and high-quality learning along with meaningful instruction. Students learn best when they feel valued and when people hold high expectations. While we have worked to develop a model suitable for the learning needs of students, it will be rare that a single delivery model will meet the needs of each student with an IEP, thus students with IEP’s will be prioritized for in-person
learning. In order to facilitate reengaging students with disabilities in the learning process, collaboration with families as an integral part of the IEP team will be strongly encouraged. The IEP team will determine the amount and location of services for each student bearing in mind the need for FAPE and Least Restrictive Environment.

Child Find and Referrals

PASD will continue with its obligation to carry out its child find obligation through existing and newly developed systems. Additional attention will be given to the unique situation of our child find process given the extraordinary circumstances of the spring 2020 closure. We are committed to ensuring protection against exacerbating disproportionality in special education by understanding that some students may have been more significantly impacted by school facility closure in spring 2020 than others, however, this does not necessarily constitute a disability. While a lack of instruction is not necessarily a disability, caution must be used to avoid or delay initiating comprehensive evaluations. Ongoing data collection through progress monitoring is key to ensuring effectiveness of interventions as they apply to student needs.

Referrals for special education can be made by parents, school personnel, district staff or other persons with knowledge about a student. Requests need to be in writing either in paper form or email. The district has 25 school days to decide whether to evaluate a student. If a referral meeting is scheduled by the district to take place, the person making the referral (in most cases parent/guardian) is required to be invited to attend the meeting.

Evaluations and Eligibility

PASD recognizes the need for adherence to state and federal timelines for evaluations and eligibility under the WAC and IDEA following safety recommendations, best practice and normative procedures. Communication by staff with students and families in a collaborative manner is paramount to ensuring the success of the evaluation and eligibility processes. Following WSASP Guidance of April 2020, teams should review the following guiding questions when determining each student’s need on a case-by-case basis:

- What is best for the student?
- Does the team have means to access all data needed to complete this evaluation?
- Is the parent/adult student/guardian comfortable proceeding with an evaluation during this time?

Additionally, special consideration is given to the requirements of evaluations for specific categorical determinations:

- Cognitive testing is only required for initial evaluations in Developmental Delay, Specific Learning Disability and Intellectual Disability. In most re-evaluation circumstances cognitive testing will not be required. Teams need to determine whether a repeat of cognitive testing is truly needed for a re-evaluation.
• Adaptive, social-emotional, behavior – direct observation is not required and may not be possible. Use of information from surveys and questionnaires is acceptable.

• Specific Learning Disability (SLD) – PASD utilizes the discrepancy model of determining eligibility for SLD. The WAC’s allow for the use of professional judgment when testing data is not representative of the learner or when properly validated tests are unavailable.

• Functional Behavior Assessments (FBA): For an existing FBA, teams need to integrate existing data, including progress monitoring, into the current plan. If there is enough information to provide a functional behavior hypothesis, teams can proceed with this update. In the instance of a new FBA, the team may consider using questionnaires, qualitative and intervention data. Same as before, if there is insufficient evidence for identifying a hypothesis of the behavior, the FBA cannot be completed. While a Behavior Intervention Plan (BIP) cannot be formulated without an FBA, teams can still recommend and formulate Specially Designed Instruction (SDI) in the recommended area of concern.

During the districtwide closure of spring 2020, PASD was unable to conduct in-person evaluations for the majority of students receiving special education services. As such, there were many instances in which such evaluations were placed on hold until such time an in-person evaluation could be conducted adhering to standardized testing guidelines. Those evaluations which were delayed due to school closure will be prioritized for fall 2020. Each department ESA staff (Psych’s, SLP’s, OT and PT) will review the list of both outstanding and current evaluations in order to develop an action plan for addressing these needs.

During summer 2020, PASD secured technology, resources and professional development from Pearson for remote, onscreen administration of assessments leading to comprehensive evaluations in the event of continued remote or hybrid operations in any capacity. Through the use of Pearson’s Q-Global, our staff can provide web-based administration of assessments, generate scores and produce reports. Pearson’s other platform, Q-Interactive, a 1:1 i-Pad based testing system allows staff to administer, score and report 20 different clinical assessments. Q-Interactive in an in-person setting allows the Psych, SLP, OT, etc. to administer an assessment using proper social distancing through Bluetooth i-Pad technology. Q-Interactive remote testing is done through a Google Meet platform. Lastly, PASD has again contracted with an external remote telepractice provider, Presence Learning, in order to assist with our efforts of addressing outstanding evaluations.

Parent/Guardian consent is required for all Initial Evaluations and placement for Special Education. Alternative means of parental consent are acceptable such as:

• Email from the parent/guardian stating they give consent for the activity.
• Digital or e-signature
• Digital photo or scan of the parent’s signature on the applicable document.
• Having district staff note that consent was given verbally.
**Individualized Education Plans (IEP’s)**

During the spring 2020 closure, the option of in-person IEP’s was not available to schools. In many instances, teams were able to conduct remote IEP meetings via the Google Meet platform or teleconference. Consideration was given to parent request in terms of whether to hold the meeting using distance technology or defer until such time in-person meetings could be held in the fall. Contact was made by the special education case manager with students and their parents/guardians to determine what the best platform would be for the delivery of both instruction and materials related directly to the student’s SDI as outlined on their IEP. In some instances these discussions were documented via progress reports, prior written notice, or a Continuous Learning Plan (CLP) may have been implemented.

Upon the resumption of school in fall 2020, each school’s special education team will meet to do the following:

- Conduct a review of outstanding IEP’s by team and building to determine an action plan of addressing both outstanding IEP’s and upcoming IEP’s.
- The District will develop guidance on IEP meetings (the need to be held, when everyone can be there, how the meeting will be held, etc.)
- For purposes of returning in the 2020-21 school year, CLP’s are no longer an option.

**Each IEP team must amend the IEP to reflect the student’s current learning setting.** IEP Amendments serve the purpose of documenting a district offer of FAPE during a temporary change of services. IEP Amendments can be held without a full team meeting if the parent/guardian is in agreement. The District recognizes the volume of work that may be created given both the uncertainty and flexibility needed across the variety of instructional models that may be present at any given time.

- Additional guidance on identifying setting in a variety of models is given below.
- Special Education staff are encouraged to be cognizant of how many goals are written per area of SDI so that IEPs are not unduly lengthy and difficult to write and/or monitor.
### Identifying Setting in Remote/Hybrid Models

<table>
<thead>
<tr>
<th>General Education Setting</th>
<th>Special Education Setting</th>
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<tbody>
<tr>
<td>● A student with an IEP participates in online learning in a course open to students with and without disabilities (i.e. the course is unrelated to the student’s disability)</td>
<td>● A student with an IEP receives remote instruction with a teacher or paraeducator individually or in a group consisting primarily (51% or more) of students with IEPs.</td>
</tr>
<tr>
<td>● A student with an IEP participates in an online learning environment with no specific requirement as to location for participation (i.e. the student may participate in any remote location at their discretion in order to complete the class or program requirements)</td>
<td></td>
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<tr>
<td>● A student with an IEP participates in instruction that DOES have a prescribed time/location (i.e. synchronous instruction), and at least half (50%) of the students participating in this instruction do not have IEP’s.</td>
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**Provision of Special Education and Related Services**

PASD gives consideration to prioritizing in-person services and supports for students with IEPs based on student need, across the continuum of school reopening models. While the COVID-19 pandemic has not changed a student’s right to be educated in the Least Restrictive Environment (LRE), it has changed how the general education system operates. LRE is determined by a student’s IEP team in the new context of which the District will operate. The following two examples illustrate how a team may provide FAPE across different operational models:

**Example 1:** Alec will be in a 4th grade class with 21 students at the start of the 2020-21 school year. He receives 45 minutes daily of special education services in the general education classroom in math and written language and 30 minutes per week of speech-language therapy outside the general education classroom under the disability classification of other health impaired.
## School Operational Models

<table>
<thead>
<tr>
<th>Distance Learning</th>
<th>Hybrid</th>
<th>Traditional</th>
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<tbody>
<tr>
<td>Students will use a distance/remote learning platform for educational services.</td>
<td>Students will follow an alternating schedule to reduce the number of students on campus and in each classroom. Students will report to school two times a week with health and safety protocols in place and will use a virtual platform three times a week.</td>
<td>Students will report to school five days per week with health and safety protocols in place.</td>
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</table>

### LRE Considerations for Alec

Alec will participate in a virtual learning model with his general education fourth-grade class. His special education teacher will host a small group virtual break out session with him and other students in written language and math after large group instruction (or provided supports during large group instruction). Student A will participate in weekly virtual speech session.

While on campus, Alec’s fourth-grade class will be split into two sections. Student A will remain in one classroom all day with his peers and his teachers will rotate as appropriate. Special education staff will provide 45 minutes of support in math and written language each day while Alec is on campus and follow the distance learning model the other three days.

Alec will receive his special education services inside his general education classroom five days per week following health and safety protocols from special education staff and speech services outside the general education classroom one day per week following health and safety protocols.

### Progress Monitoring

Special Education Case Managers and Related Service personnel must continue to document a student’s current level of performance throughout the school reopening process, across the continuum of school reopening models. Progress monitoring is not only a scientifically based practice to determine a student’s academic performance, but to also evaluate the effectiveness of instruction. Guidance was provided to PASD special services staff during the spring 2020 closure (PASD Special Services memo 4/28/2020) instructing staff to ensure that minimum data points included student performance at the end of in-person instruction (3/13/2020) and student...
performance at the end of the school year (6/19/2020). For goals in which there was no reasonable method to collect data, the staff was instructed to document the reason why.

Sample forms were provided along with options for data collection during remote learning. These options for progress monitoring during remote learning models stay the same as outlined in the following table:

<table>
<thead>
<tr>
<th>Options for Data Collection during Remote Learning</th>
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<tbody>
<tr>
<td><strong>Option #1 (I Do)</strong></td>
</tr>
<tr>
<td>Teacher or service provider assesses students during your regular distance instructional times (e.g., when you meet with students by Google Meet/Google Classroom). During these distance learning meetings, students’ complete sections of their work with you, and you collect data as the student performs the task. Alternatively, a paraprofessional can be in the Classroom or Meet at the same time and collect data as instructed by the teacher or service provider.</td>
</tr>
<tr>
<td><strong>Option #2 (We Do)</strong></td>
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<td>You ask parents/guardians or other learning coaches to track student learning for you. This is more typical for work that had to be sent home (such as packets), for whatever reason. For example, you ask parents to circle which problems were completed independently by their child. You can then see which problems were completed independently, and assume that the parents offered some sort of assistance or prompting on the others. You can then enter data as you otherwise would on a data sheet, noting the number of problems completed independently and accurately.</td>
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<td><strong>Option #3 (You Do)</strong></td>
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<td>You teach students to self-monitor their progress on the activities you assign. For example, if you assign them to read one book per day at their reading level, the student can be in charge of checking off that they completed the book. As students learn to self-monitor, perhaps you also ask a parent/guardian to sign off too.</td>
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**Recovery Services**

The term Recovery Services describes the additional, supplemental services needed to address gaps in special education service delivery due to COVID-19 health and safety limitations, of which districts had no control. Additional services may be provided during the school day due to lack of expected progress during the closure in the form of increased or supplemental services in the student’s IEP provided this does not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed. Examples of Recovery Services (OSPI Reopening Schools 2020: Special Education Guidance) include the following:
• A student who regressed behaviorally during the closure may need new or different positive behavior interventions during the school day.

• A student who lacked social skills opportunities during the closure may need additional instruction in social communication.

• A student who lost academic skills during the closure may need additional supplementary aids and services in the general education classroom.

Upon returning to school in fall 2020, each school’s special education team shall review each IEP and the student’s progress on IEP goals, in addition to the documentation showing the degree to which the student participated in remote learning opportunities during spring 2020, to determine whether recovery services are needed due to COVID-19 (OSPI guidance 7/10/2020, B-1).

• Documentation was required and provided to the District by each special education teacher and service provider at the closure of the 2019-20 school year.

• Progress monitoring data to be reviewed will include a third data point by 10/2020 (with the first two having been at 3/17/2020 and 6/19/2020 respectively).

• The triangulation of the data points (progress), the student participation (engagement) closure documentation along with IEP team input will provide the needed determination on an individualized basis.

**English Language Learners**

PASD will continue to provide equitable access and support for our students receiving ELL services. Our ELL staff will continue to collaborate with families and staff to create intentional academic support both in school and within remote learning times. We will work together to create a plan that meets the needs of each student and ensures their success as a learner.
**Core-Four Platform**

A set of “Core-4” tools will make up our learning platform. It will be used to keep instruction and communication consistent across the district. Staff will be trained on this platform and tools before school resumes and parents will be provided resources to help them work with their children at home and connect with teachers. The district will craft resources for parents for any specific learning tools or apps that will be used for instruction during the 2020-21 school year.

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**Seaview Academy**

Port Angeles School District will also provide a choice for families seeking a 100% online option. Seaview Academy is online and is a State approved ALE model for K-12th grade students. Benefits of Seaview Academy include having a single Port Angeles School District Teacher and the ability to return to your regular school should you decide to do so.

**Social Emotional Learning**

We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs. We want to create equitable learning environments where all students and adults process, heal, and thrive.

Social-emotional Needs: We are planning to screen each K-12 student and family using the SSIS (Social-Emotional Learning Edition) online screening tool published by Pearson. This program is a comprehensive, evidenced-based, social and emotional learning system. It is fully aligned with the CASEL framework and teaches the key competency skills called out in CASEL (see #4 below).

It should be noted that our special education department has already purchased this tool to support their students on IEPs. The tool includes screening materials, class wide intervention program curriculum and an SEL overview pd course.
1. Our district is collaborating with local community groups and providers to create a district wide plan to support students, families and staff.

2. We are using the *SEL Roadmap for Reopening School* by CASEL (Collaborative for Academic, Social and Emotional Learning) as a guide.

3. We will be focused on the four SEL Critical Practices to foster the competencies and learning environments that students and adults need to reunite, renew, and thrive:
   a. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
   b. Design opportunities where adults can connect, heal, and build their capacity to support students.
   c. Create safe, supportive, and equitable learning environments that promote all students’ social and emotional development.
   d. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

4. Key competencies:
   a. Self-awareness
   b. Self-management
   c. Social awareness
   d. Relationship skills
   e. Responsible decision-making

5. We support these practices and competencies by:
   a. Providing SEL curriculum and instruction,
   b. Aligning school wide practices and policies to support practices/competencies,
   c. Create family/community partnerships to support our students in the classrooms, at school, at home, and throughout our community.

*Strengths and Learning Needs*

Our plan for screening our students’ strengths and learning needs will look different for elementary, middle and high school. Our screening plan will be created with more precision and detail once our instructional model is determined. However, we anticipate using our school collaboration days across our system to begin this work.

*Technology*

The district is implementing a 1:1 technology plan for the 20-21 school year. Every child will have access to a Chromebook to support their learning at school and at home for remote learning. Students and parents will be provided training to support using this tool. Our technology department will provide tech support as needed to students, staff, and families as it relates to district-issued devices and supported applications. The district will continue to partner with our community to assist families in need of reliable internet service. Free wi-fi access points will be continuing at every school and at many locations throughout our
community. Wi-fi buses will continue to be available to support neighborhoods as needed across our district.

Our primary learning management system will be Google Classroom for grades 4\textsuperscript{th}-12\textsuperscript{th}. Students in grades K-3\textsuperscript{rd} will use Seesaw as their learning management system. Information and training will be provided to teachers, students, and families. A consistent template will be used for Seesaw and for Google Classroom to ensure that students and families can clearly understand the expectations, assignments, and feedback.

**Co-Curricular and Extracurricular Activities**

The district is committed to maintaining as many of our activities as possible while still following local, state, federal safety/health requirements and WIAA requirements. We know how much our students, families, and community value these experiences. These activities include performing arts and athletics.

**Professional Development**

Our district has provided teachers across the district the opportunity to participate in the following professional learning this past spring and early summer:

1. Shifting Schools by Jeff Utecht through ESD 114 that focused on best practices for Implementing Distance Learning. Teachers from every school site participated, but not all. This training was offered in spring 2020 and again in August 2020.
2. Google Classroom Educator Training for no cost was shared with staff over the summer as a learning opportunity that they could work on during the summer and virtually.
3. All k-12 grade level and subject teams participated in professional learning time to identify most essential standards, align curriculum and to understand best on-line teaching practices.

**PD plan for August collaboration days and for fall 2020 will be designed to focus on the following areas:**

1. Seesaw training for teachers grades PK-3rd
2. Google training for teachers grades 4th-12th relative to the Core Four (Google Classroom, Google Drive, Screencastify, and Google Meet)
3. Remote Learning training relative to best practices for use of Asynchronous and Synchronous learning times via Seesaw and Google Meet and ScreenCastify
4. Equity training with Erin Jones: All staff invited to participate in community/staff times which will be provided at three different times over the next five months.
5. Safety and Health Protocol trainings
6. Feedback in the virtual setting
7. Use of diagnostics and screeners (MAP, etc)
8. Use of universal screening (SE, academic and family needs)
9. Leading with social-emotional needs
10. Partnering with community organizations
11. Providing for family and student voice
12. Using classroom and school wide behavior supports
13. Communication tools for students and parents
14. Attendance structure
15. Grading
16. Advisory Ideas to support SEL needs
17. Google Classroom expectations
18. Understanding essential standards and learning targets
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